Principal Program/ Intern Handbook

Program of Study
Field Internship Experience

Bayh College of Education
Department of Educational Leadership
Indiana State University
2020-2021

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INTRODUCTION

Mission of the Department of Educational Leadership

Our mission is to prepare today's practicing educator to be tomorrow's complete administrative professional.

Vision of the Department of Educational Leadership

We aspire to be the premier program in the preparation of working professionals for administrative leadership in elementary, secondary, and post-secondary education.

Conceptual Framework: Becoming a Complete Professional

The overarching theme of Indiana State University's educator preparation programs is Becoming a Complete Professional. Originally conceived in 1991, the conceptual framework has been reaffirmed and updated through the years. Our theme encompasses three broad areas that recognize essential areas of the work of an educator:

•Educator as **Expert or Mediator of Learning**,
•Educator as **Person**, and
•Educator as **Member of Communities**.

The word complete in the title acknowledges that, to be truly successful, an educator must be effective in all three of these areas. Similarly, the word becoming is included in the title because new graduates, alumni, and our faculty are never fully finished with their learning in their profession as a teacher, counselor, school psychologist, speech language pathologist, principal, or superintendent.

The component "**Educator as Expert or Mediator of Learning**" deals with an educator's professional skill as a mediator of students' learning and/or of the progress individuals make in achieving their potential. The component "**Educator as Person**" represents the traits and dispositions that make a successful educator justifiably respected and emulated by students while meeting the expectations of professional, state, and institutional standards. The component "**Educator as Member of Communities**" reflects the necessity of contributing to the various communities of which educators, as professionals, are members. A truly successful educator must concurrently exhibit the traits of expert or mediator of learning, person, and member of communities while incorporating the latest knowledge and technologies and demonstrating multicultural competence and sensitivity to diversity.

Our preparation programs embrace clinical practice as an underlying philosophy and methodology. Through field experiences, candidates are immersed in authentic environments that allow theory-to-practice connections, maximizing experiential learning.

Becoming a Better Educator

Regardless of a teacher's classroom charisma, inviting personality, job punctuality, or organizational loyalty, education remains about teaching and learning. Effective teachers not only understand the fundamentals of teaching and learning, but have the ability to model and apply them accordingly. The internship experience, while focused on administration, has improved teaching implications by exposing the intern to several methods of teaching and supervision, the power of collegiality, using a variety of resources to inform educational practice, multiple means for addressing student discipline, and how the complex system of education really works as an organizational institution.

Graduates of the internship and educational administration program may choose to not pursue an administrative career path for a variety of personal and professional reasons. Thus, for graduates choosing not to become an administrator, the internship experience affords them multiple opportunities to become a better educator by strengthening their capacities for improved teaching and learning.

Respect for Diversity

Diversity*:* The faculty and students of the ISU Educational Leadership program believe in the value of all voices. Recognizing the contributions of individual and group differences in areas such as social class, ethnicity, race, gender, sexual orientation, culture, and personal experience enhances our professional and educational environment. Explicit recognition and affirmation of diversity in the teaching and learning process promotes our effectiveness as professionals, educators, citizens, and full partners in our local, national, and global societies.

Special Needs*:* Any student with special needs for accommodation should feel free to discuss the matter with the instructor at any time during the semester.

Specific Objectives of the Internship Program

- To provide the intern with an opportunity to analyze aspects related to the role of the principal.

- To guide the intern in understanding and evaluating leadership theory in terms of practice.

- To provide the intern with the experience of carrying out administrative responsibilities.

- To enable the intern to learn from the experiences of a mentor.

- To help the intern develop a professional disposition (see Appendix H).

Procedures for Entry into the Internship Program

The admission procedures for entry into the program are listed below:

1. All candidates must be admitted to the PK-12 graduate program in the Department of Educational Leadership at Indiana State University.

2. Candidates are supported by a practicing school administrator and must have written approval of the administrator of the host school and the superintendent. An application form to be completed by the candidate and the host school corporation is available in this document or in the Educational Leadership Department Office or Website. A new application will be required should a student decide to postpone the internship to a later year.

3. All intern candidates must meet final approval of a committee of faculty members from the Department of Educational Leadership. Because of the restricted number of candidates annually allowed entrance into the internship program, the committee selects those candidates who have an adequate academic background, relevant experiences, has applied before the deadline, has the maturity to profit from an internship, and can thus make a contribution to the host school corporation or to the cooperating institution.

4. Regional intern cohort groups are selected during the summer prior to the academic year of the internship. Possible candidates will receive internship information in summer prior to the orientation.

5. All interns must have a TK20 account. Tk20 is an online data management support system, created for the collection and evaluation of performance data as well as a comprehensive top down management of academic activities at the Bayh College of Education. This incredibly powerful software will allow for data analyses at multiple levels providing a useful tool to manage our growth. Everything within the Tk20 system is customized to the BCOE and is designed to provide you with a great educational opportunity. Tk20 will help ensure that our programs continually

strive to reach and exceed their excellence goals while maintaining our national accreditation, which enhances the value of the BCOE degree you receive.
https://www.indstate.edu/education/iits/tk20

The faculty is mindful of federal and state legislation pertaining to affirmative action guidelines and every attempt is made to ensure that all intern candidates are subject to fair and equal treatment.

Admission Requirements

1. The intern MUST successfully complete **EDLR 650-Public School Administration, EDLR 655-Legal Aspects of School Administration, and EDLR 681-The Principalship, prior to the internship. Students who did not take EDLR 650 or EDLR 751 at Indiana State University will need to purchase TK20 on their own. The cost is $100. Students who took either one of these courses were charged a course fee that is used for TK20. If you are unsure if you have a TK20 account already, please contact Malea Crosby, Director of Assessment and Accreditation at 812-237-7742 or at malea.crosby@indstate.edu To register for a TK20 account go to https://indstate.tk20.com/campustoolshighered/start.do and follow the on screen prompts to Purchase your student account.**

2. The intern MUST have an Internship Application Form and Authorization Form (part of the application form) signed by the supervising **principal and superintendent** on file with the department.

3. The intern MUST attend a summer orientation session for the internship, which will be held on campus (possibly) at Indiana State University **August 22, 2020 from 1:30 pm to 4:30 pm-On-Campus TBD**. Materials relating to the internship will be provided at this meeting. The intern must complete registration for the internship (enroll in EDLR 758 and EDLR 793) prior to this meeting.

ROLE OF THE PARTICIPANTS

Role of the Intern:

The internship program requires the intern to work under the supervision of a mentor for approximately **10 hours per week**. Ideally, the intern will be assigned a wide range of administrative duties and responsibilities with corresponding authority. Opportunities for the intern to assume a leadership role or to participate/observe in the decision-making process are encouraged. Additionally, the intern is expected to seek opportunities at both the elementary and secondary levels. The intern must take the initiative to broaden his or her professional experiences as this range of experience is needed to support the PK-12 principal license through action research and presentation (see Appendix C/D/E). The intern is required to make weekly reports to the university supervisor. Mentors may request a copy of these reports. Visits at the school site provide opportunities for the intern and the university supervisor to discuss any concerns that might arise. Interns are further required to attend all on-campus seminars scheduled during the year.

Interns must realize that they may find themselves "in between" teachers and administrators. Interns that serve as building union representatives may want to consider not serving in that capacity during the internship. *It is essential that interns keep privileged information confidential*. If difficulties or problems arise during the internship, the issue should be brought to the attention of the university supervisor as soon as possible. If the problem remains unresolved, a new mentor may be assigned or termination of the internship may occur. If the internship fails prior to completion, the student will be asked to provide a brief statement with copies forwarded to all parties involved, including the Registrar.

The intern is not an employee or agent of the university, and worker's compensation benefits are not provided to the intern in his/her capacity. The university provides guidance and facilitates internship activities only as a component of the educational experience and accepts no responsibility for loss, damages, or injury to persons or property caused by the intern or others while participating in the internship. The university is not responsible for matters beyond its control.

The intern is required to provide personal health and accident insurance. Neither the Trustees of Indiana State University nor the faculty sponsor can be held responsible for any medical or legal expenses that may result from injury or illness sustained while participating in the internship. If an intern drives or provides a motor vehicle for transportation to or from the internship site or while performing internship duties, then the intern is responsible for individual acts and the safety and security of the vehicle. The intern accepts full responsibility for insurance, and the liability of the driver and passengers.

The intern must have a limited criminal background check on file with each school(s) they intend on performing internship duties. The intern must also complete Appendix A during the April Seminar.

No additional courses may be taken during the internship/seminar experience.

Role of the Host Administrator (Mentor):

The role of the mentor includes recommending individuals for admission to the internship, on-site supervision for the intern, meeting with the university supervisor, assigning administrative duties and tasks, guiding the intern, and assessing progress of the intern. It is recommended that the mentor introduce the intern to the faculty at the beginning of the school year and explain the function and duties of the intern. It is important that the mentor and intern have ample opportunity to communicate with each other.

The mentor faces both challenges and opportunities in sponsoring an intern. The opportunities lie in being able to make a significant contribution to the field of education, since the intern's growth is strongly influenced by the model provided by the mentor. The challenges lie in the ability of the mentor to put the intern to work in ways that make the intern a valuable contributor to the school's operation and, at the same time, provide for the intern's mastery of the many important competencies of the principalship. Mentors will assist the intern with a framework

for proposed intern activities that meet the requirements of each standard for certification of building level administrators as well as complete an administrative intern Completer Survey at the end of the internship (Appendix G). To facilitate this, the intern's experience should include:

- A wide range of experiences that help the intern develop a building-level perspective,
- opportunities to observe the mentor in a variety of situations,
- duties of increasing responsibility as the year progresses,
- responsibility for at least one major Action Research project which will make a special contribution to the school's program.
- experiences across the PK-12 level with a variety of personnel/services offered by the corporation.

Role of the University Supervisor:

Members of the Department of Educational Leadership will provide overall guidance and support for the educational leadership intern program. This leadership, supervision, and assistance includes but is not limited to screening applicants, overseeing the interns' experiences, managing on-site visitations (one onsite visit per semester and one technology-based consultation via Skype/Zoom/Office Outlook), and facilitating on-campus and regional seminars. University supervisors will facilitate each monthly seminar with a focus on meeting the diverse needs of attendees while assisting with the development and implementation of an Action Research Project, preparing interns for the Indiana School Administrator Test (Building Level), and engaging participants through a variety of activities and experiences designed to complement the internship experience.

The university supervisor will provide the ultimate assessment of the intern. This decision will be made using formative evaluations acquired from the mentor, the intern, and personal observations. Throughout this process many events will impact that assessment. Should issues or concerns arise related to the success of the intern, the university supervisor will determine actions to be taken.

INTERNSHIP COURSEWORK INFORMATION

A total of six (6) semester hours of credit is awarded **each semester** for the principal internship. It consists of two courses: EDLR 758 = 3 semester hours and EDLR 793 = 3 semester hours. The following provides a description of each course:

EDLR 758 Requirements

1.   TIME

The intern will average approximately 10 hours per week of administration experiences at a local school. This time may vary from week to week. We encourage interns to get a variety of experiences rather than become tied to one task throughout the year, i.e. bus duty.

2.   WEEKLY REFLECTIVE JOURNALS

Content and format of journals are to be determined between the intern and the university supervisor and will be discussed during the summer orientation meeting. A copy of the written journal *may* be given to the mentor upon request. It is possible that the intern-mentor relationship may devolve into a precarious situation, therefore some annotations may be required.

The weekly journals are confidential communications between the intern, the mentor, and the university supervisor. The weekly journals should also reflect the Weekly Log of Activities. It is recognized that some information about school personnel, which may be included within the report, must be kept in confidence.

The format for the list of intern activities is shown in Appendix B along with suggested activities. It is suggested that interns keep a record of the activities in the PRINCIPAL INTERN ACTIVITIES WEEKLY LOG (**Appendix A**) in conjunction with the WEEKLY REFLECTIVE JOURNALS. The interns' university supervisor will set the due dates and times for the weekly journals.

3.   GRADE

The final grade for each semester of EDLR 758 will be determined by the university supervisor and will take into consideration the quality of performance in each area previously listed in sections 1 through 4 along with an assessment of the intern's professional disposition.

4.   LONG TERM ACTION RESEARCH PROJECT

During the internship, in addition to the daily activities, interns undertake one major action research project that will help a school wide issue at the host school of their internship.

The Four-Stage Action Research Process (Metler, 2012)

1. **The Planning Stage** (Milestone I – Due no later than December 5, 2020)
2. **The Acting Stage** (Milestone II – Due on or around February 13, 2021)
3. **The Developing Stage** (Milestone III – Due no later than April 17, 2021)
4. **The Reflecting Stage** (Milestone IV – Due no later than April 17, 2021)

The Nine Specific Steps of Action Research

1. **The Planning Stage**
   - I. Identifying and limiting the topic
   - II. Gathering information
   - III. Reviewing the related literature
   - IV. Developing a research plan
2. **The Acting Stage**
   - V. Collecting Data
   - VI. Analyzing Data
3. **The Developing Stage**
   - VII. Developing an action plan
4. **Reflecting Stage**
   - VIII. Sharing and communicating results
   - IX. Reflecting on the process

Developing the Action Research Portfolio

1. **The Planning Stage** (Due no later than December 5, 2020)

Title of the Project:
Statement of the Problem (In three to five sentences clarify and diagnose a problem-based situation that needs to be resolved.):
Objectives (Developing three to five outcome statements, ask yourself in what ways will this project make things better, improve a practice, or correct something not working well.):

Gathering Information (Approximately 1,500 words):
- What evidence exists that the problem is a problem?
- Who is affected by the problem, both internal and external to the school?
- How is the problem currently being dealt with?
- What exists in related literature (e.g., documents, books, journals, policy) related to the problem?
- Is there any related literature that contradicts your views of this problem?

Developing a Research Plan:

- Research Question (What question do you hope to be able to answer at the end of the study?):
- Research Design (Pick one type.):
  - Qualitative (May be one or more.)
    - Observations
    - Interviews
    - Focus Group Discussion
    - Studying a Program or Event

  - Quantitative (May be one or more.)
    - Review existing data, documents, records, checklists, rating scales, or tests
    - Surveys or questionnaires
    - Comparison of different groups
- Ethical Considerations (e.g., honesty, caring and fairness):
  - Will you need permission from students, parents, or others?
  - Have you ensured no one feels coerced or compelled to participate?
  - Have you ensured the privacy of individual students and families?

2. **The Acting Stage** (Due on or around February 13, 2021)

Collecting Data (Utilize the qualitative of quantitative methods from above.):

- Qualitative
  - Develop questions
  - Create transcripts of the interview(s)
  - Develop a journal of observations
  - Summarize and report the results
- Quantitative
  - Develop questions for surveys and questionnaires
  - Collect information from surveys and questionnaires
  - Develop tables to present data or other quantifiable artifacts
  - Summarize and report the results

3. **The Developing Stage** (Due no later than April 17, 2021)

Developing the Action Plan (Brief statements or simple descriptions.):

- Do you have a greater understanding of the problem you researched and why?
- Were new problems discovered?
- Specifically, what have you found to be effective solutions and/or actions for solving the problem?

- Will the solution be a *new* plan, program, or method, or a *modification* to an existing plan, program, or method?
- Did you identify ineffective plans, programs, or methods?

4. **The Reflecting Stage** (Due no later than April 17, 2021)

Sharing, Communicating, and Reflecting on the Action Research Project (Brief statements or simple descriptions.):

- What did you learn from the project?
- Were you able to answer your original research question?
- Who is responsible for carrying out the specific actions?
- Who needs to be consulted or informed about implementing the actions?
- What is your proposed timeline to implement the actions?
- Are new or additional resources needed?
- How will you share what you learned and with who?

References:

Dana, N. F. (2009). *Leading with passion and knowledge: The principal as action researcher*. Thousand Oaks, CA: Corwin.

Mertler, C. A. (2012). *Action research: Improving schools and empowering educators* (3rd ed.). Los Angeles, CA: Sage.

EDLR 793 Requirements

A total of 90 contact hours is required for the Saturday and regional seminars.

I. *SATURDAY SEMINARS*
    Each of the monthly seminars will consist of a minimum of seven hours of contact time, 9am – 4pm.
    <mark>ON-CAMPUS MEETINGS TO BE DETERMINED-PER ISU GUIDELINES.</mark>

2020-2021 PRINCIPAL INTERN CAMPUS SEMINAR SCHEDULE

DATE	PLACE	PROGRAM
August 22, 2020 (Saturday) 1:30-4:30	Bayh College of Education Room 325	Orientation-AR Ideas & Goal Statements & Mini-Panel Schedule Intern Visits-bring calendars
September 19, 2020 (Saturday) 9:00-4:00	Bayh College of Education Room 325	Action Research Overview-AR Focus Groups PLC & PBIS
October 17, 2020 (Saturday) 9:00-4:00	Bayh College of Education Room 325	Human Resource
November 7, 2020 (Saturday) 9:00-4:00	Bayh College of Education Room 325	C.H.I.L.L. Student Interviews Marketing & Branding
December 5, 2020 (Saturday) 9:00-4:00	Bayh College of Education Room 325	Exam Review School Safety
January 16, 2021 (Saturday) 9:00-4:00	Bayh College of Education Room 325	Data & Accountability School Finance & Budget **APPLY FOR GRADUATION!**
February 13, 2021 (Saturday) 9:00-4:00	Bayh College of Education Room 325	Social & Emotional Learners Special Needs Teamwork
March 5, 2021 (Friday) 9:00-4:00	ISU, Hulman Memorial Student Union	Law Conference
April 17, 2021 (Saturday) 9:00-4:00	Bayh College of Education Room 325	Human Resource & Interviewing Intern Evaluation and Presentation of Long Term Action Research Projects Licensure, Next Steps-Celebration!!

II. *ASSESSMENT*

The university supervisor will determine the final grade for EDLR 793. Attendance at all seminars as an active participant is required. Principal interns must inform the university supervisor if they are going to miss a seminar due to unforeseen circumstances. An intern will be required to complete make-up work for any seminar missed. The university supervisor will be responsible for determining the nature of this work. The intern's grade for EDLR 793 may be reduced as a result of missing a seminar. That decision will be made based on the quality of the make-up work and the nature of the reason for missing. Completion of any assignments required within the context of the Saturday or regional seminars is mandatory. **Any absence will result in the submission of a 5-page paper (approximately 2500 words) focusing on the content of the seminar missed. Submissions might include current literature and study findings, or face-to-face interviews. To be submitted within two weeks of the absence.**

APPENDIX A

Principal Intern Activities Log

Indiana State University
PRINCIPAL INTERN ACTIVITIES WEEKLY LOG

NAME_____

ADMINISTRATION LEVEL _____

HOST ADMINISTRATOR_____ UNIVERSITY SUPERVISOR_____

Building Level Administrator Standard Document can be found at *www.doe.in.gov/sites/default/.../school-leader-**building-level**.pdf*
Please consult with your mentor and university supervisor as you develop this record.

Date	Activity	Standard 1 Human Capital Management	Standard 2 Instructional Leader	Standard 3 Personal Behavior	Standard 4 Building Relationships	Standard 5 Culture of Achievement	Standard 6 Organizational, Operational, and Resource Management	Total Hours of Activity

Date	Activity	Standard 1 Human Capital Management	Standard 2 Instructional Leader	Standard 3 Personal Behavior	Standard 4 Building Relationships	Standard 5 Culture of Achievement	Standard 6 Organizational, Operational, and Resource Management	Total Hours of Activity

Suggested Internship Activities

- Attend Case Conferences both initial and annual conferences. Observe the Administrators perspective on the discussion.
- Observe classrooms (with teacher permission). Participate in mock teacher evaluation process. Hold pre and post observation conferences with the teacher and principal.
- Supervision of students, before, during and after school.
- Spend a day shadowing the principal, assistant principal, dean, and counselor (or at least spend some part of the day with the counselor and dean.)
- Serve as the substitute for the principal or assistant principal when they are absent. (Need to discuss this as to whether the school is willing to hire a sub for you.)
- Serve on school improvement team taking the administrative perspective.
- Attend administrative council meetings at the district level (if permitted)
- Shadow principals at another grade level than your own.
- Participate in budget process. What does your principal do in helping to prepare and manage budgets?
- Help in preparing enrollment projections and identify staffing needs for the coming year.
- Serve on curriculum committees, take the administrative perspective.
- Spend any available time you have in the office.
- Discuss how the master schedule is created for next semester or next year.
- Present topics at faculty meetings, help to lead discussions.
- Conduct or observe facilities management walk arounds; check the building and grounds, identify repairs or maintenance issues. Learn who is responsible for doing what, and what the procedure is for requesting maintenance services.
- Spend time with a custodian, bus driver, and a cook.
- Spend time with local law enforcement, discuss crisis management procedures.
- Attend a teacher recruitment fair.
- Attend a state or national conference sponsored by a principals' association.
- Participate in the coordination of summer school.
- Provide an article for the school newsletter or update from the Principal's office.
- Attend school improvement plan review/activities.
- Organize ISTEP test analysis/discussion.
- Attend PL 221/NCLB discussion/meetings.
- Attend curriculum meetings/discussion at building and corp. levels.
- Attend staff development planning/activities.
- Attend athletic council/director meetings.
- Attend band parent meetings.
- Attend textbook adoption discussion/meetings.
- Attend Gifted & Talented Committee Work.
- Participate in AP/IB Discussion.
- Participate in Core 40/P-16 Program Proposals.
- Participate in reading program initiatives/meetings.
- Participate in ECA Events.
- Participate in staff recognition.

- Attend principal's coffee type programs.
- Participate in climate audit discussion/results.
- Attend expulsion hearing
- Assist in the coordination and assessment of Fire/Tornado Drills.
- Participate in substitute teacher hiring/monitoring/calling.
- Look into community support groups involvement.
- Understand the schedule of school facilities by community groups.
- Attend negotiations.
- Work with student groups.
- Participate in district code of ethics review/discussion.
- Attend school board policy review.
- Schedule central office visits/discussions with a variety of staff.
- Attend community/political leaders meetings.
- Participate in Booster Club meetings.
- Attend county government/town-city council meetings.
- Participate in school budget study/discussion.

APPENDIX B

Indiana Content Standards for Educators-School Leader-Building Level

Indiana Department of Education

Indiana Content Standards for Educators

SCHOOL LEADER—BUILDING LEVEL

The School Building Leader standards reflect the most current research on effective educational leadership and advance a new and powerful vision of principal effectiveness. The standards define those skills and abilities that school leaders must possess to produce greater levels of success for all students. Bringing significant improvement to student achievement and teacher effectiveness requires an unapologetic focus on the principal's role as driver of student growth and achievement.

The standards provide a basis for professional preparation, growth, and accountability. However, the standards should not be viewed as ends in themselves; rather, they provide clarity for building leaders about the actions they are expected to take in order to drive student achievement and teacher effectiveness outcomes.

December 2010

The Indiana standards for School Leader—Building Level consist of "core" and "supplementary" content and skills. In this document, content and skills considered "core" are indicated with bold text. Supplementary content and skills are indicated with nonbold text. It should be noted that all of Standard 6 is supplementary, including both the standard and the essential elements of knowledge within the standard.

Standard 1: Human Capital Management

School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.

Standard 2: Instructional Leadership

School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

Standard 3: Personal Behavior

School building leaders model personal behavior that sets the tone for all student and adult relationships in the school.

Standard 4: Building Relationships

School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Standard 5: Culture of Achievement

School building leaders develop a school wide culture of achievement aligned to the school's vision of success for every student.

Standard 6: Organizational, Operational, and Resource Management

School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes.

Standard 1: Human Capital Management

School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement, including:

1. **1.1 recruiting, hiring, assigning, retaining, and supporting effective teachers who share the school's vision/mission**
2. **1.2 prioritizing teacher evaluation over competing commitments and using teacher evaluation systems that credibly differentiate the performance of teachers**
3. **1.3 orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance**
4. **1.4 designing and implementing succession plans (e.g., career ladders) for every position in the school, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth**
5. **1.5 delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed**
6. **1.6 counseling out or recommending the dismissal of ineffective teachers, carefully following contractual requirements**
7. 1.7 strategically assigning teachers and other staff to support school goals and maximize achievement for all students

Standard 2: Instructional Leadership

School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students, including:

1. **2.1 cultivating commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision**
2. 2.2 planning, organizing, supervising, and supporting a rigorous instructional program based on research- supported best practices regarding curriculum, instruction, and assessment

3. **2.3 using frequent classroom observation and student performance data to evaluate instructional quality, and regularly providing teachers with prompt, high-quality feedback aimed at improving student outcomes**
4. **2.4 establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities**
5. 2.5 ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students
6. 2.6 promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement

Standard 3: Personal Behavior

School building leaders model personal behavior that sets the tone for all student and adult relationships in the school, including:

1. **3.1 modeling professional, ethical, and respectful behavior at all times and expecting the same behavior from others**
2. **3.2 establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center**
3. **3.3 actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement**
4. **3.4 going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to school success, and taking risks to achieve results**
5. 3.5 using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading school improvement efforts

Standard 4: Building Relationships

School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including:

1. **4.1 establishing an organizational culture of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence**
2. **4.2 skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)**
3. **4.3 using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change**
4. 4.4 working collaboratively with individuals and groups inside and outside the school, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students
5. 4.5 demonstrating awareness of the public and political nature of the school building leader position, and deftly engaging the public in addressing controversial issues

Standard 5: Culture of Achievement

School building leaders develop a school wide culture of achievement aligned to the school's vision of success for every student, including:

1. **5.1 empowering teachers and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning, respectful, and on task**
2. **5.2 establishing rigorous academic goals and priorities that are accepted as fixed and immovable**
3. **5.3 orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation**
4. 5.4 implementing systems to promote and enforce individual accountability for results
5. 5.5 ensuring all students full and equitable access to educational programs, curricula, and available supports
6. 5.6 using positive and equitable behavior management systems and ensuring that rules and routines are consistently implemented
7. 5.7 guiding staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning
8. 5.8 developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the school's goals for student growth and achievement

Standard 6: Organizational, Operational, and Resource Management

School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes, including:

1. 6.1 using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals
2. 6.2 using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization
3. 6.3 using practices for the safe, efficient, and effective operation of the school's physical plant, equipment, and auxiliary services (e.g., food services, student transportation)
4. 6.4 planning, managing, and monitoring school budgets aligned to school improvement goals, and creatively seeking new resources to support school programs and/or reallocating resources from programs identified as ineffective or redundant
5. 6.5 managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness; student safety and welfare; and the rights and responsibilities of students, families, and school staff

State and National Standards and Curriculum Frameworks

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Sources on School Leader–Building Level

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   http://www.marshallmemo.com/articles/Prin%20Eval%20Rubrics%20Jan%2026,%2010.pdf
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11. Porter, A., Murphy, J., Goldring, E., & Elliott, S. N. (2008). Vanderbilt assessment for leadership in education (VAL-ED). Nashville, TN: Discovery Education.
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14. Picciano, A. G. (2005). Data-driven decision making for effective school leadership. Boston: Allyn & Bacon.
15. Fiore, D. J. (2006). School-community relations (2nd ed.). Larchmont, NY: Eye on Education, Inc.
16. Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results. Alexandria, VA: Association for Supervision and Curriculum Development.
17. Reeves, D. B. (2004). Accountability for learning: How teachers and school leaders can take charge. Alexandria, VA: Association for Supervision and Curriculum Development.
18. Zmuda, A., Kuklis, R., & Kline, E. (2004). Transforming schools: Creating a culture of continuous improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
19. Knowledge Is Power Program (KIPP). (1994). KIPP leadership competency model.
   http://www.kipp.org/school-leaders/training-and-development/leadership-competencies
20. Reeves, D. (2009). Leadership performance matrix. Blairsville, PA: iObservation.

Indiana Educator Standards for School Leader–Building Level	Indiana Department of Education Principal Effectiveness Rubric (Draft)	CCSSO ISLLC Educational Leadership Policy Standards	NPBEA Standards for Advanced Programs in Educational Leadership	ISTE National Educational Technology Standards
Standard 1: Human Capital Management **School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.**	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6	1.D 2.F 3.B, D 5.D	1.3.a, b 2.4.a, b 3.1.a, b, c 3.3.a	
Standard 2: Instructional Leadership **School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.**	2.2.1 2.2.2 2.2.3	1.A, B, C, D, E 2.A, B, D, E, F, G, I 3.E 5.E	1.3.a, b 1.4.b 2.2.a, b 2.3.a, c	
Standard 3: Personal Behavior **School building leaders model personal behavior that sets the tone for all student and adult relationships in the school.**	3.1.1 3.1.2 3.1.3 3.1.4	5.B, D	1.5.a 2.4.c 3.1.c 4.1.a 5.1.a 5.2.a 5.3.a	
Standard 4: Building Relationships **School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.**	3.2.1 3.2.2 3.2.3	1.A 2.A 4.C, D 6.B	1.2.c 1.3.a 1.4.a 1.5.b 3.2.a 4.1.a 4.2.a 4.3.a 6.1.h 6.2.a	

Indiana Educator Standards for School Leader–Building Level	Indiana Department of Education Principal Effectiveness Rubric (Draft)	CCSSO ISLLC Educational Leadership Policy Standards	NPBEA Standards for Advanced Programs in Educational Leadership	ISTE National Educational Technology Standards
Standard 5: Culture of Achievement **School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student.**	3.3.1 3.3.2 3.3.3	1.B, C, D, E 2.A, B, E, I 4.B, C, D 5.A, C, E	1.3.b 1.5.a 2.2.a 2.3.c 3.1.b 3.2.c 4.1.a, b, c, d, e 4.3.a, c 6.3.c	
Standard 6: Organizational, Operational, and Resource Management School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes.		1.B 3.A, B, C 4.A 5.D	3.1.a, b, c 3.2.a, c 3.3.a, b, c 4.3.c 5.1.a 5.3.a 6.1.d	3c, 4e

APPENDIX C

Proposed Long Term Action Research Project Template

Proposed Long Term Action Research Project Form

Name: _____

Date: _____

University Supervisor: _____

Title of the Project: _____

Early in the fall semester, the intern should first discuss with their mentor and university supervisor possible action research project. No later than the December seminar, the intern should complete the planning stage. A final abstract of the completed project will be developed and shared with other interns at the last seminar in April. The project should focus on a problem-based issue with the intended outcome of improving the school, and provide you unique expertise in one area of school administration.

Please complete the following form and have it approved before the December Seminar.

1. **Statement of the Problem (In three to five sentences clarify and diagnose a problem-based situation that needs to be resolved.):**

2. **Objectives (Developing three to five outcome statements, ask yourself in what ways will this project make things better, improve a practice, or correct something not working well.):**

3. **Gathering Information (Approximately 1,500 words):**
   - **What evidence exists that the problem is a problem?**
   - **Who is affected by the problem, both internal and external to the school?**
   - **How is the problem currently being dealt with?**
   - **What exists in related literature (e.g., documents, books, journals, policy) related to the problem?**
   - **Is there any related literature that contradicts you views of this problem?**

4. **Develop a Research Plan:**
   - **Research Question (What question do you hope to be able to answer at the end of the study?):**
   - **Research Design (Pick one type.):**
     - **Qualitative (May be one or more.)**
       - **Observations**
       - **Interviews**
       - **Focus Group Discussion**
       - **Studying a Program or Event**
     - **Quantitative (May be one or more.)**
       - **Review existing data, documents, records, checklists, rating scales, or tests**
       - **Surveys or questionnaires**
       - **Comparison of different groups**
   - **Ethical Considerations (e.g., honesty, caring and fairness):**
     - **Will you need permission from students, parents, or others?**
     - **Have you ensured no one feels coerced or compelled to participate?**
     - **Have you ensured the privacy of individual students and families?**

APPENDIX D

Abstract PowerPoint Template for Completed Long Term Action Research Project

PRINCIPAL INTERN SEMINAR ACTION RESEARCH

April 17, 2021

- Prepare a one-slide abstract of the study.
- The abstract should provide,
  - *The title of your action research,*
  - *A brief summary of the purpose,*
  - *And the key findings from the "The Reflecting Stage" (i.e., Stage 4 of the Action Research Guideline).*
  - *Conclude with your contact information (i.e., Name, email or phone number). Please use 20 font or larger.*

APPENDIX E

Course Based District Level Satisfaction M.Ed. Completer Survey

Course Based District Level, Ed.S and Building Level, M.Ed. Completer Survey

Which program are you in _____

Name _____

Please circle your response for each of the questions using the Likert Scale
Extremely Satisfied = 4
Somewhat Satisfied = 3
Somewhat Dissatisfied = 2
Extremely Dissatisfied = 1

Please indicate how satisfied you are with your program preparation at ISU in meeting the following standards

	4	3	2	1
1. Understand the importance of school vision.	4	3	2	1
2. Understand the process of developing a vision.	4	3	2	1
3. Effectively assess goals to meet the vision.	4	3	2	1
4. Understand the importance of school culture.	4	3	2	1
5. Understand the process of shaping the organizational culture.	4	3	2	1
6. Effectively assess the organizational culture.	4	3	2	1
7. Knowledge of curriculum, instruction, and assessment.	4	3	2	1
8. Promote the most appropriate technologies to support the culture.	4	3	2	1
9. Effectively manage daily operations.	4	3	2	1
10. Promote school/district policies and procedures.	4	3	2	1
11. Protect the welfare and safety of stakeholders.	4	3	2	1
12. Understand community influence.	4	3	2	1
13. Recognize and support the role of diversity.	4	3	2	1
14. Develop relationships with community partners.	4	3	2	1
15. Exhibit integrity.	4	3	2	1
16. Promote social justice.	4	3	2	1
17. Act to influence all political decisions affecting student learning.	4	3	2	1
18. Recognize emerging trends and develop strategies to address the trends.	4	3	2	1

Please provide an email, other than your ISU email address so that we can send you a follow survey via Qualtrics following completion of the program
_____

APPENDIX F

Master of Education in School Administration and Supervisor

SCHOOL ADMINISTRATION & Supervision   Indiana State University
Master of Education   School of Graduate Studies
                                and Bayh College of Education

Effective Fall 2012
NAME _____   **ADVISOR** _____

Student Number: _____   Years of Teaching/Grade Level_____

Course # Description	Hrs	When Taken	Grade	Comments
EDUC 610 Research in Education **OR** COUN 620 Foundations of Research **OR** EPSY 620 Foundations of Research	3			**Fall, Spring, Summer**
EDLR 605 Philosophy of Education EDLR 608 School and Society **OR** EDLR 607 History of Education	3			**Or 608/607 Fall, Spring, Summer**
EDLR 650 Foundations of Educational Leadership **** Please note that this course serves as a trigger (activation) course for a TK20 course management account, an online data management support system that the Bayh College of Education uses to track student performance. It has an associated fee paid by the student. If this course is waived because of transfer credit from another institution, on the date of that waiver the student must register for and purchase a TK20 account at the following website address: https://indstate.tk20.com/campustoolshighered/start.do**	3			**Fall, Summer**
EDLR 655 Legal Aspects of School Administration	3			**Spring, Summer**
EDLR 656 School and Community	3			**Fall, Summer**
EDLR 681 The School Principal	3			**Spring, Summer**
EDLR 683 Curr., Instr., and Assessment	3			**Spring, Summer**
Internship (12 hours) - EDLR 758 and EDLR 793 taken concurrently				**Fall Spring**
EDLR 758 Principal Internship (Fall)	3			
EDLR 793 Seminar for Principals (Fall)	3			
EDLR 758 Principal Internship (Spring)	3			

EDLR 793 Seminar for Principals (Spring)	3			
Total semester hours	33			
Projected License Acquisition				

NOTE: A student must complete all master's degree requirements within seven (7) years. No graduate credit will be counted toward the master's degree if the student enrolled for the work more than seven (7) years before the completion of the degree.

NOTE: A student must complete all master's degree requirements within seven (7) years. No graduate credit will be counted toward the master's degree if the student enrolled for the work more than seven (7) years before the completion of the degree.

SCHEDULE OF STUDY APPROVAL

Date submitted _____

Name _____ Address _____

_____
Approved: Committee Chairperson and Advisor

_____
Approved: Dean, School of Graduate Studies

_____

APPENDIX G

Non-Degree Certification in School Administration and Supervision

SCHOOL ADMINISTRATION & Supervision Indiana State University
Non-Degree Licensure   School of Graduate Studies
            and Bayh College of Education

Effective Fall 2012
NAME _____ **ADVISOR** _____

Student Number: _____ Years of Teaching/Grade Level _____

Course # Description	Hrs	When Taken	Grade	Comments
EDUC 610 Research in Education **OR** COUN 620 Foundations of Research **OR** EPSY 620 Foundations of Research	3			**Fall, Spring, Summer**
EDLR 605 Philosophy of Education EDLR 608 School and Society **OR** EDLR 607 History of Education	3			**Or 608/607 Fall, Spring, Summer**
EDLR 650 Foundations of Educational Leadership **** Please note that this course serves as a trigger (activation) course for a TK20 course management account, an online data management support system that the Bayh College of Education uses to track student performance. It has an associated fee paid by the student. If this course is waived because of transfer credit from another institution, on the date of that waiver the student must register for and purchase a TK20 account at the following website address: https://indstate.tk20.com/campustoolshighered/start.do**	3			**Fall, Summer**
EDLR 655 Legal Aspects of School Administration	3			**Spring, Summer**
EDLR 656 School and Community	3			**Fall, Summer**
EDLR 681 The School Principal	3			**Spring, Summer**
EDLR 683 Curr., Instr., and Assessment	3			**Spring, Summer**
Internship (12 hours) - EDLR 758 and EDLR 793 taken concurrently				**Fall Spring**
EDLR 758 Principal Internship (Fall)	3			
EDLR 793 Seminar for Principals (Fall)	3			
EDLR 758 Principal Internship (Spring)	3			
EDLR 793 Seminar for Principals (Spring)	3			
Total semester hours	33			
Projected License Acquisition				

NOTE: A student must complete all master's degree requirements within seven (7) years. No graduate credit will be counted toward the master's degree if the student enrolled for the work more than seven (7) years before the completion of the degree.

SCHEDULE OF STUDY APPROVAL

Date submitted_____

Name _____Address _____

_____
Approved: Committee Chairperson and Advisor

_____
Approved: Dean, School of Graduate Studies

_____

APPENDIX H

Assessment of Dispositions

Identification and Assessment of Student Dispositions
Advanced Programs
M.Ed. Program EDLR 758

Student Name: _____

Professional educators are stewards of student intellectual, emotional, and social development. The complexity and long-term impact of this responsibility requires a foundation of exemplary beliefs and attitudes reflective of the society. Dispositions are the manifestation of these beliefs and attitudes. Educators' dispositions about teachers, the community, students, about teaching, and about themselves strongly influence the impact they will have on student learning and development. At Indiana State University, the Bayh College of Education has found the following dispositions to be of such critical nature that they have become an integral portion of the education program. Candidates are subject to these standards as they matriculate through the program.

The following helps to characterize the assessment criteria. The term "student" refers to the ISU graduate student.

Student Disposition Rubric

Disposition Assessment Rubric: Advanced Programs
4-16-13

Professional Deportment – The Educator as a Person

Criterion	Exceeds Expectations (4)	Proficient (3)	Adequate (2)	Below Expectations (1)	No Bases (NB)	Self Score
Dress and Appearance.	Candidate's appearance and manner of dress is appropriate to the setting at all times and encourages others to be professional.	Candidate's appearance and manner of dress is appropriate to the setting at all times.	Candidate's appearance and manner of dress is appropriate to the setting with only occasional deviations from this.	Candidate's clothing and appearance are commonly inappropriate to the setting.	Not Observed or Applicable	
Attendance and punctuality.	Candidate can be depended upon to be where he or she needs to be, on time, every time. He or she helps other candidates and students understand the important of this behavior.	Candidate has no unexcused absences from class or responsibility. He or she is always on time for class or responsibility.	Candidate has one unexcused absence from class or responsibility but is always on time **or** he or she has lacked punctuality on two occasions but has no unexcused absences.	Candidate has demonstrated three or more instances in which he or she has had unexcused absences and/or has lacked punctuality.	Not Observed or Applicable	
Preparedness for class.	Candidate is always ready for the assigned task (including material and/or equipment needs), whether for a class, presentation, meeting, or other expectation.	Candidate is consistently ready for the assigned task with one minor exception (or was ready but disruptive to the flow of class due to material or equipment needs).	Candidate is commonly ready for the assigned task with only two minor exceptions.	Candidate has demonstrated three or more minor instances in which he or she lacked preparation for the assigned task **or** one or more instances in which he or she was unprepared for a major assigned task.	Not Observed or Applicable	
Courtesy and respect.	Candidate is a leader in modeling courtesy and respect for others and positively encourages the free expression of ideas of colleagues.	In expressed thoughts and actions, the candidate demonstrates courtesy and respect for all persons and does not impede the free expression of ideas of colleagues.	In expressed thoughts and actions, the candidate demonstrates basic courtesy and respect for those around him or her.	In expressed thoughts and actions, the candidate demonstrates a lack of courtesy or respect for all persons and/or impedes the free expression of ideas of colleagues.	Not Observed or Applicable	
Positive influence on climate.	Candidate supports and encourages others to impact the climate through enthusiasm for activities and ideas, perseverance in tasks, and expressions of collegiality and/or humor.	Candidate impacts the climate in a positive manner through enthusiasm for activities and ideas, perseverance in tasks, and expressions of collegiality and/or humor.	Candidate does not impact the climate in a negative manner, yet provides little positivity.	Candidate impacts climate in a negative manner.	Not Observed or Applicable	

Educational Philosophy: The Educator as Mediator of Learning

Criterion	Exceeds Expectations (4)	Proficient (3)	Adequate (2)	Below Expectations (1)	No Bases (NB)	Self Score
Research Consumer and Contributor.	Candidate is a regular presenter or is published in her career field.	In written work or verbal interaction, the candidate can articulate best practices relative to her current work and attempts to capture that effort for sakes of publishing or presenting.	In written work or verbal interaction, the candidate understands best practices and has a desire to contribute to the profession through research.	In written work or verbal interaction, the candidate does not understand best practices nor has a desire to contribute to the profession through research.	Not Observed or Applicable	
Reflection/ Flexibility.	Candidate creates opportunities for others to share reflections so that all can benefit from others' experiences.	Candidate usually participates in reflection and guides others to do the same relevant to self-improvement.	Candidate often participates in thoughtful reflection relevant to self-improvement.	Candidate does not participate in thoughtful reflection relevant to self-improvement.	Not Observed or Applicable	
Mental Models/ Assumptions.	In verbal interaction, the candidate can lead larger groups in understanding the relationship between her values, beliefs, and organizational values and beliefs.	In written work or verbal interaction, the candidate helps others understand the relationship between her values, beliefs, and organizational values and beliefs.	In written work or verbal interaction, the candidate understands the relationship between her values, beliefs, and organizational values and beliefs.	In written work or verbal interaction, the candidate does not understand the relationship between her values, beliefs, and organizational values and beliefs.	Not Observed or Applicable	
Commitment to Organizational Success.	Candidate takes the lead and is successful in helping school change and improvement.	Candidate is proactive in assisting the change and improvement of the school.	Candidate minimally supports the change and improvement of the school.	Candidate does not support the change or improvement of the school.	Not Observed or Applicable	
Commitment to Individuals' Success.	Candidate is able to assist peers as they learn to accurately critique others, provide feasible alternatives for addressing weaknesses, and engage in formal or informal interactions to support the professional development of colleagues.	Candidate accurately critiques others, provides feasible alternatives for addressing weaknesses, and engages in formal or informal interactions to support the professional development of colleagues.	Candidate is able to professionally critique others and can provide feasible alternatives for addressing individual weaknesses.	Candidate is unable to professionally critique others or provide feasible alternatives for addressing individual weaknesses.	Not Observed or Applicable	
Collegiality among faculty, peers, and community.	Candidate develops opportunities to collaborate with teachers and other professionals in the building to improve practice. She offers positive suggestions for team and individual efforts and take/use advice from other professionals.	Candidate seeks out opportunities to collaborate with teachers and other professionals in the building to improve practice. She takes/uses advice from other professionals to improve practice.	Candidate is open to suggestions from other individuals and team members within the school but does not seek out collaborative relationships.	Candidate does not seek out nor establish relationships with other individuals or team members within the school.	Not Observed or Applicable	

Commitment to Ethical Practice: The Educator as a Member of Communities

Criterion	Exceeds Expectations (4)	Proficient (3)	Adequate (2)	Below Expectations (1)	No Bases (NB)	Self Score
Honesty.	Candidate provides exemplary behavior and is regarded as a role model in influencing students to embrace and practice honesty.	Candidate has a reputation built around honesty and helps students understand this virtue.	Candidate has not demonstrated any behaviors related to cheating, lying, or plagiarism in an academic capacity.	Candidate contributes directly or indirectly to cheating, plagiarism, or lying in an academic capacity.	Not Observed or Applicable	
Credibility and Citizenship.	Candidate is regarded as a role model across the university and community regarding virtue and civic responsibility and influences others in this regard.	Candidate maintains a strong reputation for virtue and civic responsibility in the university and community.	Candidate has not participated in or contributed to situations that bring discredit to herself or the university.	Candidate has participated in or contributed directly or indirectly to situations that bring discredit to herself or the university.	Not Observed or Applicable	
Trustworthiness.	Candidate has built a reputation of being one of the most trusted people in the university and community and through such contributes to cultures of trust.	Candidate has a reputation of being trustworthy that extends beyond the boundaries of the educational program.	Candidate can be trusted to perform any duties related to serving as an educator.	Candidate cannot be trusted in her role as an educator.	Not Observed or Applicable	
Commitment to Safety.	Candidate is considered as a primary resource when the issue of safety is at risk, providing leadership when change is needed and through proactive, risk-prevention efforts in times of normal educational operations.	Candidate makes special efforts to seek out means for providing a safer environment for those she works with and is given supervision over, and reacts with prudence and safety consciousness in times of risk.	Candidate has demonstrated a concern for the safety of those she works with or have been given supervision over.	Candidate has demonstrated a lack of concern for or inability to deal with the safety of those she works with or has been given supervision over.	Not Observed or Applicable	
Provider of an Environment of Trust.	Candidate provides leadership in issues related to trusting others by creating opportunities for trust to happen.	Candidate trusts others in many situations and encourages others to do the same.	Candidate trusts others to perform duties related to serving as an educator and delegates appropriately.	Candidate does not trust others to perform any duties related to serving as an educator and/or does not delegate appropriately.	Not Observed or Applicable	
Role Model.	Candidate helps or inspires other candidates and students to adopt behaviors and dispositions worthy of role-model status.	Candidate serves as role model for other candidates and students.	Candidate has not compromised his or her capacity to become a role model.	Candidate is not an acceptable role model for other candidates or students.	Not Observed or Applicable	

APPENDIX I

Internship Application and Recommendation Forms

ISU EDLR PRINCIPAL INTERNSHIP APPLICATION

Applicant:_____
          (name)   (home phone #)

_____
          (address)

_____
    (e-mail address)   (Student ID #991)

Starting Fall Semester 20___

Employer:_____
          (District)   (School)

_____
         (Position)   (Business Phone #)

Place of Internship:_____
          (District)   (School)

_____
    (School Location)   (School Phone #)

Name of Cooperating Administrator: _____

Title: _____ **Phone:** _____

E-mail address: _____ **Address:** _____

Signature of host school Superintendent as acknowledgement of this internship:
_____ Telephone: _____

Statement of Commitment:

Intern: I will abide by the internship rules set by the Indiana State University and the school district. I will complete all requirements for the internship, which have been agreed to by both my cooperating administrator and ISU faculty supervisor.

_____   _____
             Signature of Intern   Date

Supervising Administrator: I agree to provide the experiences, which have been identified in the Internship Proposal, and to provide technical administrative guidance as required. I will evaluate the performance of the intern upon completion of the internship.

_____   _____
Signature of Cooperating Administrator   Date

Please return this completed application along with three recommendations from persons who can attest to your character, personality, teaching performance, and potential administrative ability using the evaluation form found in this application and email directly to Dr. Bobbie Jo Monahan at bmonahan@indstate.edu

Department of Educational Leadership
Principal Intern Program

INTERN EVALUATION FORM

Name of Applicant: _____Date: _____

TO THE PERSON COMPLETING THIS FORM:
The person whose name appears has applied for admission to the Principal Intern Program at Indiana State University. We are searching for educators with the greatest potential for the principalship, we ask that you do a careful job of evaluating their potential. Please circle the number that best gives your judgment of each trait of the applicant, using the following scale.

1 = Does not meet expectations   2 = Meets expectations   3 = Exceeds expectations

1. Appreciates diverse populations	1	2	3
2. Willing to help others	1	2	3
3. Takes the initiative	1	2	3
4. Assumes responsibility	1	2	3
5. Works well with support staff	1	2	3
6. Demonstrates leadership ability	1	2	3
7. Shows tact and consideration	1	2	3
8. Thinks and acts positively	1	2	3
9. Can organize events and/or groups of people	1	2	3
10. Completes tasks	1	2	3

In one or two sentences, please state why you think this person has (or does not have) the potential to succeed as a principal. _____
_____
_____
_____

On the scale below, circle the number that best indicates your total impressions of the applicant with respect to his/her potential to succeed as a principal.

(Low)   1   2   3   4   5   6   7   8   9   10 (High)

Print Your Name: _____

Signature: _____

Position: _____

School Corporation or Organization: _____

APPENDIX J

NELP Standard Alignment & Coursework Curriculum Map

	EDLR 650	EDLR 655	EDLR 656	EDLR 681	EDLR 683	EDLR 758	EDLR 793
NELP Component 1.1: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community **ISTE 2a.** **IN 2.1** cultivating commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision				"Vision/Mission Activity"			Final Mentor-Supervisor Evaluation
NELP Component 1.2: Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. **ISTE 2c.** **IN 3.5** using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading school improvement efforts						"Action Research Project - Phase 1"	Final Mentor-Supervisor Evaluation
NELP Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult. **IN 1.3** orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance	"Scenario Final"						Final Mentor-Supervisor Evaluation

1.4 designing and implementing succession plans (e.g., career ladders) for every position in the school, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth						
NELP Component 2.2: Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. **ISTE 3c.** **IN 4.2** skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)		"Oral Case Review"				Final Mentor-Supervisor Evaluation
NELP Component 2.3: Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduce and relationships to cultivate ethical behavior in others. **ISTE 3d.** **IN 3.1** modeling professional, ethical, and respectful behavior at all times and expecting the same behavior from others		"Oral Case Review"				Final Mentor-Supervisor Evaluation
NELP Component 3.1: Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture **IN 5.3** orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation			Department of Education Professional Development Presentation		"Action Research Project" Phase II	Final Mentor-Supervisor Evaluation

NELP Component 3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to resources, technologies, and opportunities that support the educational success and well-being of each student **ISTE 2b. 5a.** **IN 5.4** implementing systems to promote and enforce individual accountability for results						"Action Research Project" Phase II	Final Mentor-Supervisor Evaluation
NELP Component 3.3: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. **ISTE 3b.** **IN 5.5** ensuring all students full and equitable access to educational programs, curricula, and available supports				xx		"Action Research Project"	Final Mentor-Supervisor Evaluation
NELP Component 4.1: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula, programs, and other supports for academic and nonacademic student programs **ISTE 6a.** **IN 5.2** establishing rigorous academic goals and priorities that are accepted as fixed and immovable					xx		Final Mentor-Supervisor Evaluation
NELP Component 4.2: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality					xx		Final Mentor-Supervisor Evaluation

and equitable academic and nonacademic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and nonacademic systems. **ISTE 1a. 6b.** **IN 5.6** using positive and equitable behavior management systems and ensuring that rules and routines are consistently implemented						
NELP Component 4.3: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. **ISTE 4b. 5c. 6d. 7a. 7b.** **IN 2.5** ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students6.1 using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals					xx	Final Mentor-Supervisor Evaluation
NELP Component 4.4: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner **ISTE 5b. 6c.**					xx	Final Mentor-Supervisor Evaluation

IN 2.2 planning, organizing, supervising, and supporting a rigorous instructional program based on research supported best practices regarding curriculum, instruction, and assessment **6.2** using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization							
NELP Component 5.1: Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. **ISTE 4c.** **IN 5.7** guiding staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning			Department of Education Professional Development Presentation				Final Mentor-Supervisor Evaluation
NELP Component 5.2: Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. **ISTE 3a. 4d.** **IN 3.3** actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement **5.8** developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the school's goals for student growth and achievement			Department of Education Professional Development Presentation				Final Mentor-Supervisor Evaluation

NELP Component 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community. **ISTE 3a.** **IN 3.2** establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center **4.2** skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites) **4.3** using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change **4.4** working collaboratively with individuals and groups inside and outside the school, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students **4.5** demonstrating awareness of the public and political nature of the school building leader position, and deftly engaging the public in addressing controversial issues			Department of Education Professional Development Presentation				Final Mentor-Supervisor Evaluation
NELP Component 6.1: Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support				"Vision/Mission Activity"		"Action Research Project" Phase II	Final Mentor-Supervisor Evaluation

each student's learning needs and promote the mission and vision of the school. **IN 6.5** managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness; student safety and welfare; and the rights and responsibilities of students, families, and school staff						
NELP Component 6.2: Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development **ISTE 1c.** **IN 3.4** going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to school success, and taking risks to achieve results **6.4** planning, managing, and monitoring school budgets aligned to school improvement goals, and creatively seeking new resources to support school programs and/or reallocating resources from programs identified as ineffective or redundant					"Action Research Project" Phase II	Final Mentor-Supervisor Evaluation
NELP Component 6.3: Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being	xx				"Action Research Project" Phase II	Final Mentor-Supervisor Evaluation

IN 4.1 establishing an organizational culture of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence 6.3 using practices for the safe, efficient, and effective operation of the school's physical plant, equipment, and auxiliary services (e.g., food services, student transportation)							
NELP Component 7.1: Program Completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff **IN 1.1** recruiting, hiring, assigning, retaining, and supporting effective teachers who share the school's vision/mission **1.2** prioritizing teacher evaluation over competing commitments and using teacher evaluation systems that credibly differentiate the performance of teachers **1.6** counseling out or recommending the dismissal of ineffective teachers, carefully following contractual requirements				XX			Final Mentor-Supervisor Evaluation
NELP Component 7.2: Program completers understand and have capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. **IN 2.3** using frequent classroom observation and student performance data to evaluate instructional quality, and regularly providing teachers with prompt, high-quality feedback aimed at improving student outcomes				"Analysis of New Teacher Induction Process"			Final Mentor-Supervisor Evaluation

5.1 empowering teachers and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning, respectful, and on task							
NELP Component 7.3: Program completers understand and have the capacity to personally engage in, as well as collaboratively engage staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. **ISTE 1b. 4a.** **IN 2.4** establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities 3.1 modeling professional, ethical, and respectful behavior at all times and expecting the same behavior from others				XX			Final Mentor-Supervisor Evaluation
NELP Component 7.4: Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success **IN 1.5** delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed 1.7 strategically assigning teachers and other staff to support school goals and maximize achievement for all students 2.6 promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement							