

Auburn University at Montgomery
College of Education
Department of Counselor, Leadership, and Special Education

LEAD 6924
Student Handbook



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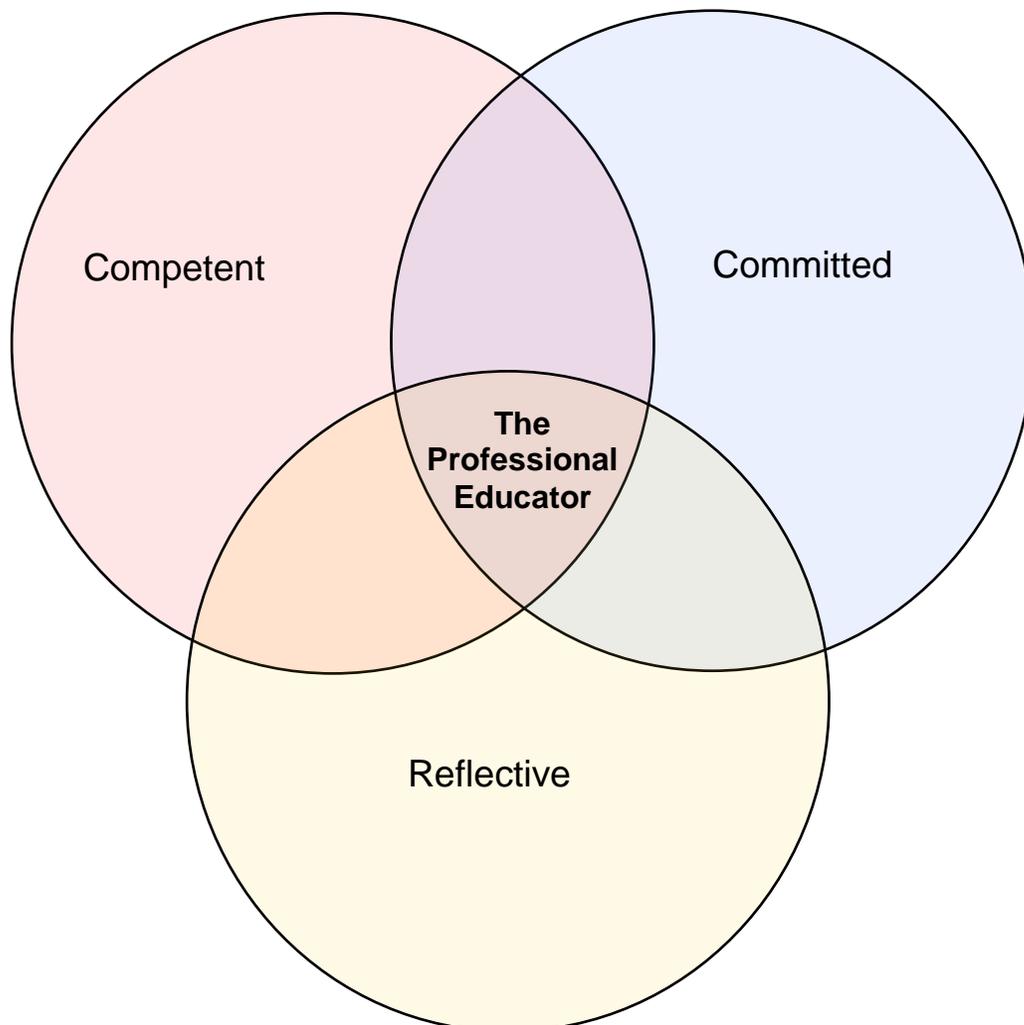
Revised Summer 2017

Conceptual Framework

Recognizing and Preparing Professional School Leaders

The Instructional Leadership Internship relates directly to the College of Education conceptual framework. Completion of the Internship requires that candidates demonstrate competent, reflective, and committed leadership skills, through 280 hours of embedded field experience and a 10-day residency. LEAD 6924 provides each candidate real-world field placement opportunities to work with diverse students, teachers, parents and communities in a variety of settings. This performance-based internship addresses both Alabama ability standards and CAEP indicators identified as critical to the development of competent, reflective, and committed beginning school leaders.

The Auburn University Montgomery College of Education Conceptual Framework Professional Educator



Vision and Mission Statements

Instructional Leadership Master's Degree Program

Vision

To prepare leaders who have the knowledge and ability to improve the quality of instruction and enhance student achievement.

Mission

The College of Education will collaborate with its public school partners to develop effective, ethical instructional leaders. Graduates of this program will be prepared to serve as competent, committed, and reflective professional educators and have a positive impact on student achievement and the overall instructional process.

Planning Guide Overview

Planning Guide Overview

The planning guide delineates each indicator related to a specific standard. Suggested activities are provided with each indicator for mentors, candidates, and university supervisors to consider when determining how the candidate will demonstrate competence in this area during the internship and residency.

The activities listed under each indicator are considered best practices in each area and were contributed by practicing Instructional Leaders, university faculty, Advisory Board members, former candidates and superintendents. Additional activities may be appropriate based on the specific setting and available resources.

The mentor will collaborate with the university supervisor to complete an assessment of the candidate's competence in relation to ability indicators found in all eight standards utilizing the Intern Performance Evaluation Form. The university supervisor has the final responsibility for the mentee's experience and grading of the field-based activities, with input from the field-based mentor on rubric scoring criteria.

University supervisors and LEA's will collaborate to ensure that candidates have meaningful and practical experiences in actual school settings during the course of the instructional leadership preparation program.

Candidates will participate in an internship that allows them to benefit from purposeful hands-on experiences that would prepare them to lead the essential work of school improvement and higher student achievement prior to being placed at the helm of a school.

University faculty will provide frequent formative feedback on the intern's performance.

Leadership is learned through studying the key concepts and skills used by effective leaders, observing good models, and by experiencing one's own trial and error in the workplace.

Roles and Responsibilities

Roles and Responsibilities

Role of the Intern

The Instructional Leadership faculty, the mentor, and 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 and lead are critical. The intern must work closely with the mentor to expand his/her professional experiences, and must be willing to put forth additional time and effort that is not required of other building instructional leaders.

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 diverse, real world 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/community.
4. The mentor shall make sure the intern is thoroughly exposed to the duties of the instructional leader.
5. The mentor shall collaborate with AUM Instructional Leadership Faculty on a frequent and continuous basis.
6. The mentor shall engage in conversation with the intern about activities and daily events.
7. The mentor shall understand all university, district and state requirements for interns.
8. The mentor shall facilitate opportunities for completion of internship activities.
9. The mentor should demonstrate ethical, professional, and dependable behavior.

Mentor Selection Criteria

A joint committee of Superintendents, Instructional Leadership Faculty, and Advisory Board Members selects mentors.

The criteria for selection are as follows:

1. Joint recommendation of university faculty and district superintendents or designee.
2. A history of outstanding performance appraisals.
3. A minimum of three years of successful leadership experience.
4. Current vita submitted to department head.
5. Commitment to professional growth and development evidence by:
 - a. Professional development Plan
 - b. Recent workshops and seminars attended
6. Demonstrate effective interpersonal and collaborative skills.
7. Completion of mentor training provided by AUM

Alabama State Board of Education Standards

Alabama State Board of Education Standards

The LEAD 6924 Instructional Leadership Planning Guide is used by Instructional Leadership candidates, mentors, and program faculty to develop specific activities and experiences that will enable the candidates to demonstrate competence on Alabama Department of Education Ability Standards.

A description of the eight standards taken from the Rules of the Alabama State Board of Education is provided below:

Standard One: Planning for Continuous Improvement

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

Standard Two: Teaching and Learning

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

Standard Three: Human Resources Development

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

Standard Four: Diversity

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

Standard Five: Community and Stakeholder Relationships

This standard addresses the fact that cooperation among schools, the district, parents, and the larger community is essential to the success of instructional leaders and students. Instructional leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, help to ensure continued community support for schools. Instructional leaders must see families as partners in the education of their youngsters and believe that families have the best interest of their children in mind. Instructional leaders must involve families in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies.

Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, instructional leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

Standard Six: Technology

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

Standard Seven: Management of the Learning Organization

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

Standard Eight: Ethics

This standard addresses the educational leader's role as the "first citizen" of the school/district community. Instructional leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Instructional leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community.

Instructional Leadership Intern Abilities

Design of Instructional Leadership Internship

The internship is designed to place candidates in the cooperating school during critical times of instructional planning. The candidate will also be responsible for preparing and maintain a comprehensive portfolio, which indicates the level of experiences and knowledge gained in instructional leadership during the intern experiences. The portfolio will be juried by a committee of university and cooperating school staff before the candidate is recommended by the University for Instructional Leadership Certification.

An explicit set of school-based assignments to provide opportunities for the application of knowledge, skills, and ways of thinking that are required to effectively perform the core responsibilities of a school leader, as identified in state standards and research and incorporated in the preparation programs' design.

A developmental continuum of practice progresses from observing to participating in and then to leading school-based activities related to the core responsibilities of instructional leaders, with analysis, synthesis, and evaluation of real-life problems at each level.

The internship experience are the total sum of practical experiences, either field or clinical, as part of every course taken for preparation, plus a residency.

LEAD Instructional Leadership Internship Abilities

Section 2— Curriculum

(A.) Planning for continuous improvement:

2. Ability to:

(i) Lead and motivate staff, students, and families to achieve the school's vision.

(Suggested Activities)

1. Organize and prepare presentation for parents and community leaders in regards to ongoing school improvement during the first open house of the school year.

2. Lead a faculty meeting for teachers and other staff.

3. Prepare a survey on needed professional development and research the different options of meeting these professional development needs.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(ii) Work with faculty to identify instructional and curricular needs that align with vision and resources.

(Suggested Activities)

1. Evaluate the previous years standardized test scores and determine specific areas of academic weakness. Lead in the development of strategies to improve these areas.

2. Organize the school improvement plan with areas of emphasis from test breakdowns provide professional development to the staff on how and why the objectives will be met.

3. Participate in grade level meetings.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(iii) Interact with the community concerning the school’s vision, mission, and priorities.

(Suggested Activities)

1. Work with the school administration in identifying and contacting community leaders to take part in surveys to gain insight into their vision of a successful school.
2. Once the surveys are completed, work with community leaders in incorporating the desired visions into the school.
3. Presentation of the state of the school at a community organization.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(iv) Work with staff and others to establish and accomplish goals.

(Suggested Activities)

1. Organize a school improvement committee to set objectives and goals for the upcoming year. Work within the committee to establish criteria in deciding if the school improvement was a success.
2. Create needs assessment available for instructional staff on the first day of school, based on the previous years testing results.
3. Attend a weekly faculty meeting and take notes summarizing the importance of the meeting in maintaining school goals.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(v) Relate the vision, mission, and goals to the instructional needs of students.

(Suggested Activities)

1. Through the school improvement plan, implement the desired changes into the student population. Meet the student body on these changes and how these changes will be incorporated.
2. Contact local service organization and set time for assembly for the entire student body to attend.

3. Attend Building Leadership Team meetings.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(vi) Use goals to manage activities.

(Suggested Activities)

1. Identify a school safety issue and purpose a solution.

2. Work with the administration in developing the master schedule to include areas of remediation that struggling students who have not passed the graduation exam may enter to raise their scores.

3. Use the proposed school improvement plan to plan times for tutoring by teachers in core areas that match the needs of students in those areas.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(vii) Use a variety of problem-solving techniques and decision-making skills to resolve problems.

(Suggested Activities)

1. Work with department heads in solving problems brought by teachers in each department.

2. Work with administration in developing a plan to reduce school-wide problem (for instance develop a discipline plan to combat tardies).

3. Identify a school safety issue and purpose a solution.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(viii) Delegate tasks clearly and appropriately to accomplish organizational goals.

(Suggested Activities)

1. Develop a duty schedule, so that all stations are covered and duties are dispersed fairly.
2. Work with program heads to grant teachers duty free times for participation in the programs (example: mentoring).
3. Create memos to all faculty regarding particular organizational tasks.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(ix) Focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making.

(Suggested Activities)

1. Research options to include distance learning as a way to add advanced placement classes or electives not offered currently in the school.
2. Work with administration in developing a schedule and curriculum that includes junior high advanced classes.
3. Assist in developing and presenting professional development activities.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(x) Use a process for gathering information to use when making decisions.

(Suggested Activities)

1. Utilize spreadsheets to transfer accountability data from discs to average scores in each instructional area. This practice demonstrates each class's before and after test scores for each teacher.
2. TAGLIT surveys will be used to assess technology needs.
3. Record written evaluations on classroom observations.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(xi) Use multiple sources of data to manage the accountability process.

(Suggested Activities)

1. Utilize standardized tests and report grades to determine areas of improvement inside the curriculum. This also can be used to determine areas of strength or weakness in teaching strategies.
2. Send surveys to students that entered college within the last three years to determine the success of the school curriculum in preparing students for college.
3. Examine the previous years Accountability test scores.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(xii) Assess student progress using a variety of techniques and information.

(Suggested Activities)

1. Using computer programs provided to schools, track students preparation for standardized testing. This will demonstrate areas of weakness to spend increased remediation time.
2. Once mid report grades are sent home identify students in need of tutoring and monitor the improvement seen at the ending grade period.
3. Create a post evaluation process after the tutoring is complete.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(xiii) Monitor and assess instructional programs, activities, and materials.

(Suggested Activities)

1. While using the school improvement plan, monitor the identified curriculum areas after the proposed strategies have been incorporated. Once these areas have been monitored utilize the data to determine if the desired objectives were met.
2. Research the number of students not passing the graduation exam on the first try and the lowest scoring clusters. Redesign tutoring and the class curriculum to better identify and correct these low areas.
3. Evaluate test scores after tutoring and determine the benefits of the added focus on the specific areas.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(xiv) Use diagnostic tools to assess, identify, and apply instructional improvement.

(Suggested Activities)

1. Utilize diagnostic testing to identify students at the beginning of the school term that are deficient and devise remediation to correct the problem.
2. Through diagnostic testing evaluate the current curriculum in each core area. Once the data has been evaluated research ways to improve the curriculum.
3. Assess the current after school tutoring program.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

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

(Suggested Activities)

1. Research web sites from other school systems that provide tips and ideas to prepare students for standardized tests.

2. Visit successful schools outside the school district and spend the day evaluating and meeting with that school's administration. Take the information learned and incorporate the changes into the school's curriculum.
3. Attend open training sessions with local school systems.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(B) Teaching and Learning

2. Ability to:
 - (i) Use multiple sources of data to plan and assess instructional improvement.

(Suggested Activities)

1. Use multiple sources of data to plan and assess instructional improvement, such as DIBELS, 21st Century, Pre/Post Tests, ADAW and Earobics.
2. Analyze and interpret SAT 10 test data using a spreadsheet- create charts and graphs to clearly indicate the test data.
3. Analyze and interpret ARMT test data to determine the percentage of students that scored in each level (1,2, 3, and 4).
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

- (ii) Engage staff in ongoing study and implementation of research-based practices. (Suggested Activities)

1. Present (faculty meeting or department or individual teachers) faculty with current research found in articles and how new methods can be used in the classroom.
2. Have the faculty (department or individual teachers) develop ways to address the areas of focus using information provided to them from you. (Show what you provided the faculty).
3. Engage staff in ongoing study and implementation of research-based practices, such as Book Studies, AMSTI Training, ARI, and ARFI.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(iii) Use the latest research, applied theory, and best practices to make curricular and instructional decisions.

(Suggested Activities)

1. Implement curricular changes to address school progress and deficiencies. (Show the plan used).
2. Implement a new program in the school. (Put together a plan or meet with the principal to purchase a research-based program to address the needs of the students and teachers).
3. Use a latest research, applied theory, and best practices to make curricular and instructional decisions, such as grouping by ability levels and ensuring that lessons and questioning techniques are at the appropriate rigor levels.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(iv) Communicate high expectations and standards for the academic and social development of students.

(Suggested Activities)

1. Using input from the faculty and students (school wide or department, depends on size of school) determine a goal for the students to achieve. Communicate the goal for the students to achieve. Communicate the goal to the students with a letter home and signs throughout the school.
2. Create an atmosphere of respect inside of the school by developing a positive environment. Use clear, concise rules stressing the importance or respect between all persons in the school setting.
3. Communicate high expectations and standards for the academic and social development of students by setting goals and continuously monitoring and charting student progress.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

- (v) Ensure that content and instruction are aligned with high standards resulting in improved student achievement.

(Suggested Activities)

1. Ensure that content and instruction are aligned with high standards resulting in improved student achievement by using state course of studies and curriculum frameworks.
2. Thoroughly inspect teacher lesson plans to ensure objectives are meeting the State Course of Study.
3. Conduct a mock EDUCATEAlabama pre-assessment.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

- (vi) Coach staff and teachers on the evaluation of student performance.

(Suggested Activities)

1. Use meetings to compile data and side by side coaching techniques.
2. Develop a plan with teachers to show progress on practice test leading up to the state standardized test.
3. Develop a method for teachers to track the performance of students including rewards for students who demonstrate continued improvement.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

- (vii) Identify differentiated instructional strategies to meet the needs of a variety of student populations.

(Suggested Activities)

1. Develop a schedule for tutoring services to be provided at your school, this can be included before or after school as well as remediation during school hours. Before or after school services should include teachers being compensated. Compose a budget (what are teachers going to charge) and see if you can get the money for the program, describe the steps you took to get the money.

2. Supervise and document what takes place at an alternative setting. (At-risk unit, alternative school setting).
3. Identify differentiated instructional strategies to meet the needs of a variety of student populations such as Gardner’s Multiple Intelligences and questioning using Bloom’s Taxonomy.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8___ 9—12___ Central Office___

Evaluation – Product Approved___ Date_____ Actual Hours ___

(viii) Develop curriculum aligned to state standards.

(Suggested Activities)

1. Develop a curriculum guide for a subject (aligning state standards with End of Course Exam and all other state accountability measures for that grade level) with a pacing guide.
2. Using the course of study, align the objectives to the objectives in the textbook, excluding chapters or sections that do not need to be covered.
3. Develop curriculum aligned to state standards by using State Course of Study and Curriculum Frameworks.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8___ 9—12___ Central Office___

Evaluation – Product Approved___ Date_____ Actual Hours ___

(ix) Focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making.

(Suggested Activities)

1. Develop a model for a classroom using current research on student centered instruction and share with the faculty or departments.
2. Film a class where you are modeling a student centered classroom.
3. Focus upon student learning as a driving force for curriculum, instruction, and instructional decision making by using data to determine instructional needs and differentiating instruction for students as needed.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8___ 9—12___ Central Office___

Evaluation – Product Approved___ Date_____ Actual Hours ___

(x) Use multiple sources of data to manage the accountability process.

(Suggested Activities)

1. Using the state accountability report identify the areas of focus
2. Identify the students areas of weakness and which class and period they are in. (Do not use teacher or student names on final turn in).
3. Use multiple sources of data to manage the accountability process such as DIBELS, 21st Century, Pre/Post Tests, and ADAW.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(xi) Assess student progress using a variety of formal and informal assessments.

(Suggested Activities)

1. Develop a spreadsheet tracking student test scores from original score from previous year to practice test given during the year.
2. Develop a check sheet or questionnaire for students to give input on if they feel the school year was successful.
3. Assess student progress using a variety of formal and informal assessments such as classroom observations, questioning techniques and etc.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(xii) Monitor and assess instructional programs, activities, and materials.

(Suggested Activities)

1. Take a program and determine if it was effective in acquiring student achievement and if the program was on budget and the supplies where appropriate. (Teacher-student survey, balance sheet of program).
2. Develop a plan to get students to and from an assembly in an appropriate and efficient manner reinforcing the goal of school wide respect.

3. Monitor and assess instructional programs, activities, and materials by continuously monitoring student progress and mastery of subject taught.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8___ 9—12___ Central Office___

Evaluation – Product Approved___ Date_____ Actual Hours ___

(xiii) Use the methods and principles of program evaluation in the school improvement process.

(Suggested Activities)

1. Evaluate the continuous improvement plan to determine if the overall goals were met. (A yes or no is not acceptable, but must explain the new weaknesses or areas that did improve and by how much).
2. Compare the continuous improvement plan to the SACS accreditation plan to ensure the overall strategic plan of the school is being met.
3. Use the methods and principles of program evaluation in the school improvement process by continuously monitoring and updating the Continuous Improvement Plan.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8___ 9—12___ Central Office___

Evaluation – Product Approved___ Date_____ Actual Hours ___

(C) Human Resources Development

2. Ability to:
 - (i) Coach staff and teachers on the evaluation of student performances.

(Suggested Activities)

 1. Research the definitions and importance of validity/reliability (measurement and assessment).
 2. Create orientation seminars for new faculty.
 3. Analyze EDUCATEAlabama or LEADAlabama rubric and apply their results to improve instruction.
 4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(ii) Work collaboratively with teachers to plan for individual professional development.

(Suggested Activities)

1. Article research on different methods of professional development and present how-to pamphlets.
2. Complete PDP's and submit for evaluation.
3. Present an in-service platform for review by the presentation committee.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(iii) Use a variety of supervisory models to improve teaching and learning.

(Suggested Activities)

1. Present and make props used in highly effective schools.
2. Create a mock library kit including a list and items that would help with improving teaching and learning.
3. Research and present tips for improvement.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(iv) Apply adult learning strategies to professional development.

(Suggested Activities)

1. Create a mock in-service.
2. Flyers or memos to adults about a change.

3. Mock demonstrations of applicable scenarios.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(v) Establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.

(Suggested Activities)

1. Research on both good and poor mentoring and present solutions or ways to reduce poor mentoring.

2. Create a new teacher portfolio supporting all school requirements for day-to-day functioning in the school setting.

3. Assist in mentoring a new teacher to the program.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(vi) Manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals.

(Suggested Activities)

1. Create mock faculty bulletin boards for the teachers lounge/copy rooms, etc.

2. Mock departmental or grade level meetings.

3. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(vii) Provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.

1. Create a mini professional development library list.

2. Analyze EDUCATEAlabama or LEADAlabama rubric.

3. Define “high quality professional development”.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(viii) Provide opportunities for teachers to reflect, plan, and work collaboratively.

(Suggested Activities)

1. Work with a master schedule to create common planning.

2. Mock faculty meetings or in-service meetings.

3. Establish a schedule for meeting with above/below grade levels.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

ix) Create a community of learners among faculty and staff.

(Suggested Activities)

1. Research and share team building strategies and ideas.

2. Develop an elaborate mentoring plan.

3. Create a book study guide for the entire faculty.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(x) Create a personal professional development plan for his/her own continuous improvement.

(Suggested Activities)

1. Find and share good workshops and online modules.

2. Conduct article research relating to personal development and the importance of strategy.

3. Analyze EDUCATEAlabama rubric or LEADAlabama rubric.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(xi) Foster development of aspiring leaders, including teacher leaders.

(Suggested Activities)

1. Create a committee for defining faculty desires for in-service.

2. Survey the faculty on leadership roles desired for the in-service committee.

3. EDUCATEAlabama rubric or LEADAlabama rubric.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(D.) Diversity

2. Ability to:

(i) Conform to legal and ethical standards related to diversity.

(Suggested Activities)

1. Complete a report on the most frequent legal issues and ethically defensible solution that includes issues of diversity.

2. Prepare a staffing plan for a new school in which they demonstrate knowledge of mandates of federal legislation such as ADA, Title VII, and Title IX.

3. Review Accountability Mandates of Alabama’s College and Career Ready Standards.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

- (ii) Perceive the needs and concerns of others and is able to deal tactfully with them.

(Suggested Activities)

1. Conduct a study on high stakes testing and alternative methods of measuring student performance in which they demonstrate an understanding of multiple sources of information.
2. Complete a vision for a school in and explain the basis of the mission, vision, and goals in terms of student and community demographic.
3. Participate in planning and implementation of sheltered instruction for English Language Learners.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

- (iii) Arrange for students and families whose home language is not English to engage in school activities and communications through oral and written translations.

(Suggested Activities)

1. Have a beginning-of-the-year letter to parents interpreted and written in Spanish.
2. Record a conference between the administrator and non-English speaking parents. An interpreter should be present for both parties.
3. Provide families of English Language Learners with a listing of available services in the community.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

- (iv) Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.

(Suggested Activities)

1. Prepare an oral presentation for parents for a Black History or Hispanic History program.
2. Prepare a written piece for the school newspaper during Black History or Hispanic History Month.
3. Participation in an open house or orientation meeting with parents of English Language Learners.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

- (v) Promote and monitor the delivery of instructional content that provides for interpersonal content that provides for diverse perspectives appropriate to the situation.

(Suggested Activities)

1. Design an instrument to evaluate the Gifted Program.
2. Survey the faculty to identify and analyze perceived strengths and weaknesses of the Gifted Program.
3. Assist in the interpretation of the ACCESS Test for English Language Learners.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(E) Community and Stakeholder Relationships

2. Ability to:

- (i) Address student and family conditions affecting learning.

(Suggested Activities)

1. Invite Alabama PALS program to present the following workshops at PTO meetings: “Parents: The Key to Success in School”, “Overcoming Barriers to Effective Parental Involvement” and “Parents on Board: Helping Your Child Succeed in Elementary School”.
2. Identify strategies and plans in place in a school or system for developing/ assessing condition affecting learning.
3. Identify and evaluate forms and procedures for the Family Guidance/Behavior Intervention Center.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(ii) Identify community leaders and their relationships to school goals and programs.

(Suggested Activities)

1. Compile a list of community leaders and send personal invitations for tour a tour of the school facility.
2. Publish or assist a newsletter/newspaper to community leaders describing school goals and programs.
3. Attend Partners in Education Meetings.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(iii) Communicate the school's vision, mission, and priorities to the community.

(Suggested Activities)

1. Create a community newsletter to communicate the desires and needs of the local school system.
2. Develop a brochure to communicate the school's vision, mission, and priorities to the community. Display and distribute in offices and businesses in the community as well as send home with the student body.
3. Plan special programs and exhibits around the community and school for students, recognizing and emphasizing school vision and mission.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(iv) Share leadership and decision-making with others by gathering input.

(Suggested Activities)

1. Develop written survey for use by faculty and community to determine school's needs.
2. Attend RTI or BLT meeting to assist officials in school assessment.
3. Collaborate with Response to Intervention teams.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

- (v) Seek resources of families, business, and community members in support of the school's goals.

(Suggested Activities)

1. Seek additional partners in education for the school.
2. Develop a written letter to solicit financial support to aid school in meeting academic needs.
3. Solicit help from local radio/television station notifying community of needed resources.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

- (vi) Develop partnerships, coalitions, and networks to impact student achievement.

(Suggested Activities)

1. Locate community outreach programs that affect student achievement.
2. Prepare and design school communications which serve to develop relationships which includes school handbook, newspapers, newsletters and media.
3. Identify strategies and plans in place in a school or system for developing/ assessing school and community relationships.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

- (vii) Actively engage the community to share responsibility for student and school success.

(Suggested Activities)

1. Prepare a presentation on the impact of achievement during the open house planned for the new school year.

2. Host a "Family School Night" for community, parents, students and faculty get acquainted with teachers, school resources and programs offered at the school.
3. Participate and assist in programs (parent volunteers, etc.) that develop and enhance relationships.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(viii) Involve family and community in appropriate policy implementation, program planning, and assessment efforts.

(Suggested Activities)

1. Develop a committee composed of parents and community leaders to meet each semester to discuss policy concerns, etc.
2. Serve on or observe committees, etc. related to cooperative programs communicating assessment efforts to parents.
3. Attend local board meetings and take notes on policy changes.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(F) Technology

2. Ability to:

- (i) Implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment.

(Suggested Activities)

1. Host a "Parent Night" which uses all areas of technology to explain grade specific curriculum, the instruction process in the classroom, and explain assessment methods on standardized tests and regular classroom tests.
2. Interview the faculty and discuss creative ways of using technology at all level in the instructional process.
3. Implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment: INOW lesson plans and INOW grade book.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(ii) Develop a plan for technology integration for the school community.

(Suggested Activities)

1. Create a technology plan which requires technology use in all subject areas.
2. Include in the plan at least one student technology project per six weeks
3. Develop a plan for technology integration for the school community: school web page and/or teacher web page.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(iii) Model the use of technology integration for the school community.

(Suggested Activities)

1. Use PowerPoint or other emerging presentation technology in a faculty meeting or parent assembly.
2. Create word processing documents or e-mail correspondence for entire faculty or individuals.
3. Model the use of technology for personal and professional productivity: INOW Professional Development Plan program (PDP).
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(iv) Develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices.

(Suggested Activities)

1. Meet with each teacher to determine their technology needs within the classroom and create a plan that supports and enhances what is being taught in the classroom.
2. Create plans that address areas of weakness that are identified by the teacher. Tailor plans to increase practice and provide activities to improve ability.

3. Develop an effective teacher professional development plan to increase technology usage to support curriculum based integration practices: Teacher PDP plan and provide Workshops for teachers to become familiar with technology. For example, the use of digital cameras and “Blogs and Wikis”.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(v) Promote the effective integration of technology throughout the teaching and learning environment.

(Suggested Activities)

1. Provide training and information on using technology across curriculum.
2. At a faculty meeting, teach a few mini lessons to show how to integrate technology into subject areas.
3. Promote the effective integration of technology throughout the teaching and learning environment: Accelerated Reading and Math programs, STAR and workshops on technology such as digital cameras, etc.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(vi) Provide support for teachers to increase the use of technology already in the school/classrooms.

(Suggested Activities)

1. Hold/offer on campus workshops on software purchased by the school to ensure effective use.
2. Train a small group of teachers as technology troubleshooters so that each hall will have a technology liaison.
3. Provide support for teachers to increase the use of technology already in the classroom: Provide orientation on INOW, STAR, Accelerated Reading/Math and the use of e-mails and power point for new teachers.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(vii) Use technology to support the analysis and use of student assessment data.

(Suggested Activities)

1. Use INOW to disaggregate student test scores and results.
2. Use technology to create an individualized plan to improve student achievement.
3. Use technology to support the analysis and use of student assessment data: STAR results, Accelerated Reading/Math data.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(G) Management of the Learning Organization

2. Ability to:

(Suggested Activities)

- (i) Apply operational plans and processes to accomplish strategic goals.
 1. Conduct a needs assessment of a school and develop procedures for a safe school.
 2. Write a summary on developing a safe school environment for both the students and the staff.
 3. Briefly describe a court case relating to school safety and the guidelines that must be followed to implement school safety.
 4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(ii) Attend to student learning goals in the daily operation of the school.

(Suggested Activities)

1. Develop a heightened awareness of personal leadership strengths and challenges, construct a personal plan for leadership development, and fine-tune beliefs about education and the responsibilities of instructional leaders.
2. Expand knowledge and understanding of leadership models, functions of leadership and management, and instructional leadership behaviors.

3. Identify the critical functions of leadership and management and determine how these functions interact in educational organizations.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8___ 9—12___ Central Office___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(iii) Identify and organize resources to achieve curricular and instructional goals.

(Suggested Activities)

1. Identify and discuss the major sources of fiscal and non-fiscal resources for schools and districts.

2. Develop a staffing plan that is consistent with site goals and district guidelines and demographic conditions that impact schools.

3. Develop a resource schedule to pursue financial resources outside of the school district.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8___ 9—12___ Central Office___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(iv) Develop techniques and organizational skills necessary to lead/manage a complex and diverse organization.

(Suggested Activities)

1. Develop a heightened awareness of personal leadership strengths and challenges, construct a personal plan for leadership development, and fine-tune beliefs about education and the responsibilities of educational leaders.

2. Expand knowledge and understanding of leadership models, functions of leadership and management, and instructional leadership behaviors.

3. Identify the critical functions of leadership and management and determine how these functions interact in educational organizations.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8___ 9—12___ Central Office___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

- (v) Plan and schedule one's own and other's work so that resources are used appropriately in meeting priorities and goals.

(Suggested Activities)

1. Interview district personnel on managing financial and material assets and present the information to classmates.
2. Develop schedules for the following: Daily custodial services and Preventive Maintenance.
3. Develop an effective work order summary for reporting maintenance issues to the appropriate personnel.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

- (vi) Use goals to manage activities.
(Suggested Activities)

1. Develop a school budget on school priorities and goals.
2. Develop an initial understanding of how to facilitate the development and implementation of a shared vision and plan that focuses on teaching and learning.
3. Provide skills in problem solving and decision-making based on data.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product Approved ___ Date _____ Actual Hours ___

(H) Ethics:

2. Ability to:

- (i) Adhere to a professional code of ethics and values.

(Suggested Activities)

1. Attend an ethics committee review board meeting relating to special education.
2. Review professional journals on the Alabama code of ethics.
3. Analyze and evaluate EDUCATEAlabama or LEADAlabama.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(ii) Make decisions based on the legal, moral, and ethical implications of policy options and political strategies.

(Suggested Activities)

1. Review all aspects of an due process hearing with an acting school administrator.
2. Attend local board meetings and identify policy issues discussed in the meetings.
3. Participate in the IEP process.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(iii) Develop well-reasoned educational beliefs based upon an understanding of teaching and learning.

(Suggested Activities)

1. Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people: Develop the mission statement, the belief statement, and the individual philosophy of education.
2. Review educational journal articles on mission development.
3. Interview a principal or central office personnel to find out their policies on recruitment, hiring, and retaining a diverse staff.
4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

(iv) Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people.

(Suggested Activities)

1. Attend an in-service exploring cultural diversity.
2. Implement cultural exploration activity for school staff meeting based upon diversities represented in the school community.

3. Develop well-reasoned educational beliefs based upon an understanding of teaching and learning. Develop mission/belief statement.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

Knowledge and Ability to:

(v) Act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.

(Suggested Activities)

1. Actively participate in student scheduling and classroom assignment.

2. Review school Title I implementation.

3. Develop a plan for meeting multicultural concerns by parents in the local school system.

4. _____

Levels at Which Competency Performed: N—5 ___ 6—8 ___ 9—12 ___ Central Office ___

Evaluation – Product **Approved** ___ **Date** _____ **Actual Hours** ___

LEAD 6924 - Instructional Leadership

Intern Performance Evaluation Form
of
Core Leadership Standards

Name: _____ Student # _____
(Please print clearly)

The attached Internship Assessment Report provides documentation of mastery of the Ability Indicators contained in the eight (8) Core Leadership Standards specified by the Alabama State Board of Education. During the internship a candidate should move from observing to participating to leading to accomplish each ability indicator delineated.

Formal assessment measures to be used for each requirement are indicated on the Report -

- P - Products/Documentation
- J - Reflective Journal
- C - Consultation with Mentor/University Supervisor
- O - Observe
- P - Participate
- L - Lead

Performance on all Ability Indicators must be evaluated as competent in order to receive a grade for the internship. (Activities that do not receive a rating of 3 or 4 will be assessed as In Progress, "IP" until required level of performance is demonstrated).

Evaluation Rubric:

Unsatisfactory: (1) Indicates the performance is not acceptable. Improvement activities must be undertaken.

Basic: (2) Indicates the performance is acceptable but needs additional work and attention. Additional activities are required.

Competent: (3) Indicates the performance meets and sometimes exceeds expectations. Current practices are clearly acceptable.

Exceptional: (4) Indicates the performance is outstanding. No improvement is readily identifiable.

Course Grading Scale

A = 256 - 284 points

B = 228 - 255 points

C = 200 – 227 points

University Supervisor: _____

Field-based Mentor: _____

Date Completed: _____ Total Points Earned: _____

Intern Performance Evaluation

AUBURN UNIVERSITY MONTGOMERY
LEAD 6924 – Instructional Leadership Internship
Intern Assessment Report
Rubric for Clinical Experiences

Name of Candidate _____ Student # _____

Mentor's Name _____ School _____

Semester/Year _____ Date _____ Rater _____

Rating Scale: 4=Exceptional

3=Competent

2=Basic

1=Unsatisfactory

Standard I. Planning for Continuous Improvement	Assess by	Outcome Evaluation	O, P or L
(2)(a)2.(i) Lead and motivate staff, students, and families to achieve the school's vision.	P		
(2)(a)2.(ii) Work with faculty to identify instructional and curricular needs that align with vision and resources.	P		
(2)(a)2.(iii) Interact with the community concerning the school's vision, mission, and priorities.	P		
(2)(a)2.(iv) Work with staff and others to establish and accomplish goals,	J		
(2)(a)2.(v) Relate the vision, mission and goals to the instructional needs of students.	P		
(2)(a)2.(vi) Use goals to manage activities.	P		
(2)(a)2.(vii) Use a variety of problem-solving techniques and decision-making skills to resolve problems.	P		
(2)(a)2.(viii) Delegate tasks clearly and appropriately to accomplish organizational goals.	J		
(2)(a)2.(ix) Focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making.	P		
(2)(a)2.(x) Use a process for gathering information to use when making decisions.	J		
(2)(a)2.(xi) Use multiple sources of data to manage the accountability process.	C		
(2)(a)2.(xii) Assess student progress using a variety of techniques and information.	P		
(2)(a)2.(xiii) Monitor and assess instructional programs, activities, and materials.	P		
(2)(a)2.(xiv) Use diagnostic tools to assess, identify, and apply instructional improvement.	C		
(2)(a)2.(xv) Use external resources as sources for ideas for improving student achievement.	P		

Candidate's Signature _____ Date _____

Mentor's Signature _____ Date _____

AUBURN UNIVERSITY MONTGOMERY
LEAD 6924 – Instructional Leadership Internship
Intern Assessment Report
Rubric for Clinical Experiences

Name of Candidate _____ Student # _____

Mentor's Name _____ School _____

Semester/Year _____ Date _____ Rater _____

Rating Scale: 4=Exceptional

3=Competent

2=Basic

1=Unsatisfactory

Standard II. Teaching and Learning	Assess by	Outcome Evaluation	O, P or L
(2)(b)2.(i) Use multiples sources of data to plan and assess instructional improvement.	P		
(2)(b)2.(ii) Engage staff in on going study and implementation of research-based practices.	C		
(2)(b)2.(iii) Use the latest research, applied theory, and best practices to make curricular and instructional decisions.	P		
(2)(b)2.(iv) Communicate high expectations and standards for the academic and social development of students.	J		
(2)(b)2.(v) Ensure that content and instruction are aligned with high standards resulting in improved student achievement.	P		
(2)(b)2.(vi) Coach staff and teachers on the evaluation of student performance.	C		
(2)(b)2.(vii) Identify differentiated instructional strategies to meet the needs of a variety of student populations.	P		
(2)(b)2.(viii) Develop curriculum aligned to state standards.	P		
(2)(b)2.(ix) Focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making.	P		
(2)(b)2.(x) Use multiple sources of data to manage the accountability process.	P		
(2)(b)2.(xi) Assess student progress using a variety of formal and informal assessments.	P		
(2)(b)2.(xii) Monitor and assess instructional programs, activities, and materials.	P		
(2)(b)2.(xiii) Use the methods and principles of program evaluation in the school improvement process.	P		

Candidate's Signature _____ Date _____

Mentor's Signature _____ Date _____

Intern Assessment Report

AUBURN UNIVERSITY MONTGOMERY
LEAD 6924 – Instructional Leadership Internship
Intern Assessment Report
Rubric for Clinical Experiences

Name of Candidate _____ Student # _____

Mentor's Name _____ School _____

Semester/Year _____ Date _____ Rater _____

Rating Scale: 4=Exceptional 3=Competent 2=Basic 1=Unsatisfactory

Standard III. Human Resources Development	Assess by	Outcome Evaluation	O, P or L
(2)(c)2.(i) Coach staff and teachers on the evaluation of student performance.	C		
(2)(c)2.(ii) Work collaboratively with teachers to plan for individual professional development.	P		
(2)(c)2.(iii) Use a variety of supervisory models to improve teaching and learning.	P		
(2)(c)2.(iv) Apply adult learning strategies to professional development.	J		
(2)(c)2.(v) Establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	P		
(2)(c)2.(vi) Manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals.	J		
(2)(c)2.(vii) Provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	P		
(2)(c)2.(viii) Provide opportunities for teachers to reflect, plan and work collaboratively.	J		
(2)(c)2.(ix) Create a community of learners among faculty and staff.	J		
(2)(c)2.(x) Create a personal professional development plan for his/her own continuous improvement.	P		
(2)(c)2.(xi) Foster development of aspiring leaders, including teacher leaders.	J		

Candidate's Signature _____ Date _____

Mentor's Signature _____ Date _____

AUBURN UNIVERSITY MONTGOMERY
LEAD 6924 – Instructional Leadership Internship
Intern Assessment Report
Rubric for Clinical Experiences

Name of Candidate _____ Student # _____

Mentor's Name _____ School _____

Semester/Year _____ Date _____ Rater _____

Rating Scale: 4=Exceptional 3=Competent 2=Basic 1=Unsatisfactory

Standard IV. Diversity	Assess by	Outcome Evaluation	O, P or L
(2)(d)2.(i) Conform to legal and ethical standards related to diversity.	P		
(2)(d)2.(ii) Perceive the needs and concerns of others and deal tactfully with them.	P		
(2)(d)2.(iii) Arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations.	J		
(2)(d)2.(iv) Interact effectively with individuals and groups using a variety of interpersonal skills in any given situation.	P		
(2)(d)2.(v) Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.	P		

Candidate's Signature _____ Date _____

Mentor's Signature _____ Date _____

AUBURN UNIVERSITY MONTGOMERY
LEAD 6924 – Instructional Leadership Internship
Intern Assessment Report
Rubric for Clinical Experiences

Name of Candidate _____ Student # _____

Mentor's Name _____ School _____

Semester/Year _____ Date _____ Rater _____

Rating Scale: 4=Exceptional 3=Competent 2=Basic 1=Unsatisfactory

Standard V. Community and Stakeholder Relationships	Assess by	Outcome Evaluation	O, P or L
(2)(e)2.(i) Address student and family conditions affecting learning.	C		
(2)(e)2.(ii) Identify community leaders and their relationships to school goals and programs.	J		
(2)(e)2.(iii) Communicate the school's vision, mission, and priorities to the community.	J		
(2)(e)2.(iv) Share leadership and decision-making with others by gathering input.	P		
(2)(e)2.(v) Seek resources of families, business, and community members in support of the school's goals.	P		
(2)(e)2.(vi) Develop partnerships, coalitions, and networks to impact student achievement.	P		
(2)(e)2.(vii) Actively engage the community to share responsibility for student and school success.	J		
(2)(e)2.(viii) Involve family and community in appropriate policy implementation, program planning, and assessment efforts.	P		

Candidate's Signature _____ Date _____

Mentor's Signature _____ Date _____

AUBURN UNIVERSITY MONTGOMERY
LEAD 6924 – Instructional Leadership Internship
Intern Assessment Report
Rubric for Clinical Experiences

Name of Candidate _____ Student # _____

Mentor's Name _____ School _____

Semester/Year _____ Date _____ Rater _____

Rating Scale: 4=Exceptional 3=Competent 2=Basic 1=Unsatisfactory

Standard VI. Technology	Assess by	Outcome Evaluation	O, P or L
(2)(f)2.(i) Implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment.	P		
(2)(f)2.(ii) Develop a plan for technology integration for the school community.	P		
(2)(f)2.(iii) Model the use of technology for personal and professional productivity.	P		
(2)(f)2.(iv) Develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices.	P		
(2)(f)2.(v) Promote the effective integration of technology throughout the teaching and learning environment.	J		
(2)(f)2.(vi) Provide support for teachers to increase the use of technology already in the school/classrooms.	J		
(2)(f)2.(vii) Use technology to support the analysis and use of student assessment data.	P		

Candidate's Signature _____ Date _____

Mentor's Signature _____ Date _____

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Rating Scale: 4=Exceptional

3=Competent

2=Basic

1=Unsatisfactory

Standard VII. Management of the Learning Organization	Assess by	Outcome Evaluation	O, P or L
(2)(g)2.(i) Apply operational plans and processes to accomplish strategic goals.	P		
(2)(g)2.(ii) Attend to student learning goals in the daily operation of the school.	P		
(2)(g)2.(iii) Identify and organize resources to achieve curricular and instructional goals.	P		
(2)(g)2.(iv) Develop techniques and organizational skills necessary to lead/manage a complex and diverse organization.	P		
(2)(g)2.(v) Plan and schedule one's own and others' work so that resources are used appropriately in meeting priorities and goals.	P		
(2)(g)2.(vi) Use goals to manage activities.	J		

Candidate's Signature _____ Date _____

Mentor's Signature _____ Date _____

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Mentor's Name _____ School _____

Semester/Year _____ Date _____ Rater _____

Rating Scale: 4=Exceptional 3=Competent 2=Basic 1=Unsatisfactory

Standard VIII. Ethics	Assess by	Outcome Evaluation	O, P or L
(2)(h)1.(i) Adhere to a professional code of ethics and values.	P		
(2)(h)1.(ii) Make decisions based on the legal, moral, and ethical implications of policy options and political strategies.	P		
(2)(h)1.(iii) Develop well-reasoned educational beliefs based upon an understanding of teaching and learning.	J		
(2)(h)1.(iv) Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people.	P		
(2)(h)1.(v) Act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.	J		
(2)(h)3. Ability to make decisions within an ethical context.	J		

Candidate's Signature _____ Date _____

Mentor's Signature _____ Date _____

Ten Day Residency Assessment Rubric

**Admissions Requirement for Instructional Leadership
Master's Degree Program**

Residency Statement

Residency is uninterrupted service in an active school with no less than ten (10) consecutive full days in the school setting with students present. The residency allows interns to experience leadership in as many of the Alabama Leadership Standard indicators as possible. The candidate's school system must provide release time for candidates to complete the residency. Release time may include personal leave, professional leave, or use of a substitute paid by College of Education scholarships, donor stipend, or candidate self-funding.

Candidate's signature below certifies understanding of the provisions of the Residency Statement.

Candidate Signature: _____

Date: _____

Ten Day Residency Assessment Rubric

Instructional Leadership Intern _____

Field-based Mentor _____

The assessment rubric should be completed by the field-based mentor in collaboration with the university supervisor. The intern must earn a rating of 3 or higher on each item. A score of 2 or 1 indicates that remediation and resubmission of evidence is required.

Use the following Likert-type scale to assess the intern:

- 4 = Intern performance is excellent in this area
- 3 = Intern is fully competent in this area
- 2 = Intern needs improvement in this area
- 1 = Intern fails to show competence in this area

The instructional leadership intern demonstrates the ability to:	<u>Rating</u>
1. Manage conflict within the school	4 3 2 1
2. Adhere to local, state, and federal laws	4 3 2 1
3. Effectively communicate orally and in writing within the school	4 3 2 1
4. Develop a school vision	4 3 2 1
5. Work with stakeholders in the school	4 3 2 1
6. Lead a shared decision process within a school	4 3 2 1
7. Model technology with instruction	4 3 2 1
8. Resolve conflict between students	4 3 2 1
9. Lead and manage students and teachers within the school	4 3 2 1
10. Display creativity for improving teaching	4 3 2 1
11. Assist with the hiring process within the school	4 3 2 1
12. Work with diverse populations of students	4 3 2 1
13. Plan a school improvement activity	4 3 2 1

Exit Criteria

Instructional Leadership Master's Degree Program Exit Criteria

To successfully complete the program the candidate must:

- Demonstrate proficiency with regard to the Alabama Standards for Instructional Leaders.
- Submit an electronic portfolio in LiveText at the conclusion of LEAD 6924 Internship that will be juried by a committee comprised of Instructional Leadership faculty, LEA partners and cohort members. (Summative evaluation)
- Complete a ten (10) day residency and earn a rating of three (3) or higher on all 20 ability indicators assessed by the field-based mentor and university supervisor on the Assessment Rubric for Ten (10) Day Residency.
- Complete LEAD 6924 Internship within a two (2) year period and earn a rating of three (3) or higher on all ability indicators assessed by the field-based mentor and university supervisor.
- Earn a rating of (3) or higher on all CAEP Assessment Outcomes and Indicators for Instructional Leadership embedded in LEAD courses. Assessment is accomplished in the LiveText portfolio. (Formative evaluation)
- Earn a grade of Satisfactory (S) on LEAD 7982 Comprehensive Examination.
- Earn a score of 149 or higher on the Praxis II Educational Leadership Content Knowledge Test.
- Earn a Grade Point Average (GPA) of 3.25 upon completion of all coursework on the plan of study.
- The field-based mentor and the university supervisor must sign all exit requirement documents pertaining to the internship and residency prior to program completion.

LEAD 6924
Course Syllabus
Comprehensive Exam – LEAD 7982

Auburn University Montgomery
College of Education
LEAD 7982 – M.Ed. Comprehensive Examination
Course Syllabus

(0 hours credit; Prerequisite – Departmental Approval)

Instructors: Dr. Sheila Austin, Professor/Dean COE
Dr. Rhonda Morton, Professor/Department Head
Dr. Jana' Sparks, Assistant Professor
Education Building Phone: 334-244-3879

Course Description:

Prepared by Instructional Leadership faculty cumulatively addresses course content and learning experiences related to the program of study in the field of educational leadership.

Conceptual Framework with Dispositions

Professional study in the College of Education is based on a model that recognizes and prepares teachers as Professional Educators. The school is committed to providing challenging opportunities for a diverse learning community in a nurturing environment. It is a vision of the College of Education to prepare **competent, reflective, and committed** professional educators.

Competent is the ability to function at a high level of performance within the educational setting of expertise.

Reflective is the ability to call upon the foundation of knowledge so as to make informed decisions within the educational setting.

Committed is the ability to dedicate one's self to providing students with the most effective educational experiences possible and is demonstrated in one's professionalism and willingness to pursue life-long learning.

These three dispositions form the foundation for the professional teacher, administrator, or counselor working in the school setting. The AUM College of Education recognizes that the development of a competent, reflective, and committed educator means the development of a **Professional Educator**.

Auburn University Montgomery
College of Education
LEAD 7982 – M.Ed. Comprehensive Examination

Instructional Leadership Electronic Portfolio

**THE PORTFOLIO IS COMPLETED AND SUBMITTED USING LiveText
(Web-Based, Online Management System).**

**LiveText CAN BE PURCHASED IN THE AUM BOOKSTORE
OR ONLINE AT www.LiveText.com.**

**THE PORTFOLIO (INCLUDING RESPONSES TO WRITTEN
QUESTIONS) IS SHARED WITH PROFESSORS FOR REVIEW.
TECHNICAL ASSISTANCE IS AVAILABLE THROUGH THE COLLEGE
OF EDUCATION COMPUTER LABS 208E OR CONTACT RUSS
MCKINNEY at 334.244.3418 OR RM 307E).**

**THE CANDIDATE IS RESPONSIBLE FOR SUBMITTING ALL
MATERIALS NO LATER THAN THE DEADLINE FOR THE TERM SET
BY DEPARTMENTAL PROCEDURE.**

**MATERIALS SUBMITTED AFTER THE DEADLINE WILL BE
REVIEWED LATER AND A GRADE ASSIGNED, POSSIBLY THE
FOLLOWING SEMESTER. [EXCEPTIONS MAY ONLY BE MADE FOR
VALID AND REASONABLE CIRCUMSTANCES BEYOND THE
CANDIDATE’S CONTROL].**

**CANDIDATES ARE EXPECTED TO EXHIBIT APPROPRIATE AND
AUTHENTIC EVIDENCE OF LEADERSHIP SKILLS AND
KNOWLEDGE, ACADEMIC ACHIEVEMENT, AND PROFESSIONAL
DEVELOPMENT. THE PORTFOLIO WILL BE ASSESSED USING THE
LEAD7982 – Rubric Rating Form. A GRADE OF (S) OR (U) WILL BE
DETERMINED.**

Purpose:

The M.Ed. Instructional Leadership Comprehensive Examination requires the development of a prospective educational leader's portfolio. The process recognizes the value of a portfolio as an authentic method of assessment of candidates' progress and documentation of prospective administrators' leadership skills and knowledge, academic competence, and growth as a professional educator.

Creating a portfolio as a culminating experience in the preparation program will assist aspiring educational administrators in the areas of performance appraisal, career planning, and individual professional growth. In addition to providing authentic assessment information for the candidate, the portfolio should aid in preparing to attain employment in an educational leadership position.

Description:

While representing an individualized and personal document, an acceptable portfolio should include the following components:

1. **Current Resume** – Experience, Education, Qualifications, Etc.
2. **References** – (minimum of three) – Letters/Statements supporting leadership potential. (possible references include a superintendent, assistant superintendent or supervisor, a principal, a teacher, or other professional).
3. **Personal Instructional Leadership Platform** – (no more than two pages) Articulate Instructional Leadership philosophy; beliefs, values, and commitments; and administrative goals.
4. **Artifacts and Evidence of Leadership Potential** – Exemplary projects/activities from each LEAD course and the internship (minimum of one per course). The objective should be to exhibit a variety of skills/knowledge areas.
5. **Indicators of Professional Success** – As decided by the candidate. Materials might include noteworthy projects, accomplishments that have been recognized, professional development activities, and certificates of award/recognition and membership in professional organizations.
6. **Written Examination Responses**

** LEAD Master's Degree Candidates must register for and successfully complete the M.Ed. Comprehensive examination no later than the due date established by department.*

Intern/Residency Placement Form

Auburn Montgomery Instructional Leadership
Master's Degree Internship and Residency
Request for Placement Form

Candidates Name _____ Telephone Number _____
Home Address _____

School District _____ LEA Representative Signature _____

10 Day Residency Placement _____

Mentor _____

School _____

Dates: From _____ To _____

AUM Faculty Representative _____

The residency is uninterrupted service in an active school with students present. A residency must be no less than ten consecutive full days in the school setting with students present.

Internship Assignments

Elem. School _____ LEA/Principal _____

Hours _____ Begin Date _____ End Date _____

Middle School _____ LEA/Principal _____

Hours _____ Begin Date _____ End Date _____

Sec. School _____ LEA/Principal _____

Hours _____ Begin Date _____ End Date _____

The internship is designed in collaboration with Auburn Montgomery Instructional Leadership faculty and the partner school district which includes an explicit set of school-based assignments which provides the opportunity for candidates to apply the knowledge, skills, and ways of thinking to effectively perform the core responsibilities of school leader. Interns move on a continuum of practice progressing from observing, participating to leading school based real world activities at both the elementary and secondary level. Candidates must complete a total of 200 hours K-12 during the internship. The internship culminates with an 80 hour residency.