



**Jacksonville State University
Department of Educational Resources**

Mentors' Guide

for

**IL 576: Internship and Residency in
Instructional Leadership**

PREFACE

Welcome to Internship in Instructional Leadership and Residency (IL 576) at Jacksonville State University. The faculty at Jacksonville State University would like to extend this opportunity to say “Thank you,” for volunteering your time to work with our Instructional Leaders. This internship that you will lead will enable student-interns to utilize the knowledge gained from previous classes (that have permitted them to observe and participate) and to parlay this knowledge into scenarios in which they will actually lead other students and faculty. Once these activities have been completed at a high level, the faculty at Jacksonville State University is confident that as future school leaders, the student-interns will be able to handle the educational demands of the 21st Century. You, as the mentor, are central to the process. We have provided this document to assist and guide you in facilitating maximum leadership experiences for the student-interns.

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MISSION AND VISION

Mission: To prepare effective leaders of learning through the development of a broad knowledge base grounded in theory, reflection and applied leadership opportunities.

Professors and Local Education Agency (LEA) partners seek to encourage a professional commitment to collaborative democratic and inclusive models of practitioners who are creative decision makers.

Vision: To develop leaders who are able to improve the quality of education for all stakeholders based on moral and ethical practices.

ROLES OF PARTICIPANTS

Role of the Intern

The university supervisor, the mentor and the intern will collaborate to structure the role of the intern. Interns are required to attend all seminars scheduled during the year.

The intern will be assigned a wide range of instructional leadership duties and responsibilities that correlate to the Alabama Standards for Instructional Leaders.

Opportunities for the intern to assume a leadership role as well as to participate/observe are crucial. The intern must work closely with the mentor to broaden his or her professional experiences, and should be willing to put forth additional time and effort that is not required of other staff members.

Role and Responsibilities of the Mentor

The role of the mentor is to facilitate the instructional leadership experiences of the - intern. It is expected that the mentor will provide the intern with a wide range of experiences that correlate to the Alabama Standards for Instructional Leaders. The mentor should complete the assessment for each of the assigned standards and make recommendations for improvement to the intern as well as the university supervisor.

The following are responsibilities of the mentor throughout the entire internship and residency process:

1. The mentor shall allocate time for frequent, regular contacts with the intern.
2. The mentor shall assist the intern in gaining entry into other settings.
3. The mentor shall help the intern form relationships with district stakeholders.

4. The mentor shall make sure the intern is thoroughly exposed to the duties of the instructional leader.
5. The mentor shall collaborate with the university supervisor.
6. The mentor shall engage in conversations with the intern about activities and daily events.
7. The mentor shall socialize the intern to the community and school climate.
8. The mentor shall understand all university, district and state requirements for interns.
9. The mentor shall facilitate opportunities for completion of internship activities.
10. The mentor shall be professional, efficient, and dependable.

Role of the University Supervisor

The university supervisor will make site visits, observing the intern in action when possible, and will meet with the intern and mentor. Final grading for the field experience activities is the responsibility of the university supervisor, in collaboration with the mentor. The university supervisor will:

1. Provide an orientation to the internship and residency course.
2. Visit the intern's work site and observe the intern in action when possible.
3. Provide continuous feedback to the intern on a periodic basis.
4. Assist the intern and mentor with questions regarding the internship and residency course.

ALABAMA INSTRUCTIONAL LEADERSHIP STANDARDS— ABILITY INDICATORS

The Alabama Standards for Instructional Leaders encompass both knowledge and ability indicators. As the knowledge indicators will have been addressed in pre-requisite coursework, the internship and residency course at Jacksonville State University will address the ability indicators. Students will be expected to possess the following leadership abilities upon the completion of the required coursework:

Standard 1-Planning for continuous improvement

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.

Key Indicators:

- (i) Lead and motivate staff, students, and families to achieve the school's vision.
- (ii) Work with faculty to identify instructional and curricular needs that align with vision and resources.
- (iii) Interact with the community concerning the school's vision, mission, and priorities.
- (iv) Work with staff and others to establish and accomplish goals.
- (v) Relate the vision, mission, and goals to the instructional needs of students.
- (vi) Use goals to manage activities.
- (vii) Use a variety of problem-solving techniques and decision-making skills to resolve problems.
- (viii) Delegate tasks clearly and appropriately to accomplish organizational goals.
- (ix) Focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making.
- (x) Use a process for gathering information to use when making decisions.
- (xi) Use multiple sources of data to manage the accountability process.
- (xii) Assess student progress using a variety of techniques and information.
- (xiii) Monitor and assess instructional programs, activities, and materials.
- (xiv) Use diagnostic tools to assess, identify, and apply instructional improvement.

- (xv) Use external resources as sources for ideas for improving student achievement.

Standard 2-Teaching and learning

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.

Key Indicators:

- (i) Use multiple sources of data to plan and assess instructional improvement.
- (ii) Engage staff in ongoing study and implementation of research-based practices.
- (iii) Use the latest research, applied theory, and best practices to make curricular and instructional decisions.
- (iv) Communicate high expectations and standards for the academic and social development of students.
- (v) Ensure that content and instruction are aligned with high standards resulting in improved student achievement.
- (vi) Coach staff and teachers on the evaluation of student performance.
- (vii) Identify differentiated instructional strategies to meet the needs of a variety of student populations.
- (viii) Develop curriculum aligned to state standards.
- (ix) Focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making.
- (x) Use multiple sources of data to manage the accountability process.
- (xi) Assess student progress using a variety of formal and informal assessments.
- (xii) Monitor and assess instructional programs, activities, and materials.
- (xiii) Use the methods and principles of program evaluation in the school improvement process.

Standard 3-Human resources development

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.

Key Indicators:

- (i) Coach staff and teachers on the evaluation of student performances.
- (ii) Work collaboratively with teachers to plan for individual professional development.
- (iii) Use a variety of supervisory models to improve teaching and learning.
- (iv) Apply adult learning strategies to professional development.
- (v) Establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.
- (vi) Manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals.
- (vii) Provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.
- (viii) Provide opportunities for teachers to reflect, plan, and work collaboratively.
- (ix) Create a community of learners among faculty and staff.
- (x) Create a personal professional development plan for his/her own continuous improvement.
- (xi) Foster development of aspiring leaders, including teacher leaders.

Standard 4-Diversity

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.

Key Indicators:

Responds to and influences

- (i) Conform to legal and ethical standards related to diversity.
- (ii) Perceive the needs and concerns of others and is able to deal tactfully with them.
- (iii) Arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations.
- (iv) Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.
- (v) Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.

Standard 5-Community and stakeholder relationships

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.

Key Indicators:

- (i) Address student and family conditions affecting learning.
- (ii) Identify community leaders and their relationships to school goals and programs.
- (iii) Communicate the school's vision, mission, and priorities to the community.
- (iv) Share leadership and decision-making with others by gathering input.
- (v) Seek resources of families, business, and community members in support of the school's goals.

- (vi) Develop partnerships, coalitions, and networks to impact student achievement.
- (vii) Actively engage the community to share responsibility for student and school success.
- (viii) Involve family and community in appropriate policy implementation, program planning, and assessment efforts.

Standard 6-Technology

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 communicate, 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.

Key Indicators:

- (i) Implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment.
- (ii) Develop a plan for technology integration for the school community.
- (iii) Model the use of technology for personal and professional productivity.
- (iv) Develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices.
- (v) Promote the effective integration of technology throughout the teaching and learning environment.
- (vi) Provide support for teachers to increase the use of technology already in the school/classrooms.
- (vii) Use technology to support the analysis and use of student assessment data.

Standard 7-Management of the learning organization

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.

Key Indicators:

- (i) Apply operational plans and processes to accomplish strategic goals.
- (ii) Attend to student learning goals in the daily operation of the school.
- (iii) Identify and organize resources to achieve curricular and instructional goals.
- (iv) Develop techniques and organizational skills necessary to lead/manage a complex and diverse organization.
- (v) Plan and schedule one's own and others' work so that resources are used appropriately in meeting priorities and goals.
- (vi) Use goals to manage activities.

Standard 8-Ethics

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

Key Indicators:

1. Knowledge and ability to:
 - (i) Adhere to a professional code of ethics and values.
 - (ii) Make decisions based on the legal, moral, and ethical implications of policy options and political strategies.
 - (iii) Develop well-reasoned educational beliefs based upon an understanding of teaching and learning.
 - (iv) Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people.
 - (v) Act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.
2. Knowledge to understand ethical and legal concerns educators face when using technology throughout the teaching and learning environment.
3. Ability to make decisions within an ethical context.

**JACKSONVILLE STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL RESOURCES**

COURSE SYLLABUS

Course Number, Title, Credit, Prerequisites: *IL 576, Internship in Instructional Leadership and Residency, 3 credit hours; Completion of the prescribed course of study for the Masters in Instructional Leadership Program.*

Course Description: This is a residency format course that addresses project-based activities that are required of effective instructional leaders; instructional leaders are moral advocates for students and for the communities they serve and responsible leaders who connect with and develop human resources to serve diverse groups of people.

REQUIRED TEXT: None

RATIONALE: The curriculum in Instructional Leadership addresses the position requirements of practitioners in Instructional Leadership and objectives in the College of Education's Knowledge Base. **Therefore, the objectives in this course meet one or more objectives in the College of Education's Knowledge Base, which are aligned to SBE Standards for Instructional Leaders.**

DISABILITY ACCOMODATIONS STATEMENT: *Any individual who qualifies for reasonable accommodations under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 should contact the Instructor immediately.*

COURSE REQUIREMENTS:

The student will successfully complete 7 "leading" activities throughout the course of the semester based on the Alabama Standards of Instructional Leaders. An eighth standard, Ethics, will be based on the judgment of the supervisor (mentor) using a rubric to evaluate the intern's moral obligation to the educational process.

Course Assignments:

See Suggested Course Experiences for each standard.

ATTENDANCE POLICY:

The intern must attend 16 weeks of onsite training at various grade levels/schools to obtain administrative certification at the K – 12 level. Of the 16 weeks, 10 days must be consecutive, complete days. Failure to complete this residency requirement will result in the student receiving an incomplete for the course. An “incomplete” 10 day residency must be completed in a timely fashion per University policy or a grade of “F” will be issued.

EVALUATION:

The student will be evaluated upon successful completion of 7 “leading” activities that correspond with individualized, standards-based rubrics developed by the College of Education that are aligned with the Alabama Standards for Instructional Leaders. The 7 rubrics will be completed by the University Supervisor with input from the on-site supervising mentor. The rubric corresponds as follows: 4 – Target, 3 – Acceptable, 2 – Basic, 1 – Unacceptable. All corresponding standards must be marked 2 or higher. A score of below a two must be repeated until the final score outcome is raised. The final grade will given by the University Professor in charge of the student-intern with input from the on-site mentor based on holistic scoring criteria. A designated **Required Artifact(s)** to be determined by the University Professor will be decided upon during the course of the semester and placed on the Live Text program.

SUGGESTED COURSE EXPERIENCES

STANDARD 1: *Planning for continuous improvement*

Description:

Effective instructional leaders engage the school community in developing and maintaining a shared vision; plan effectively; use critical thinking and problem-solving techniques; collect, analyze, and interpret data; allocate resources; and evaluate results for the purpose of continuous school improvement.

Objectives:

Prior to artifact completion the prospective instructional leader with the assistance of the on-site administrator shall demonstrate the ability to:

- (i) Lead and motivate staff, students, and families to achieve the school's vision.
- (ii) Work with faculty to identify instructional and curricular needs that align with vision and resources.
- (iii) Interact with the community concerning the school's vision, mission, and priorities.
- (iv) Work with staff and others to establish and accomplish goals.
- (v) Relate the vision, mission, and goals to the instructional needs of students.
- (vi) Use goals to manage activities.
- (vii) Use a variety of problem-solving techniques and decision-making skills to resolve problems.
- (viii) Delegate tasks clearly and appropriately to accomplish organizational goals.
- (ix) Focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making.
- (x) Use a process for gathering information to use when making decisions.
- (xi) Use multiple sources of data to manage the accountability process.
- (xii) Assess student progress using a variety of techniques and information.
- (xiii) Monitor and assess instructional programs, activities, and materials.

- (xiv) Use diagnostic tools to assess, identify, and apply instructional improvement.
- (xv) Use external resources as sources for ideas for improving student achievement.

The students are encouraged to draw upon experiences that have been realized in previous classes.

Assignments:

1. The mentor will facilitate the intern in **leading** an instructional committee that is part of a structured audit or re-examination and potential re-crafting of a school's vision or mission, perhaps in preparation for renewal of accreditation by a regional accreditation agency (such as SACS, CASI or Middle States Association) or review by the state department of education. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
2. The mentor will facilitate the intern in **leading** a team of teachers to define the quality and amount of work required of students to earn an A or B during a given grading period. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
3. The mentor will facilitate the intern in **leading** a series of interviews with students focusing on their perceptions of the instructional strategies used by their teachers. Summarize conclusions for the principal and perhaps the school improvement team. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.

4. The mentor will facilitate the intern in **leading** a qualitative research project that questions a sample of students to determine their concerns and needs and create an action plan to address the findings. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
5. The mentor will facilitate the intern in **leading** an exploration by the school improvement team into the root causes (the practices and processes such as the use of time, assignment of teachers and students to classes, and assessment methods, etc.) in the school that may be affecting the current student achievement level. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
6. The mentor will facilitate the intern in **leading** a faculty study team that examines the effectiveness of lower level courses in advancing student achievement; based on results, develop and implement a plan of action for teaching these students at higher standards. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.

*The student-intern, with the assistance of the on-site mentor, will be required to pick a topic most appropriate to his/her situation. While no specific length will be given to each assignment, the assignment must be complete, thorough, and legible. Summary papers that do not meet these requirements will not meet requirements for the successful completion of this standard. **Other artifacts may be chosen as needed with prior approval of the University Supervisor and the On-Site Mentor***

Mentor Roles and Responsibilities for Standard 1:

1. The mentor will facilitate the intern in seeking opportunities to create a focused mission.
2. The mentor will facilitate the intern in seeking opportunities to set high expectations.
3. The mentor will facilitate the intern in seeking opportunities to implement good instructional practices.
4. The mentor will facilitate the intern in seeking opportunities to support every student's needs.
5. The mentor will facilitate the intern in seeking the intern in seeking opportunities to use data for school improvement.
6. The mentor will facilitate the intern in seeking opportunities to keep everyone informed of student achievement.
7. The mentor will facilitate the intern in seeking opportunities to understand the change process.
8. The mentor will facilitate the intern in seeking opportunities to provide sustained professional development.
9. The mentor will facilitate the intern in seeking opportunities to organize and use time in an effective manner.
10. The mentor will facilitate the intern in seeking opportunities to acquire and use resources wisely.

STANDARD 2: Teaching and learning

Description:

Effective instructional leaders promote and monitor 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.

Objectives:

Prior to artifact completion the prospective instructional leader with the assistance of the on-site administrator shall demonstrate the ability to:

- (i) Use multiple sources of data to plan and assess instructional improvement.
- (ii) Engage staff in ongoing study and implementation of research-based practices.
- (iii) Use the latest research, applied theory, and best practices to make curricular and instructional decisions.
- (iv) Communicate high expectations and standards for the academic and social development of students.
- (v) Ensure that content and instruction is aligned with high standards resulting in improved student achievement.
- (vi) Coach staff and teachers on the evaluation of student performance.
- (vii) Identify differentiated instructional strategies to meet the needs of a variety of student populations.
- (viii) Develop curriculum aligned to state standards.
- (ix) Focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making.
- (x) Use multiple sources of data to manage the accountability process.

- (xi) Assess student progress using a variety of formal and informal assessments.
- (xiv) Monitor and assess instructional programs, activities, and materials.
- (xv) Use the methods and principles of program evaluation in the school improvement process.

Assignments:

The students are encouraged to draw upon experiences that have been realized in previous classes. Options will include:

1. The mentor will facilitate the intern in **leading** a school team in the development of a set of research-based practices that will be used to focus the faculty on student learning. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
2. The mentor will facilitate the intern in **leading** a discussion of the increasing importance and impact of high academic standards with a group of students. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
3. The mentor will facilitate the intern in **leading** a session of a department, team, or faculty to “unpack” state standards and benchmarks by identifying the knowledge and skills embedded in them and to write standards and benchmarks in student-friendly terms. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
4. The mentor will facilitate the intern in **leading** a study of current guidance and extra help practices to see if each student and his/her parents are involved in a guidance and advising system that ensures the completion of a rigorous program

of study. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.

5. The mentor will facilitate the intern in **leading** the development of graphs, charts, or tables that summarize recently received data in a clear, user-friendly way.

Assemble them into a PowerPoint presentation to be presented to teachers and at a parent or community meeting. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.

6. The mentor will facilitate the intern in **leading** in the development and implementation of a change strategy consistent with the school's improvement plan. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.

*The student-intern with the assistance of the on-site administrator will be required to pick a topic most appropriate to his/her situation. While no specific length will be given to each assignment, the assignment must be complete, thorough, and legible. Summary papers that do not meet these requirements will not meet requirements for the successful completion of this standard. **Other artifacts may be chosen as needed with prior approval of the University Supervisor and the On-Site Mentor***

Mentor Roles and Responsibilities for Standard 2:

1. The mentor will facilitate the intern in seeking opportunities to identify research-based best practices.
2. The mentor will facilitate the intern in seeking opportunities to set high academic standards.

3. The mentor will facilitate the intern in seeking opportunities to identify state standards and benchmarks.
4. The mentor will facilitate the intern in seeking opportunities to improve student guidance programs.
5. The mentor will facilitate the intern in seeking opportunities to present data in a user-friendly format.
6. The mentor will facilitate the intern in seeking opportunities to lead positive change.
7. The mentor will facilitate the intern in seeking opportunities to plan for the achievement of annual learning gains.
8. The mentor will facilitate the intern in seeking opportunities to coach staff and teachers on student evaluation.
9. The mentor will facilitate the intern in seeking opportunities to identify differentiated instructional strategies.
10. The mentor will facilitate the intern in seeking opportunities to monitor and assess instructional strategies, activities, and materials.

STANDARD 3: Human resource development

Description:

Recruit, select, organize, evaluate, and mentor faculty and staff to accomplish school and system goals; work 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; and initiate and nurture interpersonal relationships to facilitate teamwork and enhance student achievement.

Objectives:

Prior to artifact completion the prospective instructional leader with the assistance of the on-site administrator shall demonstrate the ability to:

- (i) Coach staff and teachers on the evaluation of student performances.
- (ii) Work collaboratively with teachers to plan for individual professional development.
- (xi) Use a variety of supervisory models to improve teaching and learning.
- (xii) Apply adult learning strategies to professional development.
- (xiii) Establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.
- (xiv) Manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals.
- (xv) Provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.
- (xvi) Provide opportunities for teachers to reflect, plan, and work collaboratively.
- (xvii) Create a community of learners among faculty and staff.
- (xviii) Create a personal professional development plan for his/her own continuous improvement.
- (xix) Foster development of aspiring leaders, including teacher leaders.

Assignments:

The students are encouraged to draw upon experiences that have been realized in previous classes. Options will include:

The mentor will facilitate the intern in **leading** a professional development session on a new research-validated instructional strategy or aligned with the school improvement plan. Follow up by coaching and providing feedback to a small group of teachers as they embed the new strategy into their instructional program. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.

1. The mentor will facilitate the intern in **leading** staff development efforts around improvements to instructional practices. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
2. The mentor will facilitate the intern in leading a professional development effort related to other work in your internship. Make sure the effort is sustained over time with ample follow-up activities. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
3. The mentor will facilitate the intern in **leading** the design of a plan for teachers to share information gained at professional development meetings. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
4. The mentor will facilitate the intern in **leading** the preparation of a schedule that provides teams of teachers with common time to plan together and give extra help to students. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.

5. The mentor will facilitate the intern in **leading** a faculty presentation on the steps in developing a professional growth plan. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.

*The student-intern with the assistance of the on-site administrator will be required to pick a topic most appropriate to his/her situation. While no specific length will be given to each assignment, the assignment must be complete, thorough, and legible. Summary papers that do not meet these requirements will not meet requirements for the successful completion of this standard. **Other artifacts may be chosen as needed with prior approval of the University Supervisor and the On-Site Mentor***

Mentor Roles and Responsibilities for Standard 3:

1. The mentor will facilitate the intern in seeking opportunities to set high expectations for teachers.
2. The mentor will facilitate the intern in seeking opportunities to learn standards for personnel evaluation.
3. The mentor will facilitate the intern in opportunities to work with teachers to develop high quality professional development.
4. The mentor will facilitate the intern in seeking opportunities to seek, identify, hire and retain high-quality teachers.
5. The mentor will facilitate the intern in seeking opportunities to coach staff on the evaluation of student performance.
6. The mentor will facilitate the intern in seeking opportunities to apply adult learning strategies to professional development.

7. The mentor will facilitate the intern in seeking opportunities use a variety of supervisory models.
8. The mentor will facilitate the intern in seeking opportunities to create a community of learners among faculty and staff.
9. The mentor will facilitate the intern in seeking opportunities to provide time to reflect and plan.
10. The mentor will facilitate the intern in seeking opportunities to foster development of teacher leaders.

STANDARD 4: Diversity

Description:

Effective instructional leaders respond to and influence 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.

Objectives:

Prior to artifact completion the prospective instructional leader with the assistance of the on-site administrator shall demonstrate the ability to:

- (i) Conform to legal and ethical standards related to diversity.
- (ii) Perceive the needs and concerns of others and is able to deal tactfully with them.
- (iii) Arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations.
- (iv) Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.
- (v) Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.

Assignments:

The students are encouraged to draw upon experiences that have been realized in previous classes. Options will include:

1. The mentor will facilitate the intern in **leading** an equity audit to determine if certain sub-populations of students are over- or under-represented in special education, gifted and talented programs, remedial classes, or advanced classes.

- An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
2. The mentor will facilitate the intern in **leading** a parent mentoring program to assist with differing ability students. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
 3. The mentor will facilitate the intern in leading a team in determining the student support required to make sure all students reach expectations (e.g., extra help, guidance). An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
 4. The mentor will facilitate the intern in **leading** a classroom mapping activity that critiques a teacher's efforts to involve all students within a classroom, including:
... a student in discussion ... small groups ... activities and instructional strategies ... addressing differing ability levels. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
 5. The mentor will facilitate the intern in **leading** an administration, analysis, and sharing of the results of a student satisfaction survey with appropriate groups. Include students in the survey from diverse backgrounds. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
 6. The mentor will facilitate the intern in **leading** a school leadership team/site-based council in conducting an analysis of purchases to determine alignment

representative the needs of all students. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.

*The student-intern with the assistance of the on-site administrator will be required to pick a topic most appropriate to his/her situation. While no specific length will be given to each assignment, the assignment must be complete, thorough, and legible. Summary papers that do not meet these requirements will not meet requirements for the successful completion of this standard. **Other artifacts may be chosen as needed with prior approval of the University Supervisor and the On-Site Mentor***

Mentor Roles and Responsibilities for Standard 4:

1. The mentor will facilitate the intern in seeking opportunities to identify ethical standards concerning diversity.
2. The mentor will facilitate the intern in seeking opportunities to learn legal standards concerning diversity.
3. The mentor will facilitate the intern in seeking opportunities to communicate tactfully with those from differing backgrounds.
4. The mentor will facilitate the intern in seeking opportunities to address the concerns of English as a Second Language learner (ESL) and their parents.
5. The mentor will facilitate the intern in seeking opportunities to interact effectively with those of diverse backgrounds.
6. The mentor will facilitate the intern in seeking opportunities to deliver effective instruction to those of varying economic, cultural, and social backgrounds.

7. The mentor will facilitate the intern in seeking opportunities to respond to the ethnic and multicultural needs of the school and community.
8. The mentor will facilitate the intern in seeking opportunities to recruit, hire, and develop a diverse teaching staff.
9. The mentor will facilitate the intern in seeking opportunities to implement diversity policy implementations.
10. The mentor will facilitate the intern in seeking opportunities to handle crisis communications in both oral and written form.

STANDARD 5: Community and stakeholder relationships

Description:

Effective instructional leaders identify the unique characteristics of the community to create and sustain mutually supportive family-school-community relations. 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.

Objectives:

Prior to artifact completion the prospective instructional leader with the assistance of the on-site administrator shall demonstrate the ability to:

- (i) Address student and family conditions affecting learning.
- (ii) Identify community leaders and their relationships to school goals and programs.
- (iii) Communicate the school's vision, mission, and priorities to the community.
- (ix) Share leadership and decision-making with others by gathering input.
- (x) Seek resources of families, business, and community members in support of the school's goals.
- (xi) Develop partnerships, coalitions, and networks to impact student achievement.
- (xii) Actively engage the community to share responsibility for student and school success.
- (xiii) Involve family and community in appropriate policy implementation, program planning, and assessment efforts.

Assignments:

The students are encouraged to draw upon experiences that have been realized in previous classes. Options will include:

1. The mentor will facilitate the intern in **leading** community focus groups related to the school improvement agenda. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
2. The mentor will facilitate the intern in **leading** a presentation to the different community groups concerning school improvement initiatives. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
3. The mentor will facilitate the intern in **leading** a panel discussion with school and community leaders. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
4. The mentor will facilitate the intern in **leading** to create a school/business partnership for school improvement. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
5. The mentor will facilitate the intern in **leading** to identify and sustain relationships with key opinion leaders and decision makers within the school and district. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
6. The mentor will facilitate the intern in **leading** a process to ensure parental participation in academic/career guidance and decision making. An analysis of

the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.

*The student-intern with the assistance of the on-site administrator will be required to pick a topic most appropriate to his/her situation. While no specific length will be given to each assignment, the assignment must be complete, thorough, and legible. Summary papers that do not meet these requirements will not meet requirements for the successful completion of this standard. **Other artifacts may be chosen as needed with prior approval of the University Supervisor and the On-Site Mentor***

Mentor Roles and Responsibilities for Standard 5:

1. The mentor will facilitate the intern in seeking opportunities to identify family situations that affect learning.
2. The mentor will facilitate the intern in seeking opportunities to identify community leaders.
3. The mentor will facilitate the intern in seeking opportunities to relay to community stakeholders school goals and programs.
4. The mentor will facilitate the intern in seeking opportunities to publicize school accomplishments to the community.
5. The mentor will facilitate the intern in seeking opportunities to communicate the schools mission, vision, and priorities to the community.
6. The mentor will facilitate the intern in seeking opportunities to share leadership and decision-making with others by gathering input.
7. The mentor will facilitate the intern in seeking opportunities to gather resources of families, business, and community members in support of the school's goals.

8. The mentor will facilitate the intern in seeking opportunities to develop partnerships, coalitions, and networks that will positively affect student achievement.
9. The mentor will facilitate the intern in seeking opportunities to engage the community to share responsibility for student and school success.
10. The mentor will facilitate the intern in seeking opportunities to involve family and community in appropriate policy implementation, program planning, and assessment efforts.

STANDARD 6: Technology

Description:

Effective instructional leaders plan, implement, and evaluate the effective integration of current technologies and electronic tools in teaching, management, research, and communication. 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. Instructional leaders should be competent users of information and technology tools common to information-age professionals.

Objectives:

Prior to artifact completion the prospective instructional leader with the assistance of the on-site administrator shall demonstrate the ability to:

- (i) Implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment.
- (ii) Develop a plan for technology integration for the school community.
- (viii) Model the use of technology for personal and professional productivity.
- (ix) Develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices.
- (x) Promote the effective integration of technology throughout the teaching and learning environment.
- (xi) Provide support for teachers to increase the use of technology already in the school/classrooms.
- (xii) Use technology to support the analysis and use of student assessment data.

Assignments:

The students are encouraged to draw upon experiences that have been realized in previous classes. Options will include:

1. The mentor will facilitate the intern in **leading** the development of a school web site or listserv discussion group devoted to sharing best practices among the faculty on communicating with the community. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
2. The mentor will facilitate the intern in **leading** an initiative for updating a school/parent handbook and website. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
3. The mentor will facilitate the intern in **leading** a demonstration of new ways to use technology to increase instructional time. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
4. The mentor will facilitate the intern in **leading** a review of board policy on technology as compared to the local school technology plan. Report your findings to the faculty. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
5. The mentor will facilitate the intern in **leading** a study of how current technology is incorporated into a specific subject area at the school level. Present improvement areas to the administration/faculty. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.

6. The mentor will facilitate the intern in **leading** an inventory of the current administrative technology currently in use. Recommendations for expanding use should be presented to the technology committee. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.

*The student-intern with the assistance of the on-site administrator will be required to pick a topic most appropriate to his/her situation. While no specific length will be given to each assignment, the assignment must be complete, thorough, and legible. Summary papers that do not meet these requirements will not meet requirements for the successful completion of this standard. **Other artifacts may be chosen as needed with prior approval of the University Supervisor and the On-Site Mentor***

Mentor Roles and Responsibilities for Standard 6:

1. The mentor will facilitate the intern in seeking opportunities to implement a technology plan.
2. The mentor will facilitate the intern in seeking opportunities to develop curriculum through the use of technology.
3. The mentor will facilitate the intern in seeking opportunities to integrate technology into the school community.
4. The mentor will facilitate the intern in seeking opportunities to model the effective use of technology.
5. The mentor will facilitate the intern in seeking opportunities to develop Professional Growth Plans that seek to increase technology skills aimed at student improvement.

6. The mentor will facilitate the intern in seeking opportunities to provide technical support for existing technology in the classroom.
7. The mentor will facilitate the intern in seeking opportunities to promote technology in the school encourage its increased use as a learning tool.
8. The mentor will facilitate the intern in seeking opportunities to discover practical approaches for fostering the use of technology in the classroom.
9. The mentor will facilitate the intern in seeking opportunities to increase access to educational technologies for the school.
10. The mentor will facilitate the intern in seeking opportunities to involve outside agencies in seeking funding/tools that supplement current building level technologies.

STANDARD 7: Management of the learning organization

Description:

Developing and managing financial resources to enhance student learning. This standard explores processes and procedures needed to develop and enhance the school's learning environment.

Objectives:

Prior to artifact completion the prospective instructional leader with the assistance of the on-site administrator shall demonstrate the ability to:

- (i) Apply operational plans and processes to accomplish strategic goals.
- (ii) Attend to student learning goals in the daily operation of the school.
- (vii) Identify and organize resources to achieve curricular and instructional goals.
- (viii) Develop techniques and organizational skills necessary to lead/manage a complex and diverse organization.
- (ix) Plan and schedule one's own and others' work so that resources are used appropriately in meeting priorities and goals.
- (x) Use goals to manage activities.

Assignments:

The student may draw upon experiences that have been realized in previous classes, particularly IL 555, Management of the Learning Organization I, and EAD 556, Management of the Learning Organization II. Options will include:

1. The mentor will facilitate the intern in **leading** a group of teachers in a study of how school funds could be better utilized to support student learning. Examine the school (or district) budget and the various accounts under the discretion and

- responsibility of the administrator of study. Analyze the extent to which funds are directly related to increasing learning. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
2. The mentor will facilitate the intern in **leading** a panel discussion of superintendents that focuses on:
 - a. Three sources of revenue in Alabama and Georgia
 - b. The bid law
 - c. Special sources of funding and guidelines
 3. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
 4. The mentor will facilitate the intern in **leading** a panel discussion of experienced principals and bookkeepers focusing on managing school funds especially in secondary schools, being especially mindful to observe the procedure for receipting and coding of funds and of the disbursement of funds. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
 5. The mentor will facilitate the intern in **leading** a committee of stakeholders to develop an outline for a safe school plan. Use the resources on the following website as a guide: <http://www.ed.gov/admins/lead/safety/edpicks.jhtml>. Submit the resulting outline. Identify the stakeholders by position (not by personal name).

6. The mentor will facilitate the intern in **leading** a school leadership team subcommittee meeting at your school or at another school. Note how the team makes decisions. An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.
7. The mentor will facilitate the intern in **leading** several interviews with the following people. Identify the position of the individual you interviewed, **but do not use personal names**. Through the interview, you should find out (1) what the person's job description entails, (2) what the person does in actuality, (3) how the services the person provides impacts student learning, and (4) how the person would improve the services they provide.
 - a. Interview your school's secretary or receptionist.
 - b. Interview the media specialist in your school.
 - c. Interview a counselor.
 - d. Interview the Director of Special Education in your school system or the Chairperson of Special Education at your school.

An analysis of the major functions, planning, reporting, and major concerns will be noted and included in a summary paper.

*The student-intern with the assistance of the on-site mentor will be required to pick a topic most appropriate to his/her situation. While no specific length will be given to each assignment, the assignment must be complete, thorough, and legible. Summary papers that do not meet these requirements will not meet requirements for the successful completion of this standard. **Other artifacts may be chosen as needed with prior approval of the University Supervisor and the On-Site Mentor***

Mentor Roles and Responsibilities for Standard 7:

1. The mentor will facilitate the intern in seeking opportunities to improve student learning.
2. The mentor will facilitate the intern in seeking opportunities to understand fiscal policies.
3. The mentor will facilitate the intern in seeking opportunities to collaborate with peers.
4. The mentor will facilitate the intern in seeking opportunities to gather vital information.
5. The mentor will facilitate the intern in seeking opportunities to develop policy.
6. The mentor will assist the intern in seeking opportunities to understand reporting procedures.
7. The mentor will facilitate the intern in seeking opportunities to understand the decision making process.
8. The mentor will facilitate the intern in seeking opportunities to gather the expertise of others.
9. The mentor will facilitate the intern in seeking opportunities to identify job descriptions.
10. The mentor will facilitate the intern in seeking opportunities to create a safe-school environment.

STANDARD 8: Ethics

Description:

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

Objectives:

Prior to artifact completion the prospective instructional leader shall demonstrate the ability to:

- (i) Adhere to a professional code of ethics and values.
- (ii) Make decisions based on the legal, moral, and ethical implications of policy options and political strategies.
- (iii) Develop well-reasoned educational beliefs based upon an understanding of teaching and learning.
- (iv) Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people.
- (v) Act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.
- (vi) Understand ethical and legal concerns educators face when using technology throughout the teaching and learning environment.
- (vii) Make decisions within an ethical context.

Assignments:

The student-intern will be evaluated by using an Alabama Standards-Based Rubric developed by Jacksonville State University's Department of Instructional Leadership.

This rubric and thus part of the final grade will be graded according to how the student-intern handles him/herself throughout the completion of the other 7 Alabama Standards-Based Assignments. The rubric and this part of the final grade will be evaluated holistically by the University Supervisor with the assistance of the on-site administrator.

Mentor Roles and Responsibilities for Standard 8:

1. The mentor will assist the student-intern in adhering to a role of professional ethics and values.
2. The mentor will assist the student-intern in making decisions based on legal, moral, and ethical considerations.
3. The mentor will assist the student-intern in making sound judgments based school board policy and political strategy.
4. The mentor will assist the student-intern in making well-reasoned beliefs based on teaching and learning.
5. The mentor will assist the student-intern in developing a code of ethics based on diversity, integrity, and dignity.
6. The mentor will assist the student-intern in following local, state, and federal laws and policies.
7. The mentor will assist the student-intern in understanding ethical considerations when using the technology.
8. The mentor will assist the student-intern in making decisions holistically with an ethical context.
9. The mentor will assist the student-intern in handling school finance within policy and with highest integrity.

10. The mentor will assist the student-intern in treating others professionally, fairly, and with respect.

APPENDICES

APPENDIX A

Information Sheet

EAD 576: Internship in Instructional Leadership and Residency
(Please print or type)

Semester _____ Date _____

Name _____ Student No. _____
Last First MI

Present Home Address _____
Street City State Zip Code

Present Position (Specific Title) _____ School Name _____ Years at school _____

School Address _____
Street City State Zip Code

County Employed _____ School Phone _____

Principal's Name _____ E-Mail _____

Principal's Phone _____

Mentor's Name _____ E-Mail _____

Mentor's Phone _____

APPENDIX B

Field-Based Mentor's Information Form **EAD 576: Internship in Instructional Leadership and Residency**

Please return this form to the Supervising professor at Jacksonville State University within one week after the internship orientation meeting.

Supervising Professor: Dr. William A. Kiser
Chair, Educational Leadership Program
Educational Resources Department
Contact Information 302C Ramona Wood Hall
Jacksonville State University
700 Pelham Road North
Jacksonville, AL 36265 E-mail: wkiser@jsu.edu
Phone: 256 782 5079 Fax: 256 782 8136

Name of Residency Intern	Signature of District Coordinator	Date
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Prior approval by the District Administrative Internship Coordinator is required before the Field-Based Mentor is approached.

_____ is enrolled in EAD 576: Internship in Instructional Leadership and Residency at Jacksonville State University. The intern is asked to plan and carry out quality experiences, connected to coursework that give ample opportunity to observe, participate, and lead. These experiences may be arranged at the convenience of the Field-Based Mentor and student.

I, the undersigned Field-Based Mentor, do hereby accept the above named student for supervision. I will assist in supervising his/her activities for the required amount of time this semester and will evaluate his/her performance as an intern.

Signature of Field-Based Mentor	Position	School	Date
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Field-Based Mentors are practicing administrators at the facility where students are placed to complete EAD 576: Internship in Instructional Leadership and Residency. Each Field –Based Mentor has completed training provided by the university, works with the student, schedules conferences on a regular basis, and devotes sufficient time to assist the student in work assignments. Administrators are encouraged to provide release time for the student (if the student is employed at that institution) to assume administrative responsibilities at the discretion of the administrator. The Field-Based Mentor also evaluates the student based on the **student's performance as an intern.**

APPENDIX C

Letter to Mentor

Dear Field-based Mentor:

The Department of Educational Resources offers the Internship in Instructional Leadership and Residency as an opportunity for students to integrate theory into day-to-day operations and to practice skills necessary to function effectively as educational leaders. Your commitment to working with an intern in this process is greatly appreciated.

Interns are to participate in activities related to the objectives outlined in the course syllabus. It is the intern's responsibility to share this information with you and to cooperatively plan with you a variety of experiences during this semester. I have provided the interns with examples of practical applications to meet course objectives for completing the Internship in Instructional Leadership and Residency for the MSE in Instructional Leadership. This will assist both of you in successfully planning quality experiences. Since our interns must participate in elementary, middle, secondary, and central office administrative activities, it may be necessary for you to assist your intern in planning for activities at these various levels.

Please feel free to contact me via email if you have concerns to date or through out the semester. I will gladly address them with you. I would appreciate a brief e-mail response including your perceptions of how things are progressing with your intern. Students are aware that it is ultimately their responsibility to communicate with you often and make arrangements to complete all course requirements. Again, I express gratitude for your willingness to work with a Jacksonville State University administrative intern.

Sincerely,

William A. Kiser, Ed.D.
Assistant Professor and Chair, Educational Leadership Program
Educational Resources Department
College of Education and Professional Studies
Jacksonville State University
wkiser@jsu.edu
256 782 5079

APPENDIX D

Field-Based Mentor's Evaluation Form
Jacksonville State University
College of Education and Professional Studies
Educational Resources Department
MSE Instructional Leadership Program

EAD 576: Internship in Instructional Leadership and Residency

The Cooperating Mentor is to return this form to the Supervising Professor at Jacksonville State University prior to the end of the current semester.

Supervising Professor: Dr. William A. Kiser
Chair, Educational Leadership Program
302 C Ramona Wood Hall
Jacksonville State University
700 Pelham Road North
Jacksonville, AL 36265-1602
wkiser@jsu.edu
phone: 256 782 5079 fax: 256 782 8136

Brief description of what the intern has done.

What strengths have you observed in working with the administrative intern?

What areas of continued growth would you suggest?

What is your overall rating of the administrative intern's performance this semester?
Circle one: Excellent Satisfactory Unsatisfactory

Please explain your rating:

Intern's Name _____ **School** _____

Field-based Mentor's Signature: _____ **Date** _____

APPENDIX E: Rubrics for Content Related Assessments

**Content-Related Assessment
College of Education and Professional Studies
Rubric for Educational Leadership Clinical Experiences**

Name of Candidate _____ Student # _____
 Mentor's Name _____ School _____
 Semester/year _____ Date _____ Rater _____

Rating Scale: 4= Target 3= Acceptable 2= Basic 1= Unacceptable

Standard 1-- planning for continuous improvement	1	2	3	4	Comments
1. Lead and motivate staff, students, and families to achieve the school's vision.					
2. Work with faculty to identify instructional and curricular needs that align with vision and resources.					
3. Interact with the community concerning the school's vision, mission, and priorities.					
4. Work with staff and others to establish and accomplish goals.					
5. Relate the vision, mission, and goals to the instructional needs of students.					
6. Use goals to manage activities.					
7. Use a variety of problem-solving techniques and decision-making skills to resolve problems.					
8. Delegate tasks clearly and appropriately to accomplish organizational goals.					
9. Focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making.					
10. Use a process for gathering information to use when making decisions.					
11. Use multiple sources of data to manage the accountability process.					
12. Assess student progress using a variety of techniques and information.					
13. Monitor and assess instructional programs, activities, and materials.					
14. Use diagnostic tools to assess, identify, and apply instructional improvement.					
15. Use external resources as sources for ideas for improving student achievement.					

Candidate's Signature _____ Date _____

Mentor's Signature _____ Date _____

Content-Related Assessment
College of Education and Professional Studies
Rubric for Educational Leadership Clinical Experiences

Name of Candidate _____ Student # _____
 Mentor's Name _____ School _____
 Semester/year _____ Date _____ Rater _____

Rating Scale: 4= Target 3= Acceptable 2= Basic 1= Unacceptable

Standard 2-- teaching and learning	1	2	3	4	Comments
1. Use multiple sources of data to plan and assess instructional improvement.					
2. Engage staff in ongoing study and implementation of research-based practices.					
3. Use the latest research, applied theory, and best practices to make curricular and instructional decisions.					
4. Communicate high expectations and standards for the academic and social development of students.					
5. Ensure that content and instruction are aligned with high standards resulting in improved student achievement.					
6. Coach staff and teachers on the evaluation of student performance.					
7. Identify differentiated instructional strategies to meet the needs of a variety of student populations.					
8. Develop curriculum aligned to state standards.					
9. Focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making.					
10. Use multiple sources of data to manage the accountability process.					
11. Assess student progress using a variety of formal and informal assessments.					
12. Monitor and assess instructional programs, activities, and materials.					
13. Use the methods and principles of program evaluation in the school improvement process.					

Candidate's Signature _____ Date _____

Mentor's Signature _____ Date _____

Content-Related Assessment
College of Education and Professional Studies
Rubric for Educational Leadership Clinical Experiences

Name of Candidate _____ Student # _____
 Mentor's Name _____ School _____
 Semester/year _____ Date _____ Rater _____

Rating Scale: 4= Target 3= Acceptable 2= Basic 1= Unacceptable

Standard 3-- human resources development	1	2	3	4	Comments
1. Coach staff and teachers on the evaluation of student performances.					
2. Work collaboratively with teachers to plan for individual professional development.					
3. Use a variety of supervisory models to improve teaching and learning.					
4. Apply adult learning strategies to professional development.					
5. Establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.					
6. Manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals.					
7. Provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.					
8. Provide opportunities for teachers to reflect, plan, and work collaboratively.					
9. Create a community of learners among faculty and staff.					
10. Create a personal professional development plan for his/her own continuous improvement.					
11. Foster development of aspiring leaders, including teacher leaders.					

Candidate's Signature _____ Date _____

Mentor's Signature _____ Date _____

Content-Related Assessment
College of Education and Professional Studies
Rubric for Educational Leadership Clinical Experiences

Name of Candidate _____ Student # _____
 Mentor's Name _____ School _____
 Semester/year _____ Date _____ Rater _____

Rating Scale: 4= Target 3= Acceptable 2= Basic 1= Unacceptable

Standard 4—Diversity	1	2	3	4	Comments
1. Conform to legal and ethical standards related to diversity.					
2. Perceive the needs and concerns of others and is able to deal tactfully with them.					
3. Arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations.					
4. Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.					
5. Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.					
6. Conform to legal and ethical standards related to diversity.					
7. Perceive the needs and concerns of others and is able to deal tactfully with them.					
8. Arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations.					
9. Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.					
10. Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.					

Candidate's Signature _____ Date _____

Mentor's Signature _____ Date _____

Content-Related Assessment
College of Education and Professional Studies
Rubric for Educational Leadership Clinical Experiences

Name of Candidate _____ Student # _____
 Mentor's Name _____ School _____
 Semester/year _____ Date _____ Rater _____

Rating Scale: 4= Target 3= Acceptable 2= Basic 1= Unacceptable

Standard 5-- community and stakeholder relationships	1	2	3	4	Comments
1. Address student and family conditions affecting learning.					
2. Identify community leaders and their relationships to school goals and programs.					
3. Communicate the school's vision, mission, and priorities to the community.					
4. Share leadership and decision-making with others by gathering input.					
5. Seek resources of families, business, and community members in support of the school's goals.					
6. Develop partnerships, coalitions, and networks to impact student achievement.					
7. Actively engage the community to share responsibility for student and school success.					
8. Involve family and community in appropriate policy implementation, program planning, and assessment efforts.					

Candidate's Signature _____ Date _____

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Standard 6—technology	1	2	3	4	Comments
1. Implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment.					
2. Develop a plan for technology integration for the school community.					
3. Model the use of technology for personal and professional productivity.					
4. Develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices.					
5. Promote the effective integration of technology throughout the teaching and learning environment.					
6. Provide support for teachers to increase the use of technology already in the school/classrooms.					
7. Use technology to support the analysis and use of student assessment data.					

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Standard 7-- management of the learning organization	1	2	3	4	Comments
1. Apply operational plans and processes to accomplish strategic goals.					
2. Attend to student learning goals in the daily operation of the school.					
3. Identify and organize resources to achieve curricular and instructional goals.					
4. Develop techniques and organizational skills necessary to lead/manage a complex and diverse organization.					
5. Plan and schedule one's own and others' work so that resources are used appropriately in meeting priorities and goals.					
6. Use goals to manage activities.					

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Standard 8--Ethics	1	2	3	4	Comments
1. Adhere to a professional code of ethics and values.					
2. Make decisions based on the legal, moral, and ethical implications of policy options and political strategies.					
3. Develop well-reasoned educational beliefs based upon an understanding of teaching and learning.					
4. Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people.					
5. Act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.					
6. <u>Knowledge to</u> understand ethical and legal concerns educators face when using technology throughout the teaching and learning environment.					
7. <u>Ability to</u> make decisions within an ethical context.					

Candidate's Signature _____ Date _____

Mentor's Signature _____ Date _____

REFERENCES

- Alabama standards for instructional leaders.* (2008). Montgomery, AL: Alabama State Department of Education.
- Brown, F., Danzig, A.B., Flanary, R.A., Martin, G.E., & Wright, W.F. (2005). *School leader internship* (2nd ed.) New York: Eye On Education.
- Southern Regional Education Board. (2006). *Developing internship programs for school leaders* (Leadership Curriculum Training Module). Atlanta, GA: Author. Used with the permission of the author.