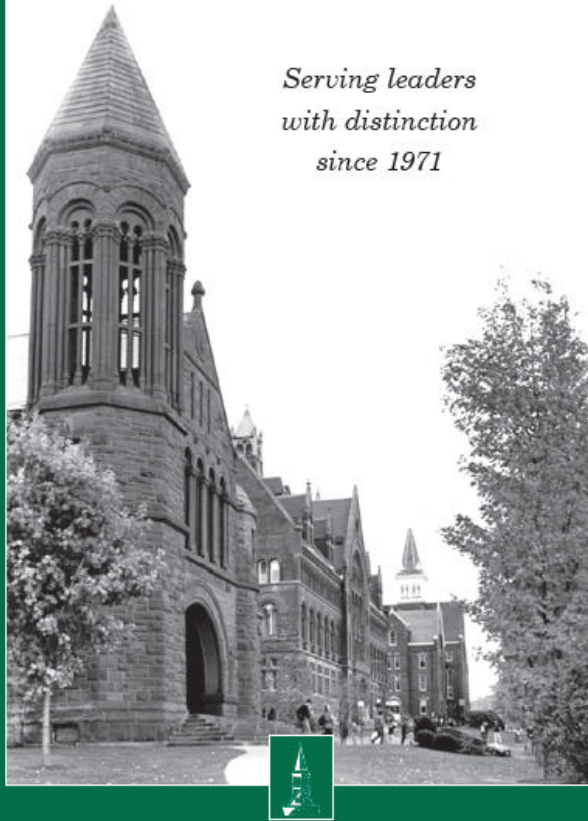


The UNIVERSITY of VERMONT

Master's Degree Program in
EDUCATIONAL LEADERSHIP

*Serving leaders
with distinction
since 1971*



INTERNSHIP MANUAL

*"PREPARING LEADERS WHO CAN MAKE A POSITIVE
DIFFERENCE IN THE LIVES OF CHILDREN,
YOUTH, AND FAMILIES"*

Revised Fall, 2009

Internship Overview and Guidelines

I. INTRODUCTION

The Internship (EDLP 319) is an important component for preparation of educational leaders. The Internship provides students with opportunities to explore, apply, and reflect on their knowledge, skills, and dispositions in a variety of situations in a field setting. Through a process of supervised experiences in a professional setting, the candidate engages in the practical application of theory and knowledge gained through the formal course work. The Internship represents the culminating experience toward earning the Masters Degree or Certificate of Advanced Study(CAS).

University faculty and school professionals share responsibility for candidate success and for assessment of the intern's performance. The intern is expected to (1) demonstrate knowledge, skills, and dispositions associated with the field of educational leadership and aligned with state and national standards for practice; (2) apply knowledge, skills, and dispositions to leadership roles and problems of practice; (3) demonstrate ability to connect the philosophical, theoretical, and research-based frameworks of the field of educational leadership to school leadership practices; and (4) engage in self-assessment and reflection on learning and performance.

The Internship is usually completed in the student's final year of course work and in consultation with his/her program advisor. The Internship is the culminating experience of the student's master's degree or certification program in educational leadership. Registration for the Internship is by completing an *Intent to Complete Internship* one semester prior to enrolling in EDLP 319: Internship (APPENDIX A).

The Internship is a carefully constructed and planned learning experience designed to enhance and expand upon leadership competencies and standards in several areas of study, while offering the opportunity to integrate theory with practice. Opportunity to develop expertise in attaining academic, professional, and personal goals is integrated into the internship experience. Students are actively involved in the designing, participating, and reflecting upon internship experiences. As part of the Internship, intern candidates are expected to continue to develop and/or complete their Master's Degree/CAS graduation portfolio that serves as a professional file for documenting one's learning and growth during the internship as well as the entire program of study. Students who are pursuing administrative licensure will need to link their documented learning to the Vermont Leadership Competencies and Vermont Professional Standards required for administrative endorsement in Vermont.

A. Goals for the Internship Experience

1. The internship provides significant opportunities in a professional setting to synthesize and apply the knowledge, and to practice the skills identified with the program goals and objectives. Students pursuing administrative licensure will apply knowledge and practice skills identified with the Vermont competencies for licensure.

2. The Internship provides a variety of substantial field-based experiences over an extended period of time in diverse settings that are planned cooperatively and supervised by field-based and university personnel.

3. The Internship provides opportunities for the intern to develop relationships with educational leaders/human services agency leaders who serve as mentors/clinical supervisors who guide the individual preparing for a position in leadership.

4. The Internship provides opportunity to engage in a number of leadership experiences and with several field-based improvement projects that encourage initiative and response to changing conditions.

5. The Internship provides opportunities to reflect on the effectiveness of leadership performance in relationship to leadership competence.

6. The Internship provides opportunities to observe organizational processes and practices that impact issues/needs relative to multiculturalism and diversity for all members of the organization.

7. The Internship provides opportunities to develop and carry out projects and to reflect upon those projects in relationship to issues of equity, diversity, and social justice.

8. The Internship provides opportunity to explore and define career pathways for aspiring educational leaders.

B. Internship Design

The Internship may take a variety of forms depending on the candidate's career goals:

1. School Administration Internships for students who are actively seeking endorsement as school leaders--principal, assistant principal, curriculum director, superintendent. This course is required for all candidates seeking Vermont Administrative Endorsement for School Principal.

2. Career Internships for those students seeking to build professional capacity to work in a specialized setting--dental hygiene, athletics, ESL, human services, higher education, etc.

3. Exploratory Internships for those students seeking to explore new learning in a field-based setting to determine possible future direction for professional practice or research. Typically, this internship may involve multiple sites.

4. Curriculum Leadership Internships for those students seeking greater knowledge and skills to become teacher leaders, curriculum leaders, state department consultants, not positions for which there currently is a required endorsement.

5. Mentorship Leadership Internships for those students seeking to learn from a scholar, administrator, or practitioners skills, knowledge, professional applications in a related field--possibly leading to higher education teaching, grant writing, research, publication, or international travel.

6. Faculty Teaching Internships for those students seeking positions in higher education as instructors, lecturers, or professors.

Whatever form is developed must take into consideration the following:

1. That the duration of the Internship be of sufficient length and continuity to facilitate the development and learning of the intern. For those seeking administrative endorsement, the intern must complete 300 hours of field experience. (Note: 100 hours are addressed through applied projects in required course work.)

2. That the supervised experience is conducted under established professional ethical practices and that direction is provided by both the field-based mentor and university supervisor in developing program activities.

3. That an initial interview be conducted with the prospective field-based mentor, intern, and university supervisor prior to approving the Internship.

4. That all paper work is completed, signed, and filed at the University of Vermont before starting the official internship.

5. That all interns maintain professional files, documenting their Internship experiences. Such files include a memorandum of understanding, Internship proposal, time logs, reflective journals, reports, artifacts, and other materials which describe activities/experiences of the Internship.

6. That the evaluation of the intern include both formative and summative evaluation by the intern and field-based mentor, and that such evaluation be submitted both verbally and in writing to the intern and university supervisor.

7. That the intern will continue to build his/her graduation portfolio.

8. That the intern will attend campus-based seminars throughout the internship as scheduled.

II. THE CLINICAL FIELD SITE/UNIVERSITY CONNECTION

The internship represents a partnership between the internship site and the university. Each member assumes various responsibilities that will help the intern gain insight into the everyday functioning of the organization and refine her/his leadership practice. In return, the field-based site has the added resources provided by the competent intern to engage in and take leadership responsibility for important leadership/change initiatives. The intern not only gains insight into the real practices and demands of educational/human services leadership, she/he also brings current theory/techniques to her/his site. The collaborative relationship often leads to action-based research for the improvement of the organization at both levels--the field-based site and the university.

A. Supervising Administrator/Mentor Agreement Form

Supervising administrator/mentors will sign a *Memorandum of Understanding and Site Approval Form for Internship*, indicating that they agree to 1) assist the Internship student in the selection of appropriate leadership/administrative activities; 2) help the Internship student gain access to meetings of groups such as the school board, district administrators, district and school committees, and other appropriate bodies; 3) supervise field activities as delineated on the student's project proposal and activities work plan, 4) evaluate the Internship student's performance on site in the approved project and activities work plan and provide evaluative information to the intern and the university instructor; and 5) meet weekly with the intern to discuss progress, address issues, and engage in reflective dialogue. (APPENDIX B & C)

B. Responsibilities of Participants

Participants in the internship are required to take on particular roles and responsibilities. It is possible to make any adjustments that better reflect the

experiences provided by the field-based site. The “*memorandum of understanding*” is developed collaboratively among the intern, field mentor, and UVM supervisor. This memorandum is supported with a detailed Internship Proposal, which outlines the goals, activities, products and evaluation plan for the Internship. Additional persons may be involved, depending on the nature of the internship site and the goals developed by the Internship team. Every effort to meet the career and learning goals of the intern will be made in conjunction with the organizational constraints and opportunities presented by each site. All sites also need prior approval by the Program in Educational Leadership, Department of Education at the University of Vermont before the Internship begins. Interns must complete the *Intent to Complete Internship Form* prior to enrolling in the course, EDLP 319: Internship.

- **The Intern will:**

1. Be thoroughly familiar with her/his professional strengths and limitations, especially in relationship to leadership competencies as defined by the Master’s/CAS Program in Educational Leadership. (Note: If seeking administrative licensure, be thoroughly familiar with the Vermont requirements for endorsement, the Vermont Educator Standards, and the ISLLC Standards. Candidates must complete an initial self-assessment to help shape the Internship plan.
2. Define and articulate her/his learning and career goals and how the internship will best help attain goals.
3. Select a site and field-based mentor and arrange for an initial interview that includes the field-based mentor, university supervisor, and candidate.
4. Develop a working knowledge of the site and the surrounding community.
5. Complete the “*memorandum of understanding*” and all necessary paperwork in a professional and timely manner prior to beginning the Internship. Develop a detailed “Internship proposal.”
6. Communicate on a regular basis with his/her field mentor and university supervisor. Prepare for site visits from the university supervisor to discuss progress, relevant issues, and concerns.
7. Be prepared to assume and carry out all tasks and assignments as defined in the Internship proposal and discuss any changes with the field mentor and university supervisor.

8. Maintain a file of experiences including a time log, journal, reports, artifacts, and other related materials. Incorporate this Internship File into your final Portfolio for presentation at your Master's/CAS Orals.

9. Remain open to feedback, seek it, and consider it when working to improve professional development and performance.

10. Meet with field-based mentor on a scheduled weekly basis to discuss progress.

11. Attend all internship retreat seminars on campus as scheduled.

12. Work ethically at all times.

• **The Field-Based Mentor will:**

1. Help shape the Internship by sharing organization initiatives and goals for which the intern may be able to assume some responsibility.

2. Meet with the intern, university supervisor, and other appropriate individuals as needed to discuss the field experience progress and make recommendations for change.

3. Inform relevant staff and board members about the roles and responsibilities of the intern. Clarify authority and responsibilities.

4. Meet minimally weekly with the intern to discuss progress, share insights, and provide ongoing support and assistance.

5. Provide guidance, formative evaluative feedback, and engage in reflective conversation on a regular basis, not less than one time per week.

6. Participate in site visit meetings with the intern and university supervisor as needed.

7. Observe and provide substantive feedback to the intern on progress.

8. Allow the intern to have appropriate and increasing levels of responsibility.

9. Complete a summative evaluation report of the intern at the completion of the internship and in consultation with the intern and university supervisor.

10. Contact the university supervisor at any time if questions, concerns arise.

- **The University Supervisor will:**

1. Be responsible for helping to shape the internship experience and meet with intern and field-based mentor for an initial conference to explain roles and responsibilities and discuss guidelines.

2. Maintain regular contact with the intern and field-based supervisor and provide support and direction as needed. He/She will complete the Site Visitation Form after each visit. (APPENDIX N).

3. Conduct site visits in order to observe and/or meet with the intern and to discuss learnings and experiences.

4. Provide support and guidance to the intern and field-based mentor as needed and engage in reflective conversation about new and emergent learnings.

5. Arrange for and organize internship retreat seminars and/or Web-Based, Online Course components.

6. Complete and submit final evaluation and grade for intern.

7. Perform any necessary functions as they may arise.

III. INTERNSHIP REQUIREMENTS

A. Enrollment and Standards

Enrollment is under **EDLP 319: Internship for Leadership**. An Internship may have variable credit, but for licensure, a minimum of three (3) credits is needed and may be extended to six. Each three credits requires a minimum of 200 hours of field-based internship-related work. (Note: For those seeking Vermont Administrative Endorsement, an additional 100 hours of applied field work is part of the formal course work.). Maximum hours/credits should be agreed to by the intern candidate, university advisor, and field-based mentor. Although a full array of leadership responsibilities may be included in the Internship experience, the intent is for the candidate to gain experience in major areas of leadership as follows:

- Professional Ethical and Visionary Leadership

- Communication, Collaboration, and Relationships
- Organizational Renewal, Culture, and Change
- Social Justice, Diversity, and Equality
- Systems Context, Fiscal Management, and Educational Law
- Teaching and Learning

Students will also need to demonstrate the following leadership competencies:

- Administrative activities and tasks, including daily operation, budget and finance, transportation issues, plant maintenance
- Policy and governance of the organization
- Federal and state laws governing organization
- Human resources management
- Community service involvement and community relations
- Knowledge of program support for multiculturalism and diversity
- Interprofessional collaboration and team leadership
- Personnel supervision and appraisal
- Organizational improvement initiatives and change
- Organizational/program evaluation, data management, and action planning
- Organizational culture and climate
- Building professional relationships
- Creating equity cultures where all students achieve success

In addition, candidates for Vermont Administrative Endorsement will need to meet the *Vermont Competencies for School Administrator* (See Appendix D.)

It is important that the Internship build on the knowledge, skills, and dispositions that are outlined in the *Five Standards for Vermont Educators* and the *Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC)*. These documents, along with the competencies for administrative endorsement as approved by the Vermont Standards Board for Professional Educators, July 26, 2008. (APPENDIX E.)

B. Developing the Internship

Prior to beginning the Internship and after meeting with his/her university supervisor, the candidate should meet with his/her field mentor who must be a licensed school administrator if the candidate is seeking such endorsement. The field mentor must agree to serving as the candidates mentor for the duration of the Internship. If the student is not a candidate for school administration, the field mentor should be a recognized leader and hold a position in an agency or institution related to the students' goals. The candidate will need to arrange a meeting among the field

mentor and university supervisor prior to beginning the formal Internship. At that time, the field mentor will be presented with a copy of the *Internship Handbook*.

At this initial meeting, the roles and responsibilities will be reviewed and ideas for the Internship Proposal will be discussed and agreed upon. All requisite Internship forms will be signed and the “draft” of the Internship proposal will be reviewed. Recommendations for other field activities and experiences will be addressed as well as any questions. All contact information will also be collected. THE INTERN AND FIELD MEMBER WILL DRAW UPON THE VERMONT PRINCIPAL LEADERSHIP STANDARDS: Key Indicators and Tasks DOCUMENT. (APPENDIX F).

The **Internship Proposal** is developed collaboratively with the intern, field-based mentor and university supervisor. The development of the Internship Proposal should reflect the following guidelines and levels of engagement.

Guidelines:

1. Internship learning goals related to administrative endorsement competencies: The Intern should complete a self-assessment related to the Vermont Competencies, Standards for Vermont Educators, and ISLLC Standards for school leaders. Areas in need of growth and improvement should be marked and opportunities for professional learning embedded in the Internship. For those candidates NOT seeking Vermont administrative endorsement, the intern will complete a self-assessment related to Program Themes. (APPENDICES G & H)

2. Career-path learning goals related to educational leadership: The Intern should plan to work with more than one field-based mentor in the event he/she is looking at related leadership roles such as curriculum coordinator, special education director, early childhood director, teacher leader, or director of curriculum and professional development. State and/or policy leaders may also mentor interns. Opportunity to shadow and work on related projects should be included in the Internship.

3. Application of leadership competencies to in a variety of contexts and areas related to the Internship: The Intern and field-mentor will develop leadership experiences (nuts and bolts) that provide opportunity for the intern to apply, practice, and reflect on leadership competencies.

4. Responsibility for one or more specific leadership projects related to school/organizational initiatives: The Intern works with his/her field-based mentor to develop a major leadership/change project or projects and to implement and evaluate the success of these projects. This project represents an integrated experience that provides opportunity for the Intern to assume major leadership responsibility, thus

applying all leadership competencies/themes. These experiences are also documented in the log and journal of reflections.

5. Products or outcomes the Intern hopes to achieve through this Internship experiences.: The Intern with the field mentor and university supervisor determine the final format for Internship products and defined outcomes.

6. How the success of the Internship will be evaluated: The Intern, field-mentor and university supervisor will construct a set of criteria upon which the Internship experiences can be evaluated. The university supervisor will also provide evaluation forms to complete as appropriate.

Levels of Engagement:

All aspects of the Internship may be viewed as learning at potentially three different levels of engagement, although the level of engagement is determined by the intern and his/her field mentor. For example, some competencies may be addressed through informal meetings with the field-based mentor, observations, shadowing, and review of written documents/materials. These kinds of activities represent Level One engagement.

Level Two may involve the intern engaging more actively in various leadership work or projects such as holding membership and facilitating a curriculum committee, attending board meetings and making a presentation, preparing newsletters, and so forth.

Level Three involves the full leadership responsibility of the intern to design, implement, and evaluate a major project or projects in the school or organization. For example, to lead a curriculum renewal project, to organize and implement a staff development program, to set up a coaching program are all sample Level Three activities that provide opportunity for the intern to engage in, apply, practice, and reflect on all leadership competencies.

It is suggested that each intern present a plan in the form of an outline, a chart, grid, or matrix outlining the three levels of engagement during the Internship. The chart might include such headings as: Goal, Learning Experience(s), Learning Outcomes, Primary Mentor, Progress Notes. However, the Intern and Field Mentor are free to design a format that works for them.

C. Weekly Activity Logs and Reflections

The Internship requires that the intern maintain a “log” that reflects a *minimum of 200 clock hours (100 hours previously completed in formal course work, reaching a*

total of 300 hours) of leadership/ management service to the school, district, agency, or institution. It is expected that those candidates seeking Vermont Administrative Endorsement will spend one full school year in service as an intern, fall and spring semesters. In special instances, some hours of the Internship may be conducted in a second setting and/or prior to the semester in which the student enrolls, or during summer months. These exceptions should be approved in advance with the candidate's advisor and university supervisor and through the M.Ed. Program Coordinator.

Activities that are part of the student's regular job assignment do not count on the log. Activities involving the activities and goals as outlined in the Internship Proposal are to be logged. For instance, attending a workshop that you usually would attend does not count. Developing and/or conducting a staff development workshop as related to your proposal goals would count. Meeting with parents regarding the progress of a student in your classroom does not count. Setting up a parents' information night for the entire school as related to Internship goals would count. Suggested activities linked to standards and competencies are included in this handbook. For candidates not pursuing school leadership endorsement, decisions regarding your Internship log will be decided in conjunction with your university supervisor.

The student must maintain a "reflective journal" and "internship log of hours" during his or her field experience. The journal will be inclusive of each of program themes and, for administrative endorsement, the Vermont competencies, demonstrating the intern's ability to become a reflective practitioner. We suggest journaling after a "tasks" has been accomplished or based on observations, conversations with mentors, colleagues and/or other internship-related experiences. The expectation is that the intern will journal regularly, minimally one time per week. (APPENDIX I, J)

Students' are to engage in activities that build on their existing strengths gained through previous leadership/administrative experiences as professionals and through course work experiences. Further activities should stretch the students' experiences in areas where they have little or no background in leadership competencies or program themes.

D. Internship Documentation

The Intern will maintain a comprehensive set of materials documenting his/her Internship. These should be organized files, paper or electronic formats. All components, i.e. proposal, logs, reflections, products, field notes, and so forth need to be carefully maintained. In addition, the intern will continue to build upon and/or complete his/her graduation portfolio. These materials will be reviewed as needed by the field mentor and university supervisor. These artifacts also become supporting evidence in the culminating graduation portfolio.

E. Final Evaluation

The final evaluation of the Internship includes a written self-evaluation from the intern, a written evaluation from the field-based mentor, and a written evaluation from the university supervisor. The final grade will be assigned by the university supervisor and will be based in part from the input from the intern as well as the field-based mentor. The evaluation also draws on the observation notes of the university supervisor, the internship materials prepared by the intern, and other related documents and observations. In the event that the Internship is the final course prior to completing the Master's/CAS degree, the final evaluation of the Internship will be incorporated into the Master's Orals/Portfolio Presentation for the candidate. (APPENDICES K). For those seeking Vermont endorsement, the intern, field mentor, and university supervisor may also complete the survey related to the Vermont Administrative Competencies or Program Themes. *(Note: This is the same survey the candidate completed prior to beginning the Internship, APPENDIX G, H).*

A final evaluation meeting that includes the intern, field-based mentor, and university supervisor will be conducted at the completion of the Internship.

IV. THE PROFESSIONAL PORTFOLIO/MASTER'S/CAS ORALS

A. Master's/CAS Orals and Portfolio Defense:

Each Master's/CAS student is responsible for developing and maintaining a professional portfolio and presenting it as part of his/her Master's/CAS Orals. The portfolio documents growth and development and how professional leadership competencies or program themes have been addressed. The portfolio documents learning over the course of the candidate's entire leadership program. It also serves as a basis for ongoing personal review and reflection that yields a unique portrait of the individual compiling it. As one begins to assemble her/his portfolio, it is critically important for the candidate to select items, which provide evidence of her/his capacity as a leader to grow and learn and to contribute to the success of the organization and the achievement of the students we serve.

The portfolio needs to document how the intern feels she/he has acquired competence in leadership. For those not seeking principal licensure, the documentation will reflect Program Themes. For those pursuing leadership in public education, the documentation reflects how the intern has met the Vermont State Competencies for the Administrative Endorsement as passed by the Vermont Standards Board for

Professional Educators is required. And, the portfolio needs to show alignment with the Vermont Standards for Professional Educators and national standards. Candidates are referred to the “*Vermont Principal Leadership Standards Aligned with ISLLC and Vermont Endorsement Standards*” Matrix as a guide for developing their portfolios (Appendix L). Of particular importance is how the candidate documents how she/he has contributed to the success of all students through the application of the knowledge base, dispositions, and skills learned in the program.

The Portfolio Guidelines describe the expectations for successful completion of the portfolio. Basically, the following elements are required as tabbed sections:

- Title Page (title, name, date)
- Guide to the Reader (general overview of how the portfolio is organized)
- Table of Contents
- Educator License
- Letter from School District Attesting to Meeting Three Years of Successful
- Original Statement of Purpose
- Leadership Philosophy Paper
- Documentation for All Themes and/or Endorsement Competencies
- Reflective Summary for Vermont Standards for Professional Educators
(Vermont Administrator Endorsement only)
- First 100 Days Paper
- References

In addition, the Portfolio will include a **tabbed Internship Section**, which provides a record of the intern’s work over the course of the semester/year that she/he spends in completing the Internship. Part of the Internship section is to be dedicated to maintaining a daily log of activities and internship experiences, weekly journal reflections, and progress reports/analysis of organizational/school improvement projects for which the intern will take primary responsibility. Additional artifacts such as written communications, meeting summaries, reports, curriculum guides, inservice experiences, evaluations, and products generated through course work, team work, or other related experiences may become part of the section. This file serves as a basis for discussion and reflection among the intern, field-based mentor, and university supervisor. The “Internship /Section” also serves as a “best piece” within the candidate’s Master’s/CAS portfolio.

Basically the following “General Internship Documents” should also be included in a tabbed Internship section:

- a. Supervising Administrator/ Mentor Agreement and Site Approval Form
- b. Internship Proposal
- c. Weekly Log

- d. Internship Project(s)(Summary and Supporting Documents)
- e. Reflective Journal
- f. Special Seminar Session(s), Dates, Reflections
- g. Leadership Self-Assessment, (Beginning and End)
- h. Internship Final Evaluation by Candidate
- i. Internship Final Evaluation by Field Mentor
- j. Internship Final Evaluation by University Supervisor

(Note: Due to scheduling, the final evaluations may be added at a later date, after the Master's Orals/Defense.)

Additional information and specific guidelines about the portfolio will be provided at each of the internship retreat seminars and/or site visits. It is intended that the official “program advisor” for the intern will also help in the development of the final portfolio.

The Portfolio will be defended at the final Masters/CAS Orals and will be reviewed according to the criteria (portfolio evaluation rubric) set forth for the Portfolio/Master's Orals Evaluation (Appendix M). Three faculty will examine the portfolio and complete the formal written evaluation rubric. Student's will be notified of successful completion of the portfolio.

NOTE: THE PORTFOLIO SCORING RUBRIC IS INCLUDED IN THE STUDENT HANDBOOK OR CAN BE ACCESSED THROUGH YOUR PROGRAM ADVISOR.

VI. INTERNSHIP OPTIONS

Paid, full or part time internships are encouraged as they can provide the richest experience for the candidate. If available, candidates can make arrangements for financial support with an agency or school. All financial arrangements are decided by the field mentor and intern. Credit and supervisory requirements, however, are under the direction of the Department of Education and the Program in Educational Leadership, Program Coordinator.

Most internships are unpaid and are undertaken in part time arrangements, usually at the site where the candidate is currently employed. Opportunities to visit different sites and shadow leaders from alternative sites is encouraged. Interns are also required to acquire experiences working with community groups and other agencies who work in collaboration with the school or organization. Most importantly, Interns are required to spend time in schools or organizations that serve diverse populations. Careful documentation of dedicated time allocated to the Internship must be maintained. We realize that most interns are full-time employees of the school or

organization so how one documents dedicated internship time (200 hours minimum) is to be arranged in conjunction with the field-based mentor, the university supervisor and approved in advance of beginning the Internship.

VII. SUGGESTIONS FOR SUCCESSFUL INTERNSHIP EXPERIENCES

The following suggestions or recommendations are to help make the internship experience a success for all those involved. Some ideas include the following:

1. The field-based mentor and intern should work together to develop a weekly schedule for meetings early on during the internship and work to adhere to this schedule. The most important aspect of these meetings is time to engage in dialogue and reflection about practice. They also provide a time to build a collaborative and trusting relationship.
2. The field-based mentor and intern should decide how they want to work together during the internship--your own code of collaborative behavior. For example, discuss how you want to handle:
 - a. issues related to confidentiality
 - b. emergent problems
 - c. need to change scheduled meetings
 - d. need to revise memorandum of understanding
 - e. place to work
 - f. communication
 - g. information sharing
 - h. feedback/progress sessions
 - i. secretarial/support staff
 - j. other:
3. The field-based mentor should communicate with organizational staff members, teachers, administrators exactly what the Internship is about, what roles/responsibilities the intern will assume, what adjustments to her/his regular schedule may occur as a result, what the expectations are, and so forth. Enlist their support. Discuss levels of authority for decision making and how information will be disseminated.
4. The intern should complete reports, logs, and other documentation on a daily and/or weekly basis. Journal entries should be maintained daily and/or weekly and should reflect how one is thinking about leadership and the challenges one faces in practice.

5. The intern should create a way to collect and maintain early on all artifacts, materials, products, and so forth related to the Internship.. The intern should save samples of all related materials--memos, reports, flyers, newsletters, letters, and so forth.

6. The intern and field-based mentor should engage in open and ongoing communication with each other. Be prepared to make some mistakes and to learn from them. Ask questions and check understanding.

7. The intern and field mentor should feel free to contact the University Supervisor at any time for assistance as needed.

8. Everyone should find time to relax, reflect, and refresh along the way.

APPENDIX A

Master's/CAS Program in Educational Leadership

Intent Form to Complete Internship

(next page)

APPENDIX B

Master's/CAS Degree Program in Educational Leadership
Leadership Internship Memorandum of Understanding

SITE AND DATE:

Directions: Complete a proposal regarding the goals, projects, and specific responsibilities that will guide the internship experience. Use a proposal format and be sure all signatures are included. (See Guidelines Above)

(SEE ATTACHED INTERNSHIP PROPOSAL)

We have read this “memorandum of understanding” and Internship Proposal and agree to support the proposed program as described.

Intern

Field-Based Mentor

Field-Based Mentor

University Supervisor

APPENDIX C

Master's/CAS Degree Program in Educational Leadership

Internship in Leadership: Site Approval Form

Directions: This form needs to be completed by the intern and returned to the university supervisor. A copy is maintained in the intern's file.

Name: _____

Date: _____ Placement: _____

Address: _____

Phone: _____ E-Mail: _____

Field Mentor(s): _____

University Supervisor:

Site Name:

Site Address:

Site Phone: _____ Ext. _____

Comments: _____

Signatures:

Intern

Field Mentor

Field Mentor

University Supervisor

Date: _____

Note: This must be filed upon beginning the clinical field internship.

APPENDIX D

Vermont Department of Education
Vermont Standards Board for Professional Educators
Vermont Educator Licensing Endorsements, Page 8

GENERAL COMPETENCIES FOR SCHOOL DISTRICT ADMINISTRATORS

Applicants for administrator endorsements shall demonstrate the following knowledge and skills.

LEADERSHIP CATEGORIES

1) VISIONARY PLANNING

1.1 identifies the need for systemic change and can serve as an agent for that change

1.2 builds with others a shared vision of standards-based learning and teaching

1.3 understands strategic planning processes and involves others in strategic plan development

1.4 helps define and articulate the vision to the school community

1.5 collaborates with others to develop and implement a comprehensive action plan to improve student learning within the school and assesses student performance under the plan

1.6 uses individual student and systems data for continuous program improvement efforts including the development of a local action plan based on student performance and other indicators

1.7 develops and monitors long range plans for school and district technology and information systems

1.8 understands the nature of internal and external political systems and environments as they apply to schools and affect educational change

1.9 develops an effective and interactive community public relations program with multiple communications applications, including using and responding to electronic and printed news media

1.10 understands the impact of the quality components of the Equal Educational Opportunity Act of 1997 and subsequent amendments for systemic change to improve student learning

2) INTERPERSONAL SKILLS

2.1 understands and is responsive to needs of others

2.2 is articulate and clear in verbal and written communications

2.3 promotes and models effective communication skills

2.4 understands and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management, and crisis management

2.5 provides constructive feedback to others to further continuous improvement

2.6 models respect, understanding, sensitivity, and appreciation for all people and balances the rights of multiple and diverse groups

2.7 manifests and promotes professional ethics and values

3) COLLABORATIVE SKILLS

3.1 uses knowledge of motivational theory, group dynamics, process skills, organizational theory/management, and systemic change to create conditions for success for students, families, and staff

3.2 works with others to define problems, examine alternatives, and find solutions

3.3 demonstrates shared leadership practices and empowers others in fulfillment of school vision

3.4 models and encourages collaboration

4) PARTNERSHIPS

4.1 promotes and models effective collaboration and partnerships with parents, community, social service agencies, state agencies, higher education institutions, business, and industry to support student learning

4.2 evaluates partnerships for their impact on the school/district mission

4.3 understands the role of school/community relations and school governance in furthering the school/district vision

4.4 understands the role and relationship between school boards and school personnel

4.5 understands the value of school/community partnerships to maximize school resources

4.6 demonstrates ability to report student performance results and other pertinent school and community indicators cited in the Equal Educational Opportunity Act of 1997 to the community in a manner that is easily understood by the general public

4.7 advocates for local, regional, and state educational policy for the advancement of Vermont learners

MANAGEMENT CATEGORIES

5) **PERSONNEL**

5.1 understands recruitment, selection, and maintenance of a qualified staff while attending to equity and diversity

5.2 understands the role and processes of licensure and relicensure including the roles and responsibilities of standards boards

5.3 understands staff utilization according to student achievement and development, best practices, efficiency, cost, and quality

5.4 understands labor relations, collaborative negotiations, and contract management

5.5 understands theories, principles, and best practices of staff supervision and evaluation and links supervision and evaluation to effective implementation of standards-based instruction and assessment

5.6 understands a variety of theories, principles, and best practices of professional development which will result in improved professional practice

5.7 understands the need for him/herself and other staff to reflect on practice, seek opinions from others, and apply the results to guide professional growth

5.8 understands a variety of theories, principles, and best practices for needs-based staff development programs that are connected to student standards and that will result in improved student learning consistent with the school/district vision and action plans

6) **CURRICULUM, INSTRUCTION, AND ASSESSMENT**

6.1 coordinates planning, implementation, and evaluation for the improvement of educational programs

6.2 coordinates standards-based curriculum efforts within and among schools

6.3 understands theories and principles of learning and human development from birth through adulthood

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Vermont Standards Board for Professional Educators
Vermont Educator Licensing Endorsements, Page 11

6.4 understands standards-based curriculum, instruction, and assessment; integrated curriculum; the use of student performance data; and understands their implications for curriculum development that results in improved student learning

6.5 understands multiple instructional strategies

6.6 accesses, uses, and conducts research

6.7 plans for coordination of multiple services for schools and students

6.8 understands diversity and its meaning for educational programs

6.9 develops a comprehensive system of education that will foster success for all students, including students with disabilities as well as gifted and talented students

6.10 demonstrates ability to plan and carry out a developmentally-appropriate, standards-based comprehensive assessment program that includes the effective use of results to improve student learning

6.11 understands how to report and use assessment results to inform the school community, develop school action plans, and modify school programs

6.12 uses technology, telecommunications, and information systems to enrich curriculum and instruction

7) FISCAL PLANNING AND BUDGET MANAGEMENT

7.1 demonstrates an understanding of school finance and resource planning including how to evaluate financial resources for effectiveness

7.2 applies knowledge of budget and fiscal planning and principles of management and accountability

7.3 demonstrates the ability to plan and manage resources according to school/district vision and action plans

7.4 understands and applies accounting principles in accordance with Governmental Generally Accepted Accounting Principles for State and Local Government (Governmental GAAP) and Handbook for Financial Accounting of Vermont School Systems (Handbook II) for sound fiscal management of school budgets and special accounts

7.5 understands the implications of labor relations, negotiations, and contracts on administration

7.6 applies and assesses current and future technologies for school management and business procedures

8) EDUCATIONAL LAW

8.1 applies principles of federal and Vermont school law, state regulations, and local school board policies to daily school situations

8.2 understands the intent and components of the Equal Educational Opportunity Act of 1997 and subsequent amendments

9) SAFE AND EFFECTIVE LEARNING ENVIRONMENTS

9.1 creates a learning atmosphere to encourage respect for self and others, positive social interaction, positive self and group esteem, and personal wellness

9.2 understands the need for and promotes freedom from discrimination in the school community

9.3 understands principles and issues of school safety and security

9.4 understands current technologies that support a safe and effective learning environment

9.5 understands principles and issues relating to school facilities and use of space

9.6 develops and administers policies that provide a safe school environment and promote student health and welfare

9.7 understands school construction and modification processes

APPENDIX E

ALIGNMENT OF PROGRAM THEMES, NCATE/ISSLC STANDARDS, VERMONT STANDARDS FOR PROFESSIONAL EDUCATORS, AND VERMONT SCHOOL ADMINISTRATOR COMPETENCIES

Master's/CAS Program Theme I: Professional and Ethical Leadership

An educational leader promotes the success of all students by...

NCATE/ISLCC Standard 2:

advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional development.

NCATE/ISLLC Standard 4:

collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

NCATE/ISLLC Standard 5:

acting with integrity, fairness, and in an ethical manner.

NCATE/ISLLC Standard 6:

understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

VT Standards: Advocacy

Works to improve the educational health of Vermont learners, and promotes fairness and equity for all students and members of the educational community. The educator engages the family and the community in partnerships to promote student learning.

ROPA/VT Endorsement Competencies:

4.3, 4.4, 4.7, 5.1, 6.8, 9.1, 9.2

Partnerships:

4.3 understands the role of school/community relations and school governance in furthering the school/district vision

4.4 understands the role and relationship between school boards and school personnel.

4.7 advocates for local, regional, and state educational policy for the advancement of Vermont learners.

Personnel:

5.1 understands recruitment, selection, and maintenance of a qualified staff attending to equity and diversity

Curriculum, Instruction & Assessment:

6.8 understands diversity and its meaning for educational programs.

Safe and Effective Learning Environments:

9.1 creates a learning atmosphere to encourage respect for self and group esteem, and personal wellness

9.2 understands the need for and promotes freedom from discrimination in the school community

Master's/CAS Program Theme II:

Inquiry, Reflection and Action

An educational leader promotes the success of all students by...

NCATE/ISLCC Standard 1:

facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

NCATE/ISLCC Standard 3:

ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

VT Standards:

LEARNING(Content Expertise)

Each Vermont educator continues to acquire new learning in the content area of his/her professional endorsement(s), and reflects this new learning in professional practice. Each educator is knowledgeable about the content requirements for his/her endorsement(s).

ROPA/VT Endorsement Competencies:

1.6, 4.6, 6.1, 6.6, 6.10, 6.11

Visionary Planning:

1.6 uses individual student and systems data for continuous program improvement efforts including the development of a local action plan based on student performance and other indicators.

Partnerships:

4.6 demonstrates ability to report student performance results and other pertinent school and community indicators cited in the Equal Educational Opportunity Act of 1997 to the community in a manner that is easily understood by the general public

Curriculum:

6.1 coordinates planning, implementation, and evaluation for the improvement of educational programs

6.6 accesses, uses and conducts research

6.10 demonstrates ability to plan and carry out a developmentally-appropriate, standards-based comprehensive assessment program that includes the effective use results to improve student learning

6.11 understands how to report and use assessment results to inform the school community, develop school action plans and modify school programs

Master's/CAS Program Theme III: Communications & Relationships

An educational leader promotes the success of all students by...

NCATE/ISLCC Standard 2:

advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional development.

NCATE/ISLCC Standard 4:

collaborating with families and community members, responding to diverse **community interests and needs, and mobilizing community resources.**

VT Standards:

COLLEAGUESHIP

Each Vermont educator works collaboratively with colleagues at local, state, and/or national levels to improve student learning through the implementation of national standards, Vermont's framework of Standards and Learning Opportunities, district goals, school goals and/or action plans.

ROPA/VT Endorsement Competencies:

1.2, 1.3, 1.4, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.3

Visionary Planning:

1.2 builds with others a shared vision of standards-based learning and teaching.

1.3 understands strategic planning processes and involves others in strategic plan development.

1.4 helps define and articulate a vision to the school community.

1.9 develops an effective and interactive community public relations program with multiple communications applications which includes using and responding to electronic and printed news media.

Interpersonal:

2.1 understands and is responsive to needs of others

2.2 is articulate and clear in verbal and written communications.

2.3 promotes and models effective communication skills.

2.4 understands and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management and crisis management.

2.5 provides constructive feedback to others to further continuous improvement.

2.6 models respect, understanding, sensitivity, and appreciation for all people and balances the rights of multiple and diverse groups.

2.7 manifests and promotes professional ethics and values.

Collaboration:

3.1 uses knowledge of motivational theory, group dynamics, process skills, organizational theory/management and systemic change to create conditions for success for students, families and staff

3.2 works with others to define problems, examine alternatives, and find solutions.

3.3 demonstrates shared leadership practices and empowers others in fulfillment of school vision.

3.4 models and encourages collaboration

Partnerships:

4.1 promotes and models effective collaboration and partnerships with parents, community, social service agencies, state agencies, higher education institutions, business, industry to support student learning.

4.2 evaluates partnerships for their impact on the school/district mission.

4.3 understands the role of school/community relations and school governance in furthering the school/district vision.

4.4 understands the value of school/community partnerships to maximize school resources

4.5 understands the value of school/community partnerships to maximize school resources.

4.6 demonstrates ability to report student performance results and other pertinent school and community indicators.

Curriculum, Instruction & Assessment:

6.3 understands theories and principals of learning and human development birth through adulthood

Master's/CAS Program Theme IV:

Organization Renewal, Culture, and Change

An educational leader promotes the success of all students by...

NCATE/ISLCC Standard 1:

facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

VT Standards:

PROFESSIONAL KNOWLEDGE (Methodology and Pedagogy)

Each Vermont educator continues to acquire knowledge in best practices in teaching and the learning process so as to improve learning opportunities for all students.

ROPA/VT Endorsement Competencies:

1.1, 1.5, 1.6, 1.7, 1.8, 5.5, 5.6, 5.7, 5.8

Visionary Planning:

1.1 identifies the need for systemic change and can serve as an agent for that change

1.5 with others, develops and plans implementation of a comprehensive action plan to improve student learning within the school & assesses student performance under that plan

1.6 uses individual student and systems data for continuous program improvement efforts including the development of a local action plan based on student performance and other indicators.

1.7 develops and monitors long range plans for school and district technology and information systems.

1.8 understands the nature of internal and external political systems and environments as they apply to school and affect educational change.

Personnel:

5.5 understands theories, principals, and best practices of staff supervision and evaluation to effective implementation of standards-based instruction and assessment.

5.6 understands a variety of theories, principals, and best practices of professional development which will result in improved professional practice.

5.7 understands the need for him/herself and other staff to reflect on practice, seek opinion from others and apply the results to guide professional growth.

5.8 understands a variety of theories, principles, and best practices for needs-based staff development programs that are connected to student standards and that will result in improved student learning consistent with the school/district vision and action plans.

**Master's/CAS Program Theme V:
Social Institutions, Diversity and Equity**

An educational leader promotes the success of all students by...

NCATE/ISLCC Standard 2:

advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional development.

NCATE/ISLLC Standard 4:

collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

NCATE/ISLLC Standard 5:

acting with integrity, fairness, and in an ethical manner.

NCATE/ISLLC Standard 6:

understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

VT Standards:

ADVOCACY

Works to improve the educational health of Vermont learners, and promotes fairness and equity for all students and members of the educational community. The educator engages the family and the community in partnerships to promote student learning.

ROPA/VT Endorsement Competencies:

4.3, 4.4, 4.7, 5.1, 6.8, 9.1, 9.2

Partnerships:

4.3 understands the role of school/community relations and school governance in furthering the school/district vision

4.4 understands the role and relationship between school boards and school personnel.

4.7 advocates for local, regional, and state educational policy for the advancement of Vermont learners.

Personnel:

5.1 understands recruitment, selection, and maintenance of a qualified staff attending to equity and diversity

Curriculum, Instruction & Assessment:

6.8 understands diversity and its meaning for educational programs.

Safe and Effective Learning Environments:

9.1 creates a learning atmosphere to encourage respect for self and group esteem, and personal wellness

9.2 understands the need for and promotes freedom from discrimination in the school community

Master's/CAS Program Theme VI:

Systems Context, Management and Educational Law

An educational leader promotes the success of all students by...

NCATE/ISLCC Standard 3:

ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

VT Standards:

ACCOUNTABILITY

Carries out professional responsibilities ethically. Demonstrates professional growth over time in each of the Five Standards for Vermont Educators through a professional portfolio that includes evidence of rigorous professional development, reflective practice, and adapting practice to improve student learning. A portion of each IPDP and professional portfolio will be connected to his/her school's initiatives for improving student learning.

LEARNING (Content Expertise)

Each Vermont educator continues to acquire new learning in the content area of his/her professional endorsement(s), and reflects this new learning in professional practice. Each educator is knowledgeable about the content requirements for his/her endorsement(s).

PROFESSIONAL KNOWLEDGE (Methodology and Pedagogy)

Each Vermont educator continues to acquire knowledge in best practices in teaching and the learning process so as to improve learning opportunities for all students.

ROPA/VT Endorsement Competencies:

1.7, 1.8, 1.10, 5.2, 5.3, 5.4, 6.2, 6.12, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 9.1, 9.3, 9.4, 9.5, 9.6, 9.7

1.7 develops and monitors long range plans for school and district technology and information systems.

1.8 understands the nature of internal and external political systems and environments as they apply to school and affect educational change.

1.10 understands the impact of the quality components of the Equal Educational Opportunity Act of 1997 and subsequent amendments for systemic change to improve student learning.

Personnel:

5.2 understands the role & processes of licensure & relicensure including the roles & responsibilities of standards boards.

5.3 understands staff utilization according to student achievement and development, best practices, efficiency, cost, & quality.

5.4 understands labor relations, collaborative negotiations, and contract management.

Curriculum, Instruction & Assessment:

6.2 coordinates standards-based curriculum efforts within & among schools

6.12 uses technology, telecommunications, & information systems to enrich curriculum & instruction.

Fiscal Planning & Budget Mgmt.:

7.1 demonstrates an understanding of school finance and resource planning including how to evaluate financial resources for effectiveness.

7.2 applies knowledge of budget and fiscal planning and principals of management and accountability

7.3 demonstrates the ability to plan and manage resources according to school/district vision and action plans.

7.4 understands and applies accounting principals in accordance with Governmental General Accepted Accounting Principals for State and Local Government (Government Gap) and Handbook for Financial Accounting of Vermont School Systems (Handbook II) for sound fiscal management of school budgets and special accounts.

7.5 understands the implications of labor relations, negotiations, & contracts on administration.

7.6 applies & assesses current & future technologies for school mgmt. & business procedures.

Educational Law:

8.1 applies principals of Federal and Vermont school law; state regulations; and local school board policies to daily school situations.

8.2 understands the intent and components of the Equal Educational Opportunity Act of 1997 and subsequent amendments.

Safe & Effect. Learning Environments:

9.1 creates a learning atmosphere to encourage respect for self and others, positive social interaction, positive self and group esteem, and personal wellness.

9.3 understands principles and issues of school safety and security

9.4 understands current technologies that support a safe & effective learning environment.

9.5 understands principals & issues relating to school facilities & use of space

9.6 develops & administers policies that provide a safe school environment & promote student health

9.7 understands school construction & modification processes.

Master's/CAS Program Theme: VII
Teaching and Learning

An educational leader promotes the success of all students by...

NCATE/ISLCC Standard 2:

advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional development.

VT Standards:

LEARNING

Each Vermont educator continues to acquire new learning in the content area of his/her professional endorsement(s), and reflects this new learning in professional practice. Each educator is knowledgeable about the content requirements for his/her endorsement(s).

PROFESSIONAL KNOWLEDGE

Each Vermont educator continues to acquire knowledge in best practices in teaching and the learning process so as to improve learning opportunities for all students.

ACCOUNTABILITY

Each Vermont educator carries out professional responsibilities ethically, demonstrates professional growth over time in each of the Five Standards for Vermont Educators through a professional portfolio that includes evidence of rigorous professional development, reflective practice, and adapting practice to improve student learning. A portion of each IPDP and professional portfolio will be connected to his/her school's initiatives for improving student learning.

ROPA/VT Endorsement Competencies:

6.4, 6.5, 6.9, 6.10, 6.11

Curriculum, Instruction & Assessment:

6.4 understands standards-based curriculum, instruction and assessment; integrated curriculum; and the use of student performance data; and understands their implications for curriculum development that results in improved student learning.

6.5 understands multiple instructional strategies.

6.9 develops a comprehensive system of education that will foster success for all students, including students with disabilities as well as gifted and talented students.

6.10 demonstrates ability to plan and carry out a developmentally-appropriate, standards-based comprehensive assessment program that includes the effective use results to improve student learning

6.11 understands how to report and use assessment results to inform the school community, develop school action plans and modify school programs

APPENDIX F

Master's/CAS Program

PROGRAM THEMES, NATIONAL & VERMONT LEADERSHIP STANDARDS

Key Indicators and Tasks

Theme I: Professional and Ethical Leadership

INDICATORS:

A leader...

- o assigns and utilizes staff in an effective, efficient, cost effective manner to promote student achievement and development.
- o understands the nature of internal and external political systems and environments as they apply to schools and affect educational change.
- o implements effective labor relations, collaborative negotiations, and contract management.
- o helps articulate and define, and implement the vision for the school community.
- o understands, affirms, and builds common understanding of community values.
- o implements plans and strategies to achieve the school's vision
- o acts with integrity, fairness, courage and brings ethical principles into all decision making.
- o understands and influences the larger political, social, economic, legal, and cultural context of the school community.
- o models respect, understanding, sensitivity, and appreciation for all learners and individuals associated with the school community.
- o models and encourages collaboration among diverse groups.
- o promotes and practices collaboration and partnerships with faculty, parents, community, social service agencies, state agencies, higher education, and business to support school vision for student learning.
- o critically examines one's own leadership styles, values, and beliefs in relationship to theory and knowledge to increase one's capacity as a caring, effective, and ethical leader.
- o advocates for local, regional, and state educational policy for the advancement of Vermont learners.
- o demonstrates shared leadership practices and empowers others in fulfillment of the school's mission and vision.
- o understands and has knowledge of a professional code of ethics.

- o uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals high, measurable expectations for all students and educators.
- o aligns the vision, mission and goals to school, district, state and federal policies (such as content standards and achievement targets).
- o incorporates diverse perspectives and crafts consensus about vision, mission and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.
- o advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.
- o establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission and goals.
- o engages diverse stakeholders, including those with conflicting perspectives in ways that build shared understanding and a commitment to the vision, mission and goals.
- o develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.
- o communicates and acts from shared vision, mission and goals so educators and the community understand, support and act on them consistently.
- o advocates for and acts on commitments to provide equitable, appropriate and effective learning opportunities for every student.
- o uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
- o makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects.
- o uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities.
- o identifies and removes barriers to achieving the vision, mission and goals.
- o incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs.
- o obtains and aligns resources (such as learning technologies, staff, time, funding, materials, and training) to achieve the vision, mission, and goals.
- o revises plans, programs, and activities based on systematic evidence and reviews progress toward the vision, mission and goals.

ROPA/VT Endorsement Competencies:

4.3, 4.4, 4.7, 5.1, 6.8, 9.1, 9.2

- o **understands the role of school/community relations and school governance in furthering the school/district vision**
- o **understands the role and relationship between school boards and school personnel.**
- o **advocates for local, regional, and state educational policy for the advancement of Vermont learners.**
- o **understands recruitment, selection, and maintenance of a qualified staff attending to equity and diversity**
- o **understands diversity and its meaning for educational programs.**

- o creates a learning atmosphere to encourage respect for self and group esteem, and personal wellness
- o understands the need for and promotes freedom from discrimination in the school community

TASKS:

- o Collaboratively take part in the development of a shared vision and mission for the school.
- o Examine district vision and mission statements. How closely matched are the practices matched to the stated goals (scheduling, availability of resources, etc.).
- o Analyze and compare vision and mission from two different districts. Note similarities, differences, strengths and weaknesses. Would you offer any recommendations or modifications? Justify your position.
- o Monitor and evaluate progress and revise plans according to stated vision and mission.
- o Compare and contrast action plans and/or strategic plans for two different districts. Note how the differences may reflect cultural, demographic, or socioeconomic factors.
- o Examine the action plan and/or strategic plan for your school district. Note what appear to be the key or most important elements. Observe, and analyze how these are reflected in daily decision making. Seek stakeholder input on the strategic plan. Include your observations, recommendations and reflections.
- o Create a calendar with specific evaluation dates for the implementation of the school's strategic plan.
- o Collect and use data to identify and establish and accomplish goals, assess organizational effectiveness, and promote organizational learning.
- o Conduct an equity audit in your school or district and prepare a report for the board about findings.
- o Analyze board policy and administrative regulations regarding the management of communication both within and outside the district. Consider the extent to which actual practice follows policy and offer recommendations for improvement if needed.
- o Create a written piece for use as a flyer and/or on the website to further enhance the promotion of the school's vision in the community.
- o Other:

**Theme II:
Inquiry, Reflection and Action**

INDICATORS:

A leader...

- o applies knowledge of fiscal planning and budget management
- o plans and manages resources and facilities according to school district vision and action plans
- o applies principals of regulations and law
- o analyzes and evaluates qualitative and quantitative research to inform practices

- o designs and implements research study to address identified problems or challenges within a specific organization/ school
- o understands multiple assessment strategies to assess student learning
- o uses outcomes of research study to develop strategies to effect program and instructional improvement toward great student achievement
- o understands and uses local, state, and other assessment data to inform community, modify programs, and develop action plans
- o participates in the planning and implementation of an assessment/evaluation project and identifies areas of potential change
- o understands and facilitates the use of technology in the collection and analysis of data as well as managerial operations

ROPA/VT Endorsement Competencies:

1.6, 4.6, 6.1, 6.6, 6.10, 6.11

- o **uses individual student and systems data for continuous program improvement efforts including the development of a local action plan based on student performance and other indicators.**
- o **demonstrates ability to report student performance results and other pertinent school and community indicators cited in the Equal Educational Opportunity Act of 1997 to the community in a manner that is easily understood by the general public**
- o **coordinates planning, implementation, and evaluation for the improvement of educational programs**
- o **accesses, uses and conducts research**
- o **demonstrates ability to plan and carry out a developmentally-appropriate, standards-based comprehensive assessment program that includes the effective use results to improve student learning**
- o **understands how to report and use assessment results to inform the school community, develop school action plans and modify school programs**

TASKS:

- o Participate in the budget planning process for your school. Provide an overview of the process and recommendations for improvement.
- o Examine the school budget and the various accounts under the discretion of the principal. Analyze the extent to which funds are directly related to student achievement. For example, envision that you were ordered to cut the building budget by 10 percent. Where would you begin the decision making process?
- o Examine current requirements for No Child Let Behind and other Vermont State Mandates and your district's actions to them. Review relevant data, such as test scores, trends, remediation, as well as interviews with relevant teachers and administrators. Assess the extent to which the district is meeting its goals or targets.
- o Examine the ways in which data are used by school officials (test scores, GPA, extracurricular participations, attendance rates, dropout rates, etc.). Note areas in which decisions are sufficiently supported by data. Develop a summary of strengths and improvement areas in terms of how data are collected and analyzed.

- o Other related activities approved by your supervisor, and/or service activities to district/school assigned by supervisor.
- o Identify/grades/subject level standardized test data and local assessment data used by the district. Disaggregate by trends with regard to relevant categories (SES, gender, race). Respond to one or more of the following:
 - o Extent to which standardized test results and local assessments are used by teachers to inform instruction.
 - o Extent to which district curricula is aligned with items or focus of current assessments.
 - o Extent to which teacher's assessments match and measure stated course outcomes.
 - o Address other relevant issues.
- o Form and lead a team of teachers to study and develop a plan for improving student achievement, specifically in one area. The area chosen should be targeted for improvement. Plan should be feasible and draw upon research. Specify what will be needed for implementation (money, time, professional development).
- o Review board policy on the use of technology paying particular attention to: replacement and update process, acceptable use policy, professional development, access ratios, etc.
- o Assess the extent to which actual practice follows board policy and offer recommendations for improvement, etc.
- o Interview persons for assessing technology software. Describe process used. Evaluate process and discuss concerns and recommendations.
- o Other:

**Theme III:
Communications & Relationships**

INDICATORS:

A leader...

- o applies strategic planning processes and involves others in strategic and action plan development
- o understands the roles and relationships between governing boards, community, and school personnel.
- o provides for supervision and mentoring of educators new to the profession and/or school districts.
- o build purposeful collaborative networks and partnerships among parents, community members, social service professionals and educators.
- o develop a plan to promote the vision and outcomes associated with the organization and engage public dialogue and support for continual reflection and renewal.
- o recognize and respect diverse perspectives within and external to the organization for the purpose of enriching the organizational context and relationships within that environment.

- o foster and develop effective communication and interpersonal skills that encourage problem identification, problem-solving and evaluation of outcomes.
- o understand and utilize the nature and theories of adult development, learning, and career stages as they apply to leadership and professional development.
- o Other:

ROPA/VT Endorsement Competencies:

1.2, 1.3, 1.4, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.3

- o **builds with others a shared vision of standards-based learning and teaching.**
- o **understands strategic planning processes and involves others in strategic plan development.**
- o **helps define and articulate a vision to the school community.**
- o **develops an effective and interactive community public relations program with multiple communications applications which includes using and responding to electronic and printed news media.**
- o **understands and is responsive to needs of others**
- o **is articulate and clear in verbal and written communications.**
- o **promotes and models effective communication skills.**
- o **understands and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management and crisis management.**
- o **provides constructive feedback to others to further continuous improvement.**
- o **models respect, understanding, sensitivity, and appreciation for all people and balances the rights of multiple and diverse groups.**
- o **manifests and promotes professional ethics and values.**
- o **uses knowledge of motivational theory, group dynamics, process skills, organizational theory/management and systemic change to create conditions for success for students, families and staff**
- o **works with others to define problems, examine alternatives, and find solutions.**
- o **demonstrates shared leadership practices and empowers others in fulfillment of school vision.**
- o **models and encourages collaboration**
- o **promotes and models effective collaboration and partnerships with parents, community, social service agencies, state agencies, higher education institutions, business, industry to support student learning.**
- o **evaluates partnerships for their impact on the school/district mission.**
- o **understands the role of school/community relations and school governance in furthering the school/district vision.**
- o **understands the value of school/community partnerships to maximize school resources**
- o **understands the value of school/community partnerships to maximize school resources.**

- o **demonstrates ability to report student performance results and other pertinent school and community indicators.**
- o **understands theories and principals of learning and human development birth through adulthood**

TASKS:

- o Analyze board policy and administrative regulations regarding the management of communications both within and outside the district. Consider the extent to which actual practice follows policy and offer recommendations for improvement.
- o Make a presentation to the staff concerning the vision and/or strategic plan of the school
- o Assist the district negotiating team in planning and negotiations process with the teachers' association. Note effective and ineffective practiced by both parties.
- o Select a controversial issue in your district. Gain an understanding of both sides of the issue. Enter into a dialogue with concerned parties. Provide a summary and critique of the process and outcomes.
- o Write a memo to staff explaining an initiative and ask for faculty to critique
- o Interview a number of students, faculty or parents and assess differing views on strengths and weaknesses of the school, its programs, etc. Summarize the discussion and ask for feedback to rate the extent to which you understood their perspective.
- o Conduct a family needs assessment survey to determine the kinds of language spoken at home and determine the need, if any, for language translation and improved school communications.
- o Create and implement a parent survey for input on school-wide concerns.
- o Meet and engage in a dialogue with external agencies that are also involved in reaching the school's student population in order to communicate and coordinate efforts (e.g., department of health, department of social services, family planning).
- o Create a community campaign to address a social issue that students and community can be involved in (e.g., recycling drive, litter clean-up campaign, after-school tutoring club).
- o Other:

Theme IV:

Organization Renewal, Culture, and Change

INDICATORS:

A leader...

- o coordinates programs within and among schools
- o uses state and local assessment results, and other local data, to inform the community, modify programs, and develop action plans.
- o uses technology and information systems to enrich curriculum, instruction, school management, and business procedures.
- o identifies the need for systemic change and serves as an agent for that change.
- o understands and applies knowledge of organizational development and change theory to the design and implementation of leadership strategies and practices

- o understands human resources management and relates how human resource functions support attainment of school goals
- o identifies the need for systemic change and serves as an agent for that change
- o understands the political, human, cultural, symbolic, and economic contexts as dynamic and interrelated functions of the school/organization
- o develops an understanding of social and political forces and trends as they relate to strategic planning and purposeful change
- o uses knowledge of organizational renewal and change to support the school vision and to advocate for equity and justice within the organization
- o develops and monitors long-range plans for school and district change supported by technology and information systems
- o understands how to meet student, faculty, and school needs in dynamic cultures
- o understands and analyzes foundational and conceptual frameworks for professional staff development and implications for job-embedded learning that support school renewal and change.
- o knows how to build partnerships, coalitions, and networks among diverse interest groups and competing priorities toward common vision
- o understands and expands partnerships with all educational personnel who support student learning, including guidance and counseling, special education, student activities, and facility management
- o develops an effective community public relations program with multiple communication applications and technology applications
- o Other:

ROPA/VT Endorsement Competencies:

1.1, 1.5, 1.6, 1.7, 1.8, 5.5, 5.6, 5.7, 5.8

- o **identifies the need for systemic change and can serve as an agent for that change**
- o **with others, develops and plans implementation of a comprehensive action plan to improve student learning within the school & assesses student performance under that plan**
- o **uses individual student and systems data for continuous program improvement efforts including the development of a local action plan based on student performance and other indicators.**
- o **develops and monitors long range plans for school and district technology and information systems.**
- o **understands the nature of internal and external political systems and environments as they apply to school and affect educational change.**
- o **understands theories, principals, and best practices of staff supervision and evaluation to effective implementation of standards-based instruction and assessment.**
- o **understands a variety of theories, principals, and best practices of professional development which will result in improved professional practice.**
- o **understands the need for him/herself and other staff to reflect on practice, seek opinion from others and apply the results to guide professional growth.**
- o **understands a variety of theories, principles, and best practices for needs-based staff development programs that are connected to student standards and that will result in improved student learning consistent with the school/district vision and action plans.**

TASKS:

- o Trace a change initiative from its inception through adoption, noting key obstacles, events, and processes (block scheduling, middle school concept, conference re-alignment, new math series, alternative calendar).
- o Imagine that you are put in charge of a significant change initiative for your district. Design your plan and your strategies for implementing change.
- o Identify a past or current potential initiative involving change. Interview one supporter and one detractor. Apply relevant professional literature to the individuals' support or criticism of the initiative.
- o After identifying a setting in which collaborative decision making will be used, carefully observe the leader's actions in working with others, sharing ideas, questioning, seeking agreements, etc. Following the observation, make note of your thoughts and ask the leader and other participants to reflect on the process.
- o Using observations, personal experience and relevant professional literature, develop a position statement on collaborative decision making that articulates your views on its use, effectiveness and limitations.
- o Conduct an analysis of how staff development is aligned with strategic change initiatives. prepare a report for the design and development of such a program of staff development.
- o Review board minutes and policies in relationship to strategic change initiatives and conduct an analysis of how policy affects school change (or not).
- o Other:

Theme V: Social Institutions, Diversity and Equity

INDICATORS:

A leader...

- o assigns and utilizes staff in an effective, efficient, cost effective manner to promote student achievement and development.
- o understands the nature of internal and external political systems and environments as they apply to schools and affect educational change.
- o implements effective labor relations, collaborative negotiations, and contract management.
- o critically analyze societal forces that place community members in conflict with one another around assumptions/beliefs about issues of justice, equity, freedom, and diversity
- o understands the interrelationships among ideology, power, and socio-historical context associated with opportunities for educational access and freedom
- o manifests and promotes policies and programs based on principles of equity and social justice
- o understands the historical, philosophical, and ideological evolution of public education and how these impact schooling
- o creates learning environments that encourage respect and membership for all students, faculty, parents, and community member

- o promotes freedom from discrimination in the school community and demonstrates commitment to the benefits that diversity brings to the school community
- o understands and influences policies, programs, and contexts that support safe and effective learning environments to promote student/faculty health and welfare
- o Other:

ROPA/VT Endorsement Competencies:

4.3, 4.4, 4.7, 5.1, 6.8, 9.1, 9.2

- o **understands the role of school/community relations and school governance in furthering the school/district vision**
- o **understands the role and relationship between school boards and school personnel.**
- o **advocates for local, regional, and state educational policy for the advancement of ALL Vermont learners.**
- o **understands recruitment, selection, and maintenance of a qualified staff attending to equity and diversity**
- o **understands diversity, multiculturalism and its meaning for educational programs.**
- o **creates a learning atmosphere to encourage respect for self and group esteem, and personal wellness**
- o **understands the need for and promotes freedom from discrimination in the school community and in all policy development**
- o **understands how a staff development program attends to issues of multiculturalism and diversity**
- o **undersands the current curriculum in terms of how it meets the diverse needs of all learners**

TASKS:

- o Review and assess the school library with regard to resources that address the heritage and values of culturally diverse populations.
- o Survey the curriculum for a particular subject or grade level to ascertain whether/how cultural diversity is reflected.
- o Create a report assessing the need for diversity among the current staff within the school.
- o Create and implement a community outreach program to inform the school community concerning goals and important issues facing them concerning their students' education.
- o Disaggregate school data concerning the current ethnic make-up of the student population and make recommendations for any needed professional development to sensitize teachers to the population that they are dealing with.
- o Disaggregate school data concerning the current socio-economic status of the school population and implement an appropriate professional development program to sensitize teachers to their students needs.
- o Conduct a family needs assessment survey to determine the kinds of language spoken at home and determine the need, if any, for language translation and improved school communications.
- o Plan and conduct an event that strengthens multicultural awareness within the school.

- o Meet with special interest groups within the school to determine if there are any possible program modifications that need to be addressed.
- o In conjunction with the Guidance Office, conduct an internal audit of multicultural programs and counseling available, and create a plan for recommended implementation if any deficits appear to exist
- o Meet with the director of special education to learn how the curricular and instructional program meet the needs of students with disabilities or those placed at risk.
- o Interview local and state leaders who conduct training workshops on issues of diversity and multiculturalism
- o Attend a state or national conference that focuses on multiculturalism in education
- o Conduct an Equity Audit in your school or organization and prepare a report of your findings.
- o Examine co-curricular opportunities and equal access for all students
- o Other:

**Theme VI:
Systems Context, Management and Educational Law**

INDICATORS:

A leader...

- o articulates a personal viewpoint on the relationship between organizational values and financial planning, budgeting, and resource allocation
- o develops skills and knowledge relative to fiscal planning and management
- o applies appropriate accountability techniques to evaluate the extent to which resources are used effectively and in alignment with school values and vision.
- o develops and implements skills and knowledge relative to human resources management, including personnel planning, recruitment, hiring, compensation, separation and maintenance of high quality personnel
- o understands staff utilization according to student achievement and efficiency, cost, and quality.
- o understands labor relations, collaborative negotiations, and contract management
- o understands theories, best practices, and strategies of staff supervision and evaluation and links supervision and evaluation to effective student learning
- o understands and implements professional development systems that result in improved student learning consistent with school vision and action plans
- o develops and monitors long range plans for school and organizational technology and information systems applications
- o understands and applies current and future technologies for school management and business procedures.
- o understands principles and issues related to school facilities, use of space, and operational procedures at the school/organizational level.
- o understands and uses the principles of relevant federal and state laws to create environments characterized by fairness, equity, and justice
- o understands the impact of quality components of the Equal Education Act of 1997
- o applies principles of Federal and Vermont school law, state regulations, and local school board policies to school operations

ROPA/VT Endorsement Competencies:

1.7, 1.8, 1.10, 5.2, 5.3, 5.4, 6.2, 6.12, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 9.1, 9.3, 9.4, 9.5, 9.6, 9.7

- develops and monitors long range plans for school and district technology and information systems.
- understands the nature of internal and external political systems and environments as they apply to school and affect educational change.
- understands the impact of the quality components of the Equal Educational Opportunity Act of 1997 and subsequent amendments for systemic change to improve student learning.
- understands the role & processes of licensure & relicensure including the roles & responsibilities of standards boards.
- understands staff utilization according to student achievement and development, best practices, efficiency, cost, & quality.
- understands labor relations, collaborative negotiations, and contract management.
- coordinates standards-based curriculum efforts within & among schools
- uses technology, telecommunications, & information systems to enrich curriculum & instruction.
- demonstrates an understanding of school finance and resource planning including how to evaluate financial resources for effectiveness.
- applies knowledge of budget and fiscal planning and principals of management and accountability
- demonstrates the ability to plan and manage resources according to school/district vision and action plans.
- understands and applies accounting principals in accordance with Governmental General Accepted Accounting Principals for State and Local Government (Government Gap) and Handbook for Financial Accounting of Vermont School Systems (Handbook II) for sound fiscal management of school budgets and special accounts.
- understands the implications of labor relations, negotiations, & contracts on administration.
- applies & assesses current & future technologies for school mgmt. & business procedures.
- applies principals of Federal and Vermont school law; state regulations; and local school board policies to daily school situations.
- understands the intent and components of the Equal Educational Opportunity Act of 1997 and subsequent amendments.
- creates a learning atmosphere to encourage respect for self and others, positive social interaction, positive self and group esteem, and personal wellness.
- understands principles and issues of school safety and security
- understands current technologies that support a safe & effective learning environment.
- understands principals & issues relating to school facilities & use of space
- develops & administers policies that provide a safe school environment & promote student health
- understands school construction & modification processes.

TASKS:

- o Compare a number of student discipline policies from different districts. Reflecting on these policies and your own experience, articulate your philosophy of student discipline.
- o Review discipline referrals for a specific period, grade level, staff member, and compile the data with regard to grade level, special education classification, race, gender and other relevant classification.
- o Meet with district/school personnel most knowledgeable about attendance issues, policies, law and operations. Summarize the key points gleaned from the interview.
- o Review procedures for the district/school opening and closing of the school year. Observe or take part in these procedures.
- o Other related activities approved by your supervisor, and/or service activities to district/school assigned by supervisor.

Theme: VII

Teaching and Learning

INDICATORS:

A leader...

- o understands historical and contemporary curricular and instructional issues and their implications for curriculum planning, design, implementation, and evaluation
- o understands fundamental psychological aspects of learning theory and their relationship to curriculum and instruction, particularly for emerging populations
- o understands standards-based curriculum and instruction and how to carry out standards-based comprehensive assessment programs that include effective use of results to improve student learning
- o understands local, state, and federal policies and mandates and implications for curriculum and assessment
- o understands and encourages use of multiple techniques for student assessment
- o uses research on curriculum and instruction to inform, justify, and select best practices related to the teaching and learning processes
- o understands diversity and its meaning for curriculum, instruction, and assessment
- o has knowledge of how to adapt, revise, or create new curriculum based on student interests, community needs, and new knowledge
- o engages the community in dialogue around curriculum priorities, needs, and student performance results which leads to action planning
- o understands and supports co-curricular programs as integral to student well-being and development
- o assesses the school culture and climate in relationship to curriculum and instructional improvement
- o develops a comprehensive system of teaching and learning that fosters access to a quality curriculum for all students, including students with disabilities, English language learners, gifted and talented, gender, and students who represent diverse cultures and socioeconomic levels

- o implements best practices related to learning communities, including staffing patterns, student grouping practices, facility design, and scheduling in support of desired student outcomes
- o uses technology and technology-based information systems to enrich the teaching and learning processes and curriculum access.
- o engages in activities that incorporates technologies in teaching and learning

ROPA/VT Endorsement Competencies:

6.4, 6.5, 6.9, 6.10, 6.11

- o **understands standards-based curriculum, instruction and assessment; integrated curriculum; and the use of student performance data; and understands their implications for curriculum development that results in improved student learning.**
- o **understands multiple instructional strategies.**
- o **develops a comprehensive system of education that will foster success for all students, including students with disabilities as well as gifted and talented students.**
- o **demonstrates ability to plan and carry out a developmentally-appropriate, standards-based comprehensive assessment program that includes the effective use results to improve student learning**
- o **understands how to report and use assessment results to inform the school community, develop school action plans and modify school programs**

TASKS:

- o Assess the district's curriculum development process. Does the particular curriculum align with recommendations of state, federal or other nationally recognized bodies? Note areas of alignment or areas of disconnect. Summarize findings, suggest action and offer plan alternations.
- o Evaluate the instructional materials and/or textbook(s) for a level or course in a particular area. Note issues such as how the instructional materials/textbook align with actual district standards, evidence of cultural diversity/gender bias, or other noteworthy factors. Apply this experience to the textbook/instructional materials selection process.
- o Help create and/or review School Improvement Plan with specific goals for instructional improvement.
- o Create an analysis of school-wide data to plan for instructional improvement.
- o Disaggregate and/or data and present the results to school improvement committee.
- o Design or facilitate a workshop/professional development activity for teachers with special needs and/or inclusion students.
- o Research and distribute best practice information to the teaching staff that supports their current efforts.
- o Review a subject or level specific curriculum to discover if it meets the established school, district, state and federal standards and create a plan for further improvement and/or compliance.
- o Conduct an instructional leadership in-service.
- o Conduct a faculty survey to determine professional growth needs.
- o Chair a specific school action learning committee with a specific product to be presented.

- o Research, design, and submit a plan for reading improvement or some other area.
- o Design and implement a cross-curricular project involving three or more subject areas and/or grade levels.
- o Review and edit school report card format and content to align assessment to adopted standards.
- o Collaborate with mentor and two teachers, conduct classroom observations using state standards and district evaluation procedures (pre-conference, observation, post-conference observation). Summarize the process and reflections. Also seek feedback from the teachers regarding ways to improve your instructional supervision.
- o Collaborate with a teacher or a small group of teachers to select an appealing but underused teaching strategy. Research and develop competency I utilizing the new strategy. Provide professional development to the teacher or group of teachers. Reflect on the process, its use and effectiveness.
- o Develop a mentoring program for new teachers or staff
- o Assess the current teacher/staff supervision and evaluation program against best practices.
- o Develop a staff development program for para-educators or other non-teaching educators.
- o Other related activities approved by your supervisor, and/or service activities to district/school assigned by supervisor.

APPENDIX G

MASTER'S/CAS PROGRAM IN EDUCATIONAL LEADERSHIP

**Intern Self-Assessment Survey Licensure
Vermont Administrative Competencies**

(next page)

Requirements for Administrative Endorsement
Self Evaluation
 LEADERSHIP CATEGORIES

CATEGORIES AND DESCRIPTORS	<i>1 Beginning work toward standard expectations</i>	<i>2 Working at standard expectations</i>	<i>3 Growing toward standard expectations</i>	<i>4 Meeting standard expectations</i>	<i>5 Exceeding standard expectations</i>
VISIONARY PLANNING					
1.1 identifies the need for systemic change and can serve as an agent for that change					
1.2 builds with others a shared vision of standards-based learning and teaching					
1.3 understands strategic planning processes and involves others in strategic plan development					
1.4 helps define and articulate the vision to the school community					
1.5 with others, develops and plans implementation of a comprehensive action plan to improve student learning within the school and assesses student performance under the plan					
1.6 uses individual student and systems data for continuous program improvement efforts including the development of a local action plan based on student performance and other indicators					
1.7 develops and monitors long range plans for school and district technology and information systems					
1.8 understands the nature of internal and external political systems and environments as					

they apply to schools and affect educational change					
1.9 develops an effective and interactive community public relations program with multiple communications applications which includes using and responding to electronic and printed news media					
1.10 understands the impact of the quality components of the Equal Educational Opportunity Act of 1997 and subsequent amendments for systemic change to improve student learning					
INTERPERSONAL SKILLS					
2.1 understands and is responsive to needs of others					
2.2 is articulate and clear in verbal and written communications					
2.3 promotes and models effective communication skills					
2.4 understands and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management and crisis management					
2.5 provides constructive feedback to others to further continuous improvement					
2.6 models respect, understanding, sensitivity, and appreciation for all people and balances the rights of multiple and diverse groups					
2.7 manifests and promotes professional ethics and values					
COLLABORATIVE SKILLS					
3.1 uses knowledge of motivational theory, group dynamics, process skills, organizational theory/management and					

systemic change to create conditions for success for students, families, and staff					
3.2 works with others to define problems, examine alternatives, and find solutions					
3.3 demonstrates shared leadership practices and empowers others in fulfillment of school vision					
3.4 models and encourages collaboration					
PARTNERSHIPS					
4.1 promotes and models effective collaboration and partnerships with parents, community, social service agencies, state agencies, higher education institutions, business, and industry to support student learning					
4.2 promotes and models effective collaboration and partnerships with parents, community, social service agencies, state agencies, higher education institutions, business, and industry to support student learning					
4.3 understands the role of school/community relations and school governance in furthering the school/district mission					
4.4 understands the role and relationship between school boards and school personnel					
4.5 understands the value of school/community partnerships to maximize school resource					
4.6 demonstrates ability to report student performance results and other pertinent school and community indicators cited in the Equal Educational Opportunity Act of					

1997 to the community in a manner that is easily understood by the general public					
4.7 advocates for local, regional, and state educational policy for the advancement of Vermont learners					

MANAGEMENT CATEGORIES

PERSONNEL					
5.1 understands recruitment, selection, and maintenance of a qualified staff attending to equity and diversity					
5.2 understands the role and processes of licensure and relicensure including the roles and responsibilities of standards boards					
5.3 understands staff utilization according to student achievement and development, best practices, efficiency, cost, and quality					
5.4 understands labor relations, collaborative negotiations, and contract management					
5.5 understands theories, principals, and best practices of staff supervision and evaluation and links supervision and evaluation to effective implementation of standards-based instruction and assessment					
5.6 understands a variety of theories, principles, and best practices of professional development which will result in improved professional practice					
5.7 understands the need for him/herself and other staff to reflect on practice, seek opinions from others and apply					

the results to guide professional growth					
5.8 understands a variety of theories, principals, and best practices for needs-based staff development programs that are connected to student standards and that will result in improved student learning consistent with the school/district vision and action plans					
CURRICULUM INSTRUCTION AND ASSESSMENT					
6.1 coordinates planning, implementation, and evaluation for the improvement of educational programs					
6.2 coordinates standards-based curriculum efforts within and among schools					
6.3 understands theories and principles of learning and human development birth through adulthood					
6.4 understands standards-based curriculum, instruction and assessment; integrated curriculum; and the use of student performance data; and understands their implications for curriculum development that results in improved student learning					
6.5 understands multiple instructional strategies					
6.6 accesses, uses and conducts research					
6.7 plans for coordination of multiple services for schools and students					
6.8 understands diversity and its meaning for educational programs					
6.9 develops a comprehensive system of education that will foster success for all students, including students with					

disabilities as well as gifted and talented students					
6.10 demonstrates ability to plan and carry out a developmentally-appropriate, standards-based comprehensive assessment program that includes the effective use of results to improve student learning					
6.11 understands how to report and use assessment results to inform the school community, develop school action plans and modify school programs					
6.12 uses technology, telecommunications, and information systems to enrich curriculum and instruction					
FISCAL PLANNING AND BUDGET MANAGEMENT					
7.1 demonstrates an understanding of school finance and resource planning including how to evaluate financial resources for effectiveness					
7.2 applies knowledge of budget and fiscal planning and principles of management and accountability					
7.3 demonstrates the ability to plan and manage resources according to school/district vision and action planning					
7.4 understands and applies accounting principles in accordance with <u>Governmental Generally Accepted Accounting Principles for State and Local Government</u> (Governmental Gap) and <u>Handbook for Financial Accounting of Vermont School Systems</u> (Handbook II) for sound fiscal management of school budgets and special accounts					

7.5 understands the implications of labor relations, negotiations, and contracts on administration					
7.6 applies and assesses current and future technologies for school management and business procedures					
EDUCATIONAL LAW					
8.1 applies principles of Federal and Vermont school law; state regulations; and local school board policies to daily school situations					
8.2 understands the intent and components of the Equal Educational Opportunity Act of 1997 and subsequent amendments					
SAFE AND EFFECTIVE LEARNING ENVIRONMENTS					
9.1 creates a learning atmosphere to encourage respect for self and others, positive social interaction, positive self and group esteem, and personal wellness					
9.2 understands the need for and promotes freedom from discrimination in the school community					
9.3 understands principles and issues of school safety and security					
9.4 understands current technologies that support a safe and effective learning environment					
9.5 understands principles and issues relating to school facilities and use of space					
9.6 develops and administers policies that provide a safe school environment and promote student health and welfare					
9.7 understands school					

construction and modification process					
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APPENDIX H

MASTER'S/CAS PROGRAM IN EDUCATIONAL LEADERSHIP

**Intern Self-Assessment Survey Non-Licensure
Program Themes**

(next page)

Leadership Self Assessment Rubric Requirements for Non-Licensure

Competencies	1 <i>Beginning work toward standard expecta- tions</i>	2 <i>Working at standard expecta- tions</i>	3 <i>Growing toward standard expecta- tions</i>	4 <i>Meeting standard expecta- tions</i>	5 <i>Exceeding standard expecta- tions</i>
PROFESSIONAL and ETHICAL LEADERSHIP					
1.1 helps articulate, define, and implement the vision for the school community					
1.2 understands, affirms, and builds common understanding of community values					
1.3 implements plans and strategies to achieve school vision					
1.4 acts with integrity, fairness, and courage, and brings ethical principles into decision making					
1.5 understands and influences the larger political, social, economic, legal, and cultural context of the school community					
1.6 models respect, understanding, sensitivity, and appreciation for all learners and individuals associated with the school community					
1.7 models and encourages collaboration among diverse groups					
1.8 promotes and practices collaboration and partnerships with faculty, parents, community, social service agencies, state agencies, higher education, and business to support school vision for student learning					

1.9 critically examines one's own leadership styles, values, and beliefs in relationship to theory and knowledge to increase one's capacity as a caring, effective, and ethical leader					
1.10 advocates for local, regional, and state educational policy for the advancement of Vermont learners					
1.11 demonstrates shared leadership practices and empowers others in fulfillment of the school's mission and vision					
1.12 understands and has knowledge of a professional code of ethics					
INQUIRY, REFLECTION, and ACTION	<i>Beginning</i>	<i>Working</i>	<i>Growing</i>	<i>Meeting</i>	<i>Exceeding</i>
2.1 analyzes and evaluates qualitative and quantitative research to inform practices					
2.2 designs and implements research study to address identified problems or challenges within a specific organization/school					
2.3 understands multiple assessment strategies to assess student learning					
2.4 uses outcomes of research study to develop strategies to effect program and instructional improvement toward greater student achievement					
2.5 understands and uses local, state, and other assessment data to inform community, modify programs, and develop action plans					
2.6 participates in the planning and implementation of an assessment and/or evaluation project and identifies areas of potential change					
2.7 understands and facilitates					

the use of technology in the collection and analysis of data as well as managerial operations					
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COMMUNICATION and RELATIONSHIPS	<i>Beginning</i>	<i>Working</i>	<i>Growing</i>	<i>Meeting</i>	<i>Exceeding</i>
3.1 fosters and develops effective communication and interpersonal skills that encourage problem identification, problem solving, and evaluation of outcomes					
3.2 understands the effective use of communication and interpersonal skills related to conflict resolution, crisis management, stress management, and consensus building					
3.3 builds purposeful collaborative networks and partnerships among all members of the school/organizational community					
3.4 develops a plan to promote a vision and outcomes associated with the organization and engages public dialogue and support for continual renewal					
3.5 recognizes and respects diverse perspectives within and external to the school for purposes of enriching the context and relationships					
3.6 understands and uses the nature and theories of adult learning and career stage development as they apply to leadership, interpersonal communication, and professional learning					
3.7 supports and sustains caring and collaborative relationships among students, faculty and community members					
3.8 models respect, understanding, sensitivity, and appreciation for all people and balances the rights of multiple and diverse groups					

ORGANIZATION RENEWAL, CULTURE and CHANGE	<i>Beginning</i>	<i>Working</i>	<i>Growing</i>	<i>Meeting</i>	<i>Exceeding</i>
4.1 understands and applies knowledge of organizational development and change theory to the design and implementation of leadership strategies and practices					
4.2 understands human resources management and relates how human resource functions support attainment of school goals					
4.3 identifies the need for systemic change and serves as an agent for that change					
4.4 understands the political, human, cultural, symbolic, and economic contexts as dynamic and interrelated functions of the school/organization					
4.5 develops and understanding of social and political forces and trends as they relate to strategic planning and purposeful change					
4.6 uses knowledge of organizational renewal and change to support the school vision and to advocate for equity and justice within the organization					
4.7 develops and monitors long-range plans for school and district change supported by technology and information systems					
4.8 understands how to meet student, faculty, and school needs in dynamic cultures					
4.9 understands and analyzes foundational and conceptual frameworks for professional staff development and implications for job-embedded learnings that support school renewal and change					
4.10 knows how to build partnerships, coalitions, and					

networks among diverse interest groups and competing priorities toward a common vision					
4.11 understands and expands partnerships with all educational personnel who support student learning, including guidance and counseling, special education, student activities, and facility management					
4.12 develops an effective community public relations program with multiple communication applications and technology application					
SOCIAL INSTITUTIONS, DIVERSITY, and EQUITY	<i>Beginning</i>	<i>Working</i>	<i>Growing</i>	<i>Meeting</i>	<i>Exceeding</i>
5.1 critically analyzes societal forces that place community members in conflict with one another around assumptions/beliefs about issues of justice, equity, freedom, and diversity					
5.2 understands the interrelationships among ideology, power, and socio-historical context associated with opportunities for educational access and freedom					
5.3 manifests and promotes policies and programs based on principles of equity and social justice					
5.4 understands the historical, philosophical, and ideological evolution of public education and how these impact schooling					
5.5 creates learning environments that encourage respect and membership for all students, faculty, parents, and community members					
5.6 promotes freedom from discrimination in the school community and demonstrates commitment to the benefits that					

diversity brings to the school community					
5.7 understands and influences policies, programs, and contexts that support safe and effective learning environments to promote student/faculty health and welfare					

SYSTEMS CONTEXT, MANAGEMENT, and EDUCATIONAL LAW	<i>Beginning</i>	<i>Working</i>	<i>Growing</i>	<i>Meeting</i>	<i>Exceeding</i>
6.1 articulates a personal viewpoint on the relationship between organizational values and financial planning, budgeting, and resource allocation					
6.2 develops skills and knowledge relative to fiscal planning and management					
6.3 applies appropriate accountability techniques to evaluate the extent to which resources are used effectively and in alignment with school values and vision					
6.4 develops and implements skills and knowledge relative to human resources management, including personnel planning, recruitment, hiring, compensation, separation and maintenance of high quality personnel					
6.5 understands staff utilization according to student achievement and efficiency, cost, and quality					
6.6 understands labor relations, collaborative negotiations, and contract management					
6.7 understands theories, best practices, and strategies of staff supervision and evaluation and links supervision and evaluation to effective student learning					
6.8 understands and implements professional development systems that result in improved student learning consistent with school vision and action plans					
6.9 develops and monitors long range plans for school and organizational technology and information systems applications					
6.10 understands and applies current and future technologies					

for school management and business procedures					
6.11 understands principles and issues related to school facilities, use of space, and operational procedures at the school/organizational level					
6.12 understands and uses the principles of relevant federal and state laws to create environments characterized by fairness, equity, and justice					
6.13 understands the impact of quality components of the Equal Education Act of 1997					
6.14 applies principles of Federal and Vermont school law, state regulations and local school board policies to school operations					
TEACHING and LEARNING	<i>Beginning</i>	<i>Working</i>	<i>Growing</i>	<i>Meeting</i>	<i>Exceeding</i>
7.1 understands historical and contemporary curricular and instructional issues and their implications for curriculum planning, design, implementation, and evaluation					
7.2 understands fundamental psychological aspects of learning theory and their relationship to curriculum and instruction, particularly for emerging populations					
7.3 understands standards-based curriculum and instruction and how to carry out standards-based comprehensive assessment programs that include effective use of results to improve student learning					
7.4 understands local, state, and federal policies and mandates and implications for curriculum and assessment					
7.5 understands and encourages use of multiple techniques for student assessment					
7.6 uses research on curriculum					

and instruction to inform, justify, and select best practices related to the teaching and learning processes					
7.7 understands diversity and its meaning for curriculum, instruction, and assessment					
7.8 has knowledge of how to adapt, revise, or create new curriculum based on student interests, community needs, and new knowledge					
7.9 engages the community in dialogue around curriculum priorities, needs, and student performance results which leads to action planning					
7.10 understands and supports co-curricular programs as integral to student well-being and development					
7.11 assesses the school culture and climate in relationship to curriculum and instructional improvement					
7.12 develops a comprehensive system of teaching and learning that fosters access to a quality curriculum for all students, including students with disabilities, English language learners, gifted and talented, gender, and students who represent diverse cultures and socioeconomic levels					
7.13 implements best practices related to learning communities, including staffing patterns, student grouping practices, facility design, and scheduling in support of desired student outcomes					
7.14 uses technology and technology-based information systems to enrich the teaching and learning processes and curriculum access					

7.15 engages in activities that incorporate technologies in teaching and learning

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APPENDIX I

Master's/CAS in Educational Leadership Internship

Sample Student Log

The Internship requires 300 hours of applied field work in order to meet national and state standards for the endorsement as school administrator. 200 hours are embedded in the Internship. It is understood that the Intern will assume responsibility for logging and recording time allocated to the Internship. The Intern can construct a format that best meets her/his needs. The form should be signed by the field mentor when completed.

DATE

ACTIVITY

COMMENTS

Continue as needed.

APPENDIX J

Sample Intern Weekly Journal Reflections

Keeping at least a weekly reflective journal is critical for ongoing understanding of leadership practice. Interns may design a format for reflecting on internship experiences. The following questions can guide your reflections:

Guide: Think about your experiences while completing the suggested tasks listed under each program theme. Guide your thinking by considering the following:

-Why did you choose the task(s) that you chose in this section?

-What worked well?

-What did you learn from your experiences with this task(s)?

-What might you choose to do differently next time?

What follows is a sample format:

Weekly Journal Reflections

Week of _____:

Brief synopsis of event/activity:

Reactions/Responses:

Reflections: (SEE ABOVE)

APPENDIX K

MASTER'S/CAS INTERNSHIP

Note: This evaluation will be kept confidential. Please send copy to Roman Vogel, 499B Waterman Building, University of Vermont, Burlington, VT 05405

Candidate Self Evaluation

Note: The intern will complete a self-assessment prior to beginning the Internship. At the conclusion, the Intern, Field Mentor, and University Supervisor should review the initial self-assessment in terms of new learning and progress. In addition, the Intern should complete a narrative self-assessment report. (*Note: Licensure candidates must self-assess themselves in relationship to the Vermont Competencies for Administrative Endorsement. Non-Licensure candidates are encouraged to self-assess themselves in relationship to program themes.*) What follows are some questions that could be considered in the final narrative assessment:

Student: _____ Field Mentor: _____

Field Mentor: _____ University Supervisor: _____

Date of Final Assessment: _____

Part I. Administrative Responsibilities: Briefly describe the administrative responsibilities. Discuss your leadership style and share why you feel that you lead in this manner. What did you learn in particular about your leadership during the internship?

Part II: Personal Reflections: If you overheard students, teachers, staff, employees, or other administrators talking about your leadership during your internship, what would they likely be saying? What would you like them to say? Why?

Part III: Personal Assessment: What are your particular strengths as a leader and in what areas would you like to grow? What are your goals and some action steps you might take in order to grow as a leader?

Part IV: In relationship to Vermont Competencies for Administrative Endorsement or Master's/CAS Program Themes, in which areas do you feel you need to grow?

Part V: Additional Comments: Feel free to share any additional comments, thoughts, or insights about your internship experience this past year. What worked well for you? What recommendations or changes would you suggest for future candidates

Signature Page

Intern

Date

University Supervisor

Date

APPENDIX K (Continued)

Field Mentor Evaluation Form

Note: The following is a sample evaluation form. However, you may want to complete a narrative evaluation for the intern.

Student: _____ Year/Semester: _____

Field Mentor(s): _____ Title: _____

_____ Title: _____

University Supervisor:

Date of Final Evaluation: _____

Part I. Evaluation of administrative skills: Please comment on the following administrative skills and competencies.

1. Problem Analysis: Ability to seek out relevant data and analyze complex information to determine important elements, identify authentic problems, and decide a course of action.

2. Communication: Ability to make clear oral presentation of facts or ideas and the ability to express ideas clearly in writing, taking into consideration different audiences and needs.

3. Collaborative Skills/Interpersonal Relationships: Ability to perceive the needs, concerns, and problems of others, and skill in effectively working with a diverse number of people in a productive and positive manner.

4. Organizational Work: Ability to plan, schedule, and organize work in connection with others and skill in using resources in an optimal fashion; ability to deal with paperwork, time demands, and shifting priorities.

5. Judgment and Decisiveness: Ability to recognize when and how a decision needs to be made and to act on all available information, as well as assessing possible implications and outcomes; ability to set priorities, develop action plans, and critically evaluate outcomes.

6. Group/Team Leadership/Partnerships: Ability to get others involved in solving problems; ability to recognize when/how a group needs direction; ability to facilitate and guide groups; ability to move to group/individual action; ability to work effectively with community partners.

Part II. Narrative Summary: Please provide a brief description of intern's assignments and comment on these or any other aspects of the student's internship performance and experience. It is important to frame your comments in relationship to the Vermont School Administrator Competencies.

SIGNATURES:

_____ Title: _____ Date: _____

_____ Title: _____ Date: _____

Field Mentor(s)

_____ Title: _____ Date: _____

Intern

APPENDIX K (Continued)

University of Vermont

University Supervisor Final Evaluation

Student: _____ Year/Semester: _____

University Supervisor:

Date: _____

University Supervisor Signature

Final Grade: _____

Date: _____

MATRIX: Master's/CAS Links to Vermont and National Standards (Appendix L)

Vermont Standards	Master's/CAS Program Themes	NCATE/ ISLLC STANDARDS	VT Endorsement Competencies	RELEVANT PROGRAM COMPONENT S
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<p>ADVOCACY Works to improve the educational health of Vermont learners, and promotes fairness and equity for all students and members of the educational community. The educator engages the family and the community in partnerships to promote student learning.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Assigns and utilizes staff in an effective, efficient, cost effective manner to promote student achievement and development. • Understands the nature of internal and external political systems and environments as they apply to schools and affect educational change. • Implements effective labor relations, collaborative negotiations, and contract management. 	<p>THEME I: Professional and Ethical Leadership</p> <ul style="list-style-type: none"> • helps articulate, define, and implement the vision for the school community • understands, affirms, and builds common understanding of community values • implements plans and strategies to achieve the school's vision • acts with integrity, fairness, courage and brings ethical principles into all decision making • understands and influences the larger political, social, economic, legal, and cultural context of the school community • models respect, understanding, sensitivity, and appreciation for all learners and individuals associated with the school community • models and encourages collaboration among diverse groups • promotes and practices collaboration and partnerships with faculty, parents, community, social service agencies, state agencies, higher education, and business to support school vision for student learning • critically examines one's own leadership styles, values, and beliefs in relationship to 	<p>Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional development</p> <p>Standard 4: promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Standard 5: promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</p> <p>Standard 6: promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<p>Partnerships: 4.3 understands the role of school/community relations and school governance in furthering the school/district vision 4.4 understands the role and relationship between school boards and school personnel. 4.7 advocates for local, regional, and state educational policy for the advancement of Vermont learners.</p> <p>Personnel: 5.1 understands recruitment, selection, and maintenance of a qualified staff attending to equity and diversity</p> <p>Curriculum, Instruction & Assessment: 6.8 understands diversity and its meaning for educational programs.</p> <p>Safe and Effective Learning Environments: 9.1 creates a learning atmosphere to encourage respect for self and group esteem, and personal wellness 9.2 understands the need for and promotes freedom from discrimination in the school community</p>	<p>Portfolio Assessment: Oral Portfolio Exam EDLP 319 Internship Action Research Project</p> <p>Specific Courses: EDLP 387 Collaborative Consultation EDFS 322 Challenge of Multiculturalism</p>
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	<p>theory and knowledge to increase one's capacity as a caring, effective, and ethical leader.</p> <ul style="list-style-type: none">• advocates for local, regional, and state educational policy for the advancement of Vermont learners.• demonstrates shared leadership practices and empowers others in fulfillment of the school's mission and vision.• understands and has knowledge of a professional code of ethics			
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Vermont Standards	Master's/CAS Program Themes	NCATE/ISLLC STANDARDS	VT Endorsement Competencies	RELEVANT PROGRAM COMPONENTS
<p>LEARNING (Content Expertise) Each Vermont educator continues to acquire new learning in the content area of his/her professional endorsement(s), and reflects this new learning in professional practice. Each educator is knowledgeable about the content requirements for his/her endorsement(s).</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Applies knowledge of fiscal planning and budget management • Plans and manages resources and facilities according to school district vision and action plans • Applies principals of regulations and law 	<p>THEME II: INQUIRY, REFLECTION AND ACTION</p> <p>INQUIRY, REFLECTION, AND ACTION</p> <ul style="list-style-type: none"> • analyzes and evaluates qualitative and quantitative research to inform practices • designs and implements research study to address identified problems or challenges within a specific organization/ school • understands multiple assessment strategies to assess student learning • uses outcomes of research study to develop strategies to effect program and instructional improvement toward great student achievement • understands and uses local, state, and other assessment data to inform community, modify programs, and develop action plans • participates in the planning and implementation of an assessment/evaluation project and identifies areas of potential change • understands and facilitates the use of technology in the collection and analysis of data as 	<p>Standard 1: promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p>Standard 3: promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p>	<p>Visionary Planning: 1.6 uses individual student and systems data for continuous program improvement efforts including the development of a local action plan based on student performance and other indicators.</p> <p>Partnerships: 4.6 demonstrates ability to report student performance results and other pertinent school and community indicators cited in the Equal Educational Opportunity Act of 1997 to the community in a manner that is easily understood by the general public</p> <p>Curriculum: 6.1 coordinates planning, implementation, and evaluation for the improvement of educational programs 6.6 accesses, uses and conducts research 6.10 demonstrates ability to plan and carry out a developmentally-appropriate, standards-based comprehensive assessment program that includes the</p>	<p>Portfolio Assessment: Oral Portfolio Exam EDLP 319 Internship Action Research Project</p> <p>Specific Courses: EDLP 334 Effecting and Managing Change EDLP 335 Staff Evaluation & Development EDLP 353 Seminar in Organizational Leadership EDFS 209 Introduction to Research Methods</p>

	well as managerial operations		effective use results to improve student learning 6.11 understands how to report and use assessment results to inform the school community, develop school action plans and modify school programs	
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Vermont Standards	Master's/CAS Program Themes	NCATE/ ISLLC STANDARD S	VT Endorsement Competencies	RELEVA NT PROGRA M COMPO NENTS
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<p>COLLEAGUE SHIP Each Vermont educator works collaboratively with colleagues at local, state, and/or national levels to improve student learning through the implementation of national standards, Vermont's framework of Standards and Learning Opportunities, district goals, school goals and/or action plans.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Applies strategic planning processes and involves others in strategic and action plan development • Understands the roles and relationships between governing boards and school personnel. • Provides for supervision and mentoring of educators new to the profession and/or school districts. 	<p>THEME III: COMMUNICATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Build purposeful collaborative networks and partnerships among parents, community members, social service professionals and educators. • Develop a plan to promote the vision and outcomes associated with the organization and engage public dialogue and support for continual reflection and renewal. • Recognize and respect diverse perspectives within and external to the organization for the purpose of enriching the organizational context and relationships within that environment. • Foster and develop effective communication and interpersonal skills that encourage problem identification, problem-solving and evaluation of outcomes. • Understand and utilize the nature and theories of adult development, learning, and career stages as they apply to leadership and professional development. 	<p>Standard 2: promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p>Standard 4: promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p>	<p>Visionary Planning:</p> <p>1.2 builds with others a shared vision of standards-based learning and teaching.</p> <p>1.3 understands strategic planning processes and involves others in strategic plan development.</p> <p>1.4 helps define and articulate a vision to the school community.</p> <p>1.9 develops an effective and interactive community public relations program with multiple communications applications which includes using and responding to electronic and printed news media.</p> <p>Interpersonal:</p> <p>2.1 understands and is responsive to needs of others</p> <p>2.2 is articulate and clear in verbal and written communications.</p> <p>2.3 promotes and models effective communication skills.</p> <p>2.4 understands and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management and crisis management.</p> <p>2.5 provides constructive feedback to others to further continuous improvement.</p> <p>2.6 models respect, understanding, sensitivity, and appreciation for all people and balances the rights of multiple and diverse groups.</p> <p>2.7 manifests and promotes professional ethics and values.</p> <p>Collaboration:</p> <p>3.1 uses knowledge of motivational theory, group dynamics, process skills, organizational theory/management and systemic change to create conditions for success for students, families and staff</p> <p>3.2 works with others to define problems, examine alternatives, and find solutions.</p> <p>3.3 demonstrates shared leadership practices and empowers others in fulfillment of school vision.</p> <p>3.4 models and encourages collaboration</p> <p>Partnerships:</p> <p>4.1 promotes and models effective collaboration and partnerships with parents, community, social service agencies, state agencies, higher education institutions, business, industry to support student learning.</p> <p>4.2 evaluates partnerships for their impact on the school/district mission.</p> <p>4.3 understands the role of school/community relations and school governance in furthering the school/district vision.</p> <p>4.4 understands the value of school/community partnerships to maximize school resources</p> <p>4.5 understands the value of school/community partnerships to maximize school resources.</p> <p>4.6 demonstrates ability to report student performance results and other pertinent school and community indicators.</p>	<p>Portfolio Assessment: Oral Portfolio Exam EDLP 319 Internship Action Research Project</p> <p>Specific Courses: EDLP 387 Collaborative Consultation EDLP 386 Org. & Human Resource Dev. EDFS 322 Challenge of Multiculturalism</p>
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			Curriculum, Instruction & Assessment: 6.3 understands theories and principals of learning and human development birth through adulthood	
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Vermont Standards	Master's/CAS Program Themes	NCATE/ISLLC STANDARDS	VT Endorsement Competencies	RELEVANT PROGRAM COMPONENTS
<p>PROFESSIONAL KNOWLEDGE (Methodology and Pedagogy) Each Vermont educator continues to acquire knowledge in best practices in teaching and the learning process so as to improve Learning Opportunities for all students.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Coordinates Programs within and among schools • Uses state and local assessment results, and other local data, to inform the community, modify programs, and develop action plans. • Uses technology and information systems to enrich curriculum, instruction, school management, and business procedures. • Identifies the need for systemic change and serves as an agent for that change. 	<p>THEME IV: Organization Renewal, Culture, and Change</p> <ul style="list-style-type: none"> • understands and applies knowledge of organizational development and change theory to the design and implementation of leadership strategies and practices • understands human resources management and relates how human resource functions support attainment of school goals • identifies the need for systemic change and serves as an agent for that change • understands the political, human, cultural, symbolic, and economic contexts as dynamic and interrelated functions of the school/organization • develops an understanding of social and political forces and trends as they relate to strategic planning and purposeful change • uses knowledge of organizational renewal and change to support the school vision and to advocate for equity and justice within the organization • develops and monitors long-range plans for school and district change supported by technology and information systems • understands how to meet student, faculty, and school needs in dynamic cultures • understands and analyzes foundational and conceptual frameworks for professional staff development and implications for job-embedded learning that support school renewal and change. • knows how to build partnerships, coalitions, and 	<p>Standard 1: promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>	<p>Visionary Planning:</p> <p>1.1 identifies the need for systemic change and can serve as an agent for that change</p> <p>1.5 with others, develops and plans implementation of a comprehensive action plan to improve student learning within the school & assesses student performance under that plan</p> <p>1.6 uses individual student and systems data for continuous program improvement efforts including the development of a local action plan based on student performance and other indicators.</p> <p>1.7 develops and monitors long range plans for school and district technology and information systems.</p> <p>1.8 understands the nature of internal and external political systems and environments as they apply to school and affect educational change.</p> <p>Personnel:</p> <p>5.5 understands theories, principals, and best practices of staff supervision and evaluation to effective implementation of standards-based instruction and assessment.</p> <p>5.6 understands a variety of theories, principals, and best practices of professional development which will result in improved professional practice.</p> <p>5.7 understands the need for him/herself and other staff to reflect on practice, seek opinion from others</p>	<p>Portfolio Assessment: Oral Portfolio Exam EDLP 319 Internship Action Research Project</p> <p>Specific Courses: EDLP 334 Effecting and Managing Change EDLP 353 Seminar in Organizational Leadership</p>

	<p>networks among diverse interest groups and competing priorities toward common vision</p> <ul style="list-style-type: none"> •understands and expands partnerships with all educational personnel who support student learning, including guidance and counseling, special education, student activities, and facility management •develops an effective community public relations program with multiple communication applications and technology applications 		<p>and apply the results to guide professional growth. 5.8 understands a variety of theories, principles, and best practices for needs-based staff development programs that are connected to student standards and that will result in improved student learning consistent with the school/district vision and action plans.</p>	
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Vermont Standards	Master's/CAS Program Themes	NCATE/ ISLLC STANDARDS	VT Endorsement Competencies	RELEVANT PROGRAM COMPONENT S
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<p>ADVOCACY Works to improve the educational health of Vermont learners, and promotes fairness and equity for all students and members of the educational community. The educator engages the family and the community in partnerships to promote student learning.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Assigns and utilizes staff in an effective, efficient, cost effective manner to promote student achievement and development. • Understands the nature of internal and external political systems and environments as they apply to schools and affect educational change. • Implements effective labor relations, collaborative negotiations, and contract management. 	<p>Theme V: Social Institutions, Diversity, and Equity</p> <ul style="list-style-type: none"> • critically analyze societal forces that place community members in conflict with one another around assumptions/beliefs about issues of justice, equity, freedom, and diversity • understands the interrelationships among ideology, power, and socio-historical context associated with opportunities for educational access and freedom • manifests and promotes policies and programs based on principles of equity and social justice • understands the historical, philosophical, and ideological evolution of public education and how these impact schooling • creates learning environments that encourage respect and membership for all students, faculty, parents, and community members • promotes freedom from discrimination in the school community and demonstrates commitment to the benefits that diversity brings to the school community • understands and influences policies, programs, and contexts that support safe and effective learning environments to promote student/faculty 	<p>Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional development</p> <p>Standard 4: promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Standard 5: promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</p> <p>Standard 6: promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<p>Partnerships: 4.3 understands the role of school/community relations and school governance in furthering the school/district vision 4.4 understands the role and relationship between school boards and school personnel. 4.7 advocates for local, regional, and state educational policy for the advancement of Vermont learners.</p> <p>Personnel: 5.1 understands recruitment, selection, and maintenance of a qualified staff attending to equity and diversity</p> <p>Curriculum, Instruction & Assessment: 6.8 understands diversity and its meaning for educational programs.</p> <p>Safe and Effective Learning Environments: 9.1 creates a learning atmosphere to encourage respect for self and group esteem, and personal wellness 9.2 understands the need for and promotes freedom from discrimination in the school community</p>	<p>Portfolio Assessment: Oral Portfolio Exam EDLP 319 Internship Action Research Project</p> <p>Specific Courses: EDFS 322 Challenge of Multiculturalism EDLP 387 Collaborative Consultation EDLP 266 Educational Finance EDLP 266 Educational Law EDLP 337 Political Processes</p>
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	health and welfare			
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Vermont Standards	Master's/CAS Program Themes	NCATE/ ISLLC STANDARD S	VT Endorsement Competencies	RELEVANT PROGRAM COMPONENT S
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<p>ACCOUNTABILITY Carries out professional responsibilities ethically. Demonstrates professional growth over time in each of the Five Standards for Vermont Educators through a professional portfolio that includes evidence of rigorous professional development, reflective practice, and adapting practice to improve student learning. A portion of each IPDP and professional portfolio will be connected to his/her school's initiatives for improving student learning.</p> <p>LEARNING (Content Expertise)</p> <p>KNOWLEDGE (Methodology and Pedagogy)</p>	<p>Theme VI: Systems Context, Management, and Educational Law</p> <ul style="list-style-type: none"> articulates a personal viewpoint on the relationship between organizational values and financial planning, budgeting, and resource allocation develops skills and knowledge relative to fiscal planning and management applies appropriate accountability techniques to evaluate the extent to which resources are used effectively and in alignment with school values and vision. develops and implements skills and knowledge relative to human resources management, including personnel planning, recruitment, hiring, compensation, separation and maintenance of high quality personnel understands staff utilization according to student achievement and efficiency, cost, and quality. understands labor relations, collaborative negotiations, and contract management understands theories, best practices, and strategies of staff supervision and evaluation and links supervision and 	<p>Standard 3: promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p>	<p>Visionary Planning: 1.7 (listed under Theme III) 1.8 (listed under Theme III) 1.10 understands the impact of the quality components of the Equal Educational Opportunity Act of 1997 and subsequent amendments for systemic change to improve student learning.</p> <p>Personnel: 5.2 understands the role & processes of licensure & relicensure including the roles & responsibilities of standards boards. 5.3 understands staff utilization according to student achievement and development, best practices, efficiency, cost, & quality. 5.4 understands labor relations, collaborative negotiations, and contract management.</p> <p>Curriculum, Instruction & Assessment: 6.2 coordinates standards-based curriculum efforts within & among schools 6.12 uses technology, telecommunications, & information systems to enrich curriculum & instruction.</p> <p>Fiscal Planning & Budget Mgmt.: 7.1 demonstrates an understanding of school finance and resource planning including how to evaluate financial resources for effectiveness. 7.2 applies knowledge of budget and fiscal planning and principals of management and accountability 7.3 demonstrates the ability to plan and manage resources according to school/district vision and action plans. 7.4 understands and applies accounting principals in accordance with <u>Governmental General Accepted Accounting Principals for State and Local Government</u> (Government Gap) and <u>Handbook for Financial Accounting of Vermont School Systems</u> (Handbook II) for sound fiscal management of school budgets and special accounts. 7.5 understands the implications of labor relations, negotiations, & contracts on administration. 7.6 applies & assesses current & future technologies for school mgmt. & business procedures.</p> <p>Educational Law: 8.1 applies principals of Federal and Vermont school law; state regulations; and local school board policies to daily school situations. 8.2 understands the intent and components of the Equal Educational Opportunity Act of 1997 and subsequent amendments.</p>	<p>Portfolio Assessment: Oral Portfolio Exam EDLP 319 Internship Action Research Project</p> <p>Specific Courses: EDLP 334 Effecting and Managing Change EDLP 353 Seminar in Organizational Lead. EDLP 354 Social Systems Theory EDLP 386 Org. & Human Resource Dev. EDFS 209 Introduction to Research Methods</p>
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	<p>evaluation to effective student learning</p> <ul style="list-style-type: none"> • understands and implements professional development systems that result in improved student learning consistent with school vision and action plans • develops and monitors long range plans for school and organizational technology and information systems applications • understands and applies current and future technologies for school management and business procedures. • understands principles and issues related to school facilities, use of space, and operational procedures at the school/organizational level. • understands and uses the principles of relevant federal and state laws to create environments characterized by fairness, equity, and justice • understands the impact of quality components of the Equal Education Act of 1997 • applies principles of Federal and Vermont school law, state regulations, and local school board policies to school operations 		<p>Safe & Effect. Learning Environments:</p> <p>9.1 creates a learning atmosphere to encourage respect for self and others, positive social interaction, positive self and group esteem, and personal wellness.</p> <p>9.3 understands principles and issues of school safety and security</p> <p>9.4 understands current technologies that support a safe & effective learning environment.</p> <p>9.5 understands principles & issues relating to school facilities & use of space</p> <p>9.6 develops & administers policies that provide a safe school environment & promote student health</p> <p>9.7 understands school construction & modification processes.</p>	
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Vermont Standards	Master's/CAS Program Themes	NCATE/ ISLLC STANDARDS	VT Endorsement Competencies	RELEVANT PROGRAM COMPONENT S
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<p>LEARNING</p> <p>PROFESSIONAL KNOWLEDGE</p> <p>ACCOUNTABILITY</p>	<p>THEME VII: Teaching and Learning</p> <ul style="list-style-type: none"> • understands historical and contemporary curricular and instructional issues and their implications for curriculum planning, design, implementation, and evaluation • understands fundamental psychological aspects of learning theory and their relationship to curriculum and instruction, particularly for emerging populations • understands standards-based curriculum and instruction and how to carry out standards-based comprehensive assessment programs that include effective use of results to improve student learning • understands local, state, and federal policies and mandates and implications for curriculum and assessment • understands and encourages use of multiple techniques for student assessment • uses research on curriculum and instruction to inform, justify, and select best practices related to the teaching and learning processes • understands diversity and its meaning for curriculum, instruction, and assessment • has knowledge of how to adapt, revise, or create new curriculum based on student interests, community needs, and new knowledge • engages the community in dialogue around curriculum priorities, needs, and student performance results which leads to action planning • understands and supports co-curricular programs as integral to student well-being and development • assesses the school culture and climate in relationship to curriculum and instructional improvement • develops a comprehensive system of teaching and learning that fosters access to 	<p>Standard 2: promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>	<p>Curriculum, Instruction & Assessment:</p> <p>6.4 understands standards-based curriculum, instruction and assessment; integrated curriculum; and the use of student performance data; and understands their implications for curriculum development that results in improved student learning.</p> <p>6.5 understands multiple instructional strategies.</p> <p>6.9 develops a comprehensive system of education that will foster success for all students, including students with disabilities as well as gifted and talented students.</p> <p>6.10 (listed under Theme I)</p> <p>6.11 (listed under Theme I)</p>	<p>Portfolio Assessment</p> <p>Oral Portfolio Exam</p> <p>EDLP 319 Internship Action Research Project</p> <p>Specific Courses:</p> <p>EDLP 336 Curriculum Management</p> <p>EDFS 322 Challenge of Multiculturalism</p>
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	<p>a quality curriculum for all students, including students with disabilities, English language learners, gifted and talented, gender, and students who represent diverse cultures and socioeconomic levels</p> <ul style="list-style-type: none">• implements best practices related to learning communities, including staffing patterns, student grouping practices, facility design, and scheduling in support of desired student outcomes• uses technology and technology-based information systems to enrich the teaching and learning processes and curriculum access. <p>engages in activities that incorporates technologies in teaching and learning</p>			
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APPENDIX M

SITE VISITATION REPORT

Directions: Please complete at the end of each site visit. Copy for your file and provide a copy for your field-based mentor and university supervisor.

Date: _____ Location: _____

Persons Attending: _____

Discussion:

Follow-Up:

copy _____ Intern _____ File _____ Other