

# **Alabama State University Instructional Leadership Program**



## **Internship Mentoring Handbook**

## Table of Contents

<b>Letter to Mentors</b>	<b>3</b>
<b>Conceptual framework</b>	<b>4</b>
<b>Instructional Leadership Program Mission</b>	<b>14</b>
<b>Instructional Leadership Program Personnel</b>	<b>15</b>
<b>Internship Introduction</b>	<b>16</b>
<b>Procedures</b>	<b>17</b>
<b>Expectations for Instructional Leadership Interns</b>	<b>18</b>
<b>Evaluation</b>	<b>27</b>
<b>ILP 595 Master Course Syllabus (Ten Day Residency)</b>	<b>28</b>
<b>ILP 596 Master Course Syllabus</b>	<b>34</b>
<b>ILP 597 Master Course Syllabus</b>	<b>41</b>
<b>Mentor Guide</b>	<b>48</b>
<b>Three Phases of Internship</b>	<b>49</b>
<b>Attachment A (<i>Alabama Standards for Instructional Leaders</i>)</b>	<b>51</b>
<b>Attachment B (Mentor Evaluation Form)</b>	<b>59</b>

Dear Mentor:

The Instructional Leadership Program (ILP) faculty at Alabama State University is pleased that you have agreed to participate with us in preparing candidates for leadership. Our aim is to prepare leaders who will enhance teaching and learning for all students through ethical, reflective practice. We further believe that your participation in this field experience will help provide opportunities that will enable candidates to transfer the concepts, theories, skills and dispositions emphasized in the Instructional Leadership Program into practice.

**The Alabama State Department of Education requires that the University and Local Education Agency (LEA) collaborate in an effort to insure that all candidates have meaningful and practical experiences** in an actual school setting during the course of the instructional leadership preparation program. The internship is designed to place candidates in the cooperating school during critical times of instructional planning. This collaborative model requires that LEAs provide release time for candidates and for universities to work with LEAs so that the candidate's experiences are comprehensive and valuable. The internship experiences are the total sum of practical experiences, either field or clinical, as part of every course taken for preparation, **plus a residency.**

The residency is **uninterrupted service in an active school with students present.** Residency shall be **no less than ten consecutive full days** in the school setting with students present. The residency allows interns to experience leadership in as many of the Alabama Leadership Standard indicators as possible. Candidates are required to prepare and maintain **a comprehensive portfolio** which indicates the experiences and knowledge gained during the internship. The portfolio shall be juried by a committee of university and cooperating school staff before the candidate is recommended by the university for instructional leadership certification.

Please review the information in this booklet. We have included the College of Education's Conceptual framework, the Instructional Support Programs Department goals and those of the Instructional Leadership Program. The booklet also contains information that specifically applies to the internship placement and information that applies generally to mentoring in education.

We look forward to working with you and the candidate during this rigorous process. We encourage you to maintain the commitment and zeal that you undoubtedly demonstrated in your leadership program. Again, we are appreciative that you have agreed to share your expertise with us. Please contact the Instructional Leadership Faculty for any additional concerns at 334-229-6829, see page 15.

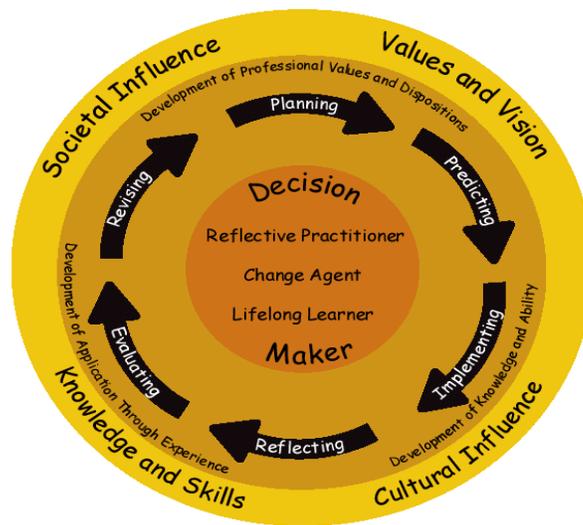
Sincerely,

Instructional Leadership Faculty

# Alabama State University

## College of Education

### CONCEPTUAL FRAMEWORK



### The Conceptual Framework Model

#### Shared Vision

The conceptual framework of the College of Education (COE) describes the vision and purposes of the unit and provides coherence for both the initial and advanced program for the preparation of teachers and other professional educators. Focusing on the theme “Educator as Decision Maker,” the unit seeks to prepare candidates who will be capable of applying knowledge and skills, reflecting on and refining practices, and identifying and solving problems in an increasingly diverse, dynamic, and complex technological society. This organizing theme reflects the assumption that effective educators must make reasonable judgments, careful and conscientious decisions and choices with the intent of optimizing student learning outcomes (Riddell, 2001). The theme emphasizes the view of decision making as an ongoing, interactive process. It is an empowering process which involves critical thinking and problem solving guided by the belief that empowered educators become designers of education rather than mere consumers of education that they actively participate in the decision making process rather than simply implement decisions made by others. Furthermore,

empowered educators are expected to empower their students (Duhon-Haynes, 1996; Calhoun, 2002).

The conceptual framework expresses the shared vision which unites the efforts of all members of the professional community in achieving the mission, goals, and purposes of the unit and, therefore, of the university. The members of the professional community include all faculty and personnel responsible for the education of teacher candidates and other professional educators. They are tenured and non-tenured faculty from other academic units within the university as well as from the COE, part-time faculty, clinical faculty who are university supervisors, clinical faculty who are cooperating teachers, and administrators and staff in the P-12 partner schools where teacher candidates do their field experiences and internships. These professionals and other community stakeholders are represented in the ongoing development and revision of the conceptual framework. The college's Professional Education External Advisory Board and the departmental program advisory councils are drawn from this community of professionals. The shared nature of the vision is evident in discussions at general faculty and committee meetings; orientations for part-time faculty; undergraduate and graduate course syllabi; candidate orientations; program reports; resource materials; collaborative sessions with and presentations for community, school, and alumni groups; assessments; brochures; newsletters and other campus publications.

The conceptual framework is based on sound knowledge, theory, and research. It derives from a consensus of beliefs about the philosophy, values, and dispositions that shape effective educators. The agreed upon views undergirding the theme and related processes embodied in the conceptual framework are informed by both historical and contemporary theory and research. The notion of decision making in education extends as far back as John Dewey who stated in 1933 that teachers act in a "deliberate and intentional fashion" rather than in a "blind and impulsive manner." More recently, theoretical foundations for the theme are evident in the works of educators and researchers like Shulman (1987); Shavelson (1976, 1978, 1981); Shavelson, Atwood, and Borko (1979); Cooper (1999); Ubben and Hughes (1987); Bozik (1990); Brubaker and Simon (1993); Hoy and Tarter (1995); Glickman (2002); Kauchak and Eggen (2003), Marsh and Willis (2003), Callahan (2002), and Kellough and Kellough (2003). Further assumptions and beliefs underlying the conceptual framework grow out of two apparently contradictory philosophies—behaviorism and constructivism. Research by the faculty found that scholars from both philosophical camps suggest ways of combining and blending the two (Dick, 1996; Hager and Beckett, 1995; Wilson, 1997; Henson, 2001; Kauchak and Eggen, 2003). Thus, in the college, elements of behaviorist and instructional design theory provide a means for planning and structuring courses and the curriculum. Constructivism offers a more compatible philosophical base for the theories, practices, materials, and resources that inform and guide instruction which prepares candidates to be decision makers. A more detailed and extensive discussion of the research and theory undergirding the knowledge base of the conceptual framework is presented in the conceptual framework document. In this document, one will also find an extensive list of supporting references.

## Coherence

### The Conceptual Framework Model

The conceptual framework serves to organize and articulate the various components of the college's program of education for both undergraduate and graduate candidates. It guides the coherent and systematic design and delivery of curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. It provides the basis for the interaction of these multiple components as they contribute to the development of empowered professionals with growing expertise in making effective decisions. The conceptual framework model provides a graphic illustration of the relationships among these multiple dimensions of the college's program for the preparation of teachers and other professional educators at both the initial and advanced levels. The model consists of four interdependent, interrelated, and interacting components which the college faculty views as essential contexts for the shaping of informed, skilled, and responsible decision makers. These components are described and discussed in detail in the conceptual framework document. What follows is a capsule summary of the contexts and their processes.

The **first component**, the outer circle, represents the assumption that students bring to the university a **prior context** consisting of their own **values and vision, knowledge and skills, cultural and societal influences**. This assumption is consistent with the constructivist view of learning in which learners become "actively engaged in constructing meaning" by bringing their own "prior knowledge to bear on new situations" and "adapting those new knowledge structures" (Steffe and Gale 1995). Constructivists see new learning as interpreted *within the context of* prior experience and understanding, not "as isolated information that is later related to existing knowledge" (Kauchak and Eggen (2002). What the aspiring teacher candidates bring with them to the university serves as the foundation for knowledge construction, for the learning that takes place in the university's and the college's educational programs (the second component of the model).

The **second component**, the large inner circle, represents the setting in which the college provides the education and training of prospective teachers and other professional educators at both the initial and advanced levels. This setting is the **interactive context**. It encompasses the general areas in which the development of competence is necessary for informed and effective decision making. These areas are **knowledge and ability, application through experience, and professional values and dispositions**. What the candidates bring to the university and what exists at the university are useful in providing the context in which interaction takes place (Tomlinson, 1995). This component provides opportunities for the candidates to weave new learning into their existing knowledge base and thereby to broaden and deepen their understanding and experience. In this interactive context, the candidates become solidly grounded in the types of knowledge listed below. Shulman (1987) has identified these categories of knowledge listed below. Shulman (1987) has identified these categories of the knowledge base as essential for the effectiveness of a professional educator:

- General education skills and knowledge

- Subject content knowledge (knowledge of subject matter and of the structure of teaching discipline)
- Pedagogical content knowledge (knowledge of how to translate the subject content into understandable forms)
- Knowledge of teaching and learning and of the principles of effective practice (knowledge of learning development, human exceptionalities, instructional technologies, motivational strategies, management techniques, and assessment techniques)

Field experiences and clinical practice provide controlled opportunities for candidates to gain practice in integrating these dimensions of their knowledge base into effective decision making. Emphases on diversity and on the uses of technology are infused throughout all areas of study in this context.

The **third component**, indicated by the rotating arrows within the large inner circle, represents the **decision making context** which, in simplified terms, embraces a continuous cycle of planning, predicting, implementing, reflecting, evaluating, and revising within the above described **interactive context**. The candidates develop and refine their decision making ability within the context of their interactions with faculty and curricula. Integrating the elements within this learning environment with their prior knowledge and experience, candidates acquire the knowledge, skills, and dispositions that prepare them for the multiple and complex decision making tasks in the education arena.

The **fourth component** of the model, the center circle, represents the **outcomes context**. All of the other components of the model lead to the achievement of this one goal—the development of educators who are informed and responsible decision makers. As **decision makers**, they are **reflective practitioners, change agents, and lifelong learners** who exhibit competence in the knowledge, skills, and dispositions reflected in the outcomes described below.

## **Professional Outcomes, Commitments and Dispositions**

### **Outcomes**

The outcomes which follow apply to programs at the initial and advanced levels. They are incorporated into the course syllabi of all the unit's programs, and they provide a basis for evaluating the competence of the candidates and the quality of the educator preparation program as a whole. The outcomes thus represent the standards adopted for the professional education unit, and they correlate closely with the standards established by the Alabama State Department of Education, NCATE, INTASC, and NBPTS. More precise performance indicators for most of the outcomes are included in the outcomes descriptions and alignment matrices in the conceptual framework document. Assessments in courses and at critical points throughout the candidates' program of study are designed to target these outcomes and provides ongoing evaluation of candidate's performance and of the effectiveness of the instructional programs and the unit. The college's performance-based assessment system reflects close alignment with the conceptual framework theme, model, and outcomes.

**1. As Reflective Practitioners, teachers completing COE professional education programs:**

- 1.1 Know their content areas and make informed decisions about what content to teach, when to teach it, and how to teach it. **Instructional support personnel** know their fields and make informed decisions about planning and applying strategies that support the improvement of teaching and learning.

**All program completers are able to:**

- 1.2 Design and implement instructional experiences which ensures that *all* students learn (including students from diverse backgrounds, students with exceptionalities, and students with varied learning styles).
- 1.3 Demonstrate problem-solving skills undergirded by critical thinking and reflection.
- 1.4 Promote learning for students that requires critical thinking, active inquiry, and problem solving.
- 1.5 Integrate technology into instructional practices to enhance learning and extend performance.
- 1.6 Monitor and improve effectiveness of their own practices and decisions through reflection, evaluation, and refinement.
- 1.7 Demonstrate effective written and oral communication.
- 1.8 Demonstrate both formative and summative assessments of student learning.
- 1.9 Conduct action research and share information and results with colleagues.

**2. As Change Agents, teachers and instructional support personnel completing COE professional education programs:**

- 2.1 Exhibit a commitment to educational reform through data-driven program evaluation and innovation.
- 2.2 Collaborate with colleagues, other professionals, parents, and community persons to create and maintain learning environments that assure academic development, that are safe and caring, and the advocate wellness for all students.
- 2.3 Demonstrate an appreciation for cultural differences and an ability to interact appropriately with members of different cultures.
- 2.4 Participate in initiatives to use technology to facilitate the collection and interpretation of data for the ongoing improvement of educational practices.

2.5 Model, influence, and encourage appropriate attitudes, values, ethical conduct, and respect for diversity.

2.6 Are voices for educational justice.

**3. As Lifelong Learners, teachers and instructional support personnel completing COE professional education program:**

3.1 Actively seek opportunities to grow professionally.

3.2 Continue to build, expand, and test their knowledge and skills and contribute to knowledge in the profession.

3.3 Remain current with theories, materials, resources, and emerging technologies in their teaching discipline and in education generally.

**Commitments**

The outcomes listed and described above embrace the college's professional commitments to knowledge, teaching competence, and student learning. These commitments are expressed throughout the conceptual framework document and are summarized below. Each candidate is expected to embrace and uphold the following professional commitments:

1. A commitment to teaching and instructional support professions and to the demonstration of the knowledge, skills, and dispositions that characterize competent professionals.
2. A commitment to acquire in-depth knowledge of content and pedagogy and to use this knowledge to make subject matter meaningful for students.
3. A commitment to acquire knowledge of learners and the learning process and to use this knowledge to design and implement effective learning experiences for all students.
4. A commitment to understand and respect diversity—ability, learning styles, gender, racial, ethnic, socio-economic, language, cultural, special needs—and to develop fair and unbiased approaches to educating all students.
5. A commitment to teaching/learning as a decision making process which requires active inquiry, critical thinking, and problem solving.
6. A commitment to being effective communicators and to promoting the development of effective communication skills in students.
7. A commitment to teaching and other professional educator roles as reflective practice.

8. A commitment to using knowledge, reflections, and assessments to promote positive educational change.
9. A commitment to lifelong learning.

### **Dispositions**

In keeping with the college's conceptual framework, the faculty identified the following dispositions that they value and that teacher candidates are expected to demonstrate. To help foster appropriate dispositions in candidates, a dispositions plan has been developed and implemented. The dispositions are categorized under the three major outcomes of the conceptual framework, and they incorporate characteristics identified by INTASC and NCATE as desirable in professional educators.

#### **As Reflective Practitioners, COE teacher candidates should:**

1. Believe that all children can learn at high levels and persist in helping all children achieve success.
2. Reflect on teaching practices in the pursuit of excellence.
3. Use ongoing assessment to identify P-12 students' strengths and challenges.

#### **As Change Agents, COE teacher candidates should:**

4. Take pride in their work and work environment.
5. Meet ethical standards of practice
6. Be voices for educational and social justice.
7. Value human diversity and help students learn to value one another.

#### **As Lifelong Learners, COE teacher candidates should:**

8. Join and participate in professional and educational organizations.
9. Keep abreast of new ideas in the field.
10. Value the use of educational technology in the teaching/learning process.

### **Commitment to Diversity**

The mission and goals of the university clearly express a strong commitment to diversity. The university recognizes the "diversity of its student body" and provides "an educational and intellectual environment in which all students may thrive, learn and develop their highest potentialities...." The College of Education is dedicated to uphold and to carry out this commitment. A particular focus of our conceptual framework is the preparation of education professionals who respect and appreciate human differences, who believe in justice and fairness for all people, who support and advance learning for *all* students, and who are prepared to work with *all* students in an equitable and caring manner. For the College of Education, diversity includes race, socio-economic status, gender, culture, ethnicity, ability/disability, learning styles, and other exceptionalities.

Goals and objectives to cultivate diversity and to address diversity issues and concerns are evident throughout the unit's programs, courses, and activities. Diversity is an important consideration in the recruitment of faculty, staff, and candidates. From the moment the prospective candidates enter the university as freshman to the point of graduation into the

world of professionals, diversity is a major focus. It is evident in the courses required of the candidates in the general and professional studies curricula, in the subject field areas, and in placements for field and clinical experiences. It is evident as well in the composition of the faculty and the student body, in unit and campus lyceum features and workshops, and in the research and professional development activities of faculty.

Throughout the conceptual framework document, the unit's commitment to diversity is expressed in the discussions of the knowledge, skills, and dispositions that form the foundation of the preparation programs for candidates at both the initial and advanced levels. It is specifically stated in the outcomes/desired proficiencies expected of all candidates. The unit's diversity committee, in preparing the report for Standard IV, has presented detailed information and data which show aspects of diversity at work within the college. The committee has also refined and included in its report a diversity plan which delineates the goals, implementation and assessment strategies for the unit's diversity activities and experiences.

### **Commitment to Technology**

The university and the college are aware of the significance of technology and have expressed specific commitments to the inclusion of educational and information technology in academic programs and activities. Technology is a tool for constructing and communicating information. It is an integral part of the administration and delivery of institutional functions. Some courses are delivered online, and distance learning opportunities are offered. Technology is becoming an increasingly more intricate part of the candidate advisement process and of the monitoring of candidate performance and unit operations. Courses in the use of technology are required in all programs of study. The college has computer centers for teaching, learning, and research. The PT3 grant has contributed immensely to making technology more available to COE faculty, candidates, and to partner schools in the service area. The NASA and Technology in Motion projects in the Regional In-service Center have provided a variety of training opportunities for the infusion of technology in classroom teaching. The conceptual framework clearly reflects the commitment to the integration of technology plan outlines the goals, implementation and assessment strategies for carrying out this commitment.

### **Candidate Proficiencies Aligned with Standards**

The college's programs are guided by state, national, and professional standards. These include SDE, NCATE, INTASC, and NBPTS. These standards have been aligned with the outcomes in the conceptual framework. Conceptual framework outcomes and the standards have been aligned with course objectives, activities, and assessments in the course syllabi to ensure that candidates gain the knowledge, skills, and dispositions required of effective professional educators. The quality assurance procedure enforced by the college and the university ensures that syllabi reflect these alignments. It includes a system for reviewing and approving course syllabi to verify that objectives, assessments, criteria for passing the course, and grading practices match. Candidates are evaluated in each course based on their mastery of the stated measurable learning objectives, and they must meet stated mastery criteria related to course

objectives and requirements to pass the course. In COE courses, objectives and other criteria clearly delineate proficiency expectations for candidates. These objectives are aligned with standards. Thus, when the objectives are achieved, the standards are met. In addition to course alignments and evaluations, performance-based assessments at critical points in the candidates' program have been and/or are being aligned with expected outcomes and standards. These assessments are being and/or will be systematically used to measure candidate performance. The conceptual framework document contains matrices reflecting detailed alignment of candidate proficiency expectations with state, national, and professional standards. The performance-based assessment system document describes the assessment instruments and procedures employed by the unit and includes timelines for the development and implementation of assessment tools and strategies.

### **History of Development**

The conceptual framework with the theme "Educator as Decision Maker" dates back to the early 1990s. It was refined and adopted for the NCATE review in 1998. Since this review, it has undergone additional revision. One revision effort has been undertaken to address a weakness cited during the previous NCATE visit regarding program evaluation in relation to the conceptual framework. The college's performance-based assessment system seeks to address this weakness as well as meet the more recent NCATE standards.

Developed around the six criteria required by NCATE, this system contains features which, when fully implemented, will clearly integrate the conceptual framework processes and outcomes into the evaluation of the unit's programs.

Revision of the conceptual framework formally began in 2000 with the appointment of a Conceptual Framework Committee and subsequent faculty meetings in which close to 95% of the faculty, in a survey, chose to keep and update the original conceptual framework and theme which had guided the college for a number of years. Over the next three years, the unit faculty, along with representatives from University College, the College of Arts and Sciences, and other community professionals and stakeholders, met in collaborative sessions to review the conceptual framework and discuss and debate changes. Collaboration on the revisions of the conceptual framework took place in large and small group meetings, in a faculty retreat, and in faculty conferences with "round-robin" sessions. In some of these meetings, interesting reactions led to dramatic changes in the image illustrating the conceptual framework model. In construction of the previous image, three circles set in a triangular pattern with rotating arrows represented the inner contexts of the model. This image reminded some participants of "Mickey Mouse" and engendered comical responses from the group. After some bantering and levity about this perception, another underlying concern emerged: that the model did not portray the dynamic nature of the decision making cycle. As a result, the image was reviewed and modified, modified and reviewed until it met majority satisfaction. Through such collaboration sessions as these, the conceptual framework was revised for the following reasons:

- To incorporate the most recent NCATE requirements specifically in the areas of assessment, diversity, dispositions, and integration of technology.
- To specify more precise outcomes for candidate proficiencies.

- To update the knowledge base with the most current theories, research, and best practices.
- To ensure incorporation of the appropriate state, national, and professional standards.
- Alignment of candidate proficiencies with state, national, and professional standards.
- To restructure and revise the model to reflect a clearer representation and description of the components and processes in the development of the educator as a decision maker.
- To address recent trends, issues, and developments in education (No Child Left Behind, for example).
- To ensure the continued consistency of the conceptual framework with the university and unit missions and goals.

## **Department of Instructional Support Programs Mission**

The Mission of the Department of Instructional Support Programs is three-fold. Specific objectives are:

1. To identify and create knowledge, skills and dispositions that addresses the development and educational needs of children, youth and their families.
2. To disseminate this knowledge through high quality initial preparation and continuing educational programs for professionals who seek to be exceptionally competent in meeting those needs.
3. Develop candidates who will be reflective practitioners, change agents and life-long learners and who will engage in research driven decision making.

To contribute to this organizational mission, faculty in the department are dedicated to representing knowledge through their teaching, expanding it through their research, overall mission, and applying it in direct service to the learner and their families and to professional colleagues in schools and related agencies.

### **COMMON VALUES**

In fulfilling our professional roles as faculty, staff and administrators in the department of Instructional Support Programs, we are committed to

1. Generating, disseminating and applying knowledge.
2. Maintaining a balance between teaching, research and service.
3. Meeting standards of personal and professional academic excellence and exceptional quality in all of our endeavors.
4. Meeting the developmental and educational needs of our own students as well as those of children, youth, and their families in schools and related agencies.
5. Valuing diversity and speaking out against oppression in our dealings with each other, our students, and our professional colleagues in schools and other related agencies.
6. Striving to be collegial, collaborative, humane, respectful, sensitive and supportive of others, even when not in agreement with their views or with their work.
7. Maintaining the highest standards of integrity and ethical and professional behavior through open, honest and forthright communications and actions.
8. Remaining thoughtful, reflective, flexible, and willing to explore new ideas.

## **Instructional Leadership Program Personnel**

The Instructional leadership Program (ILP) focuses on developing candidates with appropriate knowledge, abilities and dispositions to eliminate the achievement gap. Candidates are expected to develop expertise in using data to drive improvement efforts, assessments, and to create schools committed to student learning and achievement.

### **Faculty Advisors**

Hyacinth Findlay, Ed.D.  
Professor  
Ralph Abernathy 319  
334-229-4417

Gwendolyn V. King, Ph.D.  
Associate Professor  
Ralph Abernathy 309  
334-229-5141

Allen Stewart, Ph.D.  
Professor  
Ralph Abernathy 308  
334-229-6882

Ronald A. Grace, Ph.D.  
Associate Professor  
Ralph Abernathy 326  
334-229-8665

### **Other Key Personnel**

**Mrs. Betty Howard Departmental Administrative Assistant**  
Instructional Support Programs  
334-229-6829 FAX 334-229-6831  
bhoward@alasu.edu

**Dr. Ronald A. Grace, Coordinator**  
Instructional Support Program

**Dr. Necoal Driver, Department Chair**  
Instructional Support Programs

**Dr. Charlie Gibbons, Interim Dean**  
College of Education

## Internship Introduction

Success in education overall is predicated to a great extent on the teacher's ability to transfer theory into practice. This is particularly true in leadership. As you know there is a plethora of empirically researched theories available for the practitioner to draw upon. We believe internship is the most appropriate place for the candidate to demonstrate his/her ability to apply the knowledge, skills, and dispositions expected of Alabama instructional leaders.

**NOTE: The terms mentee, candidate, intern, and potential leader are used synonymously throughout this booklet.**

The Alabama State Department of Education Standards for Instructional Leadership, included in this document, covers the following eight areas:

- Planning for Continuous Improvement
- Teaching and Learning
- Human Resource Development
- Diversity
- Community and Stakeholder Relationships
- Technology
- Management of the Learning organization
- Ethics

The ILP Internship consists of three courses, ILP 595, ILP 596 and ILP 597. These courses must be taken over a three semester period sequentially. The knowledge and abilities associated with each of the above standards are covered in the following manner:

- **ILP 595**
  - Planning for continuous improvement
  - Teaching and Learning
  - Technology
- **ILP 596**
  - Diversity
  - Community and Stakeholder Relationships
  - Community and Stakeholder Relationships
- **ILP 597**
  - Human Resource Development
  - Ethics

The master syllabi for each course, included in this document, list specific, minimum assignments interns are to perform to demonstrate their knowledge and abilities. Mentors are

expected to offer mentees support in performing these tasks, but may also assign other tasks that he/she feels are appropriate to satisfying the requirements. While some tasks may require observation, mentees are expected to lead and participate in most of the activities. A comprehensive portfolio must be developed and maintained to confirm that the candidate has successfully satisfied internship requirements prior to recommendation for certification.

## **Procedures**

**Prior to registration the mentee must have taken and passed the Praxis 0411 or 05411 examination.**

1. **Application Process** - Complete the placement application and placement documentation for internship. Typically this is done during the first class session. The application and placement documents are presented to the ASU Office of the Director of Field and Clinical Experiences. The candidate is assigned a mentor by the Local Education Agency (LEA) and granted permission to perform the internship at a selected location. The LEA confirms the permission and placement through a written document that is sent back to the ASU Office of the Director of Field and Clinical Experiences. The candidate may begin internship placement “ONLY” after the written permission cited above is received at ASU.
2. **Meeting with the University Supervisor** – The candidate and the University Supervisor should discuss the activities listed on the Master Syllabus for clarification and to facilitate a clear understanding of this rigorous process. Furthermore, the candidate is subject to all local district procedures and therefore must have an understanding of any specific policies that may apply to the task(s) at hand.
3. **Placements** - The following are placement requirements for internship course:
  - a. ILP – 595 – Ten consecutive “full” days in a school setting with students present.
  - b. ILP – 596 – Five “full” consecutive days or ten “half” days in a school setting with students present. Typically the structures included in these placements are divided between those that were not covered in the previous ILP 595 course. For example, if the ILP 595 placement was performed in a high school setting then the ILP 596 placements would be performed in an elementary and middle school setting. The idea is to cover three school settings (elementary, middle, high) between two courses.
  - c. ILP 597 – Five consecutive “full” days in the central office or an auxiliary of the central office.
4. **Meeting with the Mentor** – The candidate should have an initial meeting with the mentor to discuss the objectives listed on the master course syllabus. The candidate is responsible for presenting all appropriate documentation to the mentor that outlines program/course requirements. Whereas the mentor is asked to facilitate and assist the candidate in accomplishing the required activities, he/she also has discretion in

assigning additional tasks that may be of benefit to the candidate. The candidate is likewise encouraged to perform those duties that the mentor may deem appropriate to the internship. It is strongly suggested that this meeting should occur as soon as possible to allow adequate planning time and avoid scheduling conflicts.

5. **Begin the Internship Placement** – The candidate should begin the internship by presenting the mentee with a copy of this handbook. The assignments listed on the master syllabi are the minimum requirements; additional work may be assigned through Blackboard, Livetext, or during class sessions. It is the responsibility of the candidate to stay abreast of such additional requirements.

## **Expectations for Instructional Leadership Interns**

### **Professionalism**

Professional dress and demeanor must be demonstrated at all times. Politeness, courtesy and adherence to board policies and local school procedures are a must. Conflicts or issues related to individual or situational concerns should be discussed with the university supervisor and held in the strictest confidence.

### **Confidentiality**

Organizational personnel matters are often highly confidential and personal; you are expected to act with the utmost integrity to protect the rights of students and other personnel. Questions involving individuals or incidents during the course of the internship should be directed to the mentor or university supervisor. Any media requests should be referred directly to the mentor.

### **Alabama Code of Ethics for Educators**

Interns are also expected to abide by the Alabama Code of Ethics for Educators and understand the consequences for violations.

### **Introduction**

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of

conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

### **Code of Ethics Standards**

#### *Standard 1:*

##### Professional Conduct

*An educator should demonstrate conduct that follows generally recognized professional standards.*

Ethical conduct includes, but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students:

#### *Standard 2: Trustworthiness*

*An educator should exemplify honesty and integrity in the course of professional practice.*

Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.  
Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting

information submitted to federal, state, and/or other governmental agencies.

- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves:
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

*Standard 3: Unlawful Acts*

*An educator should abide by federal, state, and local laws and statutes.*

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

*Standard 4: Teacher/Student Relationship*

*An educator should always maintain a professional relationship with all students, both in and outside the classroom.*

Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of trusted confidence, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to necessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following):

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

*Standard 5: Alcohol, Drug and Tobacco Use or Possession*

*An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.*

Ethical conduct includes, but is not limited to, the following:

- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

#### *Standard 6: Public Funds and Property*

*An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.*

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

#### *Standard 7: Remunerative Conduct*

*An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.*

Ethical conduct includes, but is not limited to, the following:

- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:

Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.

- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

*Standard 8: Maintenance of Confidentiality*

*An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.*

Ethical conduct includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

*Standard 9: Abandonment of Contract*

*An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.*

Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer;
- Refusing to perform services required by the contract.

## **Reporting**

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards, or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

*Alabama Administrative Code 290-3-2-.05*

(1)-5-c Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated or non-renewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

**Disciplinary Action**

Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. "Certificate" refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.

*Alabama Administrative Code 290-3-2-.22*

(1) Authority of the State Superintendent of Education

(a) The Superintendent shall have the authority under existing legal standards to:

1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Ala. Code §16-23'-5 (1975)
2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.
3. Suspend or revoke an individual's certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.
4. Refuse to issue, suspend, or recall a certificate for just cause.

Any of the following grounds shall also be considered cause for disciplinary action:

- Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
- Order from a court of competent jurisdiction.
- Violation of any other laws or rules applicable to the profession.
- Any other good and sufficient cause.

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.

- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
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Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer;
- Refusing to perform services required by the contract.

## Evaluation

Candidates performing internships will be evaluated from several perspectives. Remember the internship is a culmination of the entire program. Candidates must demonstrate many of the knowledge and skills required by the Alabama State Department of Education for instructional leaders. **Mentors will complete the Mentor's Evaluation Form included in this booklet (SEE ATTACHMENT B).** The University supervisor will consider the results of this evaluation in assigning the final grade and in recommendation for certification. Though candidates are required to perform, at minimum, the assignments outlined in the course syllabi, mentors are encouraged to offer assistance and guidance where needed.

### Dispositions

Candidates must demonstrate a prevailing tendency to act in a professional manner and in a way that supports the educational goals of the state and local school districts. Such behaviors include, but are not limited to, promptness, a belief that all children can learn, dedication to moving the practice of education to higher levels, and demonstrating other exemplary actions at all times.

### Class Assignments

Candidates will be evaluated by the quality of the class assignments submitted. Educators are also learners and should demonstrate their dedication to learning through their own personal work. Class assignments are also evaluated using the rubrics that are attached to the syllabi. Candidates are also required to submit certain assignments via Livetext (explained in course syllabi).

### Internship Portfolio

The portfolio is used to document the activities performed during the internship that are used to satisfy the Alabama State Standards for Instructional Leaders. This is the single most important document that candidates are asked to present because it provides clarifying documentation that a given candidate has successfully demonstrated the knowledge and skills required of Alabama instructional leaders and is deemed qualified to be recommended for certification. The portfolio also includes a reflective journal because many of the assignments require written reflections on the activities candidates perform. The portfolio is evaluated using the rubrics attached to the course syllabi.

## ILP 595 Syllabus

### Alabama State University College of Education Master Syllabus For ILP 595

**Course Title: Internship in Instructional Leadership (Part A)**

**Course Number: ILP 595**

**Prerequisite: Acceptable Praxis Score**

**Credit Hours: 3**

**Required Text: N/A**

**Electronic Resources: This course will utilize both Livetext and Blackboard**

**Course Description:** This course is designed to give the candidate practical experience to observe, participate, and lead (**OPL**) at various education levels as he/she completes specific objectives for the administrative internship. These objectives will give the candidate an opportunity to demonstrate many of the knowledge, skills, and abilities that an effective school administrator must know and pragmatically demonstrate. **The Alabama State Department of Education Ten Day Residency is satisfied in this course. The residency consists of full time placement in a school with students present for ten consecutive days.**

#### **Educator as Decision Maker**

The Conceptual Framework of the College of Education describes the candidate as *The Educator as Decision-Maker*. This concept embodies the College's constructivist approach to teaching and learning. Students' prior knowledge, skills, and attitudes, including dispositions, interconnect with the knowledge, skills, dispositions and expectations they encounter as ASU. As a result of this fusion, students develop and acquire new knowledge, skills, and attitudes that manifest themselves in the students' informed decision-making capabilities – their tendency to put into action their capabilities as change agents, reflective practitioners and lifelong learners.

**ADA Statement:** Any student requiring alternative formats for testing and/or handouts for this course, or other accommodations, due to a disabling condition will advise the instructor within the first week of class. The university does not permit students to bring anyone who is not registered for the course into the classroom.

**Prepared by:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Department Chairperson:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Dean:** \_\_\_\_\_ **Date** \_\_\_\_\_

### **PURPOSE OF THE COURSE**

The purpose of the Internship in Instructional Leadership is to provide candidates with valuable instructional leadership experiences based on the eight Alabama Standards. Candidates will have experiences in observing, participating and leading school teams in assessing curriculum and instructional process to close the achievement gap (ALSDE Standards for Instructional Leadership 290-3-3-.48 a through h). These capstone experiences provide students the opportunity to demonstrate practically in Local Education Agencies (LEAs), the knowledge and abilities included in related course work and required by the Alabama State Department of Education. Upon completion of the course work and internship, the candidates will have completed and demonstrated **knowledge (standards) and ability (critical success factors)** in all criteria specified by the State Department of Education.

In addition to the **abilities** to be demonstrated in this syllabus, the administrative intern candidate will complete other duties as identified and required by the on-site internship supervisor (mentor) and/or university supervisor. The result will be the candidate having gained knowledge and ability to have entry-level skills as an administrator in the public schools.

**Outlined Standards for ILP 595**

Standard Description	CF	Alabama State Department of Education (ALSDE) Alabama Standards for Instructional Leaders	Assessment
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<p><b>Standard 1 Continuous Improvement</b></p> <p>1.1. Knowledge to lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center</p> <p>1.3. Knowledge to align instructional objectives and curricular goals with the shared vision</p> <p>1.5. Ability to work with faculty to identify instructional and curricular needs that align with vision and resources</p> <p>1.7. Ability to work with staff and others to establish and accomplish goals</p> <p>9. Ability to use goals to manage activities</p> <p>1.15. Ability to use multiple sources of data to manage the accountability process</p> <p>1.16. Ability to assess student progress using a variety of techniques and information</p> <p>18. Knowledge to use approved methods and principles of program evaluation in the school improvement process</p> <p>1.19. Ability to use diagnostic tools to assess, identify, and apply instructional Improvement</p> <p>2.16. Ability to use the methods and principles of program evaluation in the school improvement process.</p>	1.7, 2	<p>ALSDE 1.1, 1.3, 1.5, 1.7 1.9, 1.15, 1.16, 1.18, 1.19, 2.16</p> <p>(2)(a)1.(i)</p> <p>(2)(a)2.(ii)</p> <p>(2)(a)2.(iv)</p> <p>(2)(a)2.(vi)</p> <p>(2)(a)2.(xi)</p> <p>(2)(a)2.(xii)</p> <p>(2)(a)1.(v)</p> <p>(2)(a)2.(xiv)</p> <p>(2)(b)2.(xiii)</p>	<p><b>Assignment 1:</b> After reviewing the school or district’s process for program evaluation, the school’s Report Card, and related data work with school leaders and teachers to analyze data and become actively involved in the planning, implementation and assessment of the school’s Continuous Improvement Plan – Report the experience in a 5 – 6 page written reflection, indicating how the program evaluation process impacts continuous improvement and how these processes align with the school’s, vision and mission and present a copy of an actual or mock plan Continuous Improvement Plan that reflects your work. Cite references using APA format. Submit in Portfolio</p>
<p>1.10 Ability to use a variety of problem-solving techniques and decision-making skills to resolve problems.</p> <p>1.11 Ability to delegate tasks clearly and appropriately to accomplish organizational goals</p> <p>1.20 Ability to use external resources as sources for ideas for improving student achievement</p>	2.2	<p>ALSDE 1.10, 1.11, 1.20</p> <p>(2)(a)2.(vii)</p> <p>(2)(a)2.(viii)</p> <p>(2)(a)2.(xv)</p>	<p><b>Assignment 2:</b> Collaborate with teachers in identifying, planning and assessing their professional development related to student learning/deficits create a comprehensive or school wide plan to establish the school as a professional learning community based on the collected data. Submit in Portfolio</p>

<p>1.2 Ability to lead and motivate staff, students, and families to achieve the school's vision</p> <p>1.6 Ability to interact with the community concerning the school's vision, mission, and priorities</p> <p>1.7 Ability to work with staff and others to establish and accomplish goals</p> <p>1.8 Ability to relate the vision, mission, and goals to the instructional needs of students</p>		<p>ALSDE 1.2, 1.6, 1.7, 1.8</p> <p>(2)(a)2.(ii)</p> <p>(2)(a)2.(iii)</p> <p>(2)(a)2.(iv)</p> <p>(2)(a)2.(v)</p>	<p><b>Assignment 3:</b> Create a communications plan with the school leadership team that will inform all stakeholders regarding vision, mission, goals, and the instructional needs of students. Submit in Portfolio</p>
<p>1.4 Knowledge to allocate and guard instruction time for the achievement of goals</p> <p>1.12 Ability to focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making</p> <p>1.17 Ability to monitor and assess instructional programs, activities, and materials</p>		<p>ALSDE 1.4, 1.12, 1.17</p> <p>(2)(a)1.(iii)</p> <p>(2)(a)2.(ix)</p> <p>(2)(a)2.(xiii)</p>	<p><b>Assignment 4:</b> Observe teachers to ensure the use of instructional practices that are rigorous, relevant, and aligned to the school's vision, mission, and goals. Write a 2-3 page reflection on the strengths and weaknesses you observed and offer suggestions, based on best practices or empirically researched methods for improvement. Submit in Portfolio</p>
<p>1.13 Ability to use the process of gathering information to use when making decisions</p> <p>1.14 Knowledge to create a school leadership team that is skillful in using data</p>		<p>ALSDE 1.13, 1.14</p> <p>(2)(a)2.(x)</p> <p>(2)(a)1.(iv)</p>	<p><b>Assignment 5:</b> Review the school or school district's climate survey and determine how the information was used. Write a reflection on the process the leadership team used in making decisions. Submit in Portfolio</p>
<p><b>Standard 2: Teaching and Learning Promotes and monitors the success of all students in the learning environment by collaboratively aligning the curriculum; by aligning the instruction and the assessment processes to ensure effective student achievement; and by using a variety of benchmarks, learning expectations, and feedback measures to ensure accountability.</b></p>			<p><b>See Assignments 6 - 10</b></p>
<p>2.1. Knowledge to plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision</p> <p>2.2. Ability to use multiple sources of data to plan and assess instructional Improvement</p> <p>2.13. Ability to use multiple sources of data to manage the accountability process</p> <p>2.14. Ability to assess student progress using a variety of formal and informal assessments.</p>		<p>ALSDE 2.1, 2.2, 2.13, 2.14</p> <p>(2)(b)1.(i)</p> <p>(2) b)2.(i)</p> <p>(2) b)2.(x)</p> <p>(2) b)2.(xi)</p>	<p><b>Assignment 6.</b> Devise a professional development presentation on "How to Utilize, Interpret, and Monitor Data" for continuous school improvement. Submit in Portfolio</p>

<p>2.3. Ability to engage staff in ongoing study and mplementation of research-based practices</p> <p>2.4. Ability to use the latest research, applied theory, and best practices to make curricular and instructional decisions</p>		<p>ALSDE 2.3, 2.4</p> <p>(2) b)2.(ii)</p> <p>(2) b)2.(iii)</p>	<p><b>Assignment 7:</b> Collaborate with teachers in identifying, planning and assessing their professional development related to student deficits and create a school wide plan to establish the school as a professional learning community (PLC) based on the collected data. The focus of the PLC should be on applying best practices to an academic deficit. Submit in Portfolio</p>
<p>2.5. Ability to communicate high expectations and standards for the academic and social development of students</p>		<p>ALSDE 2.5</p> <p>(2) b)2.(iv)</p>	<p><b>Assignment 8:</b> Discuss with your mentor, the importance of establishing a culture of high expectations for teachers and students and methods he or she use in doing so. Write a 1-2 page reflection. Submit in Portfolio</p>
<p>2.6. Ability to ensure that content and instruction are aligned with high standards resulting in improved student achievement</p> <p>2.9. Ability to develop curriculum aligned to state standards</p> <p>2.11 Knowledge to align curriculum, instructional practices, and assessments to district, state, and national standards</p>		<p>ALSDE 2.6, 2.9, 2.11</p> <p>(2) b)2.(v)</p> <p>(2) b)2.(viii)</p> <p>(2) b).(iii)</p>	<p><b>Assignment #9.</b> Review national, state, and district standards and compare to teacher lesson plans to determine how the state standards are being taught and assessed in the school's curriculum; write a reflection on any strengths and weaknesses you find. Submit in Portfolio</p>
<p>2.7. Ability to coach staff and teachers on the evaluation of student performance</p> <p>2.8. Ability to identify differentiated instructional strategies to meet the needs of a variety of student populations</p> <p>2.15. Ability to monitor and assess instructional programs, activities, and materials.</p>		<p>ALSDE 2.7, 2.8, 2.12, 2.15</p> <p>(2) b)2.(vi)</p> <p>(2) b)2.(vii)</p>	<p><b>Assignment 10:</b> Observe a lesson, take anecdotal notes and have a discussion with the teacher on methods he or she uses to differentiate instruction and assess student performance. Write a reflection on how best practices were used or not used. Also identify how instructional resources were utilized or not utilized. Submit in Portfolio</p>
<p>2.10. Knowledge to collaborate with community, staff, district, state, and university personnel to develop the instructional program</p> <p>2.12. Ability to focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making</p>		<p>ALSDE 2.10, 2.12</p> <p>(2) b)2.(xii)</p>	<p><b>Assignment 11:</b> Devise interview questions concerning how to improve the educational process and interview a community member, a district level and school level administrator, and a university professor on methods to improve the instructional program, report your findings in a written document, include implications for further research. Submit in Portfolio</p>

## ACADEMIC POLICIES

<b>Evaluation and Minimum Standards:</b>	Teacher candidates must pass each objective. All objectives will be evaluated with a quiz/exam or performance assessment.
<b>Evaluation Criteria and Grading Standards for ALL objectives:</b>	<ul style="list-style-type: none"><li>• <b>A</b> will be awarded based on <b>90%</b> of the points available.</li><li>• <b>B</b> will be awarded based on <b>80%</b> of the points available.</li><li>• <b>C</b> will be awarded based on <b>70%</b> of the points available.</li><li>• <b>D</b> will be awarded based on <b>60%</b> of the points available.</li><li>• <b>F</b> will be awarded based on less than <b>60%</b> of the points available</li></ul>
<b>Professional Dispositions</b>	<p>Discussions of scenarios of case studies provide an opportunity for students to explore the importance of having a good rapport with their students, creating a safe, positive &amp; supportive learning environment, and exploring teacher attitudes that positively or negatively influence the behavior of students who reside within their care.</p> <p>Professional dispositions are assessed in all COE courses.</p>
<b>Professionalism</b>	<p>All Alabama State University (ASU) students are expected to conform to recognized university standards of conduct, behave with decency, and dress appropriately while attending on and off campus functions and in academic settings, social events, extracurricular activities and other public functions.</p> <p>Appropriate Dress:</p> <ul style="list-style-type: none"><li>• No student will be allowed to enter any university building with their pants hanging below the waist, without a belt, wearing spaghetti straps, or with hats and/or “doo” rags on their heads; and</li><li>• No student will be allowed in any university building with pajamas on, except in the residence halls and excluding the lobby areas; and</li></ul> <p>Students are to refrain from using profanity in any university building or on campus.</p>
<b>LiveText</b>	LiveText is a web-based data management system that the College of Education uses to collect data for the purpose of assessment, evaluation, and accreditation. LiveText is an integral part of all courses within the College of Education. Initial and advanced candidates are expected to have an activated LiveText account. Throughout the coursework, practicum, and internship for individual programs, candidates will complete assignments, portfolios and

	surveys which require an activated account. There are no exceptions to this policy.
<b>Class Attendance Policy</b>	<p>Each student is expected to attend all lectures, seminars, laboratories and field work for each registered class, including the first class session. Attendance is required to verify official enrollment and continuance in each course. When students are absent from class for authorized reasons such as death in the family, illness, hindrance by true emergency situations or University activities, they will be allowed to make up assignments/examinations that they missed. Instructors, of course, are not obligated to provide make up opportunities for students who are absent, unless the absences have been officially approved. Official excuses can be obtained from the Office of Student Affairs. An officially excused absence, however, merely gives the individual who missed the class an opportunity to make up the work and in no way excuses him or her from completing the course requirements. Students receiving veterans benefits are required to attend classes according to the regulations of the Veterans Administration, in addition to those requirements set by the university for all students.</p> <p>Instructors are required to keep an accurate attendance record for all students enrolled. It is the responsibility of the student to withdraw from the university or drop a course, within the allowed timeframe, when this is the desired course of action.</p>
<b>Field Experience (if applicable)</b>	
<b>OTHER READING AND RESOURCES</b>	
<p>Bernhardt, V. (2006). <i>Using data to improve student learning</i>. Eye on Education Publishing.</p> <p>Continuous Improvement Plan resources. These are located on ALSDE's website. Go to <a href="http://www.alsde.edu">www.alsde.edu</a>.</p> <p>Dufour, R. (2004). <i>Whatever it takes</i>. Bloomington, IN: Solution Tree Group.</p> <p>Payne, R. (2005). <i>A framework for understanding children from poverty</i>. Aha! Process, Inc</p> <p>Roberts, S., &amp; Pruitt, E. (2003). <i>Schools as professional learning communities</i>. Thousand Oaks, CA: Corwin Press, Inc</p> <p>Wellman, B. and Garmston, R. (1999). <i>The adaptive school: A sourcebook for developing collaborative groups</i>. Christopher-Gordon Publishers,</p>	

# ILP 596 Syllabus

## Alabama State University College of Education

Master Syllabus  
For  
ILP 596

**Course Title: Internship**  
**Course Number: ILP 596**  
**Prerequisite:**  
**Credit Hours: 3 each**  
**Required Text: N/A**  
**Electronic Resources: This course will utilize both Livetext and Blackboard**  
**Course Description:**  
**Educator as Decision Maker**

The Conceptual Framework of the College of Education describes the candidate as *The Educator as Decision-Maker*. This concept embodies the College’s constructivist approach to teaching and learning. Students’ prior knowledge, skills, and attitudes, including dispositions, interconnect with the knowledge, skills, dispositions and expectations they encounter as ASU. As a result of this fusion, students develop and acquire new knowledge, skills, and attitudes that manifest themselves in the students’ informed decision-making capabilities – their tendency to put into action their capabilities as change agents, reflective practitioners and lifelong learners.

**ADA Statement:**

Any student requiring alternative formats for testing and/or handouts for this course, or other accommodations, due to a disabling condition will advise the instructor within the first week of class. The university does not permit students to bring anyone who is not registered for the course into the classroom.

**Prepared by:**

Date

\_\_\_\_\_

**Department Chairperson:**

Date

\_\_\_\_\_

**Dean:**

Date

\_\_\_\_\_

### **PURPOSE OF THE COURSE**

The purpose of the Internship in Instructional Leadership is to provide candidates with valuable instructional leadership experiences based on the eight Alabama Standards. Candidates will have experiences in observing, participating and leading school teams in assessing curriculum and instructional process to close the achievement gap (ALSDE Standards for Instructional Leadership 290-3-3-.48 a through h). These capstone experiences provide students the opportunity to demonstrate practically in Local Education Agencies (LEAs), the knowledge and abilities included in related course work and required by the Alabama State Department of Education. Upon completion of the course work and internship, the candidates will have completed and demonstrated **knowledge (standards) and ability (critical success factors)** in all criteria specified by the State Department of Education.

In addition to the **abilities** to be demonstrated in this syllabus, the administrative intern candidate will complete other duties as identified and required by the on-site internship supervisor (mentor) and/or university supervisor. The result will be the candidate having gained knowledge and ability to have entry-level skills as an administrator in the public schools.

### **Outlined Standards for ILP 596**

Standard Description	CF	Alabama State Department of Education (ALSDE) Alabama Standards for Instructional Leaders	Assessment
<b>Standard 4 With regards to diversity, instructional leadership candidates will demonstrate ability to:</b>			Assignments 1 - 4
Conform to legal and ethical standards related to diversity	3.3		<b>Assignment 1:</b> Review Mastering the Maze (ALSDE Website – Special Education) and other applicable Special Education laws and identify steps in the Special Education Process from referral through Individual Education Plan implementation. In a 2-3 page written document summarize the process by describing each step and specify time requirements. Also identify the personnel compositions of each team or committee that is required to be involved in the process. <b>O/P</b>
Perceive the needs and concerns of others and deal tactfully with them.	3.2	(2)(d)2.(i) (2)(d)2.(ii)	

Arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations.	1.10	(2)(d)2.(iii)	<b>Assignment 2</b> (a) Devise a written plan to extend classroom instruction into the home in order to involve parents of ESL students and other students who may be considered at risk. Identify translation services the district currently offers or make recommendations to include such services. Or (b) Conduct a parent meeting and explain to parents the various ways they can become involved in their child's education. Write a reflection on what was effective and implications for change. <b>P/L</b>
Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	1.11	(2)(d)2.(iv)	<b>Assignment 3:</b> Identify community sources that are able to address pervasive school needs and prepare written correspondence soliciting applicable community agencies/organizations to provide resources that will address the need (s). Provide artifact in portfolio. <b>L</b>
Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.	1.11	(2)(d)2.(v)	<b>Assignment 4:</b> Observe a class where the teacher is involved in the Building Based Student Support Team (BBSST) or Response to Instruction (RTI) process. Take anecdotal notes and identify best practices and/or offer researched based suggestions for improvement. Write a 2 – 3 page reflection using APA format. <b>O/P</b>
<b>Standard 5: With regards to community and stakeholder relationships, instructional leadership candidates will demonstrate ability to</b>			<b>Assignments 5 - 7</b>
Address student and family conditions affecting learning	2.2	(2)(e)2.(i)	<b>Assignment 5:</b> Conduct a parent meeting or write a newsletter to explain to parents the various ways they can become involved in their child's education <b>L</b> . Provide artifact in portfolio of either option. <b>See assignment 3 above. P/L</b>

<p>Identify community leaders and their relationships to school goals and programs.</p> <p>Communicate the school's vision, mission, and priorities to the community.</p> <p>Seek resources of families, business, and community members in support of the school's goals.</p> <p>Share leadership and decision-making with others by gathering input.</p> <p>Develop partnerships, coalitions, and networks to impact student achievement.</p> <p>Actively engage the community to share responsibility for student and school success.</p>	2.2	<p>(2)(e)2.(ii),</p> <p>(2)(e)2.(iii)</p> <p>(2)(e)2.(v)</p> <p>(2)(e)2.(iv)</p> <p>(2)(e)2.(vi)</p> <p>(2)(e)2.(vii)</p>	<p><b>Assignment 6:</b> Review the school's partner in education list and identify other community leaders and parents, write a letter to stakeholders to communicate the school's vision and mission, solicit resources, and seek input for improvements. Provide artifact in portfolio.</p> <p><b>L</b></p>
<p>Involve family and community in appropriate policy implementation, program planning, and assessment efforts.</p>	2.2	(2)(e)2.(viii)	<p><b>Assignment 7:</b> With the school leader, develop a plan to keep the community abreast of student achievement (newsletter, websites, newspaper articles, etc.) Provide artifact in portfolio <b>P/L</b></p>
<p><b>Standard 6: With regards to management of the learning organization, instructional leadership candidates will demonstrate ability to:</b></p>			<p><b>Assignment 8 - 11</b></p>
<p>Apply operational plans and processes to accomplish strategic goals</p> <p>Identify and organize resources to achieve curricular and instructional goals</p> <p>Use goals to manage activities</p>	2.2	<p>(2)(g)2.(i)</p> <p>(2)(g)2.(iii)</p> <p>(2)(g)2.(vi)</p>	<p><b>Assignment 8:</b> Review a school or district strategic plan to find links between student performance and financial, human, and, material resources. Develop a written analysis of how these resources connect to teaching and learning, give researched based suggestions for improvements, if applicable. <b>P/L</b></p>
<p>Attend to student learning goals in the daily operation of the school</p> <p>Identify and organize resources to achieve curricular and instructional goals</p>	2.1	<p>(2)(g)2.(ii)</p> <p>(2)(g)2.(iii)</p>	<p><b>Assignment 9:</b> Accompany the principal on a Educate Alabama observation of classroom teaching, take anecdotal notes of strengths and weaknesses observed and compare to the principal's script. Provide artifact in portfolio <b>P/L</b></p>

Develop techniques and organizational skills necessary to lead/manage a complex and diverse organization	3.0	(2)(g)2.(iv)	<b>Assignment 10:</b> Meet with the school's or districts bookkeeper and review the process on budgeting and for public and non-public expenditures. Briefly explain in writing how public funds differ from non- public funds and the step by step procedure for purchasing materials from each source. Provide artifact in portfolio <b>O</b>
Plan and schedule one's own and others' work so that resources are used appropriately in meeting priorities and goals	2.0	(2)(g)2.(v)	<b>Assignment 11:</b> Review schedules for classroom instruction, lunch, technology, counseling and devise a personal schedule to monitor these transactions throughout the school day. Provide artifact in portfolio <b>P/L</b>

<b>ACADEMIC POLICIES</b>	
<b>Evaluation and Minimum Standards:</b>	Teacher candidates must pass each objective. All objectives will be evaluated with a quiz/exam or performance assessment.
<b>Evaluation Criteria and Grading Standards for ALL objectives:</b>	<ul style="list-style-type: none"> <li>• <b>A</b> will be awarded based on <b>90%</b> of the points available.</li> <li>• <b>B</b> will be awarded based on <b>80%</b> of the points available.</li> <li>• <b>C</b> will be awarded based on <b>70%</b> of the points available.</li> <li>• <b>D</b> will be awarded based on <b>60%</b> of the points available.</li> <li>• <b>F</b> will be awarded based on less than <b>60%</b> of the points available</li> </ul>
<b>Professional Dispositions</b>	<p>Discussions of scenarios of case studies provide an opportunity for students to explore the importance of having a good rapport with their students, creating a safe, positive &amp; supportive learning environment, and exploring teacher attitudes that positively or negatively influence the behavior of students who reside within their care.</p> <p>Professional dispositions are assessed in all COE courses.</p>
<b>Professionalism</b>	All Alabama State University (ASU) students are expected to conform to recognized university standards of conduct, behave with decency, and dress appropriately while attending on and off campus functions and in academic settings, social events, extracurricular activities and other public functions.

	<p>Appropriate Dress:</p> <ul style="list-style-type: none"> <li>• No student will be allowed to enter any university building with their pants hanging below the waist, without a belt, wearing spaghetti straps, or with hats and/or “doo” rags on their heads; and</li> <li>• No student will be allowed in any university building with pajamas on, except in the residence halls and excluding the lobby areas; and</li> </ul> <p>Students are to refrain from using profanity in any university building or on campus.</p>
<b>LiveText</b>	<p>LiveText is a web-based data management system that the College of Education uses to collect data for the purpose of assessment, evaluation, and accreditation. LiveText is an integral part of all courses within the College of Education. Initial and advanced candidates are expected to have an activated LiveText account. Throughout the coursework, practicum, and internship for individual programs, candidates will complete assignments, portfolios and surveys which require an activated account. There are no exceptions to this policy.</p>
<b>Class Attendance Policy</b>	<p>Each student is expected to attend all lectures, seminars, laboratories and field work for each registered class, including the first class session. Attendance is required to verify official enrollment and continuance in each course. When students are absent from class for authorized reasons such as death in the family, illness, hindrance by true emergency situations or University activities, they will be allowed to make up assignments/examinations that they missed. Instructors, of course, are not obligated to provide make up opportunities for students who are absent, unless the absences have been officially approved. Official excuses can be obtained from the Office of Student Affairs. An officially excused absence, however, merely gives the individual who missed the class an opportunity to make up the work and in no way excuses him or her from completing the course requirements. Students receiving veterans benefits are required to attend classes according to the regulations of the Veterans Administration, in addition to those requirements set by the university for all students.</p> <p>Instructors are required to keep an accurate attendance record for all students enrolled. It is the responsibility of</p>

	the student to withdraw from the university or drop a course, within the allowed timeframe, when this is the desired course of action.
<b>Field Experience (if applicable)</b>	
<p style="text-align: center;"><b>OTHER READING AND RESOURCES</b></p> <p>Bernhardt, V. (2006). <i>Using data to improve student learning</i>. Eye on Education Publishing.</p> <p>Continuous Improvement Plan resources. These are located on ALSDE's website. Go to <a href="http://www.alsde.edu">www.alsde.edu</a>.</p> <p>Dufour, R. (2004). <i>Whatever it takes</i>. Bloomington, IN: Solution Tree Group.</p> <p>Payne, R. (2005). <i>A framework for understanding children from poverty</i>. Aha! Process, Inc</p> <p>Roberts, S., &amp; Pruitt, E. (2003). <i>Schools as professional learning communities</i>. Thousand Oaks, CA: Corwin Press, Inc</p> <p>Wellman, B. and Garmston, R. (1999). <i>The adaptive school: A sourcebook for developing collaborative groups</i>. Christopher-Gordon Publishers,</p>	

# ILP 597 Syllabus

## Alabama State University

### College of Education

Master Syllabus

For

**ILP 597**

**Course Title: Internship**

**Course Number: ILP 597**

**Prerequisite:**

**Credit Hours: 3 each**

**Required Text: N/A**

**Electronic Resources: This course will utilize both Livetext and Blackboard**

**Course Description:**

**Educator as Decision Maker**

The Conceptual Framework of the College of Education describes the candidate as *The Educator as Decision-Maker*. This concept embodies the College's constructivist approach to teaching and learning. Students' prior knowledge, skills, and attitudes, including dispositions, interconnect with the knowledge, skills, dispositions and expectations they encounter as ASU. As a result of this fusion, students develop and acquire new knowledge, skills, and attitudes that manifest themselves in the students' informed decision-making capabilities – their tendency to put into action their capabilities as change agents, reflective practitioners and lifelong learners.

**ADA Statement:**

Any student requiring alternative formats for testing and/or handouts for this course, or other accommodations, due to a disabling condition will advise the instructor within the first week of class. The university does not permit students to bring anyone who is not registered for the course into the classroom.

**Prepared by:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Department Chairperson:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Dean:** \_\_\_\_\_ **Date** \_\_\_\_\_

## PURPOSE OF THE COURSE

The purpose of the Internship in Instructional Leadership is to provide candidates with valuable instructional leadership experiences based on the eight Alabama Standards. Candidates will have experiences in observing, participating and leading school teams in assessing curriculum and instructional process to close the achievement gap (ALSDE Standards for Instructional Leadership 290-3-3-.48 a through h). These capstone experiences provide students the opportunity to demonstrate practically in Local Education Agencies (LEAs), the knowledge and abilities included in related course work and required by the Alabama State Department of Education. Upon completion of the course work and internship, the candidates will have completed and demonstrated **knowledge (standards) and ability (critical success factors)** in all criteria specified by the State Department of Education.

In addition to the **abilities** to be demonstrated in this syllabus, the administrative intern candidate will complete other duties as identified and required by the on-site internship supervisor (mentor) and/or university supervisor. The result will be the candidate having gained knowledge and ability to have entry-level skills as an administrator in the public schools.

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**Outlined Standards for ILP 597**

Standard Description	CF	Alabama State Department of Education (ALSDE) Alabama Standards for Instructional Leaders	Assessment
<b>Standard 7: With regards to ethics and the law, instructional leadership, candidates will demonstrate ability to:</b>			Assignments 1 - 3
Adhere to a professional code of ethics	3.3	(2)(h)1.(i)	<b>Assignment 1:</b> Review the Alabama Code of Ethics and identify practices that you know of that demonstrate cultural bias or bias of any type and make suggestions for improvement. <b>This assignment is not meant to encourage opinionated criticism, but to help student to identify unethical practices and give suggestions for improvement.</b> Submit evidence as a portfolio artifact.
Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people	3.2	2)(h)1.(iv)	<b>Assignment 2:</b> Update your personal code of ethics and enter it into your portfolio as an artifact.
Act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.  Understand and abide by the various laws that affect educational administration	3.2 3.0	(2)(h)1.(v)	<b>Assignment 3:</b> Review and follow school board policies (to include teacher certification, contracts, due process, technology, etc.) Briefly describe the board policies related to the topics above.
<b>Standard 8: With regards to human resources development, instructional leadership candidates will demonstrate ability to:</b>			<b>Assignment 4 - 9</b>

<p>Coach staff and teachers on the evaluation of student performance.</p> <p>Work collaboratively with teachers to plan for individual professional development.</p> <p>Manage, monitor, and evaluate a program of continuous professional development tied to student learning other school goals</p> <p>Provide opportunities for teachers to reflect, plan, and work collaboratively.</p>	2.5	<p>(2)(c)2.(i)</p> <p>(2)(c)2.(i)</p> <p>(2)(c)2.(vii)</p> <p>(2)(c)2.(viii)</p>	<p><b>Assignments 4</b> - Work with individual teachers or a group of teachers to analyze test data and implement strategies to help individual students. Write a 3-4 page analysis of your findings that include how data was analyzed, weaknesses identified, researched based methods of improvement, and the professional development that would best support teacher improvements. Submit as a portfolio entry.</p>
<p>Use a variety of supervisory models to improve teaching and learning.</p>	2.0	(2)(c)2.(iii)	<p><b>Assignment 5</b> – Review literature on situational leadership strategies and compare to the school culture. Identify the method you feel should be used in the school given its culture, be sure to thoroughly explain the researched basis for your perspective. Enter artifact in the portfolio.</p>
<p>Establish mentor programs to orient new teachers and provide ongoing support for coaching and other forms of support for veteran staff.</p> <p>Apply adult learning strategies to professional development.</p> <p>Foster development of aspiring leaders, including teacher leaders</p>	2.0 2.3	<p>(2)(c)2.(v)</p> <p>(2)(c)2.(iv)</p> <p>(2)(c)2.(xi)</p>	<p><b>Assignment 6:</b> Work with school leaders to plan and conduct new teachers’ orientation programs. Give a presentation to teachers demonstrating adult learning strategies one the benefits of mentoring P/L. Include artifacts in portfolio as evidence of having completed this assignment. <b>P/L</b></p>
<p>Provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.</p>	2.0	2)(c)2.(vii)	<p><b>Assignment 7:</b> Review the professional development plans (PDP or Educate Alabama equivalent) for a group of teachers to assess if they match the students’ achievement needs; provide feedback in writing as a portfolio artifact.</p>
<p>Create a community of learners among faculty and staff.</p>	2.0		<p><b>Assignment 8:</b> Identify recent research on the benefits of establishing Professional Learning Communities (PLCs) in schools and in a 2-3 page reflection, describe how a PLC might function. Enter artifact in portfolio.</p>

Create a personal professional development plan for his/her own continuous improvement.	3.0	(2)(c)2.(x)	<b>Assignment 9:</b> Based on the Alabama Mentoring Program for New Principals Self-Assessment instrument, describe the professional development that you believe will best help in your advancement. Give a researched-based rationale for your response. Enter as a portfolio artifact.

<b>ACADEMIC POLICIES</b>	
<b>Evaluation and Minimum Standards:</b>	Teacher candidates must pass each objective. All objectives will be evaluated with a quiz/exam or performance assessment.
<b>Evaluation Criteria and Grading Standards for ALL objectives:</b>	<ul style="list-style-type: none"> <li>• <b>A</b> will be awarded based on <b>90%</b> of the points available.</li> <li>• <b>B</b> will be awarded based on <b>80%</b> of the points available.</li> <li>• <b>C</b> will be awarded based on <b>70%</b> of the points available.</li> <li>• <b>D</b> will be awarded based on <b>60%</b> of the points available.</li> <li>• <b>F</b> will be awarded based on less than <b>60%</b> of the points available</li> </ul>
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	attendance record for all students enrolled. It is the responsibility of the student to withdraw from the university or drop a course, within the allowed timeframe, when this is the desired course of action.
<b>Field Experience (if applicable)</b>	
<b>OTHER READING AND RESOURCES</b>	
<p style="text-align: center;"><b>OTHER READING AND RESOURCES</b></p> <p>Bernhardt, V. (2006). <i>Using data to improve student learning</i>. Eye on Education Publishing.</p> <p>Continuous Improvement Plan resources. These are located on ALSDE's website. Go to <a href="http://www.alsde.edu">www.alsde.edu</a>.</p> <p>Dufour, R. (2004). <i>Whatever it takes</i>. Bloomington, IN: Solution Tree Group.</p> <p>Payne, R. (2005). <i>A framework for understanding children from poverty</i>. Aha! Process, Inc</p> <p>Roberts, S., &amp; Pruitt, E. (2003). <i>Schools as professional learning communities</i>. Thousand Oaks, CA: Corwin Press, Inc</p> <p>Wellman, B. and Garmston, R. (1999). <i>The adaptive school: A sourcebook for developing collaborative groups</i>. Christopher-Gordon Publishers,</p>	

# Mentor Guide

## How best to assist with Successful Internship Experience

The instructional leadership program is designed to expose candidates to as many real world clinical experiences as possible and help them develop the capacity to become effective instructional leaders. The mentoring program is one method Alabama State University's College of Education uses to develop and use cooperative relationships with local school districts and other organizations. The program is designed to use proven instructional leaders as mentors in the preparation of future instructional leaders.

The mentor is expected to guide the professional development of the mentee through coaching and advising. The mentor-mentee association may be described as a collegial and cooperative relationship between an experienced educator and a less experienced educator.

## Dispositions/Qualities of an Internship Mentor

- Willing and enthused about giving support to the prospective leader
- Is a proven effective leader that demonstrates confidence in his/her leadership abilities
- Has knowledge of current educational issues and best practices
- Has an understanding of political/organizational dynamics related to education
- Has no current supervisory or evaluation role related to the candidate
- Practices effective listening skills
- Does not show "personal or political" bias toward or against other personnel
- Has an understanding of the skills needed for effective instructional leadership
- Presents a professional demeanor
- Follows the Alabama Code of Ethics for Educators

## Functions of an Internship Mentor

- Direct professional adult learning
- Teach leadership skills
- Give constructive feedback
- Help mentees develop a leadership prospective
- Challenge ineffective practices
- Delegate tasks to accomplish goals
- Encourage professional growth through research, professional organization involvement and academic preparation
- Help mentees develop professional relationships
- Maintain an understanding of the Alabama New Principal Mentoring Program and apply such strategies when appropriate
- Act as a role model or exemplary leader
- Share information and influence
- Offer support and encouragement

- Maintain an understanding and working perspective of the Alabama Standards for Instructional Leaders (SEE ATTCAHMENT B)

### **The Purpose of Mentoring**

The primary purpose of the internship and mentoring program is to prepare a new generation of leaders who are not simply managerially sound, but abreast of the importance and best practices pertaining to instruction. It is believed that these programs will enable candidates to enter leadership positions with confidence and the necessary skills because of rigorous academic preparation and practical field experiences guided by skilled mentors. The internship and mentoring program is designed to meet the following objectives:

- Improve the quality of teaching and learning in Alabama schools
- To provide on real-life practical experiences for potential leaders
- To transfer theory into practice as it relates to instructional leadership
- To gain from the expertise of proven, experienced leaders
- To prepare proficient, effective, and confident leaders
- To expand the potential leaders knowledge of leadership skills and practices

### **Three Phases of the Internship**

#### **Beginning Phase (Orientation)**

The mentor and mentee should discuss expectations. It is important for the mentee to inform the mentor of course requirements. The mentor should provide the mentee with an orientation of the organization. It is advisable at this point to introduce the mentee to the faculty and staff and briefly explain the purpose of the program.

#### **Middle Stage (Development)**

During this phase the interns should perform activities that will satisfy the course objectives or standards. Also at this point the mentor must guide the completion of such activities and offer the mentee the benefit of his/her expertise through instructing, directing, and coaching. The intern should be offered an opportunity to observe the mentor and encouraged to attend any professional meetings that the mentor deems beneficial. The mentee should also be delegated increased levels of responsibility and more multifaceted tasks.

#### **Final Phase (Completion)**

The mentor and mentee should collaborate to evaluate the completion and documentation of all required tasks as outlined on the course syllabi. During this phase the mentor should complete the Mentor's Evaluation form and provide feedback to the mentee. The mentor is asked to forward a copy of the completed evaluation to the Alabama State University faculty representative serving as instructor for the internship.

### **Developing Leadership Skills through Coaching**

The internship is an opportunity for the mentor to assist the candidate in developing appropriate instructional leadership skills and enhance the capacity to transfer theory into practice. Coaching is one of the most effective methods of accomplishing this objective. The follows offers suggestions on how the mentor may assist the candidate through coaching:

- Facilitate the candidate's understanding of the continuous improvement planning process as it relates to plan development, monitoring, and evaluation
- Provide support and guidance in the analysis and use of academic data
- Support candidate in understanding board policies and procedures as they relate to the various aspects of school operations
- Offer guidance and support in helping the candidate recognize and understand effective lesson planning, instructional strategies, and evaluation
- Facilitate the candidate's understanding of current organizational or school culture regarding its assessment and reform.
- Provide opportunities for participation and leadership experiences and reflective practice

## **ATTACHMENT A**

### ***Alabama Standards for Instructional Leaders***

To realize the mission of enhancing school leadership among principals and administrators in Alabama resulting in improved academic achievement for all students, instructional leaders will be held to the following standards:

#### **Standard 1: Rationale**

This standard addresses the need to prepare instructional leaders who value and are committed to educating all students to become successful adults. Each instructional leader is responsible for creating and articulating a vision of high expectations for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that instructional leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a culture of continuous improvement among all members of the educational staff. Such instructional leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

#### **Standard 1: Planning for Continuous Improvement**

Engages the school community in developing and maintaining a shared vision; plans effectively; uses critical thinking and problem-solving techniques; collects, analyzes, and interprets data; allocates resources; and evaluates results for the purpose of continuous school improvement.

#### **Standard 1: Key Indicators**

1. Knowledge to lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center
2. Ability to lead and motivate staff, students, and families to achieve the school's vision
3. Knowledge to align instructional objectives and curricular goals with the shared vision
4. Knowledge to allocate and guard instruction time for the achievement of goals
5. Ability to work with faculty to identify instructional and curricular needs that align with vision and resources
6. Ability to interact with the community concerning the school's vision, mission, and priorities
7. Ability to work with staff and others to establish and accomplish goals
8. Ability to relate the vision, mission, and goals to the instructional needs of students
9. Ability to use goals to manage activities
10. Ability to use a variety of problem-solving techniques and decision-making skills to resolve problems
11. Ability to delegate tasks clearly and appropriately to accomplish organizational goals

12. Ability to focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making
13. Ability to use a process for gathering information to use when making decisions
14. Knowledge to create a school leadership team that is skillful in using data
15. Ability to use multiple sources of data to manage the accountability process
16. Ability to assess student progress using a variety of techniques and information
17. Ability to monitor and assess instructional programs, activities, and materials
18. Knowledge to use approved methods and principles of program evaluation in the school improvement process
19. Ability to use diagnostic tools to assess, identify, and apply instructional Improvement
20. Ability to use external resources as sources for ideas for improving student Achievement

### **Standard 2: Rationale**

This standard addresses the need for instructional leaders to establish teaching and learning as the focal point of schools. It accepts the proposition that all students can learn given enough high-quality instruction, and that student learning is the fundamental purpose of schools. To this end, instructional leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practices, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Successful instructional leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that instructional leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff.

### **Standard 2: Teaching and Learning**

Promotes and monitors the success of all students in the learning environment by collaboratively aligning the curriculum; by aligning the instruction and the assessment processes to ensure effective student achievement; and by using a variety of benchmarks, learning expectations, and feedback measures to ensure accountability.

### **Standard 2: Key Indicators**

1. Knowledge to plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision
2. Ability to use multiple sources of data to plan and assess instructional improvement
3. Ability to engage staff in ongoing study and implementation of research-based practices
4. Ability to use the latest research, applied theory, and best practices to make curricular and instructional decisions
- 27
5. Ability to communicate high expectations and standards for the academic and

social development of students

6. Ability to ensure that content and instruction are aligned with high standards resulting in improved student achievement
7. Ability to coach staff and teachers on the evaluation of student performance
8. Ability to identify differentiated instructional strategies to meet the needs of a variety of student populations
9. Ability to develop curriculum aligned to state standards
10. Knowledge to collaborate with community, staff, district, state, and university personnel to develop the instructional program
11. Knowledge to align curriculum, instructional practices, and assessments to district, state, and national standards
12. Ability to focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making
13. Ability to use multiple sources of data to manage the accountability process
14. Ability to assess student progress using a variety of formal and informal assessments
15. Ability to monitor and assess instructional programs, activities, and materials
16. Ability to use the methods and principles of program evaluation in the school improvement process

### **Standard 3: Rationale**

This standard addresses the need for instructional leaders to recognize quality professional development as the key strategy for supporting significant improvements. Instructional leaders are able to articulate the critical link between improved student learning and the professional learning of teachers. Skillful instructional leaders establish policies and organizational structures that support ongoing professional learning and continuous improvement. They ensure an equitable distribution of resources to accomplish school goals and continuously improve the school's work through the ongoing evaluation of staff development's effectiveness in achieving student learning goals. They make certain that employee annual calendars and daily schedules provide adequate time for learning and collaboration as part of the workday. Instructional leaders also distribute leadership responsibilities among teachers and other employees. Distributed leadership enables teachers to develop and use their talents as members or chairs of school improvement committees, trainers, coaches, mentors, and members of peer review panels. These leaders make certain that their colleagues have the necessary knowledge, skills, and other forms of support that ensure success in these new roles.

### **Standard 3: Human Resources Development**

Recruits, selects, organizes, evaluates, and mentors faculty and staff to accomplish school and system goals.

Works collaboratively with the school faculty and staff to plan and implement effective professional development that is based upon student needs and that promotes both individual and organizational growth and leads to improved teaching and learning. Initiates and nurtures interpersonal relationships to facilitate teamwork and enhance student achievement.

### **Standard 3: Key Indicators**

1. Knowledge to set high expectations and standards for the performance of all teachers and staff
2. Ability to coach staff and teachers on the evaluation of student performances
3. Ability to work collaboratively with teachers to plan for individual professional development
4. Ability to use a variety of supervisory models to improve teaching and learning
5. Ability to apply adult learning strategies to professional development
6. Knowledge to use the accepted methods and principles of personnel evaluation
7. Knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures
8. Ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff
9. Ability to manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals
10. Knowledge to hire and retain high-quality teachers and staff
11. Ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning
12. Ability to provide opportunities for teachers to reflect, plan, and work collaboratively
13. Ability to create a community of learners among faculty and staff
14. Ability to create a personal professional development plan for his/her own continuous improvement
15. Ability to foster development of aspiring leaders, including teacher leaders

### **Standard 4: Rationale**

This standard addresses the need for instructional leaders to understand and be able to operate within the larger context of community and beyond, which affects opportunities for all students. Instructional leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision-makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for all children. Instructional leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students' rights and improve opportunities for all students.

### **Standard 4: Diversity**

Responds to and influences the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

### **Standard 4: Key Indicators**

1. Knowledge to involve school community in appropriate diversity policy implementations, program planning, and assessment efforts
2. Ability to conform to legal and ethical standards related to diversity
3. Ability to perceive the needs and concerns of others and is able to deal tactfully with them

4. Knowledge to handle crisis communications in both oral and written form
5. Ability to arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations
6. Knowledge to recruit, hire, develop, and retain a diverse staff
7. Knowledge to represent the school and the educational establishment in relations with various cultural, ethnic, racial, and special interest groups in the community
8. Knowledge to recognize and respond effectively to multicultural and ethnic needs in the organization and the community
9. Ability to interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation
10. Ability to promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation

### **Standard 5: Rationale**

This standard addresses the fact that cooperation among schools, the district, parents, and the larger community is essential to the success of instructional leaders and students. Instructional leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, help to ensure continued community support for schools. Instructional leaders must see families as partners in the education of their youngsters and believe that families have the best interest of their children in mind. Instructional leaders must involve families in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, instructional leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

### **Standard 5: Community and Stakeholder Relationships**

Identifies the unique characteristics of the community to create and sustain mutually supportive family-school-community relations

### **Standard 5: Key Indicators**

1. Ability to address student and family conditions affecting learning
2. Ability to identify community leaders and their relationships to school goals and programs
3. Ability to communicate the school's vision, mission, and priorities to the community
4. Knowledge to serve as primary school spokesperson in the community

5. Ability to share leadership and decision-making with others by gathering input
6. Ability to seek resources of families, business, and community members in support of the school's goals
7. Ability to develop partnerships, coalitions, and networks to impact student achievement
8. Ability to actively engage the community to share responsibility for student and school success
9. Ability to involve family and community in appropriate policy implementation, program planning, and assessment efforts
10. Knowledge to make parents partners in their student's education

### **Standard 6: Rationale**

This standard addresses the need for effective leadership for technology in schools. An underlying assumption of this standard is that instructional leaders should be competent users of information and technology tools common to information-age professionals. The effective educational leader should be a hands-on user of technology. While technology empowers instructional leaders by the information it can readily produce and communicates, it exponentially empowers the instructional leader who masters the tools and processes that allow creative and dynamic management of available information. Instructional leaders who recognize the potential of technology understand that leadership has a responsibility to ensure technological equity. They must also know that technology can unlock tremendous potential in learners and staff with special and diverse needs.

### **Standard 6: Technology**

Plans, implements, and evaluates the effective integration of current technologies and electronic tools in teaching, management, research, and communication.

### **Standard 6: Key Indicators**

1. Ability to implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment
  2. Ability to develop a plan for technology integration for the school community
  3. Knowledge to discover practical approaches for developing and implementing successful technology planning
  4. Ability to model the use of technology for personal and professional productivity
  5. Ability to develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices
  6. Ability to promote the effective integration of technology throughout the teaching and learning environment
  7. Knowledge to increase access to educational technologies for the school
  - 31
  8. Ability to provide support for teachers to increase the use of technology already in the school/classrooms
  9. Ability to use technology to support the analysis and use of student assessment
- Data

### **Standard 7: Rationale**

This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Instructional leaders must use their knowledge of

organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology is essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Instructional leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school's and district's accountability to the community. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure the management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, instructional leaders must be competent in conflict resolution, consensus-building, group processes, and effective communication.

### **Standard 7: Management of the Learning Organization**

Manages the organization, facilities, and financial resources; implements operational plans; and promotes collaboration to create a safe and effective learning environment.

#### **Standard 7: Key Indicators**

1. Knowledge to develop and administer policies that provide a safe school environment
2. Ability to apply operational plans and processes to accomplish strategic goals
3. Ability to attend to student learning goals in the daily operation of the school
4. Knowledge to identify and analyze the major sources of fiscal and nonfiscal resources for the school including business and community resources
5. Knowledge to build and ability to support a culture of learning at the school
6. Knowledge to manage financial and material assets and capital goods and services in order to allocate resources according to school priorities
7. Knowledge to use an efficient budget planning process that involves staff and community
8. Ability to identify and organize resources to achieve curricular and instructional goals
9. Ability to develop techniques and organizational skills necessary to lead/manage a complex and diverse organization
- 32
10. Ability to plan and schedule one's own and others' work so that resources are used appropriately in meeting priorities and goals
11. Ability to use goals to manage activities
12. Knowledge to create and ability to empower a school leadership team that shares responsibility for the management of the learning organization

### **Standard 8: Rationale**

This standard addresses the educational leader's role as the "first citizen" of the school/district community. Instructional leaders should set the tone for how employees and students interact with one another and with members of the school, district, and

larger community. The leader's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Instructional leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community.

**Standard 8: Ethics**

Demonstrates honesty, integrity, and fairness to guide school policies and practices consistent with current legal and ethical standards for professional educators.

**Standard 8: Key Indicators**

1. Knowledge and ability to adhere to a professional code of ethics and values
2. Knowledge and ability to make decisions based on the legal, moral, and ethical implications of policy options and political strategies
3. Knowledge and ability to develop well-reasoned educational beliefs based upon an understanding of teaching and learning
4. Knowledge to understand ethical and legal concerns educators face when using technology throughout the teaching and learning environment
5. Knowledge and ability to develop a personal code of ethics embracing diversity, integrity, and the dignity of all people
6. Knowledge and ability to act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications
7. Ability to make decisions within an ethical context

Student  
Signature \_\_\_\_\_ Date \_\_\_\_\_

**20 \_\_\_\_ - 20 \_\_\_\_ Internship Evaluation Form**

**Mentor’s Evaluation Form**

Name of the intern: \_\_\_\_\_

Check one: \_\_\_\_\_ Self-Evaluation by the Intern  
 \_\_\_\_\_ Evaluation by the Intern’s principal-mentor

Check one: \_\_\_\_\_ Summer 20\_\_ Formative Evaluation  
 \_\_\_\_\_ Fall 20\_\_ Summative Evaluation

Check one: \_\_\_\_\_ Central Office  
 \_\_\_\_\_ Elementary  
 \_\_\_\_\_ High School  
 \_\_\_\_\_ Jr. High School

Date of completed evaluation: \_\_\_\_\_

**I. Evaluation of the Intern’s personal characteristics and competencies on a scale from “Poor” to “Excellent”**

As of today, how do you rate the Intern’s ability to:      **Poor    Fair    Good    Excel**

Handle stressful situations				
Follow through on tasks				
Take advantage of learning opportunities				
Accept responsibility				
Work effectively with individuals and groups				
Handle suggestions, feedback, and constructive criticism				
Meet deadlines				
Participate in school activities				
Maintain confidentiality				

As of today, how do you rate the Intern’s      **Poor    Fair    Good    Excel**

Initiative/Decisiveness				
Work ethic				
Integrity/ethics				
Professionalism				
Judgment				
Punctuality				
Creativity				

Enthusiasm				
Sense of humor				
Respect for the individual				
Appropriate attire				

## II. Evaluation of the intern's administrative proficiencies

As of today, how do you rate the intern's performance in these areas of administrative proficiency?

Use the following scale:

**Superior:** Performance indicates above average mastery in this proficiency area

**Adequate:** Performance indicates adequate knowledge and skills at this point and time and needs improvements

**Improvement:** Performance in the proficiency area needs to be improved

### A. Leadership:

1. Applies effective human relations skills.
2. Recognizes individual needs of all staff and students.
3. Analyzes relevant information, makes decisions and provides appropriate support and follow-up bonds the school community through shared values.

**Category Rating:** Superior      Adequate      Needs Improvement      Can't Respond  
(Circle One)

### B. Communication Skills:

1. Communication effectively with the various constituencies within the community.
2. Articulates beliefs persuasively, effectively defends decisions, and behaves in ways that are congruent with these beliefs and decisions .
3. Writes clearly and concisely.
4. Utilize basic facts and data and recognizes values when communicating priorities.
5. Demonstrates skills in nonverbal communication, including personal image, to communicate a positive image of the school.
6. Uses effective listening skills.
7. Expresses disagreement without being disagreeable.
8. Uses current technology to communicate the school's philosophy, mission, needs and accomplishments.

**Category Rating:** Superior      Adequate      Needs Improvement      Can't Respond  
(Circle One)

### C. Group Processes:

1. Applies the process of consensus building both as a leader and as a member of a group.
2. Applies the group processing principals to group dynamics and facilitation skills.
3. Resolve difficult situations by using conflict-resolution methods.
4. Matches appropriate decision-making techniques to the particular situation.

