EAST TENNESSEE STATE UNIVERSITY COLLEGE OF EDUCATION

Department of Educational Leadership and Policy Analysis

Administrative Endorsement Program
540 Hour Internship Handbook
For Students & Mentors
Version January 2012

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INTRODUCTION

RATIONALE

The purpose of the ELPA mission is to provide leaders with the training, knowledge, and clinical experience that develop our students into effective school principals and central office administrators. Success of this mission is dependent on on-going collaborative relationships with schools and related agencies. The clinical experience provides an opportunities for students to practice and strengthen leadership skills learned during graduate preparation.

PURPOSE OF THE INTERNSHIP

The internship experience is designed to provide a link between theory and practice in educational leadership. It is planned not only to provide training situations for developing leadership skills, but also to provide community and school agencies with professional assistance. The internship is intended to encourage the pursuit of diverse experiences in a variety of educational settings other leadership activities. The documents used to develop the courses and internship activities include:
- The College of Education Dimensions,
- Tennessee Instructional Leadership Standards (TILS),
- Interstate School Leaders Licensure Consortium (ISLLC) Standards,
- SREB 13 Critical Success Factors.

PURPOSE OF THE HANDBOOK

The handbook is a guide for planning and record-keeping. The participants should tailor the experience to meet the needs of both the agency and the intern.

INTERN SECTION

INTERNSHIP OPTIONS

The intern is responsible for contacting the district and/or agencies where the internship activities will occur. Final arrangements for the internship will be reviewed and approved by your advisor/committee chair and the supervising administrator at each school site or community agency.

Each student, at the beginning of the internship, must complete the Self-Assessment of Leadership Competencies. The assessment is based upon the ISLLC Standards and the TILS. The results should be used as a basis for selecting the standard areas for improvement and setting professional growth objectives. They may also provide benchmarks of growth during the internship experience. The administrative state licensure is based upon the ISLLC Standards and TILS, which are also used in planning ELPA program design and course activities.

DISTRIBUTION OF THE 540 HOURS

Each intern will spend a minimum of 100 hours in each of the following settings:
1. Elementary School
2. Middle School
3. High School
4. System Central Office
5. Community Agencies
6. The remaining 40 hours of the internship will document experiences in settings selected for contributions to the student's awareness and understanding of diversity.

NOTE: It is the intern's responsibility, with the mentor's assistance, to ensure a balance between regular and special education settings during the internship experience.

REPORTING GUIDELINES FOR INTERNSHIP HOURS

- The intern will maintain a log that outlines the hours and activities for each of the six required settings. The format of the log must be pre-approved by the mentor.

- In addition, the intern will complete the following:

  1. The intern will write a reflective essay highlighting the experiences from each level that contributed most to his/her professional and personal growth.

2. The intern will complete a written statement discussing his/her progress toward meeting learning objectives in each of the four competency areas identified through the self-assessment.

3. The intern will write a summative essay discussing how the experience provided more administrative and leadership responsibilities for him/her over time.

CONCEPTUAL MODEL/OUTLINE

At the completion of the internship/administrative endorsement program, the intern will present to his/her ELPA coordinator a complete ePortfolio containing documentation outlining the two years of participation in the program, framed around the ISLLC Standards. The ePortfolio will consist of the following components:
- An eLog of the internship activities (540 hours) in the six settings.
- Reflective journal maintained during the internship.
- Reflective essay on peak experiences from each of the six settings.
- Written statement of progress in the four identified competency areas.
- Self-evaluation forms.
- Supervisor evaluation forms.
- Summative essay discussing how the experience provided more administrative and leadership responsibilities over time.

The program facilitator will:
- Evaluate the materials and complete a written evaluation document.
- Meet with the student for feedback in terms of how the internship program can improve and how s/he plans to continue self-evaluation and future professional growth.

The Leadership Self-Assessment

As you think about professional growth and the internship, it is important that you engage in a critical self-assessment of your current leadership skills and abilities. The Leadership Self-Assessment (pp. 14-19) should be completed prior to meeting with your mentor and finalizing your "target" internship sites. The self-assessment will assist in identifying your current strengths as an educational leader, identifying opportunities for professional growth, and selecting areas to work on during the internship. The appendix contains the ISLLC standards and also outlines suggested activities that correlate with each area.

Once you have identified your current areas of strength, as well as areas needing development, you will be much closer to identifying appropriate field experiences. The experiences you select should complement the ISLLC Standards and be clearly linked to skill building around those standards. You should select an internship site that will supply ample opportunity to work on the identified skill areas needing development; furthermore, you will need to work with a mentor whose area of expertise matches your learning needs.

Therefore, the results of the self-assessment should be used as a basis for selecting target internship sites, selecting the appropriate mentor, setting growth objectives when the placements are finalized, and reviewing your progress during the internship.

MENTOR SECTION

THE INTERNSHIP RELATIONSHIP

The faculty of the Department of Educational Leadership and Policy Analysis is deeply grateful for the willingness of educational and community leaders to become involved as mentors. This section of the handbook specifically addresses the mentor relationship and provides guidelines to assist in preparing for this experience. Following is a brief explanation that outlines the importance:

It is recommended that the Internship Mentor become familiar with this handbook in order to understand the student's requirements and the responsibilities of the Internship Mentor. It is equally as important that the student become familiar with the responsibilities of the Internship Mentor.

The mentoring relationship represents the foundation of the internship. This relationship has the potential of rewarding the student with enormous professional benefits. The mentoring process can assist the intern with administrative development, satisfaction, and leadership through the creation of a quality relationship. The mentoring relationship is a complex, interpersonal process that has governed professional practice in all disciplines. Mentoring can take many forms and exist in many settings and remains one of the most effective means of professional induction and guidance. Mentors can shape an environment to be conducive to growth and the development of novice leaders. The internship should reflect the positive benefits of mentoring. Moreover, mentoring can facilitate professional growth in a highly individual and holistic manner by matching learning needs with interests and needs of community and business-based professionals. These professionals will act in a mentoring capacity as the student functions in the intern role.

Because of the importance of the mentoring relationship, the selection of an Internship Mentor is critical to the student's success during the internship. Through this relationship, the student should experience the rewards of increased self-confidence, acquisition and refinement of appropriate leadership skills, and a clearer understanding of organizational leadership.

GUIDELINES FOR INTERNSHIP PLANNING AND COMPLETION

Inherent in the Department's mission is the need for clinical experiences and the development of collaborative relationships with schools, businesses, and community agencies. The mentoring program demonstrates one way in which the Department of Educational Leadership and Policy Analysis at East Tennessee State University is working cooperatively with public school districts and private organizations to use proven leaders as mentors in the preparation of educational and community leaders of tomorrow. Inherent in a successful intern/mentor relationship is an understanding of the definitions of internship, coaching, and mentoring.

Internship is a structured set of learning experiences designed to help principal candidates gain proficiency in real-world settings during the time between completion of course work and the beginning of a full time administrative position (Southern Educational Regional Board, 2006)

Coaching is the support for technical skills-based learning and growth which is provided by another person who uses observation, data collection, and descriptive, nonjudgmental reporting on specific requested behaviors and techniques. Coaches must use open-ended questions to help the intern see his/her own patterns of behavior and prompt reflection, goal setting, planning, and action that increase desired results. Although not always the case, coaching is focused on learning job-related skills and is provided by a professional colleague.

Mentoring is the all inclusive description of everything done to support the protégé's orientation and professional development. Coaching is one of the strategies which mentors must learn and effectively use to increase their protégés' skills and success. In other words, both mentoring and coaching are needed to maximize learning and development.

Essentially then, coaching is technical support focused on developing the techniques that effective employees must know and be able to do, while mentoring is the larger context and developmentally appropriate process for learning of understandings needed for success (Sweeney, 2001).

Characteristics of an Effective Mentor

- ❖ Effective school leader
- ❖ Highly regarded, with a reputation for exemplary character
- ❖ Secure in leadership style and open-minded
- ❖ Well respected in the community
- ❖ Culturally competent
- ❖ Demonstrates a clear vision

The Functions of an Internship Mentor

- ❖ Provides a support system
- ❖ Supports opportunities for interns to observe, participate in, and lead school improvement efforts
- ❖ Allows intern to take risks in safe environment
- ❖ Promotes reflection
- ❖ Asks the right questions, rather than provides the right answers
- ❖ Listens well and serves as a sounding board
- ❖ Encourages open communications
- ❖ Offers encouragement
- ❖ Builds confidence
- ❖ Clarifies roles
- ❖ Maintains sound perspective
- ❖ Dedicates appropriate time to intern

- ❖ Gives feedback without being judgmental
- ❖ Is able to describe rationale behind thought processes and decisions
- ❖ Generous in sharing ideas and resources
- ❖ Provides introductions and networking opportunities for intern

The Purpose of Mentoring

- ☐ To prepare confident, caring and capable leaders.
- ☐ To improve the quality of leadership in schools and organizations.
- ☐ To provide on-the-job professional development opportunities for future leaders.
- ☐ To strengthen the relationship and balance between theory and practice in the field of leadership studies.
- ☐ To recognize and gain from the knowledge of experienced leaders.

The Value of Mentoring

- ☐ Recognizes the mentors for their achievements, abilities and contributions.
- ☐ Assists the mentors in staying up to date in their field of expertise.
- ☐ Gives the mentors and university faculty members the opportunity to associate as colleagues.
- ☐ Allows the mentors to take pride in the achievement and career advancement of their interns.
- ☐ Expands the mentors' professional networks.

EXPECTATIONS FOR A SUCCESSFUL INTERNSHIP EXPERIENCE

The purpose of an internship program is to provide a period of transition between theory and practice while under the supervision of a "master" administrator. This is an extraordinary opportunity for the intern to gain insights into the world of administration and to develop a broad repertoire of skills while working with a skilled professional. Each internship setting involves three stages of mentoring: ORIENTATION, PROFESSIONAL GROWTH PLAN, and COMPLETION/DOCUMENTATION.

ORIENTATION

The intern and mentor contribute individual expectations when establishing the framework for the internship experience. It is important to discuss these expectations and to develop a well-designed plan or structure for the internship. This initial stage is characterized by the mentor's *introduction* of the intern within the organization and by providing a *global orientation* to the overall program and its components/responsibilities. It is hoped that the requisite levels of trust and respect will begin to develop during this period.

PROFESSIONAL GROWTH PLAN

The goals established for the internship are pursued in the development stage. This is where the real learning and teaching between the intern and mentor occur. Together, the mentor and intern will identify specific objectives and activities which will serve as a guide for the internship experience. This *Professional Growth Plan* (p. 22) should 'flow' from the intern's *Self-Assessment Instrument (pp. 14-19)*and the *Priority Listing of Three Skill Areas* (p. 20) related to ISLLC Standards)*,* along with input from both the mentor and intern. Any additional expectations delineated by the intern's school system should also be addressed in this plan. The "SREB Critical Success Factors for Principals" and the "Tennessee Licensure Standards" (see appendix) should serve as highly regarded reference sources. A copy of the appropriate forms is provided in the appendix. The mentor is allowed considerable flexibility in matching internship activities to the needs, desires, background, and aspirations of the intern. The intern observes the mentor, attends professional meetings, and is delegated more responsibility and more complex tasks during this phase of the relationship.

The importance of these articulated goals cannot be overstated as they direct the 'core curriculum' and activities for the entire internship program. They also provide the framework for the teaching and learning experiences between the mentor and intern and must reflect the unique needs, background, and aspirations of the intern.

DOCUMENTATION OF EFFORT

The mentor will verify the completion of all planned tasks, activities, and clock hours by completing the <u>Mentor Evaluation of Intern</u> (p. 24) form. It is the student's responsibility to provide all necessary documentation to the mentor. This evaluation should be provided to the ELPA faculty representative serving as the Internship Facilitator.

PREPARING FOR THE INTERN

The typical student intern is concerned about doing well and hopeful that the mentor will consider him/her as a valuable resource. The student desires to gain valuable experiences from the mentoring relationship to assist in becoming a more effective leader. The intern should be treated as a welcome addition to the professional staff. The responsibilities assigned should reflect the mentor's desire to see that the intern is actively involved in worthwhile tasks that will facilitate the learning experience.

The better the student feels about his/her place of importance in the organization, the sooner the mentor will have a capable leader helping with the responsibilities of leading a successful organization.

Therefore, preparing for the student is important. The following Mentor's Checklist outlines some important considerations in making the first few weeks of the internship positive for both participants. Please discuss these items with the student to ensure that the expectations for the internship match those of the student.

Conflicts in the mentor/student relationship should be used as educational experiences in conflict resolution for the student. Every effort should be attempted to resolve differences. **If differences cannot be resolved informally by the mentor and intern, the Internship Facilitator should be called upon to assist with the resolution of the conflict.**

EFFECTIVE FEEDBACK

Feedback is a way of helping another person to reflect on his/her behavior. When used properly, it can be a helpful "guidance-control" mechanism for an individual to use to alter behavior.

Begin the feedback process by recognizing an ineffective behavior. Remember to focus on the behavior and not the person. Describe the behavior and then discuss how or why it was not effective. Ask the student how the behavior could be changed for better results. Respond to the student's suggested behavior changes.   Check the student's perceptions of his/her performance and contrast effective and less effective behaviors. Be sure the following questions are addressed:
- Is the intern clear about areas of strengths and areas that need improvement?
- Was the feedback clearly understood?
- How does the student feel about his/her performance?
- What did the intern do well?
- What should s/he do differently?

Successful feedback sessions will include a review and summarization of the following components:
- An analysis of the student's attributes and successes.
- Suggestions for improvement.
- Strategies for implementing new behaviors.
- Establish the date, time, and focus of the next contact with the student.

__Appendix__

Professional Skills to Develop During the Internship:

The ISLLC Standards

A school administrator is an educational leader who promotes the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Acting with integrity, fairness, and in an ethical manner.

6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The Tennessee Instructional Leadership Standards (TILS)

Standard A: Continuous Improvement: Implements a systematic, coherent approach to bring about continuous growth in student achievement.

Standard B: Culture for Teaching and Learning: Creates a school culture and climate based on high expectations that are conducive to the success for all students.

Standard C: Instructional Leadership and Assessment: Facilitates instructional practices that are based on assessment data and continually improve student learning.

Standard D: Professional Growth: Impacts student learning and achievement by developing and sustaining high quality professional development and learning for an effective instructional team.

Standard E: Management of the Learning Organization: Facilitates learning and teaching through the effective management of building, fiscal, and technological resources.

Standard F: Ethics: Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy and/or political action when appropriate.

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

COMBINED STANDARDS ISLLC   & TILS

ISLLC Standard 1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

TN Standard A: Continuous improvement: Implements a systematic, coherent approach to bring about continuous growth in student achievement.
TN Standard B: Culture for Teaching and Learning: Creates a school culture and climate based on high expectations that are conducive to the success for all students

ISLLC Standard 2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

TN Standard C: Instructional Leadership and Assessment: Facilitates instructional practices that are based on assessment data and continually improve student learning.

ISLLC Standard 3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment

TN Standard E: Management of the Learning Organization: Facilitates learning and teaching through the effective management of building, fiscal, and technological resources.

ISLLC Standard 4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Tn Standard G: 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.

ISLLC Standard 5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Tn Standard F: Ethics: Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy and/or political action when appropriate.

ISLLC Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

TN Standard G: 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.

Note: The purpose of this instrument is to assist you in identifying your current strengths and weaknesses as an educational leader. The instrument is based upon the Interstate School Leaders Licensure Consortium: Standards for School Leaders, the ISLLC Standards, upon which the ELPA program and administrative endorsement in the state of Tennessee are founded and the Tennessee Standards for Instructional Leaders.

INTERN SELF-ASSESSMENT

INSTRUCTIONS

Circle the number below that best reflects your perception of your current level of competency with each item. Average your rating scores at the end of each of the six sections. Transfer your score for each competency to the summary sheet that follows the assessment.

☐   A score of 5 represents outstanding competency.
☐   A score of 4 represents very good competency.
☐   A score of 3 represents satisfactory competency.
☐   A score of 2 represents limited competency or experience.
☐   A score of 1 represents no competency or experience.

ISLLC Standard 1. A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**
TILS - Standard A: **Continuous improvement: Implements a systematic, coherent approach to bring about continuous growth in student achievement.**
TILS - Standard B: **Culture for Teaching and Learning: Creates a school culture and climate based on high expectations that are conducive to the success for all students.**

Assess your knowledge and understanding of:

Learning goals in a pluralistic society	1	2	3	4	5
The principles of developing and implementing strategic plans	1	2	3	4	5
Systems theory	1	2	3	4	5
Information sources and data collection	1	2	3	4	5
Data analysis	1	2	3	4	5
Effective communication	1	2	3	4	5
Effective consensus-building and negotiation skills	1	2	3	4	5
Creation of a high performance learning culture	1	2	3	4	5

Assess the degree to which you engage in activities that **demonstrate** your belief in and commitment to:

The educability of all	1	2	3	4	5

A school vision of high standards of learning   1 2 3 4 5
Continuous school improvement   1 2 3 4 5
The inclusion of all members of the school community   1 2 3 4 5
Ensuring that students have the knowledge, skills, and
  values needed to become successful adults   1 2 3 4 5
A willingness to continuously examine one's own
  assumptions, beliefs, and practices   1 2 3 4 5
Doing the work required for high levels of personal
  and organizational performance.   1 2 3 4 5

Standard 1 Average_____

ISLLC Standard 2. A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**
TILS Standard C: **Instructional Leadership and Assessment: Facilitates instructional practices that are based on assessment data and continually improve student learning.**
TILS Standard D: **Professional Growth: Impacts student learning and achievement by developing and sustaining high quality professional development and learning for an effective instructional team.**

Assess your knowledge and understanding of:

Student growth and development   1 2 3 4 5
Applied learning theories   1 2 3 4 5
Applied motivational theories   1 2 3 4 5
Curriculum design, implementation, evaluation, and refinement 1 2 3 4 5
Principles of effective instruction   1 2 3 4 5
Measurement, evaluation, and assessment strategies   1 2 3 4 5
Diversity and its meaning for educational programs   1 2 3 4 5
Adult learning and professional development models   1 2 3 4 5
Positive discipline techniques change theory   1 2 3 4 5
The role of technology in promoting student learning and
  professional growth   1 2 3 4 5
School cultures
The change process for systems, organizations, and individuals 1 2 3 4 5

Assess the degree to which you engage in activities that
demonstrate your belief in and commitment to:

Student learning as the fundamental purpose of schooling   1 2 3 4 5
The proposition that all students can learn   1 2 3 4 5
The variety of ways in which students can learn   1 2 3 4 5
Life long learning for self and others   1 2 3 4 5

Professional development as an integral part of
  school improvement   1 2 3 4 5
The benefits that diversity brings to the school community 1 2 3 4 5
A safe and supportive learning environment   1 2 3 4 5
Preparing students to be contributing members of society
Focus on student learning and protection of instructional time
Celebrating success and acknowledging failures
Communication as a means of motivation and improvement   1 2 3 4 5

Standard 2 Average _____

ISLLC Standard 3. A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment**
TILS Standard D: **Professional Growth: Impacts student learning and achievement by developing and sustaining high quality professional development and learning for an effective instructional team.**
TILS Standard E: **Management of the Learning Organization: Facilitates learning and teaching through the effective management of building, fiscal, and technological resources.**

Assess your knowledge and understanding of:

Theories and models of organizations   1 2 3 4 5
The principles of organizational development   1 2 3 4 5
Operational procedures at the school and district level   1 2 3 4 5
Principles and issues relating to school safety and security 1 2 3 4 5
Human resources management and development   1 2 3 4 5
Principles and issues relating to fiscal operation of
  school management   1 2 3 4 5
Principles and issues relating to school facilities and
  Use of space   1 2 3 4 5
Legal issues impacting school operations   1 2 3 4 5
Current technologies that support management functions   1 2 3 4 5
Formal and informal Leadership   1 2 3 4 5

Assess the degree to which you engage in activities that
demonstrate your belief in and commitment to:

Making management decisions to enhance learning
  And teaching   1 2 3 4 5
Taking risks to improve schools   1 2 3 4 5
Trusting people and their judgments   1 2 3 4 5
Accepting responsibility   1 2 3 4 5
High-quality standards, expectations, and performances   1 2 3 4 5
Involving stakeholders in management processes   1 2 3 4 5
A safe environment   1 2 3 4 5

Mobilizing community resources to support the school mission   1 2 3 4 5

Standard 3 Average_____

ISLLC Standard 4. A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**
TILS Standard G: **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.**

Assess your knowledge and understanding of:
Family and community engagement
Emerging issues and trends that potentially impact the
  school community   1 2 3 4 5
The conditions and dynamics of the diverse school community   1 2 3 4 5
Community resources   1 2 3 4 5
Community relations and marketing strategies and processes   1 2 3 4 5
Successful models of school, family, business, community,
  government and higher education partnerships.   1 2 3 4 5

Assess the degree to which you engage in activities that
demonstrate your belief in and commitment to:

Schools operating as an integral part of the larger community   1 2 3 4 5
Collaboration and communication with families   1 2 3 4 5
Involvement of families and other stakeholders in school
  decision-making processes   1 2 3 4 5
The proposition that diversity enriches the school   1 2 3 4 5
Families as partners in the education of their children   1 2 3 4 5
The proposition that families have the best interests of
  their children in mind   1 2 3 4 5
Resources of the family and community needing to
  be brought to bear on the education of students   1 2 3 4 5
An informed public   1 2 3 4 5

Standard 4 Average_____

ISLLC Standard 5. A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**
TILS Standard F: **Ethics: Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy and/or political action when appropriate.**

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Assess your knowledge and understanding of:

The purpose of education	1	2	3	4	5
The role of leadership in modern society	1	2	3	4	5
Various ethical frameworks and perspectives on ethics	1	2	3	4	5
The values of the diverse school community	1	2	3	4	5
Professional codes of ethics	1	2	3	4	5
The philosophy and history of education	1	2	3	4	5

Assess the degree to which you engage in activities that **demonstrate** your belief in and commitment to:

The ideal of the common good	1	2	3	4	5
The principles in the Bill of Rights	1	2	3	4	5
The right of every student to a free, quality education	1	2	3	4	5
Bringing ethical principles to the decision-making process	1	2	3	4	5
Subordinating one's own interest to the good of the school community	1	2	3	4	5
Accepting the consequences for upholding one's principles and actions	1	2	3	4	5
Using the influence of one's office constructively and productively in the service of all students and their families	1	2	3	4	5
Development of a caring school community	1	2	3	4	5
Personal integrity	1	2	3	4	5

Standard 5 Average _____

ISLLC Standard 6: A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**
TILS Standard G: **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.**

Assess your knowledge and understanding of:

Principles of representative governance that under gird the system of American schools	1	2	3	4	5
The role of public education in developing and renewing a Democratic society and an economically productive nation	1	2	3	4	5
The law as related to education and schooling	1	2	3	4	5
The political, social, cultural and economic systems and processes that impact schools	1	2	3	4	5

Models and strategies of change and conflict resolution as

applied to the larger political, social, cultural and
economic contexts of schooling   1 2 3 4 5
Global issues and forces affecting teaching and learning   1 2 3 4 5
The dynamics of policy development and advocacy under
our democratic political system   1 2 3 4 5
The importance of diversity and equity in a democratic society   1 2 3 4 5

<u>Assess the degree to which you engage in activities that</u>
demonstrate <u>your belief in and commitment to:</u>

Education as a key to opportunity and social mobility   1 2 3 4 5
Recognizing and responding to a variety of ideas, values,
and cultures   1 2 3 4 5
Importance of a continuing dialogue with other decision
makers affecting education   1 2 3 4 5
Actively participating in the political and policy-making
context in the service of education   1 2 3 4 5
Using legal systems to protect student rights and improve
student opportunities recruiting and retaining diverse staff   1 2 3 4 5

Standard 6 Average_____

Summary Worksheet

Use this worksheet to summarize your critical self-assessment. High average
scores represent areas of strength. Low average scores represent opportunities
for growth during your internship.

                                                                Average Score

Standard 1. Facilitating Shared Vision   _____

Standard 2. Developing Effective School Culture/Program   _____

Standard 3. Ensuring Productive Learning Environment   _____

Standard 4. Collaborating With Community   _____

Standard 5. Demonstrating Personal/Professional Integrity   _____

Standard 6. Maintaining Global / Systems Perspective   _____

The ISLLC Standards can be accessed and downloaded in PDF format at the
following URL: http://www.ccsso.org/standrds.html

Priority Listing Of Three Skill Areas For Professional Growth
Identified On the Self-Assessment of Leadership Standards
(This planning document is not to be included in the Internship Report)

Skill Area—Priority #1: _____

Description of Need: _____

_____

_____

_____

Skill Area—Priority #2: _____

Description of Need: _____

_____

_____

Skill Area—Priority #3: _____

Description of Need: _____

_____

_____

Note: Please use this form to develop your formal growth plan. Your plan should reflect the manner in which you will address the skill areas listed above. A growth plan should be developed for each skill area(s) listed. Your professional growth plan(s) should be approved by your Internship Mentor and Internship Supervisor.

Internship Site Agreement
(additional sites and mentors listed on attached spreadsheet)

_____, (Please Print) a graduate student intern from the Department of Educational Leadership and Policy Analysis at East Tennessee State University, has been given permission to complete his or her internship with the following school/organization:

Name of the School/Organization for Internship Experience_____

_____

Address: _____

_____

Phone Number: (_____) _____

I am familiar with the expectations of the internship and have reviewed the proposed objectives with the intern.   I believe this placement will help the intern meet these objectives.   I will be available during the proposed time of the internship to serve as a mentor/facilitator for the student.

Signature of Intern: _____   Date:_____

Internship Placement Site: _____

Printed Name of Mentor:_____

Internship Mentor's Title: _____

Signature of Internship Mentor: _____Date:_ _____

Printed Name of Facilitator: _____Date:_____

Signature of ELPA Facilitator: _____Date:_____

NOTE: *An excel spreadsheet will be provided for this page.*

INTERNSHIP ADDITIONAL SITES				
NAME	SITE ADDRESS	PHONE	E-MAIL	SIGNATURE

Professional Growth Plan
A separate plan for each objective related to a skill area needing development should be completed in consultation with the mentor (see p. 20).

Core Skill Area (Standard) to Strengthen # _____. _____

SPECIFIC LEARNING OBJECTIVE

_____

_____

_____

LEARNING RESOURCES AND STRATEGIES

_____

_____

_____

_____

_____

EXPECTED OUTCOME

_____

_____

_____

_____

_____

_____

Signatures:

_____
Intern   **Date**

_____
Supervising Administrator   **Date**

_____

Date

EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS

Administrative Endorsement Concentration
Internship Progress Report

Student: _____ Cohort Number: _____
Semester/Year: _____

During this semester, I have completed and documented _____ activities, totaling _____ hours, toward the 540-hour internship requirement. The activities have been distributed among the following competencies:

(hours)
_____ Standard 1: Facilitating Shared Vision
_____ Standard 2: Developing Effective School Culture / Program
_____ Standard 3: Ensuring Productive Learning Environment
_____ Standard 4: Collaborating With Community
_____ Standard 5: Demonstrating Personal / Professional Integrity
_____ Standard 6: Maintaining Global / Systems Perspective

 Summary of all hours at the following levels:
(hours)
_____Elementary
_____Middle School
_____High School
_____Central Office
_____Community Agency
_____Diversity

Please provide a statement indicating the ways you have addressed both special education and regular education programs AND the ways you have addressed issues of diversity.

Student signature: _____Date_____

Mentor Evaluation of Intern

Intern: _____ Date:_____

Internship Placement Site:_____

In what area(s) did you observe the greatest professional growth in your intern from the Department of Educational Leadership and Policy Analysis?

What standard area(s) does the intern need to continue developing?

What additional comments or suggestions do you have?

Mentor: _____ Date:_____

Title: _____

Intern Self-Evaluation

Intern: _____Date:_____

Internship Placement Site:_____

In what area(s) did you experience the greatest professional growth during your internship?

What standard area(s) do you need to further develop?

What additional comments or suggestions do you have related to your internship?

Intern: _____ Date: _____

<u>Intern Checklist for Portfolio</u>

_____ Self-Assessment of Leadership Challenges

_____ Professional Growth Plan with the Priority List

_____ Log of Activities

_____ Reflective Essays

_____ Written Statements

_____ Summative Essay

_____ E-Portfolio

_____ Internship Self-Evaluation

_____ Mentor Evaluation of Intern

_____ Internship Progress Report

_____ Internship Hours
- -100 hours elementary
- -100 hours middle
- -100 hours high school
- -100 hours central office
- -100 hours community
- - 40 hours diversity

_____Courses

    _____ ELPA 5100/6100 (Interpersonal Relations)

    _____ ELPA 5400/6400 (Instructional Leadership)

    _____ ELPA 5200/6200 (Emerging Perspectives)

    _____ ELPA 5500/6500 (Implementation Strategies)

    _____ ELPA 5300/6300 (Professional Needs)

    _____ ELPA 5600/6600 (Shaping the Institution)

ISLLC and Tennessee Instructional Leadership Standards Based Recommended Internship Experiences

Aspiring Administrator: _____

Mentor: _____

ISLLC Standard I: The Vision of Learning: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
TN Standard A: Continuous improveme*nt*: Implements a systematic, coherent approach to bring about continuous growth in student achievement.
TN Standard B: Culture for Teaching and Learning: Creates a school culture and climate based on high expectations that are conducive to the success for all students.

Dates/ Level * No. Hours	Type of Docu- mentation	Critical	Desirable	
			X	1. Principal for the day
		X		2. Analyze test data to improve instruction
		X		5. Analyze data & address student issues & needs
		X		6. Organize & facilitate data analysis & plan with the staff
			X	7. Lead a textbook adopting process
			X	15. Chair the school improvement team
			X	17. Chair a team that is writing a grant
			X	18. Conduct a needs assessment

ISLLC Standard II: The Culture of Teaching and Learning:
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
TN Standard C: Instructional Leadership and Assessment:
Facilitates instructional practices that area based on assessment data and continually improve student learning.

Level/ No. Hours	Type of Docu- mentation	Critical	Desirable	
		X		1. Professional development preparation
			X	3. Plan a school-sanctioned event
			X	4. Analyze attendance rate & create an improvement plan
		X		7. Suggest effective teaching strategies
			X	9. Plan a classroom lesson with a new teacher
		X		14. Colleague sharing session of best practices
		X		15. Collaborate with instructional staff to identify & assess at-risk students' needs
			X	16. Attend a superintendent's administrative meeting
		X		18. Create inclusive learning communities
		X		19. Investigate root causes affecting student achievement level

			X	23. Participate in an accreditation visitation
			X	24. Orient new staff members
			X	25. Develop a plan of supervision for regular & special school situations
		X	X	26. Arrange the opening and/or closing of school
			X	27. Serve as a summer school principal
		X		28. Design & implement study groups
			X	29. Coach beginning teachers
		X		30. Conduct walk-throughs & informal visitations
			X	33. Review distribution of grades
			X	34. Audit the effectiveness of professional development within own school
			X	35. Chair the school professional development committee

ISLLC Standard III: The Management of Learning: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
TN Standard E: Management of the Learning Organization: Facilitates learning and teaching through the effective management of building, fiscal, and technological resources.

Level/ No. Hours	Type of Docu- mentation	Critical	Desirable	
			X	1. Prepare accountability reports for local, state, & federal compliance
		X		2. Be accountable for & distribute standardized testing materials
			X	3. Assist in the appeal process for a student
		X		4. Plan & conduct a faculty meeting
		X		5. Conduct a parent-student-teacher meeting
		X		7. Assist in budget preparation
		X		10. Conduct a safety audit
		X		11. Oversee building maintenance
		X		13. Master schedule preparation
		X		15. With administrative & teacher approval, complete a new teacher observation
			X	17. Find funding sources for individual student needs
		X		18. Support high expectations for student behavior
		X		19. Develop proactive strategies for intense student academic support
		X		21. Monitor attendance & truancy
			X	23. Design, develop, & implement a staff development program
		X		25. Participate in the hiring/selection process
		X		28. Develop & present study of incidence & source of discipline problems
		X		32. Administer student recognition, graduation, or some other program
			X	34. Review & revise school handbook
		X		35. If in accordance with school policy, evaluate the

				school nurse, counselors, or office personnel or some other non-teaching position
		X		37. Work with teachers needing improvement
		X		38. Disaggregate student assessment data
			X	39. Discuss unwritten rules, procedures, & expectations with appropriate personnel

ISLLC Standard IV: Relations with the Broader Community: A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.**
TN Standard G: 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.

Level/ No. Hours	Type of Docu- mentation	Critical	Desirable	
			X	1. Develop a program for school-community relations
			X	2. Work with PTSA for "activity-a-month" event
			X	3. Involve family, business, and/or community members in a school-wide project
			X	11. Establish community, business, institutional, and/or civic partnerships
		X		12. Facilitate constructive conversations on student learning & achievement
			X	13. Write a bulletin and/or newsletter for parents & community

ISLLC Standard V: Integrity, Fairness, and Ethics: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
TN Standard F: Ethics: Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy and/or political action when appropriate.

Level/ No. Hours	Type of Docu- mentatio n	Critical	Desirable	
		X		1. Oversee IEP/causality meeting
			X	10. Observe appeals/expulsion hearing

ISLLC Standard VI: The Political, Economic, Legal, & Cultural Context: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
TN Standard G: 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.

Level	Type of Docu- mentation	Critical	Desirable	
			X	1. Plan a school-wide cultural/educational celebration
			X	6. Study & implement district-wide policies on a school issue

				X	9. Submit an article for publication
				X	12. Lead a student due process hearing

Levels of Experience:
O- observe
P- participate
L- lead

Additional ISLLC IDEAS FOR INTERNSHIP HOURS

ISLLC Standard I: The Vision of Learning
1. Principal for the day
2. Analyze test data to improve instruction
3. Redefine the mission/ vision of the school
4. Generate a weekly bulletin/ staff newsletter
5. Analyze data and address student issues and needs
6. Organize and facilitate data analysis and plan with the staff
7. Lead a textbook adoption process
8. Conduct a projected building utilization study
9. Marshall resources to attain the vision
10. Identify and address barriers to accomplishing the vision
11. Assess programs and activities to ensure alignment with the vision
12. Serve on a strategic development and planning team
13. Review discipline referrals for needed school improvements
14. Review policies for student transportation
15. Chair the school improvement team
16. Address the school board on a key issue
17. Chair a team that is writing a grant
18. Conduct a needs assessment
19. Serve on the district technology planning committee

ISLLC Standard II: The Culture of Teaching and Learning
1. Professional development preparation
2. Create a new program for teachers, staff, or students
3. Plan a school-sanctioned event
4. Analyze attendance rate and create an improvement plan
5. Create commendation letters for staff
6. Attend a professional conference
7. Suggest effective teaching strategies
8. Train teachers to use a computer program
9. Plan a classroom lesson with a new teacher
10. Implement state learning standards into non-state-standards-based courses
11. Supervise a curriculum revision
12. Plan educational programs for exceptional and diverse students
13. Study district policies and analyze school's implementation
14. Colleague sharing session of best practices
15. Collaborate with instructional staff to identify and assess at-risk students' needs
16. Attend a superintendent's administrative meeting
17. Prepare standard school reports for school board, central office, and/or State Department of Education
18. Create inclusive learning communities
19. Investigate root causes affecting student achievement level
20. Conduct an instructional needs assessment

21. Write a grant proposal for external funding for new pedagogical approaches
22. Improve student extracurricular activities
23. Participate in an accreditation visitation
24. Orient new staff members
25. Develop a plan of supervision for regular and special school situations
26. Arrange the opening and/or closing of school
27. Serve as a summer school principal
28. Design and implement study groups
29. Coach beginning teachers
30. Conduct walk-throughs and informal visitations
31. Plan and develop enrichment activities
32. Utilize multiple assessments to evaluate student learning
33. Review distribution of grades
34. Audit the effectiveness of professional development
35. Chair the school professional development committee
36. Develop an instructional improvement plan

ISLLC Standard III: The Management of Learning

1. Prepare accountability reports for local, state, and federal compliance.
2. Be accountable for and distribute standardized testing materials.
3. Prepare a BIP and/or FBA for a chronic disciplined student.
4. Decide the fate of an appeal for a student.
5. Conduct a faculty meeting.
6. Conduct a parent-student-teacher meeting.
7. Manage textbook ordering-inventory.
8. Assist in budget preparation.
9. Control inventory/receiving of supplies
10. Input financial data/balance books with bookkeeper
11. Conduct a safety audit
12. Oversee building maintenance
13. Arrange bus transportation for a special school event
14. Master schedule preparation
15. Input discipline information into a computer program
16. Complete a new teacher observation
17. Prepare a specialized school-based report
18. Find funding sources for individual student needs
19. Support high expectations for student behavior
20. Develop proactive strategies for intense student academic support
21. Order material to support instructional needs
22. Monitor attendance and truancy
23. Use a computer administrative system and utilize computer software
24. Design, develop, and implement a staff development program
25. Coordinate and monitor a comprehensive building program
26. Terminate a staff member
27. Participate in the hiring/selection process
28. Monitor cleanliness and operations of school plant
29. Monitor student health and special needs
30. Develop and present study of incidence and source of discipline problems

31. Develop/update job descriptions
32. Study the effectiveness of a computerized system for instruction and/or administration
33. Develop a personal time management system
34. Administer student recognition, graduation, or some other program
35. Evaluate technology support
36. Review and revise school handbook
37. Evaluate the school nurse, counselors, or office personnel or some other non-teaching position
38. Inventory technology in use
39. Investigate a files grievance
40. Work with teachers needing improvement
41. Disaggregate student assessment data
42. Discuss unwritten rules, procedures, and expectations

Standard IV: Relations with the Broader Community
1. Develop a program for school-community relations
2. Work with PTSA for "activity-a-month" event
3. Involve family, business, and/or community members in a school-wide project
4. Prepare a news release
5. Oversee volunteer hours/placements
6. Demonstration and articulation of school context
7. Contact or assess community resources to provide student/family enrichment
8. Assess academic/career guidance and decision making
9. Plan and conduct a school fund-raising event
10. Present school improvement initiatives to the community
11. Establish community, business, institutional, and/or civic partnerships
12. Facilitate constructive conversations on student learning and achievement
13. Write a bulletin and/or newsletter for parents and community
14. Plan and conduct parent information meetings
15. Survey community to elicit recommendations
16. Answer telephones and meet guests in the front office
17. Develop a proposal for improving parent involvement
18. Develop an orientation videotape/streaming video and/or typed brochure for parents and visitors
19. Develop parenting skills courses
20. Present the school program to a community service organization

Standard V: Integrity, Fairness, and Ethics
1. Analyze school in terms of ethics, fairness and diversity
2. Mobilize staff to create positive culture
3. Approve faculty/staff leave
4. Conduct a seminar in sensitivity training
5. Oversee IEP/causality meeting
6. Oversee staff dismissal procedures
7. Revisit leadership platform for administrative action
8. Assess ethics for a school leader

9. Promote equity, fairness, and respect for school/community members
10. Clarify principal's role in staff rights and confidentiality (recommended as the first activity)
11. Conduct appeals/expulsion hearing
12. Validate legal and ethical use of technology
13. Evaluate a planned holiday program for offensiveness and/or constitutionality
14. Assess decisions being made on the basis of ethical standards
15. Promote equity, fairness, and respect
16. Defend the ethical basis and integrity of a difficult decision you made as an intern
17. Examine the fairness of methods used to gain consensus
18. Address the heritage and values of diversity in school programs
19. Assess the ethical practices of students within the school
20. Assess the ethical standards practices of students within the school
21. Audit the ethical standards in your administrative platform, school handbook, and/or board policy manual

ISLLC Standard VI: The Political, Economic, Legal, and Cultural Context
1. Plan a school-wide cultural/educational celebration
2. Identify, assess, and address social factors affecting the school
3. Evaluate school programs for political, cultural, economic, and legal correctness
4. Influence public policy to support student success
5. Develop/ apply anti-harassment policy and strategies
6. Study and implement district-wide policies on a school issue
7. Work to influence the policy for student achievement (district and local)
8. Actively participate in professional, political, or cultural organizations
9. Submit an article for publication
10. Actively participate in professional contract negotiations
11. Support a defense team involved in a legal conflict
12. Lead a student due process hearing
13. Work with judicial system in the resolution of a Juvenile Court case
14. Review recent court cases and determine impact on programs and supervision
15. Develop and/or manage a legal and contractual agreement
16. Influence the legislation on policies that benefit students
17. Shape a culture of high expectations
(Cunningham, 2007)