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About Andrews University

Andrews' example of careful thought and compassionate action in Christian life is something that we have taken to heart.

In 1974, the undergraduate division of Andrews was organized into two colleges-the College of Arts and Sciences and the Colle

Our Sponsoring Church

Seventh-day Adventists trace their roots back to the Millerite movement of the 1840s when thousands of Christians were searching for a better understanding of Bible prophecy. A small group of these searchers, based in New England, felt impressed to start a church with the knowledge they had gained. The name they chose reflects two distinctive ideas they discovered: "Seventh-day" refers to the biblical Sabbath, Saturday. The fourth commandment of God's unchangeable law requires the observance of this seventh-day Sabbath as the day of rest, worship and ministry in harmony with the teaching and practice of Jesus, the Lord of the Sabbath. "Adventist" refers to the second coming of Jesus – something they believed was happening soon. In 1863, pioneers organized the new denomination with 3,500 members worshipping in 125 churches. The church grew quickly and today there are over 13 million members in more than 200 countries around the world. Adventists operate the largest Protestant hospital and educational system in the world, as well as several publishing houses and humanitarian organizations.

Our Mission

Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church.

Accordingly, students are challenged to:

- be inquisitive
- think clearly and communicate effectively
- explore the arts, letters, and sciences within the context of a Christian point of view
- develop competencies in their chosen fields of study
- prepare for a meaningful position in the work place
- respect ethnic and cultural diversity
- embrace a wholesome way of life
- Nurture life in the Spirit, and
- heed God's call to personal and moral integrity
- affirm their faith commitment

About the School of Education (SED)

Our Conceptual Framework

One of the founders of Andrews University, Ellen Gould White, presented a compelling vision for education.

“True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the student for the joy of service in this world and the higher joy of wider service in the world to come.

In the highest sense the work of education and the work of redemption are one.”
Ellen G. White (1903), *Education*, Mountain View, CA; Pacific Press 13, 30.

Andrews University School of Education embraces this vision as the organizing theme for its conceptual framework and the inspiration for its mission.

Our Mission

The School of Education mission is to provide programs based on a redemptive Christian worldview to prepare professionals for global service.

The mission is succinctly captured in the phrase “Educar es Redimir” (to educate is to redeem) through harmonious development of students for service. The mission is expressed through six elements that reflect the ideal development for all graduates of the School of Education. They are:

Element I: Worldview

This Element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Graduates will be able to

- Explain world views and trace their historical development
- Critique world views from a Christian perspective
- Integrate principles of a Christian world view into their chosen fields of study.

Worw(Oua)of study.

About LEAD

The Leadership and Educational Administration Department (LEAD) in the SED

Our Mission

Based on the mission of the SED, the mission of LEAD is to develop a community of scholar-practitioners who transform the power of knowledge into global service. Its core values include: service, community, integrated life, and human dignity.

About Educational Administration

Educational Administration (EA) a Segment of (LEAD)

Our Mission

Administration Department (LEAD) seeks to prepare effective educational administrators for servant leadership in educational settings.

Our Constituencies

The Educational Administration program serves two constituencies: K-12 and higher education administrators.

Our Ten Guiding Standards

The Educational Administration programs include field-based internships with mentoring, and require a portfolio as part of degree requirements. The Educational Administration programs are grounded in ten administrative standards.

The first six standards that guide the Educational Administration program are derived from the Interstate School Leaders Licensure Consortium (ISLLC) standards. These six standards have been adapted by the Educational Leadership Constituent Council (ELCC), which has added a seventh standard on internship for use in program accreditation under the National Council of Accreditation in Teacher Education (NCATE). In addition to these seven standards, three additional standards have been added in consultation with educational leaders in the North American Division of Seventh-day Adventists.

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

- Standard 1: facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community,
- Standard 2: advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth,
- Standard 3: ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment,
- Standard 4: collaborating with families and responding to diverse community interests and needs, and mobilizing community resources,
- Standard 5: acting with integrity, fairness, and in an ethical manner,
- Standard 6: understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context,
- Standard 7: receiving significant mentoring and internship experiences that provide significant learning opportunities to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit,
- Standard 8: understanding and comprehensively applying technology to advance student achievement,

Standard 9: appreciating the perspectives of others and developing a personal philosophy from which action and service arise, and

Standard 10: understanding and comprehensively applying research and evaluation for effective decision making.

Course of Study

Mentoring Portfolio Process

All degree programs require an internship/mentoring component and the completion of a portfolio that documents the candidate's work on the ten standards. For the masters portfolio the candidate must show developing competency in each of the standards. For the EdS the candidate needs to show developing competency in each of the standards and advanced competency in five selected standards. For the EdD and PhD the candidate needs to show advanced competency in all ten standards. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in-person or via electronic media. These portfolio presentations must be assessed and approved by a committee of th

and have been adopted by over 30 states. Andrews University School of Education is also accredited by NCATE to offer educational administration programs. NCATE is the leading accrediting body for K-12 educational preparation programs. Andrews University is also accredited by North Central Association to offer graduate degrees. Because state requirements vary, it is the responsibility of prospective students to check with their own state or local authorities to determine what coursework meets the requirements for public school certification in their state.

North American Division (NAD) Certificate/Endorsement Preparation Program

(18-24 credits)

The educational administrator certificate/endorsements preparation program is designed for post-baccalaureate or post-master's participants who desire a NAD certificate. Those specifically served by this certificate are:

- * Teachers interested in transitioning into educational administration
- * Principals of K-8, K-10, K-12, and 9-12 schools
- * Supervisors of instruction
- * Superintendents of schools

The University offers the course work and a graduate certificate that can fulfill Educational Administration certification requirements of the NAD Office of Education. In consultation with a University advisor, the student is responsible to create and successfully complete a course plan that will fulfill the specific NAD Office of Education requirements. The University does NOT provide NAD certification or endorsement. Rather, the student applies to the NAD Office of Education through his or her union conference education department for Educational Administration certification. The department will issue a graduate certification completion document.

Application Process

Students may take certification courses on a permission-to-take classes basis (PTC) without being admitted into a program. However, depending on financial aid and employer requirements, the student may need to apply and be accepted into the certificate or a degree program. At that point, through a petition, the student may transfer up to eight PTC credits into a degree program. To be admitted into the certificate program students need to complete a graduate school application for the master's program. However, they do not need to submit GRE scores and should check the graduate certificate program on the application

Certificate/Endorsement Requirements (18-24 credits)

Graduate candidates interested in this certificate should review the recent guidelines of the NAD Office of Education to understand the qualifications for this certificate and its endorsements. See the link at our website at www.andrews.edu/leadership/ or www.nadeducation.org . There are non-educational requirements for this certificate, and the candidate, not the University, has the responsibility to ensure compliance with these. NAD certification requires either a minimum of eighteen credits of graduate coursework selected from the areas of curriculum, school administration, supervision, school law, school finance, school plant planning, personnel administration, school public relations, religious education, and field experience, or the completion of a doctorate in school administration. To be valid, the administrative certificate must be accompanied by an endorsement: principal, supervisor or superintendent. As such, the certificate course requirements have been incorporated into the unique requirements of each endorsement below. The NAD core requirements are shown corresponding to AU course requirements. Electives may need to be added to meet the required credits. Those electives may include the Administrative Internship (EDAL 680), foundations courses, or additional graduate coursework in educational administration, curriculum, or supervision.

A. Principal endorsement (18 credits minimum; also fulfills certificate requirements):

School Administration

EDAL500 Administration Orientation-1

EDAL520 Foundations of Educ. Leadership-2-3

EDAL565 Lead. for Seventh-day Adventist Educ.-1-2

School Law

EDAL560 School Law-2-3

Curriculum

EDCI565 Improving Instruction-3

Supervision

EDAL570 Principles of Educational Supervision-2-3

School Finance

EDAL645 School Finance-2-3

B. Supervisor of Instruction endorsement (18 credits; also fulfills certificate requirements; must complete a minimum of two graduate courses in curriculum, two in supervision and one in school administration as listed below):

School Administration

EDAL500 Administration Orientation-1

EDAL520 Foundations of Educ. Leadership-2-3

EDAL565 Lead. for Seventh-day Adventist Educ.-1-2

Curriculum

EDCI547 Foundations of Curriculum Development-3

EDCI565 Improving Instruction-3

Supervision

EDAL570 Principles of Educational Supervision-2-3

EDAL677 Higher Educ. Supervision & Prof. Dev.-1-3

C. Superintendent of Schools endorsement (24 credits; also fulfills certificate requirements):

School Administration

EDAL500 Administration Orientation-1

EDAL520 Foundations of Educ. Leadership-2-3

EDAL565 Lead. for Seventh-day Adventist Educ.-1-2

School Law

EDAL560 School Law-2-3

Curriculum

EDCI565 Improving Instruction-3

Supervision

EDAL570 Principles of Educational Supervision-2-3

School Finance

EDAL645 School Finance-2-3

Personnel Administration

EDAL635 Human Resources Administration-2-3

School Plant Planning

EDAL660 Planning & Operating Educ. Facilities-2-3

2. MA: K-12 EDUCATIONAL ADMINISTRATION

(32 credits)

The K-12 Educational Administration master's program is designed for post-baccalaureate participants who desire to obtain a degree in educational administration with or without Seventh-day Adventist NAD administrative endorsement. For NAD certification purposes, students need to have a NAD professional teaching certificate which requires graduate work in two of the following areas: learning theory/style, curriculum, improvement of instruction, education of the exceptional student, trends and issues in education, and multicultural education. As such, those completing this master's degree and wanting NAD administrative endorsement will also need to take an additional course from the areas listed. Those specifically served by this degree are:

- * Teachers interested in transitioning into educational administration
- * Principals of K-8, K-10, K-12, and 9-12 schools

Application Process

Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete the face-to-face administration orientation course (EDAL 500). That course introduces the philosophy of educational leadership at Andrews University and reviews the standards that guide the program. The curriculum consists of a minimum of 32 credits beyond the baccalaureate degree. Many courses are

offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

MA: DEGREE REQUIREMENTS (32 credits)

Administrative Core-minimum 21, with more credits available from variable credit courses

EDAL500 Administration Orientation-1

EDAL520 Foundations of Educational Leadership-2-3

EDAL560 School Law-2-3

EDAL570 Principles of Educational Supervision-2-3

EDAL635 Human Resources Administration-2-3

EDAL645 School Finance-2-3

EDAL660 Planning & Operating Educ. Facilities-2-3

EDAL664/665 Elem./Second. School Leadership-2-3

EDAL680 Administration Internship and Fieldwork-1-12

LEAD525 Public Rel.: Community Partnerships-2-3

Administrative Electives

To meet credit requirements for degree in consultation with advisor choose from LEAD or EDAL 500-600 level courses not listed above.

Curriculum-3

EDCI565 Improving Instruction-3

Educational Foundations-3

EDFN500 Phil. Foundations of Educ. & Psych.-3

Educational Research-3

EDRM505 Research Methods in Educ. & Psych.-3

TOTAL MA degree credits-32

3. EdS: K-12 EDUCATIONAL ADMINISTRATION (64 credits)

The K-12 Educational Administration Educational Specialist degree program prepares candidates to serve as principals, supervisors, or superintendents in elementary and/or secondary systems. Those specifically served by this degree are:

- * Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification or endorsement.
- * Principals of K-8, K-10, K-12, and 9-12 schools
- * Supervisors of instruction
- * Superintendents of schools

Application Process

Applicants must meet School of Education admission requirements for the specialist degree. At the discretion of their academic advisors, applicants may transfer up to 32 credits from previous graduate work into the specialist degree. Candidates must complete EDAL 500 Administration Orientation, an introduction to the philosophy of leadership at Andrews University and to the standards that will guide their educational plan. The curriculum consists of a minimum of 64 credits beyond the baccalaureate degree and requires the completion of both an internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS degree program.

EdS: DEGREE REQUIREMENTS (64 credits)

Administrative Core-minimum 25, with more credits available from variable credit courses

EDAL500 Administration Orientation-1

EDAL520 Foundations of Educational Leadership-2-3

EDAL560 School Law-2-3

EDAL570 Principles of Educational Supervision-2-3

EDAL635 Human Resources Administration-2-3

EDAL645 School Finance-2-3

EDAL660 Planning & Operating Educ. Facilities-2-3

EDAL664/665 Elem./Sec. School Leadership-2-3

LEAD525 Public Rel.: Community Partnerships-2-3

LEAD638 Issues in Leadership Theory-2

LEAD886 Advanced Internship: (Topic)-1-12

Administrative Electives

To meet credit requirements for degree in consultation with advisor choose from LEAD or EDAL courses not listed above or used for research.

Curriculum-6

EDCI547 Foundations of Curriculum Development-3

EDCI565 Improving Instruction-3

Educational Foundations-3

EDFN500 Phil. Foundations of Educ.& Psych.-3

Educational Research-9

EDRM505 Research Methods in Educ. & Psych.-3

EDRM611 Applied Statistics in Educ. & Psych. I-3

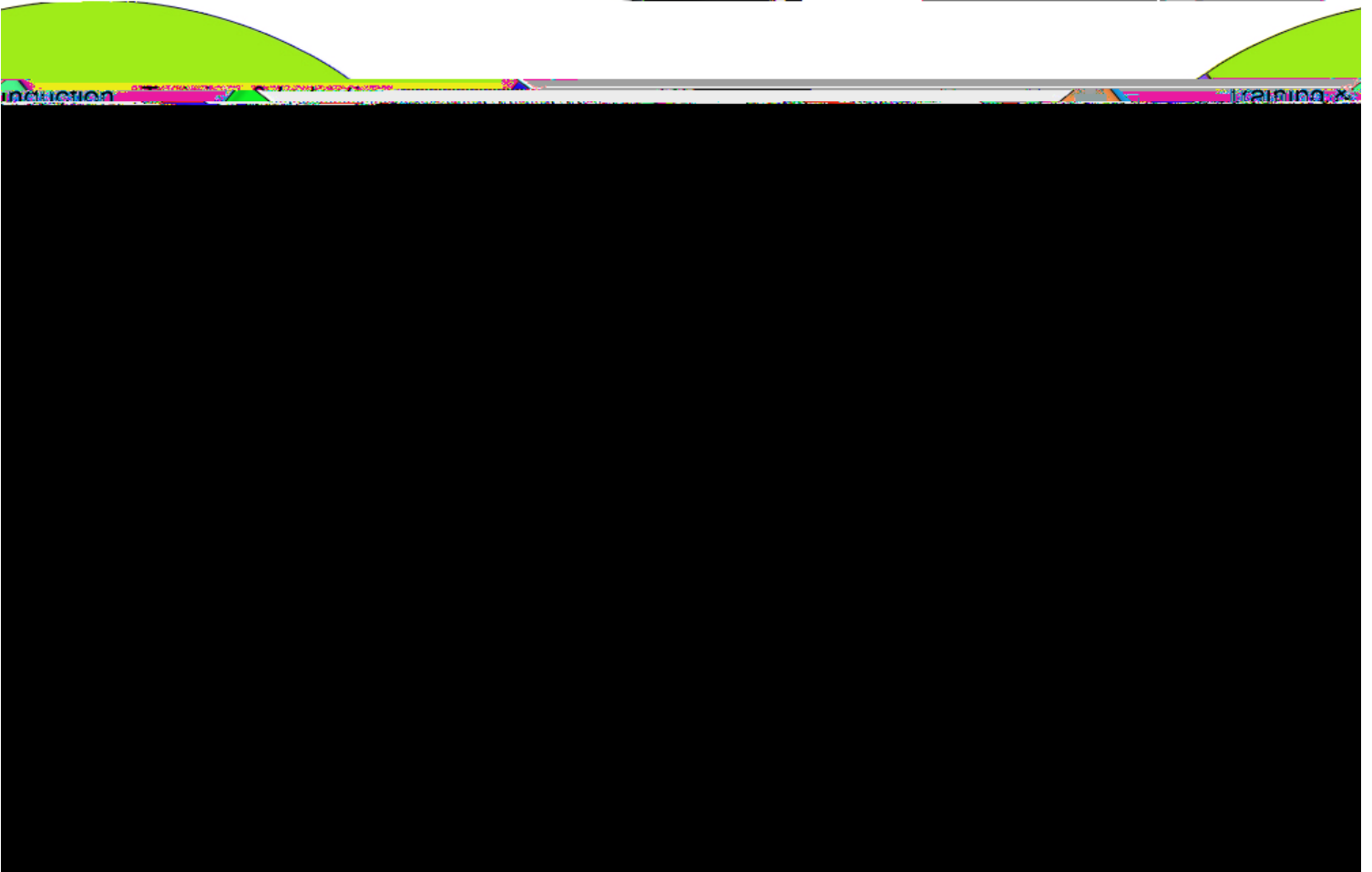
EDCI636 Program Evaluation-3

TOTAL EdS degree credits-64

4/5. EdD/PhD: K-12 EDUCATIONAL ADMIN

Andrews University Mentoring Program

- Purpose
- Role Definition
- Styles & Strategies



Mentoring Defined

Mentoring Defined:

- n.1. A wise and trusted counselor or teacher.
- 2. Mentor. Greek Mythology. Odysseus's trusted counselor, in whose guise Athena became the guardian and teacher of Telemachus.
- v. Informal To serve as a trusted counselor or teacher to another person.

Mentor: a wise and trusted counselor and teacher.
Someone who offer guidance, wisdom, experience and encouragement.

Facilitated mentoring is a structure and series of processes designed to create effective mentoring relationships; guide the desired behavior change of those involved; and evaluate the results for the proteges, the

Roles of the Participants in the Internship

Role of the Intern

The internship program is job-embedded in nature. However, the intern will have 1-2 days release time from their regular duties

A and the IDP. In addition, in cases where the advisor is not the instructor of record for a particular course, the advisor could act as a liaison between the student, mentor, and

RESPONSIBILITIES & EXPECTATIONS:

- Provide Spiritual Leadership
- Building and sustaining relationships
- Networking with others
- Coaching
- Communicating
- Encouraging
- Facilitating
- Goal Setting
- Guiding
- Conflict Management
- Problem Solving
- Providing and receiving feedback
- Reflecting

Identifying Mentors

*NAD Potential Mentor List

*Letter to NAD Superintendents and Union Directors (See Attached)

Characteristics of A Mentor:

- A Spiritual leader
- A loyal friend
- Maintains Confidentiality
- A teacher
- A Guide
- A Coach
- A Role Model
- A Nurturer
- Has Influence
- Credibility
- Respected
- Manages time wisely
- Skilled expert
- Passion for mentoring
- Gives of themselves

- Is a good listener
- Communicates effectively
- Maintains confidentiality
- Shares constructive feedback
- **(Include PAPIP)****
- Is experienced
- A facilitative partner

The Four Phases of Mentoring

- Preparing
- Negotiating
- Enabling
- Closure (Lois Zachary, 2000)

Preparing: (The preparatory stage of mentoring)

Much of the preparatory phase in a mentoring relationship involves talking and considering various questions focusing on what is necessary for a solid partnership and developing learning outcomes. These may include and are not limited to:

- What is the real motivation for wanting to become a principal
- What readiness skills need continued support, and what objectives need to be learned?
- What advantages are there to both mentor and mentee in developing a partnership?
- What does each individual bring to the partnership and receive in the end?
- Are there participants compatible for developing an ongoing learning relationship?
- What time commitments are necessary and expected to create an effective partnership?
- ?-3 -1.145 TD0 Tc0 Tw()Tj/TT7 1 TfT*0.0003 Tc5Negotiating

	managing and leading learners in a school.		both mentee and mentor.
--	--	--	-------------------------

Establish regular

	Critical feedback is crucial growth.		mentee.
Share thoughts and feelings openly	As the mentoring relationship progresses, this should become routine during meetings.	Mentor/Mentee	Understanding of how each person perceives the environment.
Maintain Confidences	Do not repeat information shared between mentor and mentee with any other person.	Mentor/ Mentee	Trust and respect among confidants.

Check on the effectiveness of communication.

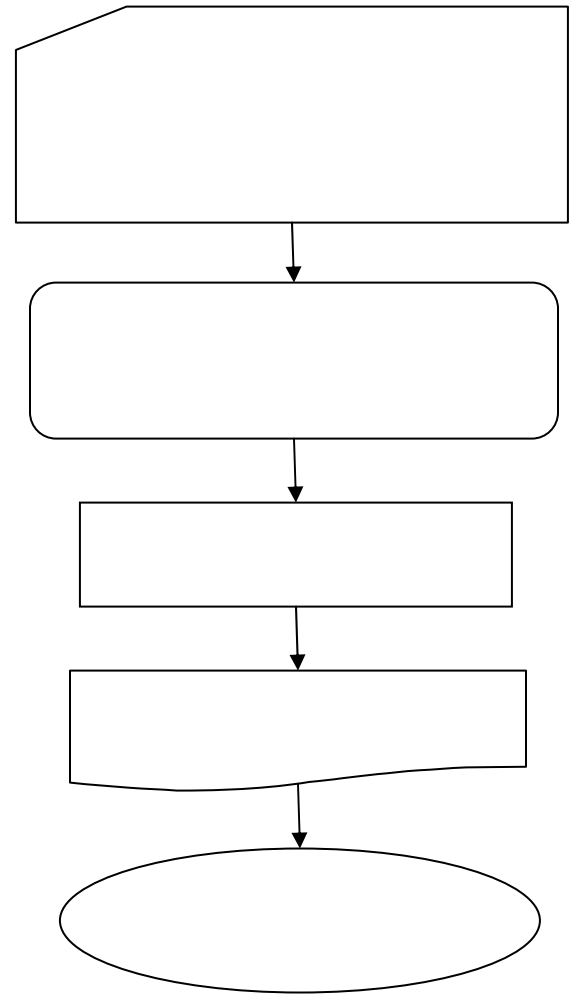
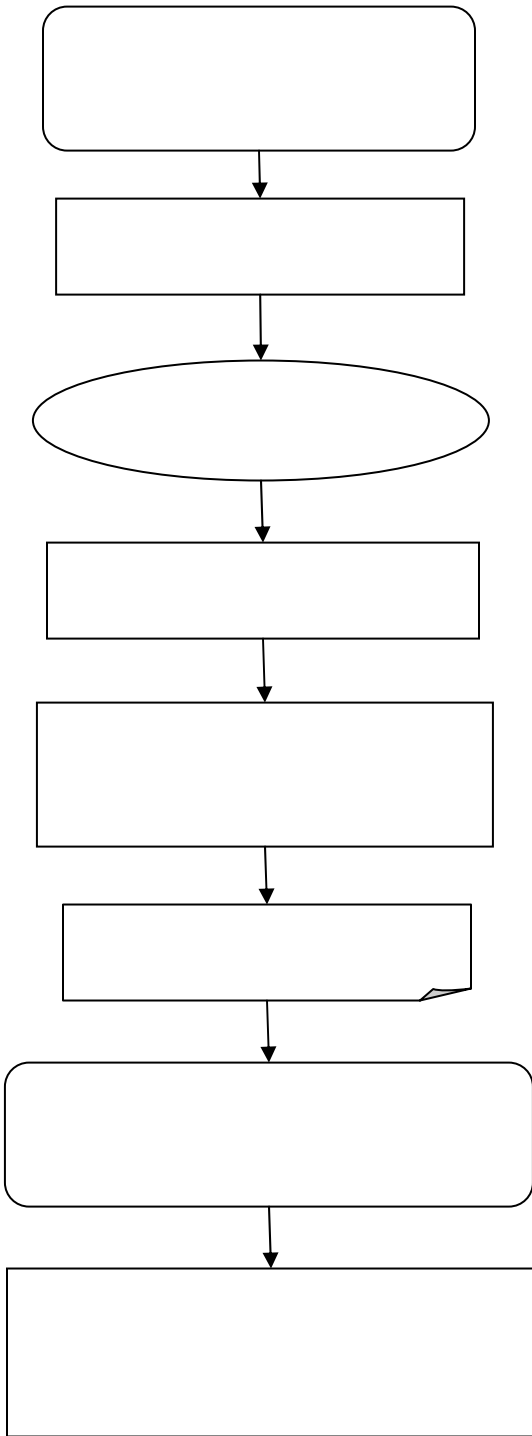
Review samples of mentee's writing (parent newsletter,

	authentic and necessary for growth.		
Learn together. Share professional contacts/network.	Invite the mentee to a professional conference or workshop. Share learning experiences. Make introductions, teach, and model the value of professional contacts	Mentor	Collaborative bonds and mutual understanding. Expanded network including sharing mutual friends and contacts.
Don't become overbearing and dominant in the relationship.	Avoid dictating choices, controlling behavior, and determining mentee's needs and values.	Mentor/Mentee	Balance and comfort in the partnership
Look for stress build up.	Observe physical, mannerisms, health, attitude and actions of the mentee. Share anxieties and concerns.	Mentor	Reduce worry and stress for the mentee.
Establish goals.	Set high expectations for yourself and reflect frequently.	Mentor and Mentee	Direction and aspirations
Learn about levels of leadership.	Reading, reflecting, sharing.	Mentor/Mentee	Awareness of the importance of influence in a career path.

Distinguish between management and

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Mentoring Process



10 Standards

(Andrews University 2006-2007 Bulletin, p. 280)

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

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community,
2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth,
3. ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment,
4. collaborating with families and responding to diverse community interests and needs, and mobilizing community resources,
5. acting with integrity, fairness, and in an ethical manner,
6. understanding, responding to, and influencing the larger pol

Suggested Mentoring Activities

3. Develop and implement strategies to recognize school-wide academic achievement.
4. Provide mentors to assist with the questions and problems of new teachers.
5. Have your team members complete a needs assessment to identify and address to

6. Provide in-service training for teachers and staff concerning assessment, interpretation, and analysis of testing data in a technological format.
7. Develop and cultivate partnerships w

7. Attend and become involved with community, civic, cultural, and social activities that bring various members of the community together.
8. Host a recognition and appreciation day for the community members, parents, and volunteers who have contributed time, work, and other resources to the school.
9. Invite community members and groups to participate in staff meetings and staff development to discuss improvements that the school could meet to improve its relationship and contributions to the neighborhood.
10. Encourage school participation in community sponsored events.

Standard Five

1. Consult your administrative team on proper ways to handle inappropriate teacher or staff behavior in a manner that exhibits integrity, fairness, and ethics.
2. Always demonstrate impartiality to students, teachers, and families. Never show favorites.
3. Develop and implement a conflict resolution plan that incorporates morality and integrity issues in working with families and community members.
4. Develop and implement a school-wide discipline committee with teachers to develop and support successful classroom management strategies.
5. Conduct an interactive creative session on ethics as an in-service for faculty and staff members.
6. Ensure that all federal, state, and local laws, as well as local school board policies, are being consistently and appropriately followed.
7. Demonstrate integrity and fairness in all situations.
8. Make wise decisions based on facts rather than on hunches, perceptions, or gossip.
9. Respect and protect confidentiality laws.
10. Keep a log. Consistently document communication between staff, faculty members, parents, and others in the school environment.

Standard Six

4. Read, analyze, and reflect on research and best practice from various contemporary publications and other sources including those of professional organization, major newspapers, and the internet.
5. Develop a current personal and professional library. Provide reading and resource recommendation to others based on individual interests and needs.
6. Interview experienced school administrators and the educational superintendent to assist the development of your knowledge and skills related to public school finance, budget planning, and management of resources.
7. Seek guidance and feedback from your mentor and other administrators as you actively practice collaborative and participatory leadership.

Self Assessment

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A Assessing the Standards

Instructions: Use the scale on the previous page to help you decide your level of competency. Place a checkmark in the appropriate box below.

Standard 1.0: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Administrator preparation institutions provide candidates opportunities to develop and demonstrate:

<i>A VISION OF LEARNING</i>	PRE-INTERNSHIP					POST-INTERNSHIP				
	1	2	3	4	5	1	2	3	4	5

KNOWLEDGE: The administrator has the knowledge and understanding of:

1.14	Doing the work required for high levels of personal and organization performance.										
------	---	--	--	--	--	--	--	--	--	--	--

Standard 1 Continued

A VISION OF LEARNING



LEADERSHIP INTERNSHIP ASSESSMENT FORM-A
Assessing the Standards

Standard 2.0: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Administrator preparation institutions provide candidates opportunities to develop and demonstrate:

SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM	PRE-INTERNSHIP					POST-INTERNSHIP				
	1	2	3	4	5	1	2	3	4	5

Standard 2 Continued

SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM		PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:											
2.21	All individuals are treated with fairness, dignity and respect;										
2.22	Professional development promotes a focus on student										

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LEADERSHIP INTERNSHIP ASSESSMENT FORM-A
Assessing the Standards

Standard 3.0:

Standard 3 Continued

MANAGEMENT		PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:											
3.16	Knowledge of learning, teaching and student development is used to inform management decisions;										
3.17	Operational procedures are designed and managed to maximize opportunities for successful learning;										
3.18	Emerging trends are recognized, studied and applied as appropriate;										
3.19	Operational plans and procedures to achieve the vision and goals of the school are in place;										
3.20	Collective bargaining and other contractual agreements related to the school are effectively managed;										
3.21	The school plan, equipment, and support systems operate safely, efficiently and effectively;										
3.22	Time is managed to maximize										

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A
Assessing the Standards

Standard 4.0: A school administrator is an educational leader who promotes the success of all students by collaborating with families and the community members, responding to diverse community interests and needs, and mobilizing community resources.

Administrator preparation institutions provide candidates opportunities to develop and demonstrate:

COLLABORATION WITH FAMILIES AND THE COMMUNITY		PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
KNOWLEDGE: The administrator has the knowledge and understanding of:											
4.1	Emerging issues and trends that potentially impact the school community;										
4.2	The conditions and dynamics of the diverse school community;										
4.3	Community resources;										
4.4	Community relations and marketing strategies and processes; and										
4.5	Successful models of school, family, business, community, government and higher education partnerships.										
DISPOSITIONS: The administrator believes in, values, and is committed to:											
4.6	School operating as an integral part of the larger community;										
4.7	Collaboration and communication with families;										
4.8	Involvement of families and other stake holders in school decision- making processes;										
4.9	The proposition that diversity enriches the school;										
4.10	Families as partners in the education of their children;										
4.11	The proposition that families have the best interest of their children in mind;										
4.12	Resources of the family and community needing to be brought to bear on the education of students;										
4.13	An informed public;										

Standard 4 Continued

COLLABORATION WITH FAMILIES AND THE COMMUNITY		PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:											
4.14	High visibility, active involvement, and communication with the larger community is a priority;										
4.15	Relationships with community leaders are identified and nurtured;										
4.16	Information about family and community concerns, expectations, and needs is used regularly;										
4.17	There is outreach to different business, religious, political and service agencies and organizations;										
4.18	Credence is given to individuals and groups whose values and opinions may conflict;										
4.19	The school and community serve one another as resources;										
4.20	Available community resources are secured to help the school solve problems and achieve goals;										

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A

Standard 5 Continued

ACTING WITH INTEGRITY, FAIRNESS, AND IN AN ETHICAL MANNER		PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
PERFORMANCES: The administrator:											
5.14	examines personal and professional values										
5.15	demonstrates a personal and professional code of ethics										
5.16	demonstrates values, beliefs and attitudes that inspire others to higher levels of performance										
5.17	serves as a role model										

Standard 6 Continued

THE POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXTS		PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:											
6.14	The environment in which schools operate is influenced on behalf of students and their families;										
6.15	Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which the school operates;										
6.16	There is ongoing dialogue with representatives of diverse community groups;										
6.17	The school community works within the framework of policies, laws and regulations enacted by local, state, and federal authorities;										
6.18	Public policy is shaped to provide quality education for students; and										
6.19	Lines of communication are developed with decision-makers outside the school community.										

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A
Assessing the Standards

Standard 7.0: A school administrator is an educational leader who understands and comprehensively applies technology to advance student achievement.

Administrator preparation institutions provide candidates opportunities to develop and demonstrate the knowledge and skills necessary to:

TECHNOLOGY		PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
LEADERSHIP AND VISION - Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.											
7.1	Facilitate the shared development by all stake holders of a vision for technology use and widely communicate that vision;										
7.2	Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systematic technology plan to achieve the vision;										

7.3

Standard 7 Continued

	PRE-INTERNSHIP					POST-INTERNSHIP
TECHNOLOGY	1	2	3	4	5	

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A
Assessing the Standards

Standard 10.0: A school administrator is an educational leader who synthesizes and applies knowledge and best practices and develops skills through substantial, sustained, standards-based work in real settings to advance student achievement

Administrator preparation institutions provide candidates an internship or substantial field experiences with opportunities to develop and demonstrate skills and knowledge of standards 1 - 9.

PRE-INTERNSHIP

POST-INTERNSHIP

OVERVIEW OF EXPERIENCES

Appendix

Portfolio Requirements
(integrate experiences)

Internship Log

Reflection paper