DEPARTMENT OF EDUCATIONAL LEADERSHIP
College of Education
Tennessee State University

M.Ed. and Ed.S. Practicum Guide

AND

Program Handbook

**Requirements, Documents, and Forms
For**

**EDAD 5515 / EDAD 6515
EDAD 5516 / EDAD 6516
EDAD 5517 / EDAD 6517**

2017-2018

Name _____   T# _____

Degree Program _____   Beginning Semester _____

Updated 7/27/2017

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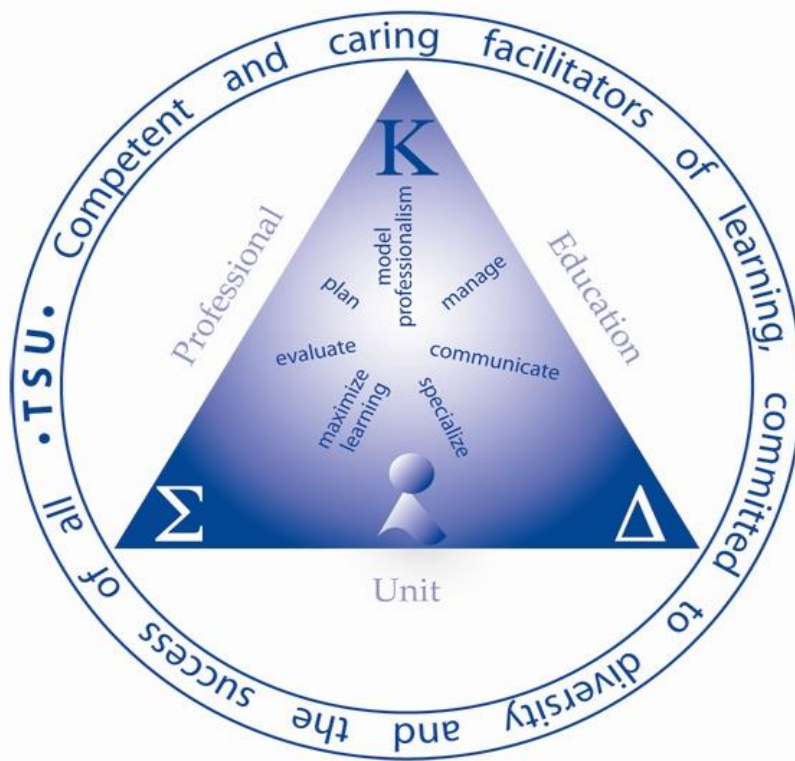
DEPARTMENT OF EDUCATIONAL LEADERSHIP

VISION

We, as a community of scholars, prepare effective, innovative, and culturally responsive educational leaders who are capable of transforming organizations in a global society.

MISSION STATEMENT

Our mission is to provide quality and customized educational programs that integrate theory, practice, research, and service to meet the leadership needs of local, state, national, and international organizations.

April 2014

THE INTERNSHIP COMMITTEE
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Updated 07/27/2017

Licensure Program

PEDAGOGICAL MODEL

The revised M.Ed./Ed.S. Licensure Program at Tennessee State University focuses on being:

- Being learner-oriented

- Being knowledge and application-oriented

- Speaking and listening-skills centered

- Collaborating with the schools

- Active in the learning processes

- Utilizing technological tools for learning

- Facilitating candidate achievement

- Providing a global/international perspective

- combining the efforts of many for success for all

- Demanding authentic learning

- Ensuring problem solving is paramount

- Ensuring demonstration and performance are part of the standards-based assessment for candidates

- Becoming integrative/ interdisciplinary and trans-disciplinary in approaches to learning.

College Of Education
Educational Leadership
Tennessee State University
3500 John A. Merritt Blvd.
Nashville, TN 37209-1561

Dear TSU Practicum Candidate,

Welcome to Administrative Practicum!
We look forward to working with you during your practicum experience in the Department of Educational Leadership.

First, it is required that you carefully read and familiarize yourself with all documents posted on your Administrative Practicum course Desire2Learn at http://elearn.tnstate.edu. Read the contents, brainstorm and give serious thought to the activities that will guide you successfully through your practicum experiences. Please review the documents before you have your initial meeting with your field-based supervisor and university supervisor to discuss your practicum activities and progression. Your field-based supervisor and university supervisor will review your learning agreement and documents before final acceptance for implementation. No assignment should be submitted without being carefully proofread.

As you complete the **Practicum Self-Assessment**, it is critically important that you study very carefully which indicators lead to skills you need to develop. Identify skill areas in which additional experience is needed to achieve mastery, and incorporate those skills into your plan, which is developed with your field-based supervisor. In addition, it is very important to be honest when completing your **Self-Assessment** so you have valid information to plan worthwhile, solid, and beneficial practicum experiences.

You must review all the practicum activities required by the course, and challenge yourself to successfully accomplish each of these in your practicum settings. Practicum experiences found in the course syllabus are the activities identified by the Tennessee Department of Education to meet the new licensure requirements. And most importantly, the practicum activities that you complete are those that will allow you to gain a wealth of experiences. These experiences will also provide you the opportunity to demonstrate and document the leadership indicators that will move you toward the competencies and skills needed throughout the practicum.

Overall, it is very important that you become familiar with the depth and breadth of all aspects of the Principalship and Assistant Principalship by observing, discussing, reflecting, and then practicing, practicing, practicing. It is important to observe and learn how your field-based supervisor approaches and handles issues and challenges, as well as demonstrates competence in instructional leadership behaviors and skills. One does not learn by just observing. One learns by being an "active participant."

Please remember the administrative practicum is experientially based, which provides many opportunities for you in Educational Leadership and experiences of "learning by doing."

Your practicum field-based supervisor and your university supervisor will provide direction for the administrative practicum; however, much "self-initiative" and "self-motivation" is required for you to have a successful practicum experience. You are being viewed on a daily basis as an "intern" who is "practicing and demonstrating" your administrative, instructional and management skills. Please remember that your administrative practicum activities must be planned in a joint discussion between you and your practicum supervisor based on your course requirements.

I look forward to working with you this term. If you have any questions, please do not hesitate to contact me at 615-963-5450.

With regards,

Trinetia Respress, Ed.D,
Department Head, Professor, and University Supervisor
Department of Educational Leadership

Updated 07/27/2017

INTRODUCTION

What is a practicum?

The practicum is an important component of entry-level certification for school leaders. The practicum provides the candidate with opportunities to observe, question, explore, apply, and reflect on his/her knowledge, skills, and dispositions in a variety of situations in a field-based setting.

The practicum is characterized by collaboration and accountability in a reflective, professional learning environment. University faculty and field-based supervisors share and integrate resources and expertise to collaboratively design and provide practicum experiences that create opportunities for the candidate to learn about school leadership in practice.

University faculty and field-based supervisors share responsibility for candidate learning and for assessment of candidate performance. The practicum candidate is expected to (a) demonstrate knowledge, skills, and dispositions associated with the field of instructional leadership and aligned with state and national standards; (b) apply knowledge, skills, and dispositions to leadership roles and problems of practice; (c) demonstrate ability to connect the philosophical, theoretical, and research-based frameworks of the field of instructional leadership to school leadership practices; and, (d) engage in self-assessment and reflection on learning and practicum performance.

Terms used in this handbook are:

1. **Dispositions**—The nature, integrity, ethics, values, equity, character, temperament, and outlook of a candidate. These are measured throughout the program to ensure a candidate possesses dispositions that are most closely aligned with leadership.
   "Not by years, but by dispositions is wisdom acquired." (Plautus)

2. **Field Experiences**—Refer to the activities embedded into the leadership courses that are conducted in the 'field' (schools and school district related entities) for which candidates are gaining practical knowledge, skills, and dispositions in a specific cognate area while enrolled in the courses. These activities accompany the program courses at each level. Field experiences are found in all of the program courses for the licensure program.

3. **Internship Experiences**—The totality of activities and experiences (both field and practicum) that develop the candidates' knowledge and skills leading to the mastery of state and national standards necessary for a beginning instructional leader.(See **Appendix A** for TILS Standards).

4. **Knowledge, Skills, and Dispositions (KSD's)**—Articulate the College of Education's competencies expected of candidates in The Department of Educational Leadership

5. **Practicum Experience**—Those activities which are carried out in schools, school district related entities, and community locales that bridge and provide dedicated application and practice of the knowledge, skills and theories that have been developed in the coursework, seminars, discussions in the formal academic setting. The culminating course (EDAD 5517/6517) is taken in the last semester (4th semester) of a candidates' formal coursework. It

accompanies a principalship based course designed to enhance instructional leadership knowledge, skills, and abilities at the level of the candidate's interest (elementary, middle or high school).

6. **Leadership Self-Assessment**—The assessment a candidate conducts as a reflection of his/her own knowledge, skills, dispositions, and abilities to develop a self-portrait which has been woven throughout the practicum experiences and courses (EDAD 5515, 5516, 5517 and EDAD 6515, 6516, 6517) taken during the formal phase of their leadership development.

7. **Tennessee Instructional Leadership Standards** (**TILS) Learning Agreement**—This written learning agreement represents the proposed activities among the field-based supervisor, candidate, and university supervisor towards the mastery of the TILS associated with the practicum courses. (See Appendix A for TILS Standards).

8. **Triangulation of Assessments**—Analyzing the practicum assessments of candidate performance during the practicum experience from the perspective of the three persons involved in the process: the university supervisor, the field-based supervisor, and the candidate. This information will provide a 360-degree perspective of the knowledge, skills, dispositions both mastered and those in need of improvement for the aspiring instructional leader as s/he exits the formal educational setting and moves toward a beginning school leadership position.

TRIANGULATION OF ASSESSMENTS
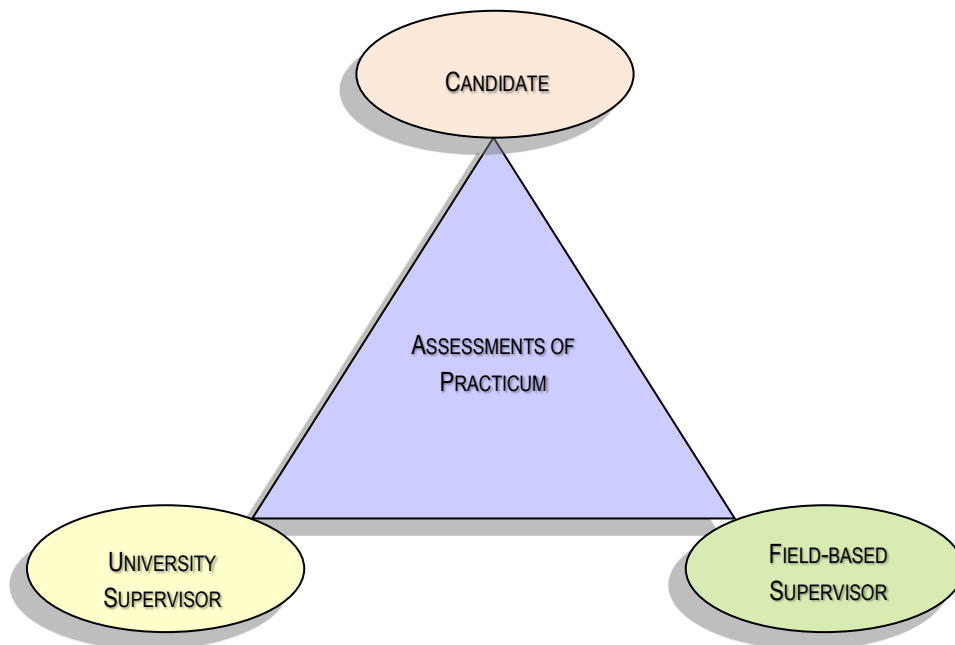
Figure 1

9. **Action Research Project Plan**—The plan developed by the candidate that outlines the manner in which the required activities for the action research project will be completed. This plan must be approved and guided through their research project advisor/university supervisor. This project is to be completed during Assessment for Leaders (EDAD 5090) and Action Research for Educators (EDAD 5080/6580). This project is presented at the end of Administrative Internship III (EDAD 5517/6517).

What are the goals of the practicum experience?

The practicum experience has four primary goals:

1. *Engage* the candidate in structured, standards-based, purposeful activities that are guided by both a university and field-based supervisor in the practicum setting to enable the candidate to collaborate with the supervisor or other school personnel with responsibilities that would be part of a school leader's day-to-day operational practice;
2. *Develop* the aspiring candidate's leadership, instructional, and administrative abilities through application of knowledge, skills, and dispositions to problem-based data collection, analysis, interpretation, and problem solving with others at the field site;
3. *Support* the candidate in understanding the integration of philosophical, theoretical, and research-based frameworks from the fields of leadership, instruction, and administrative practice; and,
4. *Assist* the candidate with self-assessment of professional strengths and needs in order to develop a professional improvement plan.

When does a candidate register for the EDAD 5515, 5516, 5517 (6515, 6516, 6517) practicum?

Practicum courses are taken during semesters one (5515/6515), two (5516/6516), and four (5517/6517) of the program. Activities in each of the practicum are aligned with the accompanying required coursework to incorporate a continuum of appropriate knowledge and skills.

INTERNSHIP EXPERIENCES (for M.Ed. degree and Ed.S. degree**)**

Practica

Required Courses with Field Experiences

EDAD 5515/6515

EDAD 5020/EDAD 6010
EDAD 5030/EDAD 6060
EDCI 6100

EDAD 5516/6516

EDAD 5200/6110
EDAD 5640/6300

EDAD 5050/6070
EDAD 5080/6580
EDAD 5090/6120

EDAD 5517/6517

EDAD 6200
EDAD 5720/6280
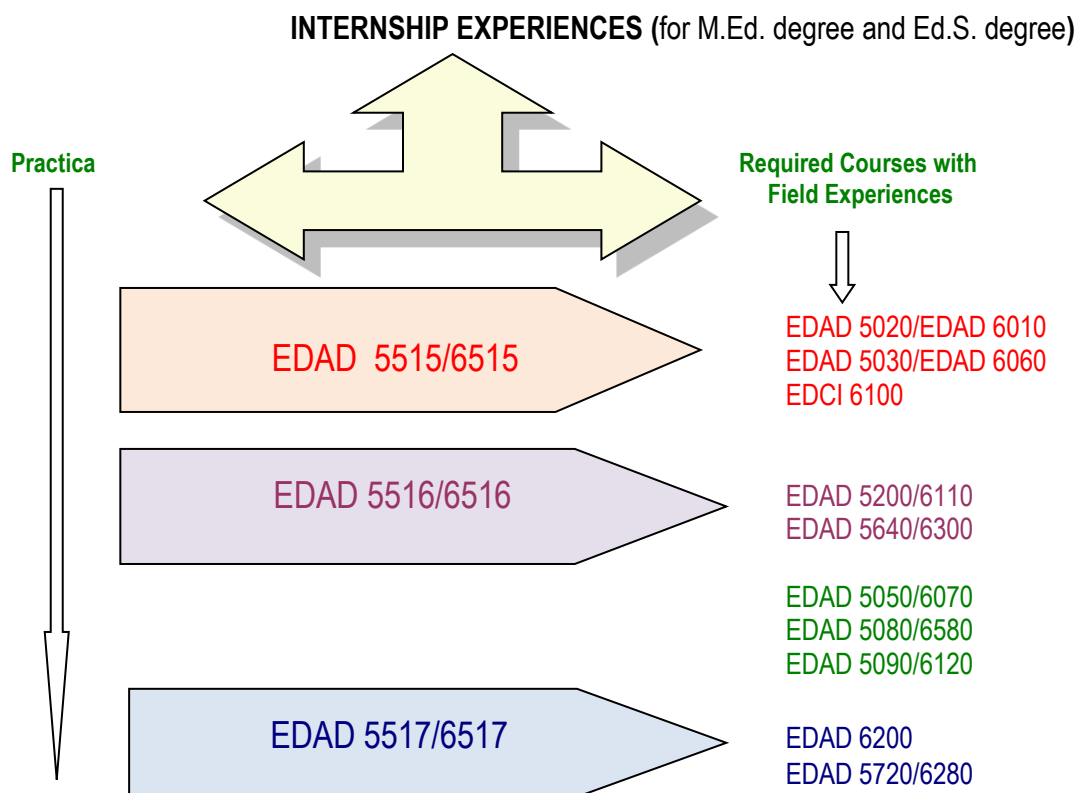
Figure 2

SEMESTER	COURSE NUMBER	Licensure Program COURSE NAME	CREDIT HOURS
1	EDAD 5020	Philosophy and Intro to School Administration	3
1	EDAD 5030	Instructional Leadership	3
1	EDAD 5515	**Administrative Practicum I**	1
1	EDCI 6100*	Curriculum Planning & Programming*	3
2	EDAD 5200	Human Resource Management	3
2	EDAD 5640	School and Community Relations	3
2	EDAD 5516	**Administrative Practicum II**	1
3	EDAD 5050	Educational Law	3
3	EDAD 5090	Assessment for Leaders	3
3	EDAD 5080	Action Research	3
4	EDAD 5720	School Finance	3
4	EDAD 6200	School Principalship	3
4	EDAD 5517	**Administrative Practicum III**	1
4		Capstone Action Research Project (COMPLETION OF EDAD 5080 PROJECT **AND** PRESENTATION TO A PROFESSIONAL PANEL)	

Figure 3: Instructional Leadership Licensure Program M.Ed.

SEMESTER	COURSE NUMBER	Licensure Program COURSE NAME	CREDIT HOURS
1	EDAD 6010	Theories and Principles of Educational Administration	3
1	EDAD 6060	The administration of instructional programs and materials	3
1	EDAD 6515	**Administrative Practicum I**	1
1	EDCI 6100*	Curriculum Planning & Programming*	3
2	EDAD 6110	Human Resource Management and Development	3
2	EDAD 6300	Communication for School Executives	3
2	EDAD 6516	**Administrative Practicum II**	1
3	EDAD 6070	Legal Problems	3
3	EDAD 6120	Assessment for Professional Licensure	3
3	EDAD 6580	Action Research for Educators	3
4	EDAD 6280	Financial Management and Administration	3
4	EDAD 6200	School Principalship	3
4	EDAD 6517	**Administrative Practicum III**	1
4		Capstone Action Research Project (COMPLETION OF EDAD 5080 PROJECT **AND** PRESENTATION TO A PROFESSIONAL PANEL)	

Figure 4: Instructional Leadership Licensure Program Ed.S.

REVISED TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (2013)

Tennessee seeks to transform what it means to be an effective instructional leader at all phases of a leader's career. This aim is accomplished by setting high standards for effective leadership based upon research and best practice, supporting leaders to reach those standards, and empowering districts to build a network of exceptional instructional leaders who get results. Operating from the belief that ethical behavior permeates the mindset and actions of every effective leader, the revised Tennessee Instructional Leadership Standards (TILS) embed the phrase, "ethical and effective instructional leader," into the opening stem of each leadership standard. The purposeful placement of this phrase articulates the intrinsic nature of ethical behavior connected to leadership. Effectiveness pertains to educators' capacity to meet performance expectations, implement evidence-based practices, create and sustain conditions for effective learning, and increase student learning" (Learning Forward, 2011, p. 20). Based upon best practice and current research, and sharpened by wisdom of experienced educators, the TILS identify core performance indicators of ethical and effective instructional leaders.

Tennessee Instructional Leadership Standards (TILS)

Revised 2013

STANDARD A: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT
An ethical and effective instructional leader facilitates professional practice that continually improves student learning

STANDARD B: CULTURE FOR TEACHING AND LEARNING
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

STANDARD C: PROFESSIONAL LEARNING AND GROWTH
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

STANDARD D: RESOURCE MANAGEMENT
An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

TILS Standards for Advanced Programs in Educational Leadership
With Indicators

STANDARD A: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT

An ethical and effective instructional leader facilitates professional practice that continually improves student learning

> **A-1**. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
> **A-2**. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
> **A-3**. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
> **A-4.** Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
> **A-5**. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

STANDARD B: CULTURE FOR TEACHING AND LEARNING

An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

> **B-1.** Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
> **B-2.** Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
> **B-3.** Fosters a safe, respectful, and orderly environment for all.
> **B-4.** Takes measures to actively involve families in the education of their children.
> **B-5**. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
> **B-6.** Recognizes and celebrates improved educator and student performance related to school vision and goals.

Standard C: Professional Learning and Growth

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

> **C-1.** Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling vision for professional learning and growth.
> **C-2.** Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
> **C-3**. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
> **C-4.** Engages faculty and self in data-informed, differentiated professional learning goals and plans.
> **C-5.** Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.
> **C-6.** Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.
> **C-7**. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.

Standard D: Resource Management

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

> **D-1.** Strategically utilizes community resources and partners to support the school's mission, vision, and goals.
> **D-2.** Includes a diverse set of educators and stakeholders in school improvement decisions.
> **D-3.** Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
> **D-4**. Performs all fiscal and responsibilities with accuracy, transparency, and in the best interest of students and staff.

Updated 07/27/2017

PRACTICUM REQUIREMENTS

What are the requirements for the practicum courses?

Each practicum course will require the candidate to complete a set of activities reflective of the accompanying courses based on the TILS. In addition, the knowledge, skills, and dispositions for each practicum have been developed to reflect the expected cognitive growth from each accompanying course. Hours dedicated to the completion of these course-based and practicum activities are not counted in clock hours, but rather in the mastery of specific standards. *Registration for leadership courses is by advisor permit only.*

University and School-based TILS Learning Agreements

This is a three party agreement developed by the candidate, the university and field-based supervisors. Each candidate is required to sign the agreement that delineates the manner in which the activities will be carried out in the practicum course. An agreement is required for each of the three practicum courses indicating that the school based supervisor agrees to: (a) assist the practicum candidate in the completion of instructional and leadership activities; (b) help the practicum candidate gain access to meetings such as the IEP, placement, parent, discipline, school board, district administrators, district and school committees, and other appropriate bodies; (c) supervise practicum activities; (d) verify mastery of TILS in the completion of practicum activities; and, (e) assess the candidate's performance, and provide evaluative information to the university supervisor.

Activities that are part of the candidate's regular job assignment do not count toward program standards mastery. For instance, *attending* a workshop does not count. *Developing and/or conducting a workshop would count.* Meeting with parents regarding the progress of a candidate in your classroom *does not count*. Setting up a parents' information night for the entire school *would count*.

Practicum Activities

Practicum activities will vary by placement of the candidate. However, each activity will be based upon state (TILS) and national (ISLLC) standards to be mastered in each practicum course. This approach allows maximum flexibility for field-based supervisors to provide experiences to candidates based on the specific nature of the school site, grade level, and community.

The candidate must engage in activities that provide evidence of and products for mastery of the Tennessee Instructional Leadership Standard as outlined by each practicum course (**EDAD 5515/6515; EDAD 5516/6516; EDAD 5517/6517**). The state standards (which incorporate the national standards) and College of Education KSD's are divided into the following four areas of competence:

- Continuous Improvement (KSD Plan)
- Culture for Teaching and Learning (KSD Maximize Learning)
- Professional Growth (KSD Communicate)
- Management of the School (KSD Manage)

The candidate's goal is to complete the requirements for each course by building onto his/her existing strengths gained through previous leadership and/or administrative experiences. The practicum experiences are created to develop the candidate's knowledge and skills in areas where little or no opportunity for practice has taken place. See Practicum Activities and Course Alignment Matrices.

EDAD 5515/6515

ACTIVITY 1: School Climate Survey with Recommendations Report to School Leader

ACTIVITY 2: Design a Framework/Template that will allow the school to send out a quarterly newsletter that will update all stakeholders.

ACTIVITY 3: Work systemically with students, faculty and staff to develop a slogan/mantra that everyone can learn, recite and live by…

ACTIVITY 4: Develop an Awards Ceremony Template that would take place either quarterly or each semester.

ACTIVITY 5: Develop a Likert Scale survey.

ACTIVITY 6: Develop a survey or questionnaire designed to capture the staff's desires and needs around professional development.

ACTIVITY 7: Identify potential leadership growth opportunities with the principal for teachers. Design a rubric for a professional development exercise.

ACTIVITY 8: Develop a document self-assessment checklist that is aligned with the new evaluation instrument.

ACTIVITY 9: Interview building leadership regarding operational expectations.

EDAD 5516/6516

ACTIVITY 1: Post developed slogan/mantra all over the building. Work with the administration to ensure that it is communicated every day, whether it is the morning announcements, said every day before instruction is delivered, the greeting when answering the phone before any meeting begins, etc. An example: "Here at…we are working together to achieve outstanding results."

ACTIVITY 2: Coordinate home visits with staff.

ACTIVITY 3: Conduct/host the awards ceremony with the administration that would recognize faculty, staff and students alike.

ACTIVITY 4: Develop and share a best practice rating scale that is aligned with the evaluation instrument whereby teachers can do a self-assessment of their own progress-monitoring.

ACTIVITY 5: Formulate and share survey or questionnaire findings with the staff and administration developing a presentation.

ACTIVITY 6: Develop a professional development in-service presentation for faculty and staff. Share the outline of the professional development in-service which is designed to increase teacher leaders measured by TLS.

ACTIVITY 7: Create retention rubric with the principal that would identify desired outcomes to increase staff retention.

ACTIVITY 8: Develop a survey or questionnaire designed to capture the staff's desires and needs around professional development.

ACTIVITY 9: Develop collegial learning circles where teachers can share their self-assessment data with their colleagues.

ACTIVITY 10: Develop a community night fair where community partners can showcase services, resources and products.

ACTIVITY 11: Develop a school climate and school connection survey for students.

ACTIVITY 12: Develop focus groups to establish feedback regarding culture and school climate with students and staff/faculty.

EDAD 5517/6517

ACTIVITY 1: School Climate Survey with Recommendations Report to School Leader

ACTIVITY 2: Prepare a professional development presentation on Common Core State Standards.

ACTIVITY 3: Hold a focus group cadre of parents of special education students and share results with school-based leadership team.

ACTIVITY 4: Develop a school-wide mantra with the school community which will instill pride and an emotional community.

ACTIVITY 5: Review Strategic Plan and identify components that address goals and practices.

ACTIVITY 6: Develop an Executive Summary document that highlights/captures the goals, accomplishments, data reality, culture/climate and the impact that has on student achievement. The intern will work with various stakeholders to complete this task.

ACTIVITY 7: Hold a Town Hall meeting and present a "State of the School" address.

ACTIVITY 8: School newsletter and dissemination activity

ACTIVITY 9: Disseminate and analyze survey findings and share findings with stakeholders.

ACTIVITY 10: Develop/design a professional development "Best Practices" Quarterly Institute that will capture and highlight achievement data, attendance data, suspension data, referral data, expulsion data (if HS, graduation data), parent involvement data, trend data and align this to professional learning goals and plans.

ACTIVITY 11: Share the retention rubric with faculty and staff so they can highlight the desired outcomes that would increase retention.

ACTIVITY 12: Using automated telephone system assists principal in mass communication

ACTIVITY 13: Develop a structure for a School-Based Planning Team with the direction of the administration. The team make-up would be educators.

ACTIVITY 14: Do an inventory check to find out if the building is living up to the expectations of Common Core State Standards (CCSS).

ACTIVITY 15: Develop an operational document that will highlight budgetary activities that align with the mission and vision of the school; also incorporate recommendations for maximizing efficiencies.

Tennessee State University
Department of Educational Leadership

Course Alignment Matrix

Masters of Education

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STANDARD A: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT													
An ethical and effective instructional leader facilitates professional practice that continually improves student learning													
COURSES	EDAD 5020	EDAD 5030	EDAD 5515	EDAD 5200	EDAD 5640	EDAD 5516	EDAD 5050	EDAD 5080	EDAD 5090	EDAD 5720	EDAD 6200	EDAD 5517	**EDCI 6100**
Indicators													
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.	X		X								X	X	
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards.		X	X	X		X							
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.									X		X	X	
4. Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).								X			X	X	
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.	X		X								X	X	

STANDARD B: CULTURE FOR TEACHING AND LEARNING													
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.													
COURSES	EDAD 5020	EDAD 5030	EDAD 5515	EDAD 5200	EDAD 5640	EDAD 5516	EDAD 5050	EDAD 5080	EDAD 5090	EDAD 5720	EDAD 6200	EDAD 5517	**EDCI 6100**
Indicators													
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.	X		X								X	X	
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.		X	X	X		X							
3. Fosters a safe, respectful, and orderly environment for all.		X	X				X					X	
4. Takes measures to actively involve families in the education of their children.					X	X					X	X	
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success					X	X					X	X	
6. Recognizes and celebrates improved educator and student performance related to school vision and goals	X		X		X	X							

Updated 7/27/2017

STANDARD C: PROFESSIONAL LEARNING AND GROWTH

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

COURSES	EDAD 5020	EDAD 5030	EDAD 5515	EDAD 5200	EDAD 5640	EDAD 5516	EDAD 5050	EDAD 5080	EDAD 5090	EDAD 5720	EDAD 6200	EDAD 5517	EDCI 6100
Indicators													
1. Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling vision for professional learning and growth.	X		X								X	X	
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.		X	X	X		X							
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.		X	X	X		X							
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.									X		X	X	
5. Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.				X		X					X	X	
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.		X	X	X		X							
7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.		X	X	X		X							

STANDARD D: RESOURCE MANAGEMENT

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

COURSES	EDAD 5020	EDAD 5030	EDAD 5515	EDAD 5200	EDAD 5640	EDAD 5516	EDAD 5050	EDAD 5080	EDAD 5090	EDAD 5720	EDAD 6200	EDAD 5517	EDCI 6100
Indicators													
1. Strategically utilizes community resources and partners to support the school's mission, vision, and goals.					X	X					X	X	
2. Includes a diverse set of educators and stakeholders in school improvement decisions.							X	X				X	
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy										X	X	X	
4. Performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff.										X	X	X	

Updated 07/27/2017

Tennessee State University
Department of Educational Leadership
Course Alignment Matrix
Education Specialist

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STANDARD A: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT

An ethical and effective instructional leader facilitates professional practice that continually improves student learning

COURSES	EDAD 6010	EDAD 6060	EDAD 6515	EDAD 6110	EDAD 6300	EDAD 6516	EDAD 6070	EDAD 6580	EDAD 6120	EDAD 6280	EDAD 6200	EDAD 6517	EDCI 6100
Indicators													
6. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.	X		X								X	X	
7. Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards.		X	X	X		X							
8. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.									X		X	X	
9. Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).								X			X	X	
10. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.	X		X								X	X	

STANDARD B: CULTURE FOR TEACHING AND LEARNING

An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

COURSES	EDAD 6010	EDAD 6060	EDAD 6515	EDAD 6110	EDAD 6300	EDAD 6516	EDAD 6070	EDAD 6580	EDAD 6120	EDAD 6280	EDAD 6200	EDAD 6517	EDCI 6100
Indicators	X		X								X	X	
7. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.		X	X	X		X							
8. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.		X	X				X				X		
9. Fosters a safe, respectful, and orderly environment for all.					X	X					X	X	
10. Takes measures to actively involve families in the education of their children.					X	X					X	X	
11. Models and communicates expectations for individual and shared ownership of student, educator, and school success	X		X		X	X							
12. Recognizes and celebrates improved educator and student performance related to school vision and goals	X		X								X	X	

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STANDARD C: PROFESSIONAL LEARNING AND GROWTH

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

COURSES	EDAD 6010	EDAD 6060	EDAD 6515	EDAD 6110	EDAD 6300	EDAD 6516	EDAD 6070	EDAD 6580	EDAD 6120	EDAD 6280	EDAD 6200	EDAD 6517	EDCI 6100
Indicators													
8. Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling vision for professional learning and growth.	X		X								X	X	
9. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.		X	X	X		X							
10. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.		X	X	X		X							
11. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.									X		X	X	
12. Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.				X		X					X	X	
13. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.													
14. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.	X		X								X	X	

STANDARD D: RESOURCE MANAGEMENT

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

COURSES	EDAD 6010	EDAD 6060	EDAD 6515	EDAD 6110	EDAD 6300	EDAD 6516	EDAD 6070	EDAD 6580	EDAD 6120	EDAD 6280	EDAD 6200	EDAD 6517	EDCI 6100
Indicators													
5. Strategically utilizes community resources and partners to support the school's mission, vision, and goals.					X	X					X	X	
6. Includes a diverse set of educators and stakeholders in school improvement decisions.							X	X				X	
7. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy										X	X	X	
8. Performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff.										X	X	X	

Updated 07/27/2017

Activity Logs and Reflections

Activities completed toward the development of leadership skills are to be logged on a periodic basis following the course outline, and submitted online through the course website. The activity log is the candidate's documentation of the activities toward mastery of the standards. The activity log reflects planned activities and other appropriate learning experiences undertaken. The activity log also identifies the program standard(s) addressed by the activity, the nature of the candidate's role in the activity (responsibility, participation, or observation), and a brief but specific description of the activity.

- Describe the one activity that you think was most meaningful to your understanding/growth in school leadership.
- Describe underlying purpose(s) and goal(s) of the activity – what were you trying to accomplish?
- Critique of the effectiveness of the activity - what were positive and/or negative effects of the activity?
- What decisions/actions on your part were successful? Why?
- What decisions/actions on your part were not successful? Why?
- What would you do differently and why?
- What leadership strategies would you use?
- How did the activity contribute to improvement of the school environment/relationships or performance?

The activity logs are verified, approved, and signed by the field-based supervisor. Supporting documents/products must accompany each activity log and reflection (Rubrics for Activity Logs and Reflections are found on page).

TENNESSEE STATE UNIVERSITY

Administrative Practicum
Weekly Practicum Journal and Reflection

Name:
Course: EDAD XXXX
Date:
Role: Observation OR Participation
Site
Title of Activity

(List the name/number of the course your are enrolled in, AND
Do not forget to add any documents you would like to support this activity.)

GUIDELINES FOR REFLECTION

TILS and/or ISLLC standards addressed:

How standards/indictors were addressed:

Describe the one activity that you think was most meaningful to your understanding/growth in school leadership.

Describe underlying purpose(s) and goal(s) of the activity – what were you trying to accomplish?

Described what was discussed, observed, done or any other interactions or actions taken. What would you do differently and why?

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REFLECTIVITY SCALE

INSTRUCTIONS: *This scale is designed to holistically assess the degree of reflectivity displayed in the intern's journal. The scale includes eleven components of reflectivity, each rated on a scale of 1 to 7. The interns themselves or the assessors indicate the rating assigned to the intern's reflection by circling the appropriate number. The ratings should be made after having reviewed the entire reflective journal and should provide a general evaluation of reflectivity. Referring often to the journal being rated is recommended. The scale can be used to rate the level of depth that the intern displays in his or her journal.*

1. Identifies consistencies, inconsistencies, similarities, and/or differences in the intern's interactions with teachers and others.						
Not at all		**Moderate degree**			**In great depth**	
1	2	3	4	5	6	7
2. Relates actions and/or interactions to theories or theorists either by name or description.						
Not at all		**Moderate degree**			**In great depth**	
1	2	3	4	5	6	7
3. Relates actions and/or interactions to current methodologies, strategies, models, techniques, tools, and/or materials (either by name or description).						
Not at all		**Moderate degree**			**In great depth**	
1	2	3	4	5	6	7
4. Hypothesizes about the causes of actions and interactions.						
Not at all		**Moderate degree**			**In great depth**	
1	2	3	4	5	6	7
5. Evaluates the appropriateness of strategies in terms of the intended objectives.						
Not at all		**Moderate degree**			**In great depth**	
1	2	3	4	5	6	7
6. Evaluates the appropriateness of the content and materials in terms of the intended objectives.						
Not at all		**Moderate degree**			**In great depth**	
1	2	3	4	5	6	7
7. Evaluates the appropriateness of the content and materials in terms of the student (e.g., age-appropriate, culturally relevant, etc.)						
Not at all		**Moderate degree**			**In great depth**	
1	2	3	4	5	6	7
8. Judges the extent to which intended outcomes were achieved.						
Not at all		**Moderate degree**			**In great depth**	
1	2	3	4	5	6	7
9. Relates personal, affective reactions to the actions and interactions in the school.						
Not at all		**Moderate degree**			**In great depth**	
1	2	3	4	5	6	7
10. Speculates about alternatives and/or formulates possible plans for future action.						
Not at all		**Moderate degree**			**In great depth**	
1	2	3	4	5	6	7
11. Reports the one-the-spot change of direction based on identification and analysis of events.						
Not at all		**Moderate degree**			**In great depth**	
1	2	3	4	5	6	7

Source: Lester, P. E., and Pascale, I.D. (2004). *Field-based learning for school administrators.*

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ACTION RESEARCH PROJECT

The Action Research Project is developed through EDAD 5090/EDAD 6120 and EDAD 5080/EDAD 6580 in the third semester of coursework. Throughout the fourth semester of coursework candidates continue to work independently to complete the project. Each candidate will conduct a formal presentation on his/her project to a panel of experts as a culminating activity in EDAD 5517/EDAD 6517 during the fourth semester.

This action research project will contribute to the **improvement of teaching and learning** in the field site for which the practicum candidate has **significant leadership/administrative responsibility**. The project can be completed individually OR in collaboration with one or more field-based supervisors and/or faculty/staff. The project can be school or district-based and must have practicum university supervisor and field-based supervisor approval. The university supervisor will schedule a time for the formal presentation prior to the end of the fourth semester. This project must be completed before the candidate can be recommended for State certification in Instructional Leadership.

Action Research Work Plan must be developed in collaboration with the field-based supervisor(s) and university supervisor to whom the candidate will be accountable for project completion. This plan should include:

a) no more than three goals;
b) specific action objectives for each goal;
c) actions planned;
d) an assessment/documentation that will serve as evidence of action completion; and,
e) an estimated timeline for completion of each action objective;

It is expected that the candidate will produce sufficient documentation for the project so it can be clearly understood. A project report is the documentation that is expected. The work plan will be signed by the candidate, by the field-based supervisor, and by the EDAD 5080/6580 university supervisor. This final *Action Research Project* will be retained in an electronic format. The project report will include:

- Description of field site
- Description of project work
- Description of the role(s) of each candidate working on this project
- Thorough description of project results
- Conclusions and recommendations from project
- Key learnings and reflection – What did you learn about school leadership from your project? How did you grow in your understanding of theories, research, and concepts of school leadership? What knowledge/skills will you need to develop further?
- Supporting documents

EDAD 5080 EDAD 6580
ACTION RESEARCH PROJECT WORK PLAN

GOAL # 1:

Objectives	
Actions Planned	
Assessment	
Documentation	
Timeline for Completion	

EDAD 5080 / EDAD 6580
ACTION RESEARCH PROJECT WORK PLAN

GOAL # 2:

Objectives	
Actions Planned	
Assessment	
Documentation	
Timeline for Completion	

ACTION RESEARCH PROJECT WORK PLAN

GOAL # 3:

Objectives	
Actions Planned	
Assessment	
Documentation	
Timeline for Completion	

_____   _____
Candidate   Date
_____
Field-Based Supervisor
_____

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EDAD 5080 University supervisor

ASSESSMENTS
ADMINISTRATIVE SKILLS ASSESSMENT INSTRUMENT

DIRECTIONS: For each of the following items, please darken the appropriate circle (For the purpose of this scale, please assume that **1**=very weak and **6**=very strong.		1	2	3	4	5	6
SETTING INSTRUCTIONAL DIRECTION:	Implementing strategies for improving teaching and learning, including putting programs and improvement efforts into action. Developing a vision and establishing clear goals, providing direction in achieving stated goals, encouraging others to contribute to goal achievement, securing commitment to a course of action from individuals and groups.	⊗	⊗	⊗	⊗	⊗	⊗
TEAMWORK:	Seeking and encouraging involvement of team members. Modeling and encouraging the behaviors that move the group to task completion. Supporting group accomplishment.	⊗	⊗	⊗	⊗	⊗	⊗
SENSITIVITY:	Perceiving the needs and concerns of others, dealing tactfully with others in emotionally stressful situations or in conflict. Knowing what information to communicate and to whom. Relating to people of varying ethnic, cultural, and religious backgrounds.	⊗	⊗	⊗	⊗	⊗	⊗
JUDGMENT:	Reaching logical conclusions and making high decisions based on available information. Giving priority and caution to significant issues. Seeking out relevant data, facts, and impressions. Analyzing and interpreting complex information.	⊗	⊗	⊗	⊗	⊗	⊗
RESULT ORIENTATION:	Assuming responsibility. Recognizing when a decision is required. Taking prompt action as issues emerge. Resolving short-term issues while balancing them against long-term objectives.	⊗	⊗	⊗	⊗	⊗	⊗
ORGANIZATIONAL ABILITY:	Planning and scheduling own's own and the work of others so that resources are used appropriately. Scheduling flow of activities, establishing procedures to monitor projects. Practicing time and task management, knowing what to delegate and to whom.	⊗	⊗	⊗	⊗	⊗	⊗
LEADERSHIP:	Getting other involved in solving problems, recognizing when a group requires direction, effectively interacting with a group to guide them to accomplish a task.	⊗	⊗	⊗	⊗	⊗	⊗
EDUCATIONAL VALUES:	Possessing a well-reasoned educational philosophy, receptiveness to new ideas, use of an ethical framework, and demonstrating professionalism	⊗	⊗	⊗	⊗	⊗	⊗
STRESS TOLERANCE:	Performing under pressure and during opposition, thinking on one's feet.	⊗	⊗	⊗	⊗	⊗	⊗
ORAL COMMUNICATION:	Clearly communicating. Making oral presentations that are clear and easy to understand.	⊗	⊗	⊗	⊗	⊗	⊗
WRITTEN COMMUNICATION:	Expressing ideas clearly in writing, demonstrating technical proficiency. Writing appropriately for different audiences.	⊗	⊗	⊗	⊗	⊗	⊗
DEVELOPMENT OF OTHERS:	Teaching, coaching, and helping others. Providing specific feedback based on observations and data.	⊗	⊗	⊗	⊗	⊗	⊗
UNDERSTANDING OWN STRENGTHS AND WEAKNESSES:	Identifying personal strengths and weaknesses. Taking responsibility for improvement by actively pursuing developmental activities. Striving or continuous learning.	⊗	⊗	⊗	⊗	⊗	⊗
CONFLICT MANAGEMENT:	Intervening in conflict situations and developing solutions that are agreeable to all persons involved.	⊗	⊗	⊗	⊗	⊗	⊗
POLITICAL ASTUTENESS:	Perceiving critical features of the environment such as power structure, principal players, and special interest groups. Formulating alternatives that reflect realistic expectations.	⊗	⊗	⊗	⊗	⊗	⊗
RISK TAKING:	Calculating risks and taking action based on sound judgments.	⊗	⊗	⊗	⊗	⊗	⊗
CREATIVITY:	Generating ideas that provide new and different solutions to management problems or opportunities.	⊗	⊗	⊗	⊗	⊗	⊗

Source: Most of the above administrative skills and descriptions come from *Selecting and Developing the 21st Century Principal: Skills Dimensions.* Copyright © 2001l Association of Secondary School Principal, **www.principals.org**.

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ETHICAL BELIEF SYSTEMS

In preparing for your practicum/internship, it is important to establish a set of philosophies or values of leadership and education. The internship provides an opportunity to re-affirm your code of ethics (see your administrative professional association web page for their code of ethics) in leadership.

Council of Chief State School Officers (CCSSO), **www.ccsso.org**; state superintendents
National Association of State Boards of Education (NASBE), **www.nasbe.org** state schoolboard members
National School Board Association (NSBA), **www.nsba.org**; school board members
American Association of School Administrators (AASA), **www.aasa.org**; superintendents
Association of Supervision and Curriculum Development (ASCD); **www.ascd.org**; central office personnel and supervisors
National Association of Secondary School Principals (NASSP), **www.nassp.org**; high and middle school principals
National Association of Elementary School Principals (NAESP), **www.naesp.org**; elementary school principals
National Association of Middle School Principals (NAMSP), **www.namsp.org**; middle school principals
School Leadership Series of Assessments for Licensure (ETS), **www.ets.org**; information on SLLA

It is important to have a strong set of ethics and philosophy from which to work in the highly charged, legally binding, very political world of school leadership. In order to solidify your philosophy, values, and platform, you must focus on the changes you would like to make and determine which ones will be most important during your internship experience.

Statement of Ethics for School Administrators

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's action will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator subscribes to the following statements of standards.

The educational administrator:

1. Makes the well-being of students the fundamental value in all decision making and action.
2. Fulfills professional responsibilities with honesty and integrity.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Obeys local, state, and national laws.
5. Implements the governing board of education's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, polices, and regulations that are not consistent with sound educational goals.
7. Avoids using positions for personal gain through political, social, religious, economic, other influence.
8. Accepts academic degrees or professional certification only from duly accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract.

Ethics and the Internship

Ethical decision making consumes a great deal of time in a typical workday. These are the types of issues that typically get administrators into the greatest amount of trouble. For example, educational administrators have been fired for trying to get a relative or friend a job, for not releasing information and trying to cover up problems, for using school system money in a way that seems to be for personal use, for treating students differently for the same infraction, for exerting poor stewardship regarding resources and construction, or for mistreating employees. It is quite important that you as an intern have an opportunity to confront ethical issues in your practice through a combination of professional development experiences and discussions with mentors, instructors, and colleagues. It is important that interns develop an ethical frame of reference so when they are confronted with ethical dilemmas, they have an ethical framework and map for reference.

For more information on ethics, see **www.globaethics.org**.).

Self-Assessment of Key Educational Values

The assessment on the next page provides a list of some of the generally held dispositions or beliefs that typically guide the work of educators (based on ISLLC and the SLLA). This is not a comprehensive list; however, it does bring out some of the core beliefs about education. They are the values that will assist you in knowing what to do and how to assess your work regarding what are successful outcomes.

Check your own assumptions against this list and consider what seems to be the assumption existing within your internship site. With which of these assumptions do you disagree? Which do you feel run counter to what exists at your internship site? Discuss disagreements with your instructor, classmates, and internship mentor.

Make notes on your strengths and limitations and be prepared to discuss these with your instructor, mentor, and classmates.

Ethical Statements Underlying Current Thinking and Practice

DIRECTIONS: Please indicate your agreement or disagreement with following statements.

STANDARD 1: DEVELOPMENT, ARTICULATION, IMPLEMENTATION, AND STEWARDSHIP OF A VISION		
Agree	**Disagree**	
☐	☐	All students can and will learn.
☐	☐	Everything that occurs in the school should be focused on student learning.
☐	☐	It is important to work with all groups, including those whose opinions may conflict.
☐	☐	Students should be actively involved in the learning process.
☐	☐	The overarching concern is to ensure that students have the knowledge, skills, and values needed to become successful adults.
☐	☐	A key responsibility is to promote success by facilitating the development and implementation of a vision of learning.
☐	☐	It is highly unlikely that success will occur unless those involved buy into and share the vision.

STANDARD 2: ADVOCATING, NURTURING, AND SUSTAINING A SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM		
Agree	**Disagree**	
☐	☐	Decisions should be based on research and best practice considerations.
☐	☐	All decisions should be focused on student learning.
☐	☐	It is essential that students and staff feel valued and important.
☐	☐	Curriculum and instructional decisions should be based on a variety of ways in which students can learn.
☐	☐	Professional development is an important part of school improvement.
☐	☐	It is important that the leader has knowledge of learning theory and principles of effective instruction.
☐	☐	A variety of supervisory models should be employed.
☐	☐	Primary focus is on the design, implementation, evaluation, and refinement of curriculum and instruction.
☐	☐	It is important for students to demonstrate successful application of knowledge and skills they have acquired.
☐	☐	All barriers to student learning should be identified, clarified, and addressed.

STANDARD 3: A SAFE, EFFICIENT, AND EFFECTIVE LEARNING ENVIRONMENT		
Agree	**Disagree**	
☐	☐	It is important to appraise effectiveness and manage decisions to enhance learning and teaching.
☐	☐	It is important to establish good and respectful relationships with colleagues, students, parents, and the community.
☐	☐	An effective leader must trust people and their judgments.
☐	☐	An important focus of leadership effort is the effective resolution of conflict.
☐	☐	It is important to align resources to the goals of the school.
☐	☐	It is as important that the school plant operates safely and efficiently as it is that the curriculum and instruction are in place.
☐	☐	It is important to set high expectations.
☐	☐	Leaders need knowledge of measurement, evaluation, and assessment strategies and should use multiple sources of assessment data.
☐	☐	Schools should be places where children feel safe and protected from harmful activity.

STANDARD 4: COLLABORATING WITH FAMILIES AND COMMUNITY MEMBERS AND RESPONDING TO DIVERSE INTERESTS		
Agree	**Disagree**	
☐	☐	Diverse stakeholders should be treated equitably.
☐	☐	It is essential to involve families and other stakeholders in school decision-making processes.
☐	☐	It is important to give credence to and incorporate individuals whose values and opinions may conflict.
☐	☐	The school operates as an integral part of a larger community.
☐	☐	Families are partners in the education of their children.
☐	☐	Resources of the family and community need to be brought to bear on the education of students.
☐	☐	It is very important that the public be informed about what is occurring within their schools.

STANDARD 5: ACTING WITH INTEGRITY, FAIRNESS, AND IN AN ETHICAL MANNER		
Agree	**Disagree**	
☐	☐	Schools should be freely open to public scrutiny.
☐	☐	It is important that you clearly examine and understand your personal and professional values.
☐	☐	The right of every student to a free, quality education should be a primary value of all educators.
☐	☐	All decisions should be based on the inherent worth and dignity of all.
☐	☐	It is important to apply policy, procedures, and laws fairly, wisely, and consistently.
☐	☐	A leader should accept the consequences for upholding one's principles and actions and not try to blame others.
☐	☐	The leader should use all the power of his or her office to constructively and productively serve all students and their families.
☐	☐	The leader cannot favor either instruction or operations when planning his or her work efforts.

STANDARD 6: UNDERSTANDING, RESPONDING TO, AND INFLUENCING THE LARGER CONTENXT		
Agree	**Disagree**	
☐	☐	It is important to address information about family and community concerns and expectations.
☐	☐	Programs and activities should recognize a variety of ideas, values, and cultures.
☐	☐	It is important to address emerging trends that support school goals.
☐	☐	A very important role of leadership is to actively participate in the political and policy-making context in the service of education.
☐	☐	You must work within a framework of laws to protect student rights and improve student opportunities.

Leadership Self-Assessment

The **Leadership Self-Assessment** is based on the program standards as identified by the Tennessee Instructional Leadership Standards (TILS). The TILS represent a synthesis of the NCATE and ISLCC national accreditation standards, as well as the College of Education's KSD's.

The self-assessment is completed at both the beginning and end of the practicum.

1. Use the self-assessment **at the beginning** of each practicum course to identify areas of strength and limitation in your knowledge, skills, dispositions, and experiences. The results of this self-assessment should guide supplementary activities to strengthen specific areas of need (see Self-Assessment Worksheet, which is to given to field-based supervisor and university supervisor).

2. Use the self-assessment **at the end** of the practicum to reflect on your growth and remaining areas in need of strengthening for the next practicum (see Self-Assessment Worksheet, which is to given to field-based supervisor and university supervisor).

Formative Practicum Evaluations
(Completed after EDAD 5515 or EDAD 6515 <u>AND</u> EDAD 5516 or EDAD 6516)

The university supervisor and the field-based supervisor will complete the **Practicum Final Evaluation** for each candidate. The final evaluation should be discussed by the candidate, the field-based supervisor, and the university supervisor involved to determine areas of strength and areas needing improvement.

Candidates who have completed all practicum courses, and are still in need of strengthening in two (2) or more TILS indicators will have a *Professional Development Plan* created. This plan must be completed prior to candidate's exit from the licensure program.

Summative Practicum Evaluations
(Completed after EDAD 5517 or EDAD 6517)

The university supervisor and the field-based supervisor will complete the *Practicum Final (Summative) Evaluation* for each candidate. The final evaluation should be discussed by the candidate, the field-based supervisor, and the university supervisor involved to determine the areas of strength and areas needing improvement. (These evaluations are included within this handbook.)

Candidates who have completed all practicum courses, and are still in need of strengthening in two (2) or more TILS indicators will have a **Professional Development Plan** created. This plan must be completed prior to candidate's exit from the licensure program.

CANDIDATE : _____   **DATE** _____ T#: _____

COURSE (circle one):   EDAD 5515   EDAD 5516   EDAD 5517   EDAD 6515   EDAD 6516   EDAD 6517   EDAD6080   EDAD 7080

SEMESTER (circle one):   SPRING   SUMMER   FALL   **YEAR:** 20_____   **INSTRUCTOR**: _____

CANDIDATE BEGINNING SELF-ASSESSMENT

Department of Educational Leadership
Tennessee State University

DIRECTIONS: *Rate your performance on each of the indicators of the Tennessee Instructional Leadership Standards (TILS) using the following scale:*

3	*2*	*1*	*0*
EXCEEDS expectations	MEETS expectations	DOES NOT MEET expectations	NO OPPORTUNITY
*Demonstrates potential for school leadership that is **above average** for an entry-level school leader*	*Demonstrates potential for school leadership that is just **about average** for an entry-level school leader*	*Demonstrates potential for school leadership that is **below average** for an entry-level school leader*	*Has not had the opportunity to demonstrate*

Indicate your choice by placing a check (√) in the appropriate column.

STANDARD A: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT				
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.				
Standard A Indicators	*3*	*2*	*1*	*0*
A-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.				
A-2: Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards.				
A-3: Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.				
A-4: Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).				
A-5: Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.				
STANDARD B: CULTURE FOR TEACHING AND LEARNING				
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.				
Standard B Indicators	*3*	*2*	*1*	*0*
B-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.				
B-2: Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.				
B-3: Fosters a safe, respectful, and orderly environment for all.				
B-4: Takes measures to actively involve families in the education of their children.				
B-5: Models and communicates expectations for individual and shared ownership of student, educator, and school success.				
B-6: Recognizes and celebrates improved educator and student performance related to school vision and goals.				

7/27/2017

STANDARD C: PROFESSIONAL LEARNING AND GROWTH *An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.*				
Standard C Indicators	*3*	*2*	*1*	*0*
C-1: Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling vision for professional learning and growth.				
C-2: Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.				
C-3: Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.				
C-4: Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.				
C-5: Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.				
C-6: Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.				
C-7: Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.				
STANDARD D: RESOURCE MANAGEMENT *An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.*				
Standard D Indicators	*3*	*2*	*1*	*0*
D-1: Strategically utilizes community resources and partners to support the school's mission, vision, and goals.				
D-2: Includes a diverse set of educators and stakeholders in school improvement decisions.				
D-3: Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy				
D-4: Performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff .				

Scoring:

	A	B	C	D	E
	TOTAL POINTS	DIVIDE BY	MEAN SCORE	√ </= 1.9	WEAK INDICATORS
Standard A		5		☐	
Standard B		6		☐	
Standard C		7		☐	
Standard D		4		☐	
OVERALL		22		☐	

SELF-ASSESSMENT WORKSHEET

Area(s) to Strengthen (Area(s) for Growth)	Specific Reason for Selecting (Evidence)
1. Standard _____ Indicator _____	
2. Standard _____ Indicator _____	
3. Standard _____ Indicator _____	
4. Standard _____ Indicator _____	

STUDENT:
COURSE:
SEMESTER:
INSTRUCTOR:

Administrative Practicum

Formative Evaluation by Field-Based Supervisor EDAD 5515/6515
Department of Educational Leadership
Tennessee State University
EDAD 5515 / 6515

Candidate Name: _____ T # _____

DIRECTIONS: *Rate the practicum candidate's performance on each of the indicators of the Tennessee Instructional Leadership Standards (TILS) using the following scale:*

3	*2*	*1*	*0*
EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO OPPORTUNITY
*Demonstrates potential for school leadership that is **above average** for an entry-level school leader*	*Demonstrates potential for school leadership that is just **about average** for an entry-level school leader*	*Demonstrates potential for school leadership that is **below average** for an entry-level school leader*	*Has not had the opportunity to demonstrate*

Indicate your choice by placing a check (√) in the appropriate column.

STANDARD A: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT				
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.				
Standard A Indicators	*3*	*2*	*1*	*0*
A-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.				
A-2: Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards.				
A-5: Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.				
STANDARD B: CULTURE FOR TEACHING AND LEARNING				
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.				
Standard B Indicators	*3*	*2*	*1*	*0*
B-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.				
B-2: Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.				
B-3: Fosters a safe, respectful, and orderly environment for all.				
B-6: Recognizes and celebrates improved educator and student performance related to school vision and goals.				

7/27/2017

STANDARD C: PROFESSIONAL LEARNING AND GROWTH *An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.*				
Standard C Indicators	**3**	**2**	**1**	**0**
C-2: Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.				
C-3: Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.				
C-5: Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.				
C-6: Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.				
C-7: Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.				

GENERAL COMMENTS

1. What are the practicum candidate's overall strengths?

2. In what areas does the practicum candidate need to focus future leadership development activities?

3. What evidence did you see that the practicum candidate will be able to work with, and lead, teachers and candidates toward higher levels of achievement?

4. What are your recommendations for the candidate's next steps toward a career in school leadership?

For how many years have you worked with the practicum candidate as his/her school administrator? _____

For approximately how many hours have you observed the candidate's work during the practicum?   _____

Supervising Administrator's Name (please print) _____

School/District _____

Administrative Position _____

Signature _____ Date _____

7/27/2017

Administrative Practicum

STUDENT:
COURSE:
SEMESTER:
INSTRUCTOR:

Formative Evaluation by University Supervisor EDAD 5515

Department of Educational Leadership
Tennessee State University
EDAD 5515 / 6515

Candidate Name: _____ T # _____

DIRECTIONS: *Rate the practicum candidate's performance on each of the indicators of the Tennessee Instructional Leadership Standards (TILS) using the following scale:*

3	*2*	*1*	*0*
EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO OPPORTUNITY
*Demonstrates potential for school leadership that is **above average** for an entry-level school leader*	*Demonstrates potential for school leadership that is just **about average** for an entry-level school leader*	*Demonstrates potential for school leadership that is **below average** for an entry-level school leader*	*Has not had the opportunity to demonstrate*

Indicate your choice by placing a check (√) in the appropriate column.

STANDARD A: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT
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Standard A Indicators	*3*	*2*	*1*	*0*
A-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.				
A-2: Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards.				
A-5: Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.				

STANDARD B: CULTURE FOR TEACHING AND LEARNING
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Standard B Indicators	*3*	*2*	*1*	*0*
B-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.				
B-2: Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.				
B-3: Fosters a safe, respectful, and orderly environment for all.				
B-6: Recognizes and celebrates improved educator and student performance related to school vision and goals.				

7/27/2017

STANDARD C: PROFESSIONAL LEARNING AND GROWTH *An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.*				
Standard C Indicators	*3*	*2*	*1*	*0*
C-2: Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.				
C-3: Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.				
C-5: Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.				
C-6: Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.				
C-7: Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.				

GENERAL COMMENTS

1. What are the practicum candidate's overall strengths?

2. In what areas does the practicum candidate need to focus future leadership development activities?

3. What evidence did you see that the practicum candidate will be able to work with, and lead, teachers and candidates toward higher levels of achievement?

4. What are your recommendations for the candidate's next steps toward a career in school leadership?

For how many years have you worked with the practicum candidate as his/her school administrator? _____

For approximately how many hours have you observed the candidate's work during the practicum? _____

Supervising Administrator's Name (please print) _____

School/District _____

Administrative Position _____

Signature _____ Date _____

7/27/2017

Administrative Practicum

Formative Evaluation by Practicum Candidate
Department of Educational Leadership
Tennessee State University
EDAD 5515 / 6515

STUDENT:
COURSE:
SEMESTER:
INSTRUCTOR:

Candidate Name: _____ T # _____

DIRECTIONS: *Rate your performance on each of the indicators of the Tennessee Instructional Leadership Standards (TILS) using the following scale:*

3	*2*	*1*	*0*
EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO OPPORTUNITY
*Demonstrates potential for school leadership that is **above average** for an entry-level school leader*	*Demonstrates potential for school leadership that is just **about average** for an entry-level school leader*	*Demonstrates potential for school leadership that is **below average** for an entry-level school leader*	*Has not had the opportunity to demonstrate*

Indicate your choice by placing a check (√) in the appropriate column.

STANDARD A: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT				
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.				
Standard A Indicators	*3*	*2*	*1*	*0*
A-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.				
A-2: Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards.				
A-5: Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.				
STANDARD B: CULTURE FOR TEACHING AND LEARNING				
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.				
Standard B Indicators	*3*	*2*	*1*	*0*
B-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.				
B-2: Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.				
B-3: Fosters a safe, respectful, and orderly environment for all.				
B-6: Recognizes and celebrates improved educator and student performance related to school vision and goals.				
STANDARD C: PROFESSIONAL LEARNING AND GROWTH				
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.				

Standard C Indicators	3	2	1	0
C-2: Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.				
C-3: Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.				
C-5: Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.				
C-6: Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.				
C-7: Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.				

GENERAL COMMENTS

1. What are the practicum candidate's overall strengths?

2. In what areas does the practicum candidate need to focus future leadership development activities?

3. What evidence did you see that the practicum candidate will be able to work with, and lead, teachers and candidates toward higher levels of achievement?

4. What are your recommendations for the candidate's next steps toward a career in school leadership?

For how many years have you worked with the practicum candidate as his/her school administrator? _____

For approximately how many hours have you observed the candidate's work during the practicum?   _____

Supervising Administrator's Name (please print) _____

School/District _____

Administrative Position _____

Signature _____ Date _____

7/27/2017

Administrative Practicum

STUDENT:
COURSE:
SEMESTER:
INSTRUCTOR:

Formative by Practicum Candidate EDAD 5516/6516
Department of Educational Leadership
EDAD 5516 / 6516
Tennessee State University

Candidate Name: _____ T # _____

DIRECTIONS: *Rate your performance on each of the indicators of the Tennessee Instructional Leadership Standards (TILS) using the following scale:*

3	*2*	*1*	*0*
EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO OPPORTUNITY
*Demonstrates potential for school leadership that is **above average** for an entry-level school leader*	*Demonstrates potential for school leadership that is just **about average** for an entry-level school leader*	*Demonstrates potential for school leadership that is **below average** for an entry-level school leader*	*Has not had the opportunity to demonstrate*

Indicate your choice by placing a check (√) in the appropriate column.

STANDARD A: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Standard A Indicators	*3*	*2*	*1*	*0*
A-2: Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards.				

STANDARD B: CULTURE FOR TEACHING AND LEARNING
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Standard B Indicators	*3*	*2*	*1*	*0*
B-2: Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.				
B-4: Takes measures to actively involve families in the education of their children.				
B-5: Models and communicates expectations for individual and shared ownership of student, educator, and school success.				
B-6: Recognizes and celebrates improved educator and student performance related to school vision and goals.				

STANDARD C: PROFESSIONAL LEARNING AND GROWTH
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Standard C Indicators	*3*	*2*	*1*	*0*
C-2: Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.				
C-3: Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.				
C-5: Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.				

7/27/2017

	3	2	1	0
C-6: Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.				
C-7: Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.				
STANDARD D: RESOURCE MANAGEMENT *An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.*				
Standard D Indicators	*3*	*2*	*1*	*0*
D-1: Strategically utilizes community resources and partners to support the school's mission, vision, and goals.				

GENERAL COMMENTS

1. What are the practicum candidate's overall strengths?

2. In what areas does the practicum candidate need to focus future leadership development activities?

3. What evidence did you see that the practicum candidate will be able to work with, and lead, teachers and candidates toward higher levels of achievement?

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For how many years have you worked with the practicum candidate as his/her school administrator? _____

For approximately how many hours have you observed the candidate's work during the practicum?   _____

Supervising Administrator's Name (please print) _____

School/District _____

Administrative Position _____

Signature _____ Date _____

Administrative Practicum

Formative by Field-Based Supervisor EDAD 5516/6516
Department of Educational Leadership
EDAD 5516 /6516
Tennessee State University

STUDENT:
COURSE:
SEMESTER:
INSTRUCTOR:

Candidate Name: _____ T # _____

DIRECTIONS: *Rate the practicum candidate's performance on each of the indicators of the Tennessee Instructional Leadership Standards (TILS) using the following scale:*

3	*2*	*1*	*0*
EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO OPPORTUNITY
*Demonstrates potential for school leadership that is **above average** for an entry-level school leader*	*Demonstrates potential for school leadership that is just **about average** for an entry-level school leader*	*Demonstrates potential for school leadership that is **below average** for an entry-level school leader*	*Has not had the opportunity to demonstrate*

Indicate your choice by placing a check (√) in the appropriate column.

STANDARD A: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT				
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.				
Standard A Indicators	*3*	*2*	*1*	*0*
A-2: Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards.				
STANDARD B: CULTURE FOR TEACHING AND LEARNING				
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.				
Standard B Indicators	*3*	*2*	*1*	*0*
B-2: Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.				
B-4: Takes measures to actively involve families in the education of their children.				
B-5: Models and communicates expectations for individual and shared ownership of student, educator, and school success.				
B-6: Recognizes and celebrates improved educator and student performance related to school vision and goals.				
STANDARD C: PROFESSIONAL LEARNING AND GROWTH				
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.				
Standard C Indicators	*3*	*2*	*1*	*0*
C-2: Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.				
C-3: Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.				
C-5: Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.				

7/27/2017

	3	2	1	0
C-6: Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.				
C-7: Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.				
STANDARD D: RESOURCE MANAGEMENT				
An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.				
Standard D Indicators	**3**	**2**	**1**	**0**
D-1: Strategically utilizes community resources and partners to support the school's mission, vision, and goals.				

GENERAL COMMENTS

1. What are the practicum candidate's overall strengths?

2. In what areas does the practicum candidate need to focus future leadership development activities?

3. What evidence did you see that the practicum candidate will be able to work with, and lead, teachers and candidates toward higher levels of achievement?

4. What are your recommendations for the candidate's next steps toward a career in school leadership?

For how many years have you worked with the practicum candidate as his/her school administrator? _____

For approximately how many hours have you observed the candidate's work during the practicum?   _____

Supervising Administrator's Name (please print) _____

School/District _____

Administrative Position _____

Signature _____   Date _____

Administrative Practicum

Formative by University Supervisor EDAD 5516 / 6516
Department of Educational Leadership
Tennessee State University

STUDENT:
COURSE:
SEMESTER:
INSTRUCTOR:

Candidate Name: _____ T # _____

DIRECTIONS: *Rate the practicum candidate's performance on each of the indicators of the Tennessee Instructional Leadership Standards (TILS) using the following scale:*

3	*2*	*1*	*0*
EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO OPPORTUNITY
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Indicate your choice by placing a check (√) in the appropriate column.

STANDARD A: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Standard A Indicators	3	2	1	0
A-2: Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards.				

STANDARD B: CULTURE FOR TEACHING AND LEARNING
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Standard B Indicators	3	2	1	0
B-2: Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.				
B-4: Takes measures to actively involve families in the education of their children.				
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STANDARD C: PROFESSIONAL LEARNING AND GROWTH
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Standard C Indicators	3	2	1	0
C-2: Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.				
C-3: Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.				
C-5: Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.				

7/27/2017

	3	2	1	0
C-6: Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.				
C-7: Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.				

STANDARD D: RESOURCE MANAGEMENT

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Standard D Indicators	3	2	1	0
D-1: Strategically utilizes community resources and partners to support the school's mission, vision, and goals.				

GENERAL COMMENTS

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Supervising Administrator's Name (please print) _____

School/District _____

Administrative Position _____

Signature _____ Date _____

7/27/2017

Administrative Practicum

Summative Evaluation by Field-Based Supervisor EDAD 5517 / 6517
Department of Educational Leadership
Tennessee State University

STUDENT:
COURSE:
SEMESTER:
INSTRUCTOR:

TENNESSEE STATE UNIVERSITY

Candidate Name: _____ T # _____

DIRECTIONS: *Rate the practicum candidate's performance on each of the indicators of the Tennessee Instructional Leadership Standards (TILS) using the following scale:*

3	*2*	*1*	*0*
EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO OPPORTUNITY
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STANDARD A: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT
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Standard A Indicators	*3*	*2*	*1*	*0*
A-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.				
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A-3: Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.				
A-4: Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).				
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B-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.				
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B-3: Fosters a safe, respectful, and orderly environment for all.				
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B-5: Models and communicates expectations for individual and shared ownership of student, educator, and school success.				
B-6: Recognizes and celebrates improved educator and student performance related to school vision and goals.				

7/27/2017

STANDARD C: PROFESSIONAL LEARNING AND GROWTH

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Standard C Indicators	3	2	1	0
C-1: Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling vision for professional learning and growth.				
C-2: Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.				
C-3: Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.				
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C-7: Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.				

STANDARD D: RESOURCE MANAGEMENT

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Standard D Indicators	3	2	1	0
D-1: Strategically utilizes community resources and partners to support the school's mission, vision, and goals.				
D-2: Includes a diverse set of educators and stakeholders in school improvement decisions.				
D-3: Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy				
D-4: Performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff .				

Administrative Practicum

Summative Evaluation by Practicum Candidate EDAD 5517 / 6517
Department of Educational Leadership
Tennessee State University

STUDENT:
COURSE:
SEMESTER:
INSTRUCTOR:

TENNESSEE
STATE UNIVERSITY

Candidate Name: _____ T # _____

DIRECTIONS: *Rate the practicum candidate's performance on each of the indicators of the Tennessee Instructional Leadership Standards (TILS) using the following scale:*

3	*2*	*1*	*0*
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*Demonstrates potential for school leadership that is **above average** for an entry-level school leader*	*Demonstrates potential for school leadership that is just **about average** for an entry-level school leader*	*Demonstrates potential for school leadership that is **below average** for an entry-level school leader*	*Has not had the opportunity to demonstrate*

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A-2: Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards.				
A-3: Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.				
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A-5: Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.				
STANDARD B: CULTURE FOR TEACHING AND LEARNING				
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.				
Standard B Indicators	*3*	*2*	*1*	*0*
B-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.				
B-2: Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.				
B-3: Fosters a safe, respectful, and orderly environment for all.				
B-4: Takes measures to actively involve families in the education of their children.				
B-5: Models and communicates expectations for individual and shared ownership of student, educator, and school success.				
B-6: Recognizes and celebrates improved educator and student performance related to school vision and goals.				

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STANDARD C: PROFESSIONAL LEARNING AND GROWTH

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Standard C Indicators	3	2	1	0
C-1: Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling vision for professional learning and growth.				
C-2: Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.				
C-3: Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.				
C-4: Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.				
C-5: Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.				
C-6: Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.				
C-7: Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.				

STANDARD D: RESOURCE MANAGEMENT

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Standard D Indicators	3	2	1	0
D-1: Strategically utilizes community resources and partners to support the school's mission, vision, and goals.				
D-2: Includes a diverse set of educators and stakeholders in school improvement decisions.				
D-3: Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy				
D-4: Performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff .				

7/27/2017

Administrative Practicum

Summative Evaluation by University Supervisor EDAD 5517 / 6517
Department of Educational Leadership
Tennessee State University

STUDENT:
COURSE:
SEMESTER:
INSTRUCTOR:

TENNESSEE STATE UNIVERSITY

Candidate Name: _____ T # _____

DIRECTIONS: *Rate the practicum candidate's performance on each of the indicators of the Tennessee Instructional Leadership Standards (TILS) using the following scale:*

3	*2*	*1*	*0*
EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO OPPORTUNITY
*Demonstrates potential for school leadership that is **above average** for an entry-level school leader*	*Demonstrates potential for school leadership that is just **about average** for an entry-level school leader*	*Demonstrates potential for school leadership that is **below average** for an entry-level school leader*	*Has not had the opportunity to demonstrate*

Indicate your choice by placing a check (√) in the appropriate column.

STANDARD A: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Standard A Indicators	3	2	1	0
A-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.				
A-2: Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards.				
A-3: Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.				
A-4: Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).				
A-5: Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.				

STANDARD B: CULTURE FOR TEACHING AND LEARNING
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Standard B Indicators	3	2	1	0
B-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.				
B-2: Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.				
B-3: Fosters a safe, respectful, and orderly environment for all.				
B-4: Takes measures to actively involve families in the education of their children.				
B-5: Models and communicates expectations for individual and shared ownership of student, educator, and school success.				
B-6: Recognizes and celebrates improved educator and student performance related to school vision and goals.				

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STANDARD C: PROFESSIONAL LEARNING AND GROWTH

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Standard C Indicators	3	2	1	0
C-1: Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling vision for professional learning and growth.				
C-2: Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.				
C-3: Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.				
C-4: Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.				
C-5: Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.				
C-6: Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.				
C-7: Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.				

STANDARD D: RESOURCE MANAGEMENT

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Standard D Indicators	3	2	1	0
D-1: Strategically utilizes community resources and partners to support the school's mission, vision, and goals.				
D-2: Includes a diverse set of educators and stakeholders in school improvement decisions.				
D-3: Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy				
D-4: Performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff .				

Site Visit by the University Supervisor

The university supervisor will meet with the candidate and the field-based supervisor in the field site at least once during each practicum semester. The purpose of the meeting is to: (a) provide for collaborative discussion of the practicum activities, and (b) provide for collaborative discussion of the candidate's practicum performance. The university supervisor will arrange a meeting with the field-based supervisor and the candidate. Other visits (are to be scheduled as needed. Out-of-state candidates will have virtual meetings (i.e., webcam, conference call: GoTo Meeting ®, SKYPE®, Facetime®)

Practicum Seminars

Practicum seminars are held periodically throughout the semester. The purposes of these seminars are to: (a) provide opportunities for group discussion of field site activities, incidents, and events; (b) provide support for the development of the practicum documents; (c) provide opportunities to meet and interact with administrators and leaders from various agencies and educational institutions which broaden the candidate's overall knowledge of the educational arena. The candidate is **required** to attend all practicum class seminars.

Participation

Ultimately, the responsibility for participation in the practicum learning experience lies with the candidate, and the meaningfulness of that participation depends on the candidate's commitment to the practicum. Satisfactory participation is evidenced by full attendance at seminars, timely completion of practicum products, accountability for field activities, completion of course assignments and deadlines, and preparedness for sessions.

Grading

Candidate's learning from the practicum experiences will be reflected in the completion of assignments, mastery of standards, field-based supervisor feedback and evaluation, candidate self-evaluation, and university supervisor's feedback and evaluation. Assessment and grades will be recorded on the eLearn gradebook and can accessed at http://elearn.tnstate.edu

DESCRIPTION OF PRACTICUM FORMS AND DOCUMENTS

Form	Description
TILS Learning Agreement Form • Copy to University Supervisor • Copy To Field-Based Supervisor • Copy to Candidate	This form verifies the field-based supervisor's learning agreement to: 1) assist the practicum candidate in the completion of activities; 2) help the practicum candidate gain access to meetings of groups such as the school board, district administrators, district and school committees, and other appropriate bodies, and; 3) supervise the candidate's field activities as delineated on the course syllabus.
Weekly Practicum Journal • Copy of plan to University Supervisor • Copy of logs and reflections to Practicum University Supervisor	The *Weekly Practicum Journal* documents the activities in which the candidate engaged as well as the program standard(s) addressed by the activities, and the candidate's reflection on the significance of one of the activities. Submitted to eLearn DROPBOX. http://elearn.tnstate.edu
Action Research Project • Copy to university supervisor • Copy to Field-based Supervisor	The **Action Research Project** that contributes to the improvement of teaching and learning at the field site. The **Action Research Project** is developed in collaboration with the field-based supervisor and includes no more than three goals, specific action objectives for each goal, an estimated timeline for completion of each action objective, and evidence of project completion. **Project topic is to be identified and begun in EDAD 5080/6580**. The project is carried out and developed during the last semester of the program, and presented at the culmination of the program.
Initial Leadership Self-Assessment for Practicum	The Initial Leadership Self-Assessment is based on the program standards identified by the Department of Educational Leadership. The standards represent a synthesis of the NCATE/ISLLC (Interstate School Leadership Licensure Consortium) national accreditation standards and the State of Tennessee Instructional Leadership Standards (TILS). The self-assessment is used at the **beginning** of each practicum to identify areas of strength and limitation in knowledge, skills, dispositions, and experiences and to guide selection of practicum activities within each of the program standards in collaboration with the field-based supervisor. **At the end** of each practicum, the candidate will complete a self-assessment which helps the candidate to reflect on growth and remaining needs for a professional development plan.

Practicum Formative and Summative Evaluations by Candidate • Copies to University Supervisor	Both the candidate and the field-based supervisor complete the Practicum Final Assessment, discuss it together, and submit it to the university supervisor. The final evaluation assesses the candidate's performance during the practicum in relation to the program standards for the specific course.. The **formative assessments** are completed only at the end of EDAD 5515/6515 and EDAD 5516/6516 and include only the standards demonstrated/practiced within each course. Whereas, the **summative assessment** is completed at the end of the EDAD 5517/6517 course.
Field Experience Placement Application (Self-Placement Form) • Due to Office of Teacher Education and Support Services (TESS) two weeks after start of semester	NOTE: Students who self-place must attach a letter from the principal of the school stating that he/she agrees to allow the practicum student to complete the field experience requirements in his/her school. In addition to the letter, the course professor must approve the field site. Authorized background investigations must also be completed.

3500 John A. Merritt Blvd.
Nashville, TN 37209-1561
(615)-963-5450
Educational Leadership

Dear School Administrator,

Thank you for agreeing to support the Practicum activities of a Tennessee State University candidate.

You are receiving this email and the attachments because you have agreed to be the primary field-based supervisor for the Department of Educational Leadership candidate during this term First, let me say "THANK YOU" so very much for agreeing to serve in this capacity to our TSU graduate candidate. The candidate is completing a program in Educational Leadership, which will earn him/her the Master's Degree in Education (M.Ed.) or Education Specialist (Ed.S.) degree. The Practicum courses are a vitally important component for the preparation of potential P-12 school leaders. The Practicum provides the candidate with opportunities to explore, apply, and reflect their knowledge, skills, and dispositions in a variety of situations in a P-12 field setting. University faculty and P-12 school partners share responsibility for candidate learning and for the assessment of the candidate's performance.

The candidate has carefully reviewed the Administrative Practicum guidelines and requirements. Each candidate is to meet individually with their primary supervisor; therefore, the candidate name listed in your email should meet with you this week to discuss the requirements and responsibilities. The TSU professor of record will be meeting with you early in the semester as well. The purpose of the initial meeting is for you and the candidate to explore the manner in which leadership learning opportunities for the candidate are to be completed. The Administrative Practicum is a 15-week experience with the candidate completing their Administrative Practicum activities.

We realize what a busy schedule P-12 administrators adhere to each day. Therefore, we will make every attempt to minimize the amount of time needed to support the candidate. The TSU professor will periodically email you to inquire as to whether you have a question. In addition, please feel free to keep us informed of any issues and the progress the candidate is making to successfully complete the Administrative Practicum.

Attached is a PowerPoint with a few pointers on field-based supervisors supervising an intern. The complete Administrative Practicum Guidelines are found at **http://elearn@tnstate.edu** . Attached is a copy of the Final Supervisor Evaluation we are asking you to complete at the end of the term.

Again, thank you very much for your collegiality and collaboration in working with TSU on this important experience for our candidate. Below is the letter provided each candidate explaining his or her responsibilities. Should you have any questions after reviewing the attachments, please do not hesitate to contact me at 615-963-5450.

Sincerely,

Trinetia Respress, Ed.D.
Department Head, Professor, and University Supervisor

TENNESSEE STATE UNIVERSITY

TENNESSEE STATE UNIVERSITY
Field-based Supervisor Application

Name: _____

Gender: _____M   _____F   Email: _____

Ethnicity: _____

Highest Degree Earned: _____

Institution: _____

Current Position: _____

School Site: _____

School Address: _____

School Phone: _____

Area(s) of Certification: _____

    Years of teaching experience as administrator: _____

    Experiences as Administrator: (Please attach current resume.)
    _____
    _____
    _____
    _____

Other Information you would like us to know: _____
_____
_____

Signature _____   Date _____

7/27/2017

STUDENT:
COURSE:
SEMESTER:
INSTRUCTOR:

TENNESSEE STATE UNIVERSITY

MENTOR SELECTION

DIRECTIONS: Using the following scale, rate the potential mentor's performance on each of the selection criteria.

3	2	1	0
EXCEEDS EXPECTATIONS	**MEETS EXPECTATIONS**	**DOES NOT MEET EXPECTATIONS**	**NO OPPORTUNITY**
Demonstrates potential as a mentor that is **above average** for an instructional leader	Demonstrates potential as a mentor that is **average** for an instructional leader	Demonstrates potential as a mentor that is **below average for** an instructional leader	Has not had the opportunity to demonstrate

Indicate your choice by placing a check (√) in the appropriate column.				
Criteria for Selection of Mentor Instructional Leader:	**3**	**2**	**1**	**0**
1. Possesses at least three years of experience as a principal.				
2. Demonstrates excellent oral and written communication skills.				
3. Fosters a safe, respectful, and orderly environment for all.				
4. Exhibits knowledge of using multiple sources of data to make informed decisions.				
5. Has experience with curriculum development.				
6. Has experience in mentoring and evaluating teachers and/or staff.				
7. Possesses willingness to invest time and energy in professional development of colleagues.				
8. Demonstrates advocacy for all students.				
9. Has experience with budgeting and managing resources.				
10. Possesses a caring attitude, a belief in his/her colleague's potential, flexibility, and a sense of humor.				
11. Has experience in a standards based system that ensures student achievement.				

Comments:

Mentor/Leader's Name: _____

Student Name: _____

_____

Superintendent (or designee):

_____   _____   _____
Print Name   Signature   Date

7/27/2017

TENNESSEE STATE UNIVERSITY

TENNESSEE STATE UNIVERSITY
Practicum Candidate Application

EDAD6080

Course (circle one):   EDAD 5515   EDAD 5516   EDAD 5517   EDAD 6515   EDAD 6516   EDAD 6517   EDAD 7080

Semester (circle one): SPRING   SUMMER   FALL   **Year:** 20_____   Instructor: _____

Name: _____T #_____

Gender: _____M   _____F   BEST CONTACT NUMBER: _____

Ethnicity: _____   PREFERRED EMAIL: _____

Highest Degree Earned: _____

Practicum School Site   _____

School Address: _____

School Phone: _____

Current Position: _____

Area(s) of Certification: _____

Years, levels, and locations of teaching experience: (**please attach your resume**)
_____
_____
_____

Other Information you would like us to know: _____
_____
_____

Signature _____   Date _____

7/27/2017

<table>
<tr><td>School
Letterhead</td></tr>
</table>

TENNESSEE STATE UNIVERSITY

INFORMATION FOR TILS MASTERY AGREEMENT
CANDIDATE AGREEMENT

Overview – Background Information to Share with Field-based Supervisor

The internship experiences reflect the mission and values of the Department of Educational Leadership. It is designed to promote instructional leadership focused on equity, inquiry and reflection. The internship experience is structured over three semesters to gain an appreciation of the complexity and ever-changing role of the administrator.

Aspiring school leaders are not expected to be accomplished instructional leaders, but they should experience a wide variety of administrative responsibilities and activities designed to improve teaching and learning:

     a.
     b.
     c.
     d.

are examples of administrative responsibilities that are best understood in the context of supporting improved teaching and learning for all children. The concept of instructional leadership requires that the candidate *inquire* and *reflect* about administrative work as it affects the equitable use of resources to achieve learning for all.

A meaningful practicum experience requires the involvement of a university supervisor and a field-based supervisor in a school or district setting. This experience is also based on the Tennessee Standards of Instructional leadership (TILS), **as well the context of the specific school setting for the practicum/internship**. Additional practical experience, provided under the guidance of the course university supervisor will enhance the opportunity for the candidate to integrate theory and practice.

The candidate should identify a specific field-based supervisor that they would like to work with and ask if s/he would be willing to act as the candidate's field-based supervisor for this course. The candidate and the field-based supervisor will agree on the manner in which the required activities will be carried out and documented. The TILS mastery agreement should be printed on the school letterhead, signed by the field-based supervisor and the candidate. Contact information on the field-based supervisor should be submitted to the course university supervisor and Internship Coordinator within the first two weeks of the term. The university supervisor will communicate with the field-based supervisor through email, phone calls, and/or field visitation.

The field-based supervisor will complete an evaluation of the candidate's performance via eLearn at **http://elearn.tnstate.edu**. The candidate will complete a self-evaluation at both the beginning and the end of the practicum experience through eLearn as well.

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Tennessee Instructional Leadership Standards (TILS)
Candidate Indicator Progression M.Ed.

M.Ed.	INTRODUCED	DEVELOPED	PRACTICED	
	List specific courses, and assessment(s)?	**List specific courses, and assessment(s)?**	**List specific semester where candidate demonstrates proficiency in early field experiences?**	

TILS

STANDARD A: *Instructional Leadership for Continuous Improvement*
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

A-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.	EDAD 5020 **KA-Vision/Mission Statement	EDAD 6200 **KA-Adaptive Action Plan	**First Semester** EDAD 5515 School Climate Survey with Recommendations Report to School Leader **Fourth Semester** EDAD 5517 School Climate Survey with Recommendations Report to School Leader
A-2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.	EDAD 5030 **KA-Peer Classroom Observation using TEAM Observation Form and Rubric	EDAD 5200 **KA-Curriculum Alignment Presentation	**Fourth Semester** EDAD 5517 Prepare a Professional Development Presentation on Common Core Standards
A-3: Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	EDAD 5090 **KA-Power Point presentation for school board members on student assessment	EDAD 6200 **KA-Principal Interview/Principal Shadow	**Fourth Semester** EDAD 5517 Hold a Focus Group Cadre of Parents of Special Education Students and Share Results with School-Based Leadership Team
A-4: Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).	EDAD 5030 **KA-Peer Classroom Observation using TEAM Observation Form and Rubric	EDAD 5080 **KA-Action Research Project	Fourth Semester EDAD 5517 Develop a School-wide Mantra with the School Community which will instill pride and emotional community.

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	EDAD 5020 **KA-Vision/Mission Statement	EDAD 6200 **KA-Adaptive Action Plan	**First Semester** EDAD 5515 Interview building leadership regarding operational expectations. **Fourth Semester** EDAD 5517 Review Strategic Plan and Identify Components that address goals and practices
A-5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.			

Standard B: *Culture for Teaching and Learning*
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

	EDAD 5020 **KA-Vision/Mission Statement	EDAD 6200 **KA-Principal Interview Pre/Post Adaptive Action Plan	**First Semester** EDAD 5515 Design a Framework/Template that will allow the school to send out a quarterly newsletter that will update all stakeholders. **Fourth Semester** EDAD 5517 Develop an Executive Summary Document that highlights/captures the goals, accomplishments, data reality, culture/climate and the impact that has on student achievement. The intern will work with various stakeholders to complete this task.
B-1: Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.			
B-2: Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.	EDAD 5030 **KA-Peer Classroom Observation using TEAM Observation Form and Rubric	EDAD 5200 **KA-Curriculum Alignment	**Second Semester** EDAD 5516 Review and Develop a school climate and school connection survey for students.
B-3: Fosters a safe, respectful, and orderly environment for all.	EDAD 5030 **KA-Peer Classroom Observation using TEAM Observation Form and Rubric	EDAD 5050 **KA-Crisis Plan	**First Semester** EDAD 5515 Work systemically with students, faculty and staff to develop a slogan/mantra that everyone can learn, recite and live by…

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			Second Semester EDAD 5516 Post developed slogan/mantra all over the building. Work with the administration to ensure that it is communicated every day, whether it is the morning announcements, said every day before instruction is delivered, the greeting when answering the phone, before any meeting begins, Etc. An example (Here at…we are working together to achieve outstanding results).
B-4: Takes measures to actively involve families in the education of their children.	EDAD 5640 **KA-Brochure of Community Resources	EDAD 6200 **KA-Six Essential Elements Assignment	**Second Semester** EDAD 5516 Coordinate Home Visits with Staff **Fourth Semester** EDAD 5517 Hold a Town Hall Meeting and Present a "State of the School" Address
B-5: Models and communicates expectations for individual and shared ownership of student, educator, and school success.	EDAD 5640 **KA-Brochure of Community Resources	EDAD 6200 **KA-School Entry Plan	**Second Semester** EDAD 5516 Develop focus groups to establish feedback regarding culture and school climate with students and staff/faculty. **Fourth Semester** EDAD 5517 School Newsletter and Dissemination Activity
B-6: Recognizes and celebrates improved educator and student performance related to school vision and goals.	EDAD 5020 **KA-Celebration Calendar	EDAD 5640 **KA-Attend Organized Celebration Event	First Semester EDAD 5515 Develop an awards ceremony template that would take place either quarterly or each semester. **Second Semester** EDAD 5516 Conduct/host the awards ceremony with the administration that would recognize faculty/staff and students alike.

<table>
<tr><td colspan="5" style="background:#dde8c0"><u>STANDARD C:</u> Professional Learning and Growth
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.</td></tr>
<tr>
<td>C-1: Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling vision for professional learning and growth.</td>
<td>EDAD 5020
**KA-Vision/Mission Statement</td>
<td>EDAD 6200
**KA-Principal Shadowing</td>
<td>First Semester
EDAD 5515
Develop a Likert scale survey

Fourth Semester
EDAD 5517
Disseminate and analyze survey finding and share findings with stakeholders.</td>
</tr>
<tr>
<td>C-2: Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.</td>
<td>EDAD 5030
**KA-Classroom Observation using TEAM Observation form and Rubric</td>
<td>EDAD 5200
**KA-Professional Development Plan</td>
<td>Second Semester
EDAD 5516
Professional Development Activity
Develop and share a best practice rating scale that is aligned with the evaluation instrument where teachers can do a self-assessment of their own progress monitoring.</td>
</tr>
<tr>
<td>C-3: Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.</td>
<td>EDAD 5030
**KA-Classroom Observation using TEAM Observation form and Rubric</td>
<td>EDAD 5200
**KA-Professional Development Plan</td>
<td>First Semester
EDAD 5515
Develop a survey or questionnaire designed to capture the staff's desires and needs around professional development.

Second Semester
EDAD 5516
Professional Development Activity
Formulate and share survey or questionnaire findings with the staff and administration developing a presentation.</td>
</tr>
<tr>
<td>C-4: Engages faculty and self in data-informed, differentiated professional learning goals and plans.</td>
<td>EDAD 5090
**KA-Power Point presentation for faculty on student assessment</td>
<td>EDAD 6200
**KA-Five Characteristics of Instructional Leadership/Principal Shadowing</td>
<td>Second Semester
EDAD 5516
Develop a professional development in-service presentation for faculty and staff. Share the outline of the professional development in-service for the administration, which is designated to increase teacher leaders measured by TILS

Fourth Semester
EDAD 5517
Develop/design a</td>
</tr>
</table>

			professional development "Best Practices" Quarterly Institute that will capture and highlight achievement data, attendance data, suspension data, referral data, expulsion data, (if HS, graduation data) parent involvement data, trend data and align this to professional learning goals and plans.
C-5: Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.	EDAD 5200 **KA-Resource Depository	EDAD 6200 **KA-PAR Summative Appraisal	**Second Semester** EDAD 5516 Create retention rubric with the principal that would identify desired outcomes to increase staff retention. **Fourth Semester** EDAD 5517 Share the retention rubric with faculty and staff so they can highlight the desired outcomes that would increase retention.
C-6: Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the *Tennessee Instructional Leadership Standards.*	EDAD 5030 **KA-Professional Opportunity Brochure	EDAD 5200 **KA-Professional Development Plan	**First Semester** EDAD 5515 Identify potential leadership growth opportunities with the principal for teachers. Design a rubric for a professional development exercise. **Second Semester** EDAD 5516 Develop a professional development in-service presentation for faculty and staff. Share the outline of the professional development in-service for the administration, which is designed to increase teacher leaders measured by TLS.

		EDAD 5030 **KA-Classroom Observation using TEAM Observation form and Rubric	EDAD 5200 **KA-Professional Development Plan	**First Semester** EDAD 5515 Develop a document self - assessment checklist that is aligned with the new evaluation instrument. **Second Semester** EDAD 5516 Develop collegial learning circles where teachers can share their self-assessment data with their colleagues.
C-7: Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.				

Standard D: *Resource Management* **An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.**				
D-1: Strategically utilizes community resources and partners to support the school's mission, vision, and goals.	1. Strategically utilizes community resources and partners to support the school's mission, vision, and goals.	EDAD 5640 **KA-Brochure of Community Resources	EDAD 6200 **KA-Comprehensive District Education Plan (CDEP) Comprehensive School Education Plan (CSEP)	
D-2: Includes a diverse set of educators and stakeholders in school improvement decisions.	2. Includes a diverse set of educators and stakeholders in school improvement decisions.	EDAD 5050 **KA-Analysis of the Demographics of School Stakeholders and Educators	EDAD 5080 **KA-Action Research Project	
D-3: Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.	3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.	EDAD 5720 **KA-Budget Scenario	EDAD 6200 **KA-Common core Analysis	
D-4: Performs all fiscal and responsibilities with accuracy, transparency, and in the best interest of students and staff.	4. Performs all fiscal and responsibilities with accuracy, transparency, and in the best interest of students and staff.	EDAD 5720 **KA-Budget Scenario	EDAD 6200 **KA-Common Core Analysis	

Tennessee Instructional Leadership Standards (TILS)
Candidate Indicator Progression Ed.S.

Ed.S.	INTRODUCED	DEVELOPED	PRACTICED
	List specific courses, and assessment(s)?	**List specific courses, and assessment(s)?**	**List specific semester where candidate demonstrates proficiency in early field experiences?**

TILS

Standard A: *Instructional Leadership for Continuous Improvement*
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

A-1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.	EDAD 6010 **KA-Vision/Mission/Goal Statement for Class	EDAD 6200 **KA-Adaptive Action Plan	**First Semester** EDAD 6515 School Climate Survey with Recommendations Report to School Leader **Fourth Semester** EDAD 6517 School Climate Survey with Recommendations Report to School Leader
A-2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.	EDAD 6060 **KA-Lesson Plan/Video Production	EDAD 6110 **KA-In-service for Grade Level Teachers on Curriculum and Standards Alignment	Fourth Semester EDAD 6517 Prepare a Professional Development Presentation on Common Core Standards
A-3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	EDAD 6120 **KA-Power Point presentation for school board members on student assessment	EDAD 6200 **KA-Principal Interview/Principal Shadow	**Fourth Semester** EDAD 6517 Hold a Focus Group Cadre of Parents of Special Education Students and Share Results with School-Based Leadership Team
A-4. Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).	EDAD 6060 **KA-School Improvement for Special Populations	EDAD 6580 **KA-Action Research Project	**Fourth Semester** EDAD 6517 Develop a School-wide Mantra with the School Community which will instill pride and emotional community.

A-5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.	EDAD 6010 **KA-Vision/Mission/Goal Statement for Class	EDAD 6200 **KA-Adaptive Action Plan	**First Semester** EDAD 6515 Interview building leadership regarding operational expectations. **Fourth Semester** EDAD 6517 Review Strategic Plan and Identify Components that address goals and practices	

Standard B: *Culture for Teaching and Learning*
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

B-1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.	EDAD 6010 **KA-Vision/Mission/Goal Statement for Class	EDAD 6200 **KA-Principal Interview/Pre/Post Adaptive Action Plan	**First Semester** EDAD 6515 Design a Framework/Template that will allow the school to send out a quarterly newsletter that will update all stakeholders. **Fourth Semester** EDAD 6517 Develop an Executive Summary Document that highlights/captures the goals, accomplishments, data reality, culture/climate and the impact that has on student achievement. The intern will work with various stakeholders to complete this task.
B-2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.	EDAD 6060 **KA-Peer Teacher Observation	EDAD 6110 **KA-Mock Observation Scoring	Second Semester EDAD 6516 Review and Develop a school climate and school connection survey for students.

		EDAD 6060 **KA-School Safety Survey	EDAD 6070 Safety **KA-Rules Classroom Environment Plan	**First Semester** EDAD 6515 Work systemically with students, faculty and staff to develop a slogan/mantra that everyone can learn, recite and live by… **Second Semester** EDAD 6516 Post developed slogan/mantra all over the building. Work with the administration to ensure that it is communicated every day, whether it is the morning announcements, said every day before instruction is delivered, the greeting when answering the phone, before any meeting begins, Etc. An example (Here at…we are working together to achieve outstanding results).
	B-3. Fosters a safe, respectful, and orderly environment for all.			
	B-4. Takes measures to actively involve families in the education of their children.	EDAD 6300 **KA-Media Campaign	EDAD 6200 **KA-Six Essential Elements Assignment	**Second Semester** EDAD 6516 Coordinate Home Visits with Staff **Fourth Semester** EDAD 6517 Hold a Town Hall Meeting and Present a "State of the School" Address
	B-5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.	EDAD 6300 **KA-Media Campaign	EDAD 6200 **KA-School Entry Plan	**Second Semester** EDAD 6516 Develop focus groups to establish feedback regarding culture and school climate with students and staff/faculty. **Fourth Semester** EDAD 6517 School Newsletter and Dissemination Activity

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	B-6. Recognizes and celebrates improved educator and student performance related to school vision and goals.	EDAD 6010 **KA- Vision/Mission/Goal Statement for Class	EDAD 6300 **KA-Organize an Event	**First Semester** EDAD 6515 Develop an awards ceremony template that would take place either quarterly or each semester. **Second Semester** EDAD 6516 Conduct/host the awards ceremony with the administration that would recognize faculty/staff and students alike.
STANDARD C: *Professional Learning and Growth* **An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.**				
	C-1. Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling vision for professional learning and growth.	EDAD 6010 **KA- Vision/Mission/Goal Statement for Class	EDAD 6200 **KA-Principal Shadowing	**First Semester** EDAD 6515 Develop a Likert scale survey **Fourth Semester** EDAD 6517 Disseminate and analyze survey finding and share findings with stakeholders.
	C-2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.	EDAD 6060 **KA-Video Scoring	EDAD 6110 **KA-Instructional Video Classroom and Scoring	**Second Semester** EDAD 6516 Professional Development Activity Develop and share a best practice rating scale that is aligned with the evaluation instrument where teachers can do a self-assessment of their own progress monitoring.
	C-3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.	EDAD 6060 **KA-Video Scoring	EDAD 6110 **KA-Video Instruction Professional /Development	**First Semester** EDAD 6515 Develop a survey or questionnaire designed to capture the staff's desires and needs around professional development. **Second Semester** EDAD 6516 Professional Development Activity Formulate and share survey or questionnaire findings with the staff and administration developing a presentation.

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C-4. Engages faculty and self in data-informed, differentiated professional learning goals and plans.	EDAD 6120 **KA-Power Point presentation for faculty on student assessment	EDAD 6200 **KA-Five Elements of Instructional Leadership/Principal Shadowing	**Second Semester** EDAD 6516 Develop a professional development in-service presentation for faculty and staff. Share the outline of the professional development in-service for the administration, which is designed to increase teacher leaders measured by TILS. **Fourth Semester** EDAD 6517 Develop/design a professional development "Best Practices" Quarterly Institute that will capture and highlight achievement data, attendance data, suspension data, referral data, expulsion data, (if HS, graduation data) parent involvement data, trend data and align this to professional learning goals and plans.
C-5. Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.	EDAD 6110 **KA-Induction Program Modules	EDAD 6200 **KA-Peer Assistance and Review (PAR) Summative Appraisal	**Second Semester** EDAD 6516 Create retention rubric with the principal that would identify desired outcomes to increase staff retention. **Fourth Semester** EDAD 6517 Share the retention rubric with faculty and staff so they can highlight the desired outcomes that would increase retention.
C-6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the *Tennessee Teacher Leadership Standards.*	EDAD 6060 **KA-Teacher Leader Observation Project	EDAD 6110 **KA-Professional Development Plan	**First Semester** EDAD 6515 Identify potential leadership growth opportunities with the principal for teachers. Design a rubric for a professional development exercise. **Second Semester** EDAD 6516 Develop a professional development in-service presentation for faculty and staff. Share the outline of the

			professional development in-service for the administration, which is designed to increase teacher leaders measured by TILS.
C-7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.	EDAD 6060 **KA-Teacher Leader Observation Project	EDAD 6110 **KA-Instructional Video Classroom and Scoring	**First Semester** EDAD 6515 Develop a document self - assessment checklist that is aligned with the new evaluation instrument. **Second Semester** EDAD 6516 Develop collegial learning circles where teachers can share their self-assessment data with their colleagues.
Standard D: *Resource Management* **An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.**			
D-1: Strategically utilizes community resources and partners to support the school's mission, vision, and goals.	EDAD 6300 **KA-Media Campaign	EDAD 6200 **KA-Comprehensive District Education Plan (CDEP) Comprehensive School Education Plan (CSEP)	**Second Semester** EDAD 6516 Develop a community night fair where community partners can showcase services, resources and products. **Fourth Semester** EDAD 6517 Using Automated Telephone System Assists Principal in Mass Communication
D-2: Includes a diverse set of educators and stakeholders in school improvement decisions.	EDAD 6070 **KA-Role of Special Populations Teachers	EDAD 6580 **KA-Action Research Project	**Fourth Semester** EDAD 6517 Town Hall Meeting Develop a structure for a School Based Planning team with direction of the administration. The team make up would be educators of

D-3: Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.	EDAD 6280 **KA-Budget Scenario	EDAD 6200 **KA-Common Core Analysis	**Fourth Semester** EDAD 6517 Do an inventory check to find out if the building is living up to the expectations of Common Core.
D-4: Performs all fiscal and responsibilities with accuracy, transparency, and in the best interest of students and staff.	EDAD 6200 **KA-Budget Scenario	EDAD 6200 **KA-Common Core Analysis	**Fourth Semester** EDAD 6517 Develop an operational document that will highlight budgetary activities that aligned with the mission and vision of the school also incorporate recommendations for maximizing efficiencies as well.

ACADEMIC CALENDAR 2017-2018	
FALL SEMESTER 2017	
Aug 11	Faculty contracts begin
Aug 11	Faculty report for fall semester activities
Aug 14-15	Faculty/ Staff Institute
Aug 16	Residence Halls Open (New Students)
Aug 16-18	Freshmen Orientation
Aug 18	Residence Halls Open (Returning Students)
Aug 21	Classes begin
Aug 21- Aug 25	Late registration/Schedule Adjustment
Sept 8	Campus Wide Assembly – First Year Students
Sept 4	Holiday-Labor Day
Sept 15	Recognition of Constitution Day
Sept 24-30	Student Study Week – No Activities Scheduled
Oct 1-7	Mid-term Examination Week-all classes meet as scheduled
Oct. 8-14	Homecoming
Oct 10	Founders Day (9:00 a.m. – Kean Hall)
Nov 3	Last day to withdraw from a course and/or the University
Nov 6 – Jan 12	Registration for Spring 2018
Nov 10	Veterans' Day
Nov 20-25	Fall Break/Thanksgiving Holiday- no classes
Dec 4-6	Early Exams (Candidates for Fall 2017 graduation **ONLY**)
Dec 6-8	Faculty Submit grades (Candidates for Fall 2017 graduation)
Dec 2	Last day of class
Dec 4-8	Student Study Week – No Activities Scheduled
Dec 4-8	Final examinations
Dec 9	Commencement – Gentry Complex
Dec 11	Faculty must have posted all grades via "MyTSU"
Dec 24 – Jan 2	Holiday Break
SPRING SEMESTER 2018	
Jan 2	University Re-opens-8:00 am
Jan 8	Faculty/ Staff Institute
Jan 10	Residence Halls open (New Students)
Jan 11	Freshman Orientation
Jan 12	Residence Halls Open (Returning Students)
Jan 15	Holiday – MLK – No Classes
Jan 16	Classes Begin
Jan 16-19	Late Registration/Schedule Students
Feb 26 – Mar 2	Student Study Week – No Activities Scheduled
Mar 3-9	Mid-term Examination Week-all classes meet as scheduled
Mar 12-16	Spring Break
Mar 30	Last day to withdraw from a course and/or the University
April 2 – April 28	Registration for Summer 2018
April 2 – Aug 24	Registration for Fall 2018
April TBA	Honors Convocation
April 23-25	Early Exams (Candidates for Spring 2018 graduation **ONLY**)
April 23-27	Student Study Week – No Activities Scheduled
April 24-27	Faculty Submit grades (Candidates for spring 2018 graduation)
April 27	Last day of class

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April 28-May 4	Final examinations for Spring 2017 semester
May 4 (Friday)	Graduate Commencement Ceremony, 5:00 p.m., Gentry Complex
May 5 (Saturday)	Undergraduate Commencement Ceremony – 8:00 a.m., Hale Stadium
May 7	Faculty must have posted all grades via "MyTSU"
SUMMER TERM 2018	
Maymester	
May 7	Registration
May 7	Classes begin for 3 week session.
May 18	Last day to withdraw from courses
May 24	Last day of classes
May 28	Holiday Observed
May 28	Faculty must have posted all grades via "MyTSU"
Full – 10 Week Session	
April 2 – May 28	Registration-All Summer Sessions
June 2	Residence Halls open
June 4	Classes begin for full 10 week session.
June 4-6	Late registration/Schedule Adjustments
July 4	Holiday Observed
July 13	Last day to withdraw from 10 week courses
July 13	Last day to withdraw from University
Aug 10	Last day of classes
Aug 13	Faculty must have posted all grades via "MyTSU"
Session I -- Five Week Session	
June 4	Classes begin
June 4-6	Late registration/Drop/Add
June 22	Last day to withdraw from First-session courses
June 22	Last day to withdraw from University
July 5	Last day of classes
July 4	Holiday Observed
Session II -- Five Week Session	
July 9	Classes begin
July 9-11	Late registration/Drop/Add for Summer II
July 27	Last day to withdraw from Second-session courses
July 27	Last day to withdraw from University
Aug 9	Last day of classes
Aug 13	Faculty must have posted all grades via "MyTSU"

Final examinations for summer semesters will be scheduled during the last official meeting date/ time for each specific course.

7/27/2017

MY CLASS EVALUATION

My Class Evaluation is an online platform launched in Spring2012 by the Office of Institutional Planning and Assessment in the Division of Academic Affairs for evaluation of faculty instruction by students. The service provided through IOTA Solutions, involves faculty, student, and course information uploads and interface with TSU Banner Services, the use of nationally-normed online evaluation instrument customized to the needs of the university, the use of a detailed communication plan that includes social media each semester to engage all stakeholders, and the generation, hosting and maintenance of standard and historical reports such as evaluations forms, course/student/instructor records and data, as well as technical support, software maintenance and upgrades.

My Class Evaluation Single Sign-On (SSO) simplifies user access by providing a Federated Identity Management system whereby a single action of user authentication and authorization grants the user access to all applications where he or she has permissions, without the need to enter multiple username/password combinations.

Unique to My Class Evaluation, is a measure known as the Net Promoter Score ("NPS"), which provides a standardized benchmark of student satisfaction from term to term that, over time, shows clear trends in either direction. Frequent monitoring allows the university to quickly make adjustments to improve student satisfaction and learning.

Because of the range of disciplines and approaches throughout the campus, My Class Evaluation provides for clarity in the evaluation of faculty instruction by students, provides online documentation of student evaluation data, enhances access by faculty and administration to evaluation data that can be utilized for improvements in student learning and for personnel purposes such as tenure, retention, and promotion, and ensures flexibility with running different course evaluation reports as needed.

STEPS:

1. For Faculty Access to My Class Evaluation:

• Log into your myTSU Tab
• Click the Banner Services Tab
• Click Faculty Services myTSUTab
• Click My Class Evaluation

2. For Students' Access to My Class Evaluation:

Please direct students to the following website myTSUTab)
https://mytsu.tnstate.edu/cp/home/displaylogin
• Log into your myTSUTab
• Click the Student Tab
• Click Student Records
• Click My Class Evaluation

For more information about My Class Evaluation and student evaluation of faculty instruction, contact the Office of Institutional Planning and Assessment (IPA) at 615-963-2551

7/27/2017

GRADE APPEAL

The University recognizes the right of a student to appeal a grade which she/he believes is incorrect and does not reflect the student's class performance. Issues related to harassment (sexual, racial, or other) should be referred to the Affirmative Action Officer.

STEPS:

1. Students who believe an incorrect grade was awarded should seek a resolution with the instructor as soon as possible. If the student is not satisfied after attempting to reconcile the matter with the instructor, the student may appeal to the head of the department. This appeal must be in writing, accompanied by all relevant supporting documents, and must be initiated within 30 calendar days of the beginning of the semester immediately following the semester in which the grade was awarded (excluding summer school).

2. The department head should provide a copy of the student's letter to the instructor and request a written response from the instructor.

3. The instructor will provide the department head with a written response within 10 working days. (Exceptions will apply when the instructor is not teaching, as in summer session, or when the instructor is on leave.)

4. In instances where an instructor indicates to a student that a grade adjustment is warranted, and fails to make the adjustment within ten working days, the student should inform the instructor's department head.
If the student is not satisfied with the decision of the department head, a further written appeal may be made to the Dean of the College/School. This appeal must be made within ten calendar days of the decision of the department head. After reviewing the appeal record, the Dean must render a decision within ten days of the receipt of the appeal, after which the Provost and Executive Vice President is the next level of appeal.

If the instructor happens to be the department head or the dean, the appeal will be submitted to the next higher academic officer (that is, to the dean if the department head is the instructor or the Provost and Executive Vice President if the dean is the instructor). In such cases the decision of the Provost and Executive Vice President is final.

Grades, transcript information, drop/adds, withdrawals, and other data perceived by the student to be in error must be protested by the student within thirty days. Appeals made after this time will not be reviewed.

GRADE CHANGES *

This procedure is used to complete a Change of Grade Form when a grade has been incorrectly awarded. To obtain official approval, the Change of Grade Form must be submitted according to the steps below.

STEPS:

1) If a student believes an incorrect grade was awarded he/she should seek a resolution with the instructor as soon as possible.

2) If an instructor determines that he/she mistakenly awarded the student an incorrect grade, he/she should submit a change of grade form to the department head for approval.

3) The department head will submit the form to the dean for approval.

4) In instances where an instructor indicates to a student that a grade adjustment is warranted and fails to make the adjustment within ten (10) working days, the student should inform the instructor's department head. (Exceptions will apply when the instructor is not teaching, as in summer session, or when the instructor is on leave.)

5) Students who believe that an appropriate grade has not been assigned should contact the instructor, who then may submit a **change of grade form**. The change of grade form should be signed by the instructor, Department Head, Dean of the College, Provost Office, and Records.

6) If the student is not satisfied after attempting to reconcile the matter with the instructor, the student may request a meeting to the head of the department. If the student is not satisfied with the decision of the department head, a meeting may be requested with the Dean of the College/School.

* Follow the Procedure for "I" Grade Replacement to remove Incomplete (I) Grades
.

Tennessee State University
Records Office, Floyd-Payne Campus Center, Suite
305

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"I" GRADE REPLACEMENT

The grade of "I", incomplete, indicates that the student's work in a course is incomplete but otherwise satisfactory. The steps below outline the processes for Graduate and Undergraduate students.

GRADUATE

Graduate instruction assumes that the student has both the interest and the ability to do independent study and research of outstanding quality. Thus, a graduate student must maintain a minimum average of ─B (3.0 quality points on a 4.0 point system) in all graduate work. Course grades are: A, B, C, D, and F. In master's degree programs, grades less than ─C are counted in compiling the general average, but they may not be included in the requirements for the degree. For information about ─C's in doctoral programs, please see specific program

The grade of "I", incomplete, indicates that the student's work in a course is incomplete but otherwise satisfactory.

The ─I grade must be removed from the graduate student's permanent record within one semester from the end of the term in which the ─I grade was awarded. If all requirements for removal of the ─I are not met within the period, the ─I grade will be changed to ─F by the Office of Admissions and Records. All enrollments in dissertation, thesis, or project writing courses shall carry the grade of ─I until the project is completed. The final letter grade is awarded to each previous enrollment where an ─I was awarded. (Graduate Catalog 2011-2013).

UNDERGRADUATE

Removal of ─I grades: ─Incomplete is a temporary grade which must be removed from the undergraduate student's permanent record within one semester from the end of the term in which the ─I grade was awarded. If all requirements of a course in which the ─I was awarded are not met within one semester, the grade of ─I will automatically convert to a grade of ─F.

Inasmuch as the awarding of an Incomplete is the decision of the instructor, it is the instructor's responsibility to inform the student an Incomplete was awarded and make him/her aware of what assignments must be completed to remove the ─I.

Students are NOT to be instructed to re-enroll in any course or laboratory to remove an Incomplete. If the extent of the work to be done is such that the student needs to attend class, the student should be awarded an appropriate grade and it becomes the student's decision, or requirement to re-enroll in the course.II

The ─"I" grade may be removed by following the steps below:

> 1. Contact the instructor who issued the Incomplete, and complete all assignments required to remove the ─"I" grade.
> 2. Conditions for Issuance and Removal of Incomplete (I) Grade (contract)
> 3. Secure the ─"I" Replacement Form from the Records Office or download the form from www.tnstate.edu/records.
> 4. The "I" Replacement grade must be submitted to the Records Office with the grade authorized by the instructor of the class.

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TENNESSEE STATE UNIVERSITY

RECORDS OFFICE, FLOYD-PAYNE CAMPUS CENTER, SUITE 305

"I" GRADE REPLACEMENT FORM

(PLEASE PRINT.)

"I" GRADE REPLACEMENT FORM

NAME _____ T NUMBER: T_____

      LAST   FIRST   M.I.

SEMESTER: FALL 20_____   SPRING 20_____   SUMMER 20_____

DIS.	COURSE NO.	COURSE TITLE	HRS.	NEW GRADE
(E.G. ENGL)	(E.G. 1010)	(E.G. FRESHMAN ENGLISH I)		

_____   _____

INSTRUCTOR'S SIGNATURE   DATE   DEPARTMENT HEAD'S SIGNATURE   DATE

RECEIVED BY_____   DATE ISSUED _____

7/27/2017

CONDITIONS FOR ISSUING/REMOVAL OF INCOMPLETE GRADE
(Please see reverse side for details)

TO: _____ **T#** _____

Course No. _____ **Section** _____ **Title** _____

Semester _____ **20** _____

The work you have completed to date in this course and your attendance has been satisfactory. I have awarded you an Incomplete ("I") grade for the reason stated below:

Reason for Awarding Incomplete

_____

_____

_____

Assignments/Examinations to be Completed

_____

_____

_____

_____

Date (s) Assignment (s) Due or Examination (s) to be Taken

_____

_____

_____   _____

Student's Signature   Date

_____   _____

Instructor's Signature   Date

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Review Grading System and Regulations Regarding Grades of "I" in the catalog. The student DOES NOT re-enroll in the course to remove the Incomplete. Instructors who award Incompletes are to specify dates and conditions for removal of the Incompletes, inform students in writing, and file a copy of these conditions with the copy of grades submitted to their department heads.

An Incomplete is to be removed not later than the end of the ensuing semester. It is not necessary for a student to be enrolled to remove an Incomplete. Graduating seniors are to remove Incompletes by the date graduation applications are due in major departments. Where the nature of course work justifies the regular awarding of Incompletes (i.e., more than a semester is needed by most students to complete assignments), departments will develop and maintain a listing of such courses and specify time limits for removal of these Incompletes. In all instances, a final date for completing assignments must be set. This date may be mutually agreed upon by the student and instructor within guidelines of the department.

A conference is to be held with every student who is awarded an Incomplete to inform him/her of conditions for removing the Incomplete. This is to be done at either the end of the semester when the grade is being awarded—or the very beginning of the next semester. The student must be provided with a copy of the conditions and a copy is filed with grades submitted to the departmental office. When conditions of the agreement are not met, the instructor will submit the appropriate grade for the student. It is not necessary to wait until the end of a semester to submit the grade.

A student who is passing a course and absents himself/herself from a final examination, is awarded an "I" but makes no contact with the instructor within a reasonable period following the examination, may be awarded a replacement grade prior to the end of the next semester. Instructors are not expected to award an Incomplete to a student who is failing a course, whose attendance has been unsatisfactory and who does not report for the final examination.

Incompletes awarded at the end of a Fall semester are to be removed by the end of the following Spring semester. Incompletes awarded at the end of a Spring semester are to be removed by the end of the following Fall semester. Incompletes awarded at the end of a summer session are to be removed by the end of the following Fall semester.

After a period of one semester the Records Office will change applicable Incompletes to "F" (no credit)--excepting those for which departments allow more than a semester for removal.

Reactivated and revised 08/15/2012
Division of Academic Affairs

Program of Study
M.Ed. in Instructional Leadership
Concentration: Licensure
Effective Fall, 2017

Student Information

Last Name	First Name	Middle Name	SS#

Home Address	City	State	Zip Code

Highest Degree	Institution	Home Phone	Work Phone

1. Complete the Admission to Candidacy/Program of Study form in **consultation with your advisor**;
2. Program is to be developed prior to the first semester of study;
3. Remove any Incomplete ("I") grades from the permanent record;
4. Type or print information on form, and submit to advisor for signatures.
5. Return **three (3) copies** of the form to the Graduate School.

**NOTE: COURSES MUST BE TAKEN IN THE ORDER SHOWN ON THIS SHEET.
CANDIDATES MUST SEE ADVISOR EACH SEMESTER PRIOR TO REGISTERING**

Program Information

Required Courses	Disc.	Number	Description	Hours	Grade
Semester 1					
	EDAD	5020	Philosophy and Introduction to Educational Administration	3	
	EDAD	5030	Instructional Leadership	3	
	EDAD	5515	Administrative Internship I	1	
	EDCI	**6100***	**Curriculum Planning and Programs**	3	
Semester 2					
	EDAD	5200	Human Resource Management	3	
	EDAD	5640	School and Community Relations	3	
	EDAD	5516	Administrative Internship II	1	
Semester 3					
	EDAD	5090	Assessment for Leaders	3	
	EDAD	5080	Action Research	3	
	EDAD	5050	Educational Law	3	
Semester 4					
	EDAD	6200	Secondary School Organization	3	
	EDAD	5720	School Finance	3	
	EDAD	5517	Administrative Internship III	1	
			Totals	**33**	

7/27/2017

Program of Study
Ed.S. in Instructional Leadership
Concentration: Licensure
Effective Fall, 2017

Student Information

Last Name		First Name	Middle Name	SS#
Home Address		**City**	**State**	**Zip Code**
Highest Degree		**Institution**	**Home Phone**	**Work Phone**

6. Complete the Admission to Candidacy/Program of Study form in **consultation with your advisor**;
7. Program is to be developed prior to the first semester of study;
8. Remove any Incomplete ("I") grades from the permanent record;
9. Type or print information on form, and submit to advisor for signatures.
10. Return **three (3) copies** of the form to the Graduate School.

NOTE: COURSES MUST BE TAKEN IN THE ORDER SHOWN ON THIS SHEET.
CANDIDATES MUST SEE ADVISOR EACH SEMESTER PRIOR TO REGISTERING

Students entering from a discipline other than Educational Leadership are required to take nine (9) hours in Educational Leadership at the Master's level to meet admissions requirement.

Program Information

Required Courses	Disc.	Number	Description	Hours	Grade
Semester 1					
	EDAD	6010	Theory and Principles of Educational Administration	3	
	EDAD	6060	Administration of Instructional Programs	3	
	EDAD	6515	Administrative Internship I	1	
Semester 2					
	EDAD	6300	Communication Skills for School Executives	3	
	EDAD	6110	Human Resource Management	3	
	EDAD	6516	Administrative Internship II	1	
Semester 3					
	EDAD	6580	Action Research	3	
	EDAD	6120	Assessment for Professional Licensure	3	
	EDAD	6070	Legal Problems	3	
Semester 4					
	EDAD	6200	School Principalship K-12	3	
	EDAD	6280	Financial Management and Administration	3	
	EDAD	6517	Administrative Internship III	1	
			Capstone Action Research Project		
Semester 5					
	EDCI	6100	Curriculum Planning and Programs	3	
			Totals	**33**	

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DEPARTMENT OF EDUCATIONAL LEADERSHIP FACULTY AND STAFF

EDLD Office Clay 103: 963-5450   Dean's Office (Ms. Gordon): 963-5451

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EDLD Department Office
615-963-5450

Avon Williams Campus Contact:
615-963-7001
or onestopshop@tnstate.edu

Graduate Studies and Research
615-963-7371

7/27/2017

ADMISSIONS REQUIREMENTS

General Admissions Requirements

Masters of Education

Admission to the program requires the applicant to have a bachelor's degree from an accredited four-year college or university, an undergraduate cumulative grade point average of 2.75 or better on a 4.0 scale, and submission of an official report of the Graduate Record Examination (GRE) score or Millers Analogies Test (MAT) score is required for admission.   All applicants must submit test scores at the time of application.

Education Specialist

Admission to the program requires the applicant to have a bachelor's degree from an accredited four-year college or university, an undergraduate cumulative grade point average of 3.25 or better on a 4.0 scale, and submission of an official report of the Graduate Record Examination (GRE) score or Millers Analogies Test (MAT) score is required for admission.   All applicants must submit test scores at the time of application.

Additional Requirements for Licensure

In addition to the requirements listed above, consideration will be given to (a) previous graduate GPA when the student has nine (9) or more graduate hours; (b) GRE or MAT scores; (c) a letter of recommendation on official employment letterhead; (d) a minimum of three years of work experience in the schools; (e) an acceptable score on an interview; (f) an acceptable score on a writing sample; and, g) acceptable score on in-basket exercises to be scheduled through the department. A Portfolio is required as part of the admissions process. The department will send the instructions for the portfolio upon receipt of your application in the department. The criteria listed above will be evaluated to determine the applicant's overall potential for success in the program as compared to other applicants in the admissions cycle. There are no conditional admissions.

Each student must be interviewed by a committee of professional administrators prior to admission to the program. The admissions committee will review and evaluate the entire academic and professional record in making the admission decision. Each student must inform his or her advisor early in the program that Principal/Supervisor licensure is being sought. All candidates must complete and successful defend a required Action Research Project.

All application materials must be submitted to the Graduate School by the deadlines below.

July 1 for Fall admission   November 1 for Spring Admission

Transfer credits

Candidates wishing to transfer credit(s) toward the M.Ed. program may transfer a maximum of six (6) graduate credit hours from an accredited institution for courses that correspond to program/state requirements.

Degree Requirements

Candidates for the M.Ed. degree must take a minimum of 33 hours of course work and pass comprehensive examinations in the field of general education and educational leadership. A program of study must be developed prior to beginning coursework, and courses must be taken in order. Substitutions may be made only with the recommendation of the advisor and program coordinator. Candidates must see their advisor each semester prior to registration.

Licensure Requirements

All candidates must complete and successfully pass a Culminating Project prior to completion of the program. In addition, prior to finishing the master's degree program and obtaining licensure from the State of Tennessee, all candidates must successfully pass the SLLA exam. Prior to the first semester of coursework, candidates who are not currently employed in a public school of Tennessee must contact TBI for fingerprinting profiles. Candidates may not enter in to the schools without this process being completed and on file.

FIELD EXPERIENCE PLACEMENT APPLICATION (SELF-PLACEMENT)

You are eligible if you meet one of the following criteria:
1. I currently teach on a transitional license in a public or private school.
2. I currently teach on an apprentice license in a public or private school.
3. I am currently employed as an educational assistant in a public or private school.
4. I am currently working on an Advanced Degree (undergraduate and post-baccalaureate students not eligible)

NOTE: Students who self-place must attach a letter from the principal of the school stating that he/she agrees to allow the practicum student to complete the field experience requirements in his/her school. In addition to the letter, the course professor must approve the field site.

Authorized background investigations must also be completed.

Name: _____ email: _____

Cell Phone: _____ Semester: ____ _____

Course: _____ Instructor: _____

Field Experience School Site: _____

School District: _____

School Address: _____

Principal (Field Supervisor): _____

Phone: _____

Student's Signature:_____ Date: _____

Instructor's Signature: _____ Date: _____

TO BE COMPLETED BY FIELD EXPERIENCE COORDINATOR
Background Check on File: (YES) (NO)   TSU Consent Form on File (YES) (NO)
REQUEST: *Approved*   *Denied*

NOTE: Candidates are not approved for placement until notified by the Field Experience Coordinator from Teacher Education and Support Services (TESS) Clay Hall Room 112**.**   **08/26/2011**

7/27/2017

NAVIGATING THE ONLINE HANDBOOK

http://www.tnstate.edu/eduadmin/masterofedulic.aspx

1. Using the **TABLE OF CONTENTS**
- Open the .pdf document.
- Scroll through the *Table of Contents* to the desired topic or procedure.
- Hold cursor over link and click to go directly to the page containing the information.
- Click the "back" button to return.

2. Using **BOOKMARKS**
- Open the .pdf document. You will see three (3) icons on the right-hand column of the screen:

    o **Page Thumbnails**: Go to specific pages using thumbnail images.

    o **Bookmarks**: Go to specific points of interest using bookmark links.

    o **Attachment**s: View file attachments.

- Click on the "Bookmarks" icon. A menu resembling the Handbook *Table of Contents* will open along the right-hand side screen.

- Click the "+" symbol in front of each individual Section to display all procedures contained within that section.

- Click on the specific topic to go directly to the page containing that information.

3. Using a **SEARCH WORD OR PHRASE**
- Open the .pdf document.

- Choose "Edit" from the top menu bar.
- Scroll down and select "Advanced Search."
- A new screen will appear providing a space for a search word or phrase.
- Default: in current document
- The word or phrase will be highlighted or appear in **boldprint** throughout the document.

4. Using the **LIVE LINKS**
- You must be connected to the Internet
- Open the .pdf document.
- Hover over the desired "live" link within the text of the document**.**
- Click on "control" and the link.
- A new window will open with the new document or new browse

7/27/2017

PROGRAM COURSE DESCRIPTIONS

EDAD 5020	**PHILOSOPHY AND INTRODUCTION TO SCHOOL ADMINISTRATION. (3)**	A general course designed to develop insight into the philosophy, history, and organization of schools. Prerequisites: admission to M.Ed. program.
EDAD 5030	**INSTRUCTIONAL LEADERSHIP (3)**	Designed to develop understanding of basic theories of supervision and supervisory procedures for improving instructional services. Prerequisites: admission to M.Ed. program.
EDAD 5515 5516	**ADMINISTRATIVE INTERNSHIP I. (1)**	The first section of a systematic study and analysis of the work of a principal or supervisor in a given school situation through seminar and field experiences. The student will learn how to develop and prepare a portfolio for licensure and employment purposes. This course should be taken i n the first semester of enrollment for students seeking administrative licensure. Students enrolling in EDAD 6515 must be concurrently taking EDAD6010 and EDAD 6060 in the first semester.
EDAD 5200	**HUMAN RESOURCE MANAGEMENT. (3)**	This course is a study of human resources development practices in school systems, with emphasis on central office and school unit responsibilities for attracting, selecting, developing, evaluating, and retaining competent faculty and staff. Prerequisites: for master's students: EDAD 5020, 5030, 5515, 6160, and 5080.
EDAD 5640	**SCHOOL AND COMMUNITY RELATIONS. (3)**	Explores the purpose and function of politics and community interactions at the local, state, and national levels as they affect public education. This is a school-community relationship course. (Formerly EDAD 564). Prerequisites: EDAD 5020, 5030, 5515, 6160, 5080, 5200, 5516, and EDCI 6100.
EDAD 5516 6516	**ADMINISTRATIVE INTERNSHIP II.(1)**	The second section of a systematic study and analysis of the work of a principal or supervisor in a given school situation through seminar and field experiences. The student will continue to prepare hi s/her professional portfolio and it will be evaluated in this course. This course should be taken in the second semester of enrollment for students seeking administrative licensure. Prerequisites for students enrolling in EDAD 5516: EDAD 5020, 5030, 5515, 6160, 5080; must be taken concurrently with EDAD 5200 and EDCI 6100. Prerequisites for students enrolling in EDAD 6516: EDAD 6010, 6060, 6515; must be taken concurrently with EDAD 6110 and EDAD 6300 in second semester.
EDAD 5050	**EDUCATIONAL LAW. (3)**	A study of legal principles that relate to such matters as authority, responsibility, and liability of school boards, districts, and state and federal organizations. The legal and ethical status of principals and teachers is also considered. Prerequisites: EDAD 5020, 5030, 5515, 6160, 5080, 5200, 5516, and EDCI 6100.

EDAD 5080	**ACTION RESEARCH FOR EDUCATORS.**	This course provides educational leaders with a set of tools for engaging with significant problems in schools. Students will experience (a) collecting information, (b) conducting a diligent literature search and review, (c) reflecting critically, (d) making decisions and inquiring collaboratively, (e) investigating and data-analysis, (f) participating in interpretation, and (g) drawing conclusions, thus providing meaningful recommendations to stakeholders and equipping these leaders to "take action." Action research may be engaged as a developmental process that systematically increases the scope of the investigation. The state required Capstone Action Research Project will be presented at the conclusion of this course. Prerequisites: EDAD 5020, 5030, and 5515. Taken concurrently with EDAD 5090 and EDAD 5050
EDAD 5090	**ASSESSMENT FOR LEADERS.**	The assessment for educational leaders course is designed to help instructional leaders develop: acumen on assessment; an understanding of how students' test scores should factor into making decisions that affect students and teachers; and the effects of federal legislation as a dominant force on assessment based accountability. To be taken concurrently with EDAD 5080 and EDAD 5050.Prerequisites: EDAD 5020, 5030, 5515, 5200. 5640, and 5516
EDAD 5720	**SCHOOL FINANCE. (3)**	A consideration of the financial support of elementary and secondary education, involving sources of income, methods of finance, and expenditures. The school finance problems of the local administrator are given special attention. Prerequisites: EDAD 5020, 5030, 5515, 6160, 5080, 5200, 5516, 5050, and EDCI 6100.
EDAD 6200	**ORGANIZATION AND ADMINISTRATION OF THE SECONDARY SCHOOL. (3)**	This course is designed to assist students in acquiring and/or increasing their knowledge concerning the many facets of the principal's role in the secondary schools. The course will emphasize the findings of research pertaining to the building of effective schools and how this research can be implemented by principals to improve the quality of schools. Prerequisites: Pre-requisites: This course is taken in the last semester of the program for Master's candidates. It is taken concurrently with the EDAD 5720 and EDAD 5517. This course is taken in the last (semester 5) of the Ed.S. licensure program. All other courses in the program must be successfully completed prior to registering for this course. EDAD 6250. INTERNATIONAL GLOBAL EDUCATION. (3) This course compares and contrasts
EDAD 5517 6517	**ADMINISTRATIVE INTERNSHIP III. (1)**	The third section of a systematic study and analysis of the work of a principal or supervisor in a given school situation through seminar and field experiences. The student will complete the professional portfolio. A final evaluation of the portfolio will take place. This course should be taken in the third semester of enrollment for students seeking administrative licensure. Prerequisites for students enrolling in EDAD5517: EDAD 5020, 5030, 5515, 6160, 5080, 5200, 6100, 5516, 5050, and 5640; must be taken concurrently with EDAD 5720 and 6090 in last semester of program studies. Prerequisites for students enrolling in EDAD 6517: EDAD 6010, 6050, 5615, 6120, 6580, 6110, 6516, 6070, 6300, and EDCI 6100; must be taken concurrently with EDAD 6280 and 6200 in last semester of program studies.

EDCI 6100	**CURRICULUM PLANNING (3)**	Offered through the Department of Educational Curriculum and Instruction (EDCI), this course is an examination of the factors which determine curriculum, the meaning of curriculum, the involvement of learners in the process of developing a cleaner educational belief system (curriculum frame of reference), and the planning of curricula that have high levels of consistency and personal commitment. Included is the exploration of the relationships between curriculum determinants, human growth, and curriculum planning.
EDAD 6010	**THEORY AND PRINCIPLES OF EDUCATIONAL ADMINISTRATION. (3)**	A study of current theory and principles of educational administration. Prerequisites: For the Ed.D. Pre K-12 program, candidates must successfully complete EDAD 6000, 7040, 7120, and 7180 prior to taking 7010.Taken in the first semester of the Ed.S. Licensure program.
EDAD 6060	**THE ADMINISTRATION OF INSTRUCTIONAL PROGRAMS AND MATERIALS. (3)**	Practices and processes used by administrative and supervisory leaders who plan, organize, and coordinate the professional activities of teachers in improving learning experiences are studied. Taken in the second semester of the Ed.S. Licensure program.
EDAD 6110	**HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT. (3)**	Emphasizes the place of formative and summative evaluation in the responsibilities of school administrators. Various evaluation instruments and techniques will be analyzed and discussed. Taken in the fourth semester of the Ed.S. Licensure program.
EDAD 6070	**LEGAL PROBLEMS. (3)**	Studies the legal facets of personnel administration in schools. Taken in the second semester of the EdS. Licensure program.
EDAD 6580	**ACTION RESEARCH FOR EDUCATORS. (3)**	This course provides educational leaders with a set of tools for engaging with significant problems in schools. Students will experience (1) collecting information, (b) conducting a diligent literature search and review, (c) reflecting critically, (d) making decisions and inquiring collaboratively, (e) investigating and data-analysis, (f) participating in interpretation, and (g) drawing conclusions, thus providing meaningful recommendations to stakeholders and equipping these leaders to "take action." Action research may be engaged as a developmental process that systematically increases the scope of the investigation. Co-requisites: EDAD 6070 and EDAD 6120.
EDAD 6120	**ASSESSMENT FOR PROFESSIONAL LICENSURE. (3-6)**	This course is for those seeking Instructional Leadership licensure at the Ed.S. level. The requirement for this course will be met by working with a practicing administrator in an on-site school situation for one semester. Taken in the third semester of the Ed.S. Licensure program.
EDAD 6280	**SCHOOL FINANCE. (3)**	A consideration of the financial support of elementary and secondary education, involving sources of income, methods of finance, and expenditures. The school finance problems of the local administrator are given special attention.

GLOSSARY OF TERMINOLOGY

Academic achievement: A measure of how well students are learning core concepts and curriculum as evidenced by standardized test scores, performance on classroom assessments, a portfolio of student work, or another standards-based assessment tool.

Advocacy: The pursuit to influence decisions that affect students and educators directly and, indirectly, society as a whole; turning passive support into positive action for education.

Assessment: See **Formative assessment/evaluation**; **Summative assessment/evaluation**

Best practices: Research based activities, ideas and strategies that provide a measurement of excellence to guide schools in achieving high standards. If practitioners reflect on and adopt best practice standards, they are aware of current research in educational domains and consistently apply the full benefits of their latest knowledge to their professional practice.

Change processes: A cyclical series of steps by which a school can realize change or improvement. **A change cycle includes but is not limited to: data analysis, problem clarification, implementation planning, benchmarking, assessment/evaluation strategies, and monitoring strategies**.

Collaboration: A relationship between individuals or organizations that enables the participants to **jointly** accomplish goals more successfully than they could have separately. **Collaboration is essential in order to deal with the increasingly complex education issues.**

Community resources: The collection of community sites, health and social agencies, businesses, leaders, and institutions that may become partners in educational efforts. The community resources may be used as content experts, cooperative partners for curriculum, funding sources and other school enrichment purposes.

Continuous learning: Based on the idea that learning is a lifelong process continuous learning means that educators continually engage in ongoing professional development and self-assessment of beliefs and assumptions in order to improve teaching and learning.

Continuous school improvement: A systemic process focused on increasing student achievement; a dynamic, ongoing, cyclical process that incorporates leadership, curriculum and instruction, culture and climate, and assessment. A school dedicated to continuous improvement gathers data, sets goals, implements a plan, and uses reflection and results to begin the cycle again.

Data: Formative and summative information on student learning, in both aggregated and disaggregated formats, gathered from standardized tests, district-made tests, student work samples, portfolios, and other sources that provides important input to the selection of school or district improvement goals, and focus for staff development efforts and teacher practice and student learning.

Data is also used at the classroom level as teachers gather evidence of improvements in student learning to determine the effects of their professional learning on their own students. Teacher-made tests, assignments, portfolios, and other evidence of student learning are used by teachers to assess whether staff development is having desired effects in their classrooms.

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Disciplined learning environment: A school campus that is accessible, healthy, supportive, secure, safe for students and free of drugs, violence, and other negative disruptions.

Diverse student needs (diversity): A variety of differences, including but not limited to ethnicity, language, socioeconomic class, disabilities, culture, and gender, which must be considered to ensure that all students learn.

Ethics: The branch of philosophy concerned with standards by which human actions can be judged right or wrong; a system or theory of moral values or principles. In education, ethics may refer to the code of values that guides educators' own behavior in the school setting as well as their daily modeling, instruction, and interaction with students

Equity: The goal of equity is to achieve a high-quality education for all students, regardless of gender, race, ethnicity, socioeconomic status, disabilities, or special needs. Because needs are greater in some situations than others, equal treatment is not necessarily equitable.

Evaluate: Provides performance feedback based on personal knowledge that is founded on formal and informal observations, using a variety of supervisory and evaluative strategies.

Formative assessment/evaluation: Formative assessment/evaluation is a method of judging the value or success of a program while the program activities are occurring. Formative evaluation and assessment focus on the process of learning. Examples of formative evaluation include testing the value of lessons in a textbook before the book's publication and collecting continuous feedback from participants in a program in order to revise the program as needed.

High quality professional development: Professional development for educators that

- reflects the best available research and practice in teaching, learning, and leadership
- enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards
- promotes continuous inquiry and improvement embedded in the daily life of schools
- follows a coherent long-term plan, and
- is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning.

Interpersonal skills: Applying abilities that facilitate the process of interacting and working effectively, respectfully and productively with other people, especially those who hold differing views.

Leadership teams: A collaborative team made up of representatives from stakeholder groups that shares responsibilities for leading a school or district. Tams work together to identify problems, craft improvement plans, and reflect on school or district progress.

Literacy: The ability to read, write, communicate, and comprehend.

Mentor: A role model who offers professional support to another person. A mentor has knowledge and experience in an area and shares it with the person being mentored.

Mission: A concise statement of the unique, fundamental purpose of an organization and its programs. The mission describes the organization's "reason for being" and identifies the organization's purpose, service, priorities, and beneficiaries of services.

Numeracy: The ability to use numbers and mathematical concepts, solve quantitative problems in various contexts and comprehend the ways in which data are gathered and presented (including but not limited to graphs, diagrams, charts, and tables).

Organizational structure: The arrangement of the learning environment, which includes but is not limited to scheduling, staffing, funding, use of teams, use of time, governance and curriculum alignment.

Personal professional development: See "High Quality Professional Development". The individual process of identifying personal goals for improvement and seeking out the tools and resources to meet those goals.

Political action: Action initiated or performed with the intent of influencing national, state, or local government.

Proactive responses: Action taken to identify and address an issue prior to its causing adverse effects for the organization.

Productive learning environment: Develops a culture where teachers, students, and parents are all encouraged and empowered to have a voice and to assume leadership roles in the school community.

Professional code of ethics: A set of broad statements to guide ethical decision making and provide a framework for the ethical standards and principles that should govern the work of principals and other educators. See "Ethics".

Professional learning community: Colleagues who operate with a commitment to the norms of continuous improvement and engages its members in improving their daily work to advance the achievement of school district and school goals for student learning.

Program evaluation: The use of data and assessment results to reflect on the outcomes, both successes and failures, of the curriculum, educational programs and policies.

Qualitative data: Information gathered using methods adapted from anthropology and other social sciences, including systematic observation and interviews.

Quantitative data: Information gathered in a numerical format adapted from the traditional scientific method.

Research-based: Policies, practices, and/or decisions that are informed by scientific research and studies.

Resources: Funds and tools that may be used to support learning and collaboration.

Rigorous curriculum: A course of study that emphasizes critical thinking, problem solving, authentic tasks and authentic context, application of knowledge, and ongoing reflection and assessment. Rigorous curriculum teaches "big ideas" and concepts and results in self-directed learners.

School climate: School climate refers to the social and educational atmosphere of a school. While the term has been researched for many years, a sole definition has yet to be formulated. The elements that comprise a school's climate are extensive and may include: number of quality of interactions between adults and students; students' and teachers' perception of their school environment; academic performance; feelings of safeness in the school; and feelings of trust and respect for students and teachers.

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School community: Diverse groups and agencies working together to achieve the best educational outcomes for students. The school community can include but is not limited to students, school staff (teachers, administrators, and support staff), parents, and interested individuals and members of community organizations.

School culture: School culture can be described as the values, beliefs and stories of a school. School culture includes values, symbols, beliefs, and shared meanings of parents, students, teachers, and others conceived as a group or community. Culture governs what is of worth for this group and how members should think, feel, and behave. The make-up of culture includes a school's customs and traditions; historical accounts; stated and unstated understandings, habits, norms, and expectations; common meanings; and shared assumptions. The more understood, accepted, and cohesive the culture of a school, the better able it is to move in concert toward ideals it holds and objectives it wishes to pursue.

School-wide improvement plans: Also called comprehensive school reform, this term refers to a systemic approach to continuous school improvement. See "Continuous School Improvement")

Student Progress: Evaluation focused on short-term learning objectives and authentic classroom assessment.

Summative Assessment/Evaluation: Summative assessment/evaluation occurs at the conclusion of a program or unit of instruction and is used to assess the learner's acquired skills and knowledge. Summative evaluation involves the gathering of information about the results of learning, and typically takes the form of a test or comprehensive project.

Supervises: Focuses staff and students on performance standards and goals through frequent reference to and use of performance reviews, classroom observations, discussion of curriculum and instructional strategies, and other interactions.

Stakeholders: All groups and individuals with a vested interest and role in student achievement. Stakeholders in education include but are not limited to school boards, superintendents and district personnel, teachers, administrators, community members, families, students, and policymakers.

Standard operating procedures and routines: The accepted and generally prescribed ways of completing tasks that are routine and have known outcomes.

Statutory standards and regulatory applications: Mandated ways of behaving that are defined and authorized by state-enacted statutes, specifications that are intended to govern/control how the statutes are applied in practice, and regulations that guide the implementation of statute.

Strategic: Actions are those grounded in a long term plan designed to achieve a particular goal.

Vision: A vision, when based on the school's mission, represents clearly articulated statements of goals, principles, and expectations for the entire learning community. A vision becomes a guiding force when all educational decisions are based on its framework and goals.

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ACKNOWLEDGMENT OF RECEIPT OF *M.Ed. / Ed.S. PRACTICUM HANDBOOK*

This *M.Ed./ Ed.S. Practicum Handbook* contains important information about the Department of Educational Leadership, and I understand that I should consult the Department Chair or my academic advisor regarding any questions not answered in the handbook.

Since the information and policies herein are subject to change at any time, I acknowledge that revisions to the handbook may occur. All such changes will generally be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

I have received a copy of the *M.Ed./ Ed.S. Practicum Handbook* on the date listed below. I understand that I am expected to read the entire handbook. Additionally, I will sign this **Acknowledgment of Receipt** and return one copy to the Department Chair on the date specified below. I understand that this form will be retained in my student file.

_____   _____
Signature of Student   Date

_____
Student Name Printed

_____   _____
Signature of Department Chair   Date

(keep this copy for your records)

ACKNOWLEDGMENT OF RECEIPT OF *M.ED./ ED.S. PRACTICUM HANDBOOK*

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_____   _____
Signature of Student   Date

_____

Student Name Printed

_____   _____
Signature of Department Head   Date