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About Andrews University

Our History

The roots of Andrews University date back to a little 19th century school of 12 students, one of which was the breakfast-cereal-genius-to-be John Harvey Kellogg. Through the leadership of a teacher, Goodloe Harper Bell, the Battle Creek Michigan-based school expanded quickly and, in 1874, took the name, Battle Creek College. By 1901, the school's administrators had decided to experiment with a non-classical concept for education that fused traditional academia with a practical approach to learning. For this experiment, school leaders felt that a new location was needed, away from the moral and ecological pollution of the city. Eighteen thousand dollars bought a 272-acre piece of land in Berrien Springs, Mich. The "experiment" packed into 16 box cars and traveled from Battle Creek to a new home nestled in gentle hills and farming fields.

With a new location came a new name, Emmanuel Missionary College (EMC). There was much work to be done as the new school had no buildings. For the 1901-1902 school year, the college rented a barn, the former Berrien County courthouse, an office building, a jail and a sheriff's residence to serve as temporary school buildings. Construction of the new school started almost immediately. All buildings were built from wood as brick was perceived to be too permanent for those expecting the imminent return of Jesus. Early buildings were built almost entirely by students.

Faculty also got involved with helping to get things under way in Berrien Springs. EMC's first president, E. A. Sutherland, felt inspired to plant a long row of Norway spruce trees to help landscape the new school. The tall row of trees stands proud today, over a hundred years later, a testimony to the hands-on attitude of our school's pioneers.

As EMC began to establish itself in the community, students and faculty developed a deep interest in oversees missionary work. By the 1920's mission fervor had become one of the defining features of the Andrews experience. Despite the Depression of the 1930's, the Andrews leadership was successful as they worked to arrange accreditation for the institution. Amazingly, during the difficult war years of the 1940's, the college was able to obtain the materials for and the permission to build a new administration building, Nethery Hall, now home to the College of Arts and Sciences.

Momentum was growing and in 1959 Washington D.C.-based Potomac University moved to Berrien Springs and merged with EMC, bringing with it a School of Graduate Studies and the Seventh-day Adventist Theological Seminary. The combined institutions were chartered as Andrews University the very next year. Andrews University was named after John Nevins Andrews (1829-1883), a pioneer in the 19th century Adventist Church. He was also the first sponsored missionary that the Church sent overseas. J.N.

Andrews' example of careful thought and compassionate action in Christian life is something that we have taken to heart.
In 1974, the undergraduate division of Andrews was organized into two colleges-the College of Arts and Sciences and the College of Technology. The school of Business was established in 1980. The School of Education was organized in 1983. In 1993 the Department of Architecture became the Division of Architecture. The present organizational structure of the School of Graduate Studies was adopted in 1987.

Students from across the United States and the globe are attracted to Andrews because of what we stand for and what we offer. U.S. News and World Report says that Andrews is one of the most culturally diverse universities in the nation. We are a thinking, faith-focused and dynamic international community. More than 3000 students study here, representing most US states and nearly 100 countries. Another 1700 students study at affiliate campuses around the world. We offer approximately 180 undergraduate degrees and just under 50 postgraduate programs.

At Andrews we are serious about giving you choices. We offer options in undergraduate, graduate and doctoral studies. If you feel like spending a year abroad, you can choose from an impressive range of opportunities at Andrews affiliate schools or service posts around the globe. We are real people at Andrews. Whatever it is you choose to do here, we aim to make sure that you achieve that balance between theory and practice, and that you experience growth on your personal spiritual journey.

Our Faith

Andrews University is a Seventh-day Adventist institution. As a Christian school, we encourage strong moral principles and a close relationship with God. We celebrate the diversity of faiths represented at Andrews and respect the differences of persuasion that are present. We believe in a holistic approach to life that balances mind, body, and spirit in such a way that students are fully prepared to serve the world when they finish their studies.

Adventists hold most beliefs in common with other Protestants. The Trinity. The divinity of Jesus. Salvation through faith in Jesus. Adventists believe that true spirituality impacts every area of our lives. Physical health, a sound mind and strong relationships with God and other people are all seen as important. Each Saturday Adventists celebrate a 24-hour Sabbath rest from work and school. The day is about taking a break from the daily grind, spending quality time in worship, and nurturing relationships with family and friends.

Our Sponsoring Church

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

Our Mission

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

Accordingly, students are challenged to:

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

About the School of Education (SED)

Our Conceptual Framework

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

> "True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the student for the joy of service in this world and the higher joy of wider service in the world to come.
>
> In the highest sense the work of education and the work of redemption are one." Ellen G. White (1903), *Education*, Mountain View, CA; Pacific Press 13, 30.

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

Our Mission

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

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

Element I: Worldview
This Element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Graduates will be able to
• Explain world views and trace their historical development
• Critique world views from a Christian perspective
• Integrate principles of a Christian world view into their chosen fields of study.

Element II: Human Growth & Change
This Element addresses principles of growth behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to
• Describe human development
• Apply current theories of learning.

Element III: Groups, Leadership & Change
This Element addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to
• Facilitate change in groups and organizations
• Relate effectively with various cultural, racial, and special interest groups
• Identify political and legal issues
• Manage human, financial, and material resources
• Demonstrate servant leadership.

Element IV: Communication & Technology
This Element addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning. Graduates will be able to
• Communicate effectively in written, verbal and non-verbal forms
• Use electronics tools effectively for professional communication, teaching, and research.

Element V: Research and Evaluation
This Element addresses valuing and conducting disciplined inquiry for decision-making. Graduates will be able to
• Read and evaluate research
• Conduct research
• Report research findings.

Element VI: Personal & Professional Growth
This Element addresses commitment to holistic personal and professional growth. Graduates will be able to
• Demonstrate continuing professional development
• Demonstrate ethical behavior in all professional activities
• Demonstrate balanced physical, mental, spiritual, and social aspects of their lives.

About LEAD

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

Our Mission

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

About Educational Administration

Educational Administration (EA) a Segment of (LEAD)

Our Mission

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

Our Constituencies

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

Our Ten Guiding Standards

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

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

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

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

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

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

Course of Study

Mentoring Portfolio Process

All degree programs require an internship/mentoring component and the completion of a portfolio that documents the candidate's work on the ten standards. For the masters portfolio the candidate must show developing competency in each of the standards. For the EdS the candidate needs to show developing competency in each of the standards and advanced competency in five selected standards. For the EdD and PhD the candidate needs to show advanced competency in all ten standards. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in-person or via electronic media. These portfolio presentations must be assessed and approved by a committee of three faculty. More details on portfolio requirements are provided in the introductory course, EDAL 500, required in all administration programs.

P-12 Educational Administration Certificate and Degree Programs

There are five levels of study in P-12 educational administration:

1) Certification in educational administration with an endorsements as principal, supervisor of instruction, or superintendent of schools that prepares students to fulfill the Seventh-day Adventist North American Division, (NAD) Educational Administration certificate requirements. The first level is a graduate level, non-degree option. The other four levels are degree programs.

2) Masters (MA),

3) Educational Specialist (EdS),

4) Doctor of Education (EdD), and

5) Doctor of Philosophy (PhD).

Public School Administration Certification or Licensure

Although the certification and licensure requirements for public school administrators vary by state, the programs and courses offered below fulfill many of the requirements of most state certification programs. These courses and programs align with the ISLLC standards which guide educational administration policies throughout the United States

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

North American Division (NAD) Certificate/Endorsement Preparation Program

(18-24 credits)

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

* Teachers interested in transitioning into educational administration

* Principals of K-8, K-10, K-12, and 9-12 schools

* Supervisors of instruction

* Superintendents of schools

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

Application Process

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

Certificate/Endorsement Requirements (18-24 credits)

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

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

School Administration

EDAL500 Administration Orientation-1

EDAL520 Foundations of Educ. Leadership-2-3

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

School Law

EDAL560 School Law-2-3

Curriculum

EDCI565 Improving Instruction-3

Supervision

EDAL570 Principles of Educational Supervision-2-3

School Finance

EDAL645 School Finance-2-3

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

School Administration

EDAL500 Administration Orientation-1

EDAL520 Foundations of Educ. Leadership-2-3

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

Curriculum

EDCI547 Foundations of Curriculum Development-3

EDCI565 Improving Instruction-3

Supervision

EDAL570 Principles of Educational Supervision-2-3

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

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

School Administration

EDAL500 Administration Orientation-1

EDAL520 Foundations of Educ. Leadership-2-3

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

School Law

EDAL560 School Law-2-3

Curriculum

EDCI565 Improving Instruction-3

Supervision

EDAL570 Principles of Educational Supervision-2-3

School Finance

EDAL645 School Finance-2-3

Personnel Administration

EDAL635 Human Resources Administration-2-3

School Plant Planning

EDAL660 Planning & Operating Educ. Facilities-2-3

2. MA: K-12 EDUCATIONAL ADMINISTRATION

(32 credits)

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

* Teachers interested in transitioning into educational administration

* Principals of K-8, K-10, K-12, and 9-12 schools

Application Process

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

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

MA: DEGREE REQUIREMENTS (32 credits)

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

EDAL500 Administration Orientation-1

EDAL520 Foundations of Educational Leadership-2-3

EDAL560 School Law-2-3

EDAL570 Principles of Educational Supervision-2-3

EDAL635 Human Resources Administration-2-3

EDAL645 School Finance-2-3

EDAL660 Planning & Operating Educ. Facilities-2-3

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

EDAL680 Administration Internship and Fieldwork-1-12

LEAD525 Public Rel.: Community Partnerships-2-3

Administrative Electives

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

Curriculum-3

EDCI565 Improving Instruction-3

Educational Foundations-3

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

Educational Research-3

EDRM505 Research Methods in Educ. & Psych.-3

TOTAL MA degree credits-32

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

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

* Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification or endorsement.

* Principals of K-8, K-10, K-12, and 9-12 schools

* Supervisors of instruction

* Superintendents of schools

Application Process

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

EdS: DEGREE REQUIREMENTS (64 credits)

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

EDAL500 Administration Orientation-1

EDAL520 Foundations of Educational Leadership-2-3

EDAL560 School Law-2-3

EDAL570 Principles of Educational Supervision-2-3

EDAL635 Human Resources Administration-2-3

EDAL645 School Finance-2-3

EDAL660 Planning & Operating Educ. Facilities-2-3

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

LEAD525 Public Rel.: Community Partnerships-2-3

LEAD638 Issues in Leadership Theory-2

LEAD886 Advanced Internship: (Topic)-1-12

Administrative Electives

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

Curriculum-6

EDCI547 Foundations of Curriculum Development-3

EDCI565 Improving Instruction-3

Educational Foundations-3

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

Educational Research-9

EDRM505 Research Methods in Educ. & Psych.-3

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

EDCI636 Program Evaluation-3

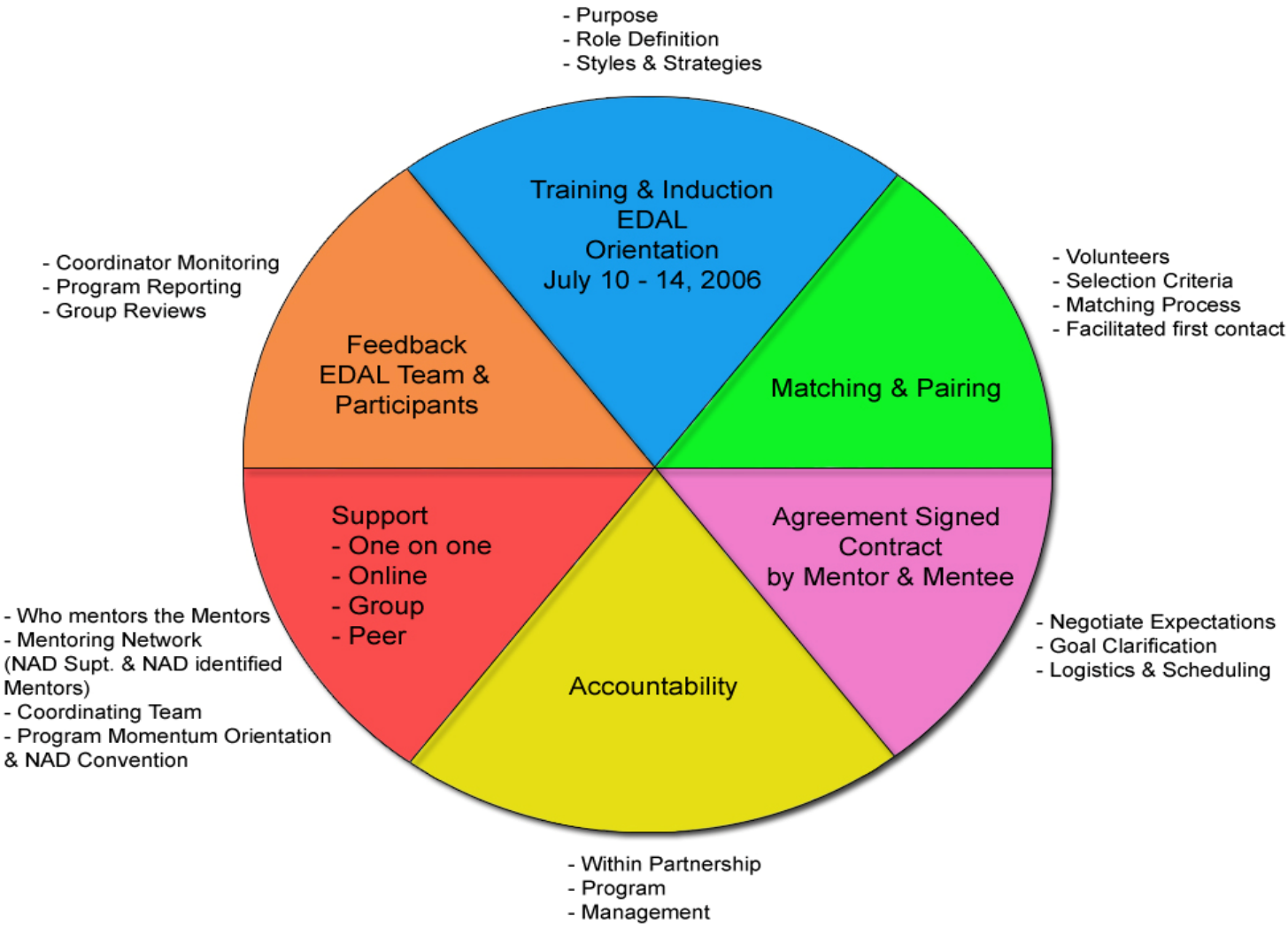
TOTAL EdS degree credits-64

4/5. EdD/PhD: K-12 EDUCATIONAL ADMINISTRATION PROGRAMS (90 credits)

The doctoral programs in Educational Administration prepare participants for professional careers in education as superintendents or elementary and secondary-school administrators or for leadership in many types of agencies and organizations. Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 90 credits. However, the PhD degree is more research-oriented and requires more courses in advanced research methodologies. Those specifically served by this degree are:

* Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification and endorsement

Andrews University Mentoring Program



Mentoring Defined

Mentoring Defined:

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

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

Facilitated mentoring is a structure and series of processes designed to create effective mentoring relationships; guide the desired behavior change of those involved; and evalujate the results for the proteges, the mentors and the organization. (Margo Murray. Beyond the Myths and Magic of Mentoring. Pg 5)

Mentoring is a process of opening our lives to others, of sharing our lives with others; a process of living for the next generation. "Mentoring the Strategy Of the Master" Ron Lee Davis

A Mentor is an experienced servant leader dedicated to the Spiritual, emotional and professional development of a mentee through a relationship that is built on trust, commitment and dedicated to life long learning and reflective practice.
(Janet Ledesma, 2006).

Roles of the Participants in the Internship

Role of the Intern

The internship program is job-embedded in nature. However, the intern will have 1-2 days release time from their regular duties. (The program will arrange for paid substitutes to make this possible.)

The intern is expected to discharge the responsibilities of the rotations as if he/she was being paid to do so. This way, the activities will be regarded as authentic learning experiences rather than simulations. It is expected that the intern will work approximately 90 hours for each fieldwork rotation. The scheduling of the 90 hours will be negotiated with the mentor, university advisor, and host site. Another 90 hours may be available for online course work and/or preparation for the fieldwork activities.

Role of the Mentor

The Mentor (resident or visiting) plays a pivotal role in the internship process and is identified by their supervisors and Andrews University faculty to serve in this capacity. The mentor is an experienced school leader capable and willing to work with the intern in the development of competencies. The mentor will work with the intern and Andrews University faculty to develop meaningful learning experiences. The mentor will provide weekly feedback to the intern and a final written evaluation at the end of each rotation. (See Appendix D.)

The benefits that the mentor and/or school system derive from this relationship are many and varied. The chief benefit is the real contribution the intern can make to the particular institution.

Mentors will receive honoraria in the form of free Andrews University classes and professional conferences.

Role of the University Internship Faculty Advisor

The university **Internship Faculty Advisor** will be a full time or adjunct faculty member in the Department of Leadership and Educational Administration with P - 12 leadership experience. Although the advisor may teach several of the courses, the role of advisor is critical to the success of the program. The main role of the advisor will be similar to that of the advisor in the traditional program. The advisor will work with the candidate mainly during the first semester of enrollment to assist with the completion of the LIAF-

A and the IDP. In addition, in cases where the advisor is not the instructor of record for a particular course, the advisor could act as a liaison between the student, mentor, and faculty member in helping to establish the program internship experiences for the candidate.

Role of the University Professor

The primary role of the University professor is to deliver the instruction for the course, be it face-to-face or online. The professor will also work with the mentor and intern to establish activities/experience for the intern to serve as a vehicle for addressing a particular standard. These activities will be reflective of the strengths and weaknesses identified through the LIAF-A and included in the intern's IDP. During any one course, candidates may be satisfying different ISLLC or other standards simultaneously. This is similar to students in the traditional class writing different term papers or reflective papers, even on the same subject.

The most important aspect to the internship is that the intern will be involved in authentic experiences, rather than simulations so that at the end, the intern could easily make the transition to being a principal on his/her own.

Role of the Facilitator

RESPONSIBILITIES & EXPECTATIONS:

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

Identifying Mentors

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

Characteristics of A Mentor:

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

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

The Four Phases of Mentoring

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

Preparing: (The preparatory stage of mentoring)

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

- What is the real motivation for wanting to become a principal
- What readiness skills need continued support, and what objectives need to be learned?
- What advantages are there to both mentor and mentee in developing a partnership?
- What does each individual bring to the partnership and receive in the end?
- Are there participants compatible for developing an ongoing learning relationship?
- What time commitments are necessary and expected to create an effective partnership?
- What are the roles and expectations of the participants?

Negotiating: (The formation of a mentoring partnership)

Much of the negotiating phase centers on discussion of the following topics:

- Confidentiality
- Trust
- Reliability
- Boundaries of the partnership
- Responsibilities

- Time Commitments and expectations
- Accountability
- Identification and resolution of pet peeves
- Ability to deliver and accept criticism
- Level of commitment of participants
- Desire
- Maturity
- Character and ethics
- Establishment of learning objectives and outcomes

During the negotiating phase, both mentor and the mentee must talk about and become comfortable with process skills crucial for success in close personal relationships:

- Building and sustaining personal relationship
- Networking with others
- Coaching
- Communication (listening, checking for understanding, openness, and articulation)
- Encouragement
- Facilitation of learning (planning, designing, implementing and evaluating)
- Goal setting
- Guiding (role modeling and reflection)
- Conflict management
- Problem solving
- Providing and receiving feedback
- Reflection (consiseration of learning for future action)

Enabling: (The implementation of learning activities)

Closure: The process of celebrating the joy and accomplishment of the mentoring experience.

Suggestions for Mentoring

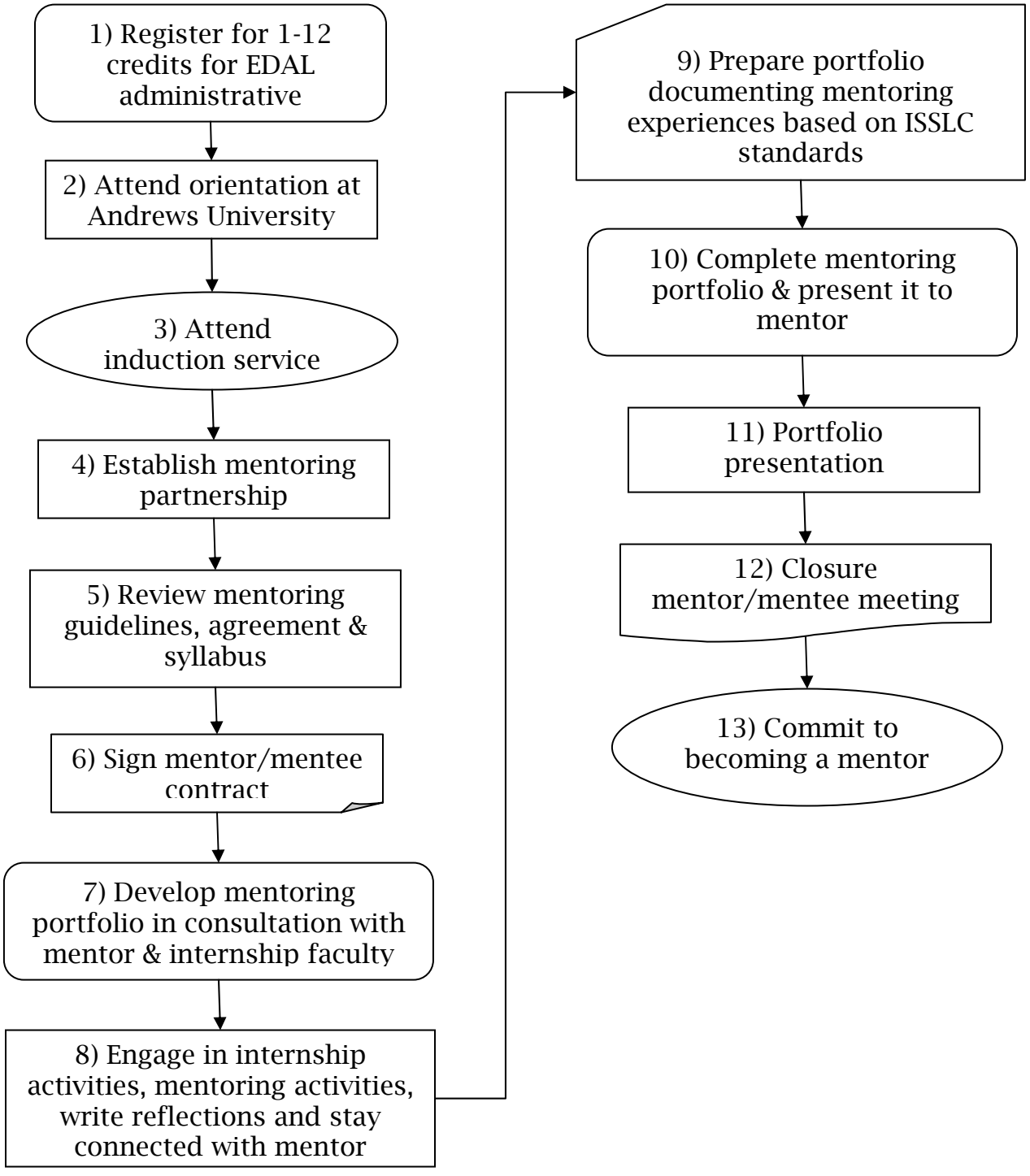
What should be done	**How to do it**	**Responsibility**	**Desired Outcome**
Build a solid relationship	Get to know things about the mentee. Spend time connecting	Mentor/Mentee	Lifetime trusting relationship
Focus on learning	Know the general and specific requirements of	Mentor/mentee	Growth and more effective performance for

	managing and leading learners in a school.		both mentee and mentor.
Establish regular meetings/contacts	Arrange meeting times and dates. Make regular phone contacts or visits. Determine locations for meetings. Be flexible.	Mentor/mentee	Regular contact that promotes sharing, time for reflection and learning.
Identify venues for communication.	Utilize face to face personal meetings, observations, telephone, email, emerging technologies and other means of contact with the mentee.	Mentor/Mentee	Mutual agreement and understanding of the terms of communication for the partnership.
Ask questions	Inquire about the day to day work of the Mentee. Ask questions about future planning, goals and aspirations.	Mentor	Insights that will guide the direction and development of the partnership.
Listen	Allow time to describe a situation and talk about sensitive or embarrassing issues. Be patient. Show empathy.	Mentor	Understanding of what is being said, how it is said and what is not said.
Guide. Don’t tell	Avoid giving answers. Assist the mentee in problem solving, understanding, and developing strategies that lead to new insights and meaningful learning.	Mentor	An independent, self sufficient mentee.
Be constructive	Be kind. Balance negative and positive comments.	Mentor	Growth and effective performance of the

	Critical feedback is crucial growth.		mentee.
Share thoughts and feelings openly	As the mentoring relationship progresses, this should become routine during meetings.	Mentor/Mentee	Understanding of how each person perceives the environment.
Maintain Confidences	Do not repeat information shared between mentor and mentee with any other person.	Mentor/ Mentee	Trust and respect among confidants.
Check on the effectiveness of communication.	Review samples of mentee's writing (parent newsletter, staff communications, memos, letters). Observe the mentee while speaking in public.	Mentor	High levels of correctness, comfort, and effectiveness in written and oral communication.
Be sensitive to the mentee's personal and learning needs.	Listen and give feedback. Ask personal questions when applicable. Be understanding.	Mentor/Mentee	Balance between mentoring activities, work, home, and personal commitments.
Reflect and talk about how the partnership is developing.	Mentoring meetings	Mentor/Mentee	Shared goals and expectations.
Identify and discuss phases of mentoring	Ongoing contacts, meetings, and discussions; reflection.	Mentor/Mentee	Determine partnership guidelines, goals, outcomes, and predictable timelines.
Share experiences	Talk about positive as well as negative learning experiences. Share personal crucible experiences. Demonstrate that mentee's experiences are	Mentor	Model learning by reflecting on professional experiences and career journey.

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

Mentoring Process



10 Standards

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

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

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

Duplicated on pg 7

Suggested Mentoring Activities

Standard One
Where there is no vision, the people will perish (Proverbs 29:18)

1. Hold a spiritual retreat before the school year begins to facilitate team building, develop the vision, and create activities to support the vision.

2. Include your administrative team, staff, and local constituency in the initial and ongoing development, articulation, implementation, and assessment of the school vision.

3. As a team, develop a vision articulation plan for your constituency that will ensure the success for all students.

4. Develop a program in which your constituency and board members have numerous opportunities to serve the school in a variety of ways.

5. Develop activities and functions that involve the school community so that they will share and support the vision.

6. Provide staff development to enhance the teaching and learning that are necessary to accomplish the school vision.

7. Ensure the school vision is posted in every classroom and other strategic areas where staff, students, parents, and visitors can easily see and be reminded of it.

8. Visit successful schools to observe how they articulate and create synergy for their vision as well as how they implement these strategies successfully.

9. Encourage teachers and staff throughout the year with praise and mementos based on an original, school-wide theme chosen at the beginning of the year.

10. Have regular meetings to assess where the school is, to evaluate progress, to modify plans, and to celebrate accomplishments.

Standard Two
Positive school culture

1. Create and consistently expect a culture of high expectations from all constituents.

2. Model Excellence. Be positive, visible, and enthusiastic in fostering a nurturing and supportive learning environment.

3. Develop and implement strategies to recognize school-wide academic achievement.

4. Provide mentors to assist with the questions and problems of new teachers.

5. Have your team members complete a needs assessment to identify and address school concerns. Provide consistent follow-through.

6. Facilitate the brainstorming of ideas to enhance school culture, traditions, heritages, and celebrations.

7. Visit successful schools, research common elements of school climate and culture found in successful schools, and analyze whether they could be adapted to enhance yours.

8. Use questionnaires, surveys, and interviews to solicit insight from parents and staff about the school learning environment and ways to maximize student productivity.

9. Meet one on one with teachers to individualize professional goals and provide developmental support for their needs.

10. Develop a committee dedicated to facilitating different cultures within the school community.

Standard Three
Promoting a safe, efficient, and effective learning environment

1. Facilitate training on budget planning and alignment of resources with the goals and vision of the school.

2. Document all budget expenditures. Keep receipts.

3. Form a finance committee intentional in securing services of high profile individuals to study feasibility of available resources and potential available funding resources to meet school goals.

4. Periodically walk through the interior and around the exterior of the school building using careful observation to ensure school safety and efficiency. Encourage others to do likewise.

5. Create a school safety planning team to evaluate and update school safety drill procedures including emergency preparedness, fire, severe weather, and crisis management drills.

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

7. Develop and cultivate partnerships with diverse community organizations. Brainstorm together possible resources other than money by which the school and organization can mutually benefit.

8. Facilitate the development and implementation of a consistent school-wide discipline management plan that is ethical, fair, and developmentally appropriate to meet varying student needs.

9. Provide teachers and staff the opportunity to attend professional development activities to enrich student learning.

10. In conjunction with your school team, develop, analyze, and evaluate the existing school needs assessment survey. Utilize school needs in the development of the school vision and attainment of goals.

Standard Four
Promotes the success of all students by collaborating with families and other community members

1. Visit parents in their homes and work places to determine what the school can do for them and their local community.

2. Be intentional about presenting and promoting the school as a bridge for all cultures by involving students and teachers in community cultural activities that promote acceptance and tolerance of all cultures.

3. Encourage and support various means of volunteerism to enhance parental and neighborhood participation in school.

4. Create and circulate a school newsletter to local businesses, your constituencies, and community leaders informing them of school events, programs, and progress toward the vision as well as soliciting continued input and participation.

5. Host school-based community events to allow parents and other stakeholders an opportunity to learn and participate in relevant educational issues and emerging themes.

6. Provide opportunities for parents to come to the school and become involved in their child's education by developing "family activities" that can be done together.

7. Attend and become involved with community, civic, cultural, and social activities that bring various members of the community together.

8. Host a recognition and appreciation day for the community members, parents, and volunteers who have contributed time, work, and other resources to the school.

9. Invite community members and groups to participate in staff meetings and staff development to discuss improvements that the school could meet to improve its relationship and contributions to the neighborhood.

10. Encourage school participation in community sponsored events.

Standard Five

1. Consult your administrative team on proper ways to handle inappropriate teacher or staff behavior in a manner that exhibits integrity, fairness, and ethics.

2. Always demonstrate impartiality to students, teachers, and families. Never show favorites.

3. Develop and implement a conflict resolution plan that incorporates morality and integrity issues in working with families and community members.

4. Develop and implement a school-wide discipline committee with teachers to develop and support successful classroom management strategies.

5. Conduct an interactive creative session on ethics as an in-service for faculty and staff members.

6. Ensure that all federal, state, and local laws, as well as local school board policies, are being consistently and appropriately followed.

7. Demonstrate integrity and fairness in all situations.

8. Make wise decisions based on facts rather than on hunches, perceptions, or gossip.

9. Respect and protect confidentiality laws.

10. Keep a log. Consistently document communication between staff, faculty members, parents, and others in the school environment.

Standard Six

1. Stay current with your knowledge base. Read and reflect on current educational trends by reading journals of the best practices and changes in policies, politics, economic, social justice, and education.

2. Volunteer for district-wide and community committees as the voice and face of your school.

3. Attend professional workshops, meetings, seminars, and conferences to be well informed about legislative decisions and updates particularly those regarding special education.

4. Empower all board members to ensure synergy and responsibility for the growth and prosperity of the school vision, culture, and climate.

5. Facilitate collaborative and shared decision-making among board members.

6. Ensure teachers and staff members have effective and appropriate professional development in all areas including diversity and technology in a changing world.

7. Know and understand the educational legal system and the ramifications of all decisions and behaviors.

8. Develop a collaborative working partnership with Child Protective Services and local police departments for the benefit of students, families, and others.

9. Consistently facilitate others in being advocates for all students in a free and democratic society.

10. Dialogue and network with other administrators about their experiences to get other perspectives on how to address various issues appropriately.

Standard Seven
Internship

1. Make appointments to conference with other school principals who have diverse leadership styles and are at different types of school to observe the way they handle various circumstances. Explain their rationale.

2. Spend time observing and talking with faculty, staff, and resource personnel who work with students of various learning styles and abilities to learn how to best meet student needs.

3. Attend school board meetings to understand the direction of the school board. This will express your interest in the school's mission and its leadership.

4. Read, analyze, and reflect on research and best practice from various contemporary publications and other sources including those of professional organization, major newspapers, and the internet.

5. Develop a current personal and professional library. Provide reading and resource recommendation to others based on individual interests and needs.

6. Interview experienced school administrators and the educational superintendent to assist the development of your knowledge and skills related to public school finance, budget planning, and management of resources.

7. Seek guidance and feedback from your mentor and other administrators as you actively practice collaborative and participatory leadership.

Self Assessment

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A
Assessing the Standards

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

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

Administrator preparation institutions provide candidates opportunities to develop and

demonstrate:

	A VISION OF LEARNING	**PRE-INTERNSHIP**					**POST-INTERNSHIP**				
		1	2	3	4	5	1	2	3	4	5
KNOWLEDGE: The administrator has the knowledge and understanding of:											
1.1	Learning goals in a pluralistic society;										
1.2.	Learning contexts with special attention to the enduring legacies of prejudice and discrimination;										
1.3	The principles of developing and implementing strategic plans;										
1.4	Systems theory;										
1.5	Information sources, data collection, and data analysis strategies;										
1.6	Effective communication; and										
1.7	Effective consensus -building and negotiation skills.										
DISPOSITIONS: The administrator believes in, values, and is committed to;											
1.8	The educability of all students, regardless of race, ethnicity, socio-economic status, gender, sexual orientation, ability, language, religion, or nationality;										
1.9	A school vision of high standards of learning, paying special attention to gaps in achievement by social identity groups;										
1.10	Continuous school improvement;										
1.11	The inclusion of all members of the school community;										
1.12	Ensuring that students have the knowledge, skills, and values needed to become successful adults;										
1.13	A willingness to continuously examine one's own assumptions, beliefs and practices; and										

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

Standard 1 Continued

A VISION OF LEARNING		PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:											
1.15	The vision and mission of the school are effectively communicated to staff, parents, students, and community members;										
1.16	The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities;										
1.17	The core beliefs of the school vision are modeled for all stake holders;										
1.18	The vision is developed with and among stake holders;										
1.19	The contributions of the school community members to the realization of the vision are recognized and celebrated;										
1.20	Progress toward the vision and mission is communicated to all stakeholders;										
1.21	The school community is involved in school improvement efforts;										
1.22	The vision shapes the educational programs plans and actions;										
1.23	An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;										
1.24	Assessment data related to student learning are used to develop the school vision and goals;										
1.25	Relevant demographic data pertaining to students and their families are used in developing the school mission and goals;										
1.26	Barriers to achieving the vision are identified, clarified and addressed;										
1.27	Needed resources are sought and obtained to support the implementation of the school mission and goals;										
1.28	Existing resources are used ethically in support of the school vision and goals; and										
1.29	The vision, mission and implementation plans are regularly monitored, evaluated and revised.										

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A
Assessing the Standards

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

Administrator preparation institutions provide candidates opportunities to develop and demonstrate:

	SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM	PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
KNOWLEDGE: The administrator has the knowledge and understanding of:											
2.1	Student growth and development;										
2.2	Applied learning theories;										
2.3	Applied motivational theories;										
2.4	Curriculum design, implementation, evaluation, and refinement;										
2.5	Principles of effective instruction;										
2.6	Measurement, evaluation, and assessment strategies;										
2.7	Diversity and its meaning for educational programs;										
2.8	Adult learning and professional development models;										
2.9	The change process for systems, organizations, and individuals;										
2.10	The role of technology in promoting student learning and professional growth; and										
2.11	School cultures.										
DISPOSITIONS: The administrator believes in, values, and is committed to;											
2.12	Student learning as the fundamental purpose of schooling;										
2 13	The proposition that all students can learn;										
2.14	The variety of ways in which students can learn;										
2.15	Lifelong learning for self and others;										
2.16	Professional development as an integral part of school improvement;										
2.17	The benefits that diversity brings to the school community;										
2.18	A safe and supportive learning environment;										
2.19	Preparing students to be contributing and caring members of society; and										
2.20	Strategies to ensure that increasingly diverse families are included in the learning community.										

Standard 2 Continued

SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM		PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:											
2.21	All individuals are treated with fairness, dignity and respect;										
2.22	Professional development promotes a focus on student learning consistent with the school vision and goals;										
2.23	Student and staff feel valued and important										
2.24	The responsibilities and contributions of each individual are acknowledged;										
2.25	Barriers to student learning are identified, clarified, and addressed;										
2.26	Diversity is considered in developing learning experiences;										
2.27	Lifelong learning is encouraged and modeled;										
2.28	There is a culture of high expectations for self, student and staff performance;										
2.29	Technologies are used in teaching and learning;										
2.30	Student and staff accomplishments are recognized and celebrated;										
2.31	Multiple opportunities to learn are available to all students;										
2 32	The school is organized and aligned for success;										
2.33	Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated and refined;										
2.34	Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies;										
2.35	The school culture and climate are assessed on a regular basis;										
2.36	A variety of sources of information is used to make decisions;										
2.37	Student learning is assessed using a variety of techniques;										
2 38	Multiple sources of information regarding performance are used by staff and students;										
2.39	A variety of supervisory and evaluation models is employed;										
2.40	Pupil personnel programs are developed to meet the needs of students and their families; and										
2.41	The professional growth of members of the professional learning community is guided by comprehensive growth plans.										

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A
Assessing the Standards

Standard 3.0: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Administrator preparation institutions provide candidates opportunities to develop and

demonstrate:

	MANAGEMENT	PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
KNOWLEDGE: The administrator has the knowledge and understanding of:											
3.1	Theories and models of organizations and the principles of organizational development;										
3.2	Operational procedures at the school and district level;										
3.3	Principles and issues relating to school safety and security;										
3.4	Human resources management and development;										
3.5	Principles and issues relating to fiscal operations of school management;										
3.6	Principles and issues relating to school facilities and use of space;										
3.7	Legal issues impacting school operations; and										
3.8	Current technologies that support management functions.										
DISPOSITIONS: The administrator believes in, values, and is committed to:											
3.9	Making management decisions to enhance learning and teaching										
3.10	Taking risks to improve schools;										
3.11	Trusting people and their judgment;										
3.12	Accepting responsibility;										
3.13	High quality standards, expectations and performances;										
3.14	Involving stakeholders in management processes; and										
3.15	A safe environment.										

Standard 3 Continued

	MANAGEMENT	PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:											
3.16	Knowledge of learning, teaching and student development is used to inform management decisions;										
3.17	Operational procedures are designed and managed to maximize opportunities for successful learning;										
3.18	Emerging trends are recognized, studied and applied as appropriate;										
3.19	Operational plans and procedures to achieve the vision and goals of the school are in place;										
3.20	Collective bargaining and other contractual agreements related to the school are effectively managed;										
3.21	The school plan, equipment, and support systems operate safely, efficiently and effectively;										
3.22	Time is managed to maximize attainment of organizational goals;										
3.23	Potential problems and opportunities are identified;										
3.24	Problems are confronted and resolved in a timely manner;										
3.25	Financial, human and material resources are aligned to the goals of schools;										
3.26	The school acts entrepreneurially to support continuous improvement;										
3.27	Organizational systems are regularly monitored and modified as needed;										
3.28	Stakeholders are involved in decisions affecting schools;										
3.29	Responsibility is shared to maximize ownership and accountability;										
3.30	Effective problem-framing and problem-solving are used;										
3.31	Effective conflict resolution skills are used;										
3.32	Effective group-process and consensus-building skills are used;										
3.33	Effective communication skills are used;										
3.34	There is effective use of technology to manage school operations;										
3.35	Fiscal resources of the school are managed responsibly, efficiently, ethically and effectively;										
3.36	A safe, clean and aesthetically pleasing school environment is created and maintained;										
3.37	Human resource functions support the attainment of school goals; and										
3.38	Confidentiality and privacy of school records are maintained.										

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A
Assessing the Standards

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

Administrator preparation institutions provide candidates opportunities to develop and demonstrate:

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

Standard 4 Continued

	COLLABORATION WITH FAMILIES AND THE COMMUNITY	PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:											
4.14	High visibility, active involvement, and communication with the larger community is a priority;										
4.15	Relationships with community leaders are identified and nurtured;										
4.16	Information about family and community concerns, expectations, and needs is used regularly;										
4.17	There is outreach to different business, religious, political and service agencies and organizations;										
4.18	Credence is given to individuals and groups whose values and opinions may conflict;										
4.19	The school and community serve one another as resources;										
4.20	Available community resources are secured to help the school solve problems and achieve goals;										
4.21	Partnerships are established with area businesses, institutions of higher education and community groups to strengthen program and support school goals;										
4.22	Community youth family services are integrated with school programs;										
4.23	Community stakeholders are treated equitably;										
4.24	Diversity is recognized and valued;										
4.25	Effective media relations are developed and maintained;										
4.26	A comprehensive program of community relations is established;										
4.27	Public resources and funds are used appropriately and wisely;										
4.28	Community collaboration is modeled for staff; and										
4.29	Opportunities for staff to develop collaborative skills are provided.										

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A
Assessing the Standards

Standard 5.0: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Administrator preparation institutions provide candidates opportunities to develop and

demonstrate:

ACTING WITH INTEGRITY, FAIRNESS, AND AN ETHICAL MANNER		PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
KNOWLEDGE: The administrator has the knowledge and understanding of:											
5.1	The purpose of education and the role of leadership in modern society;										
5.2	Various ethical frameworks and perspectives on ethics;										
5.3	The values of the diverse school community;										
5.4	Professional code of ethics; and										
5.5	The philosophy and history of education.										
DISPOSITIONS: The administrator believes in, values, and is committed to;											
5.6	The ideal of the common good;										
5.7	The principles of the Bill of Rights;										
5.8	The right of every student to a free and quality education;										
5.9	Bringing ethical principles to the decision making- process;										
5.10	Subordinating one's own interest to the good of the school, students and community;										
5.11	Accepting the consequences for upholding one's principles and actions;										
5.12	Using the influence of one's office constructively and productively in the service of all students and their families; and										
5.13	Development of a caring school community.										

Standard 5 Continued

	ACTING WITH INTEGRITY, FAIRNESS, AND IN AN ETHICAL MANNER	PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
PERFORMANCES: The administrator:											
5.14	examines personal and professional values										
5.15	demonstrates a personal and professional code of ethics										
5.16	demonstrates values, beliefs and attitudes that inspire others to higher levels of performance										
5.17	serves as a role model										
5.18	accepts responsibility for school operations										
5.19	considers the impact of one's administrative practices on others										
5.20	uses the influence of the office to enhance and the educational program rather than for personal gain										
5.21	treats people fairly, equitably and with dignity and respect										
5.22	protects the rights and confidentiality of students and staff										
5.23	demonstrates the appreciation of and sensitivity to the diversity in the school community										
5.24	recognizes and respects the legitimate authority of others										
5.25	examines and considers the prevailing values of the diverse school community										
5.26	expects that others in the school community will demonstrate integrity and exercise ethical behavior										
5.27	opens the school to public scrutiny										
5.28	fulfills legal and contractual obligations										
5.29	applies laws and procedures fairly, wisely and considerately										

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A

Assessing the Standards

Standard 6.0: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Administrator preparation institutions provide candidates opportunities to develop and demonstrate:

	THE POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXTS	PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
KNOWLEDGE: The administrator has the knowledge and understanding of:											
6.1	Principles of representative governance that undergird the system of American schools;										
6.2	The role of public education in developing and renewing a democratic society;										
6.3	The law as related to education and schooling;										
6.4	The political, social, cultural, and economic systems and processes that impact schools;										
6.5	Models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling;										
6.6	Global issues and forces affecting teaching and learning;										
6.7	The dynamics of policy development and advocacy under our democratic political system; and										
6.8	The importance of diversity and equity in a democratic society.										
DISPOSITIONS: The administrator believes in, values, and is committed to;											
6.9	Education as a key to opportunity and social mobility;										
6.10	Recognizing a variety of ideas, values and cultures;										
6.11	Importance of a continuous dialogue with other decision-makers affecting education;										
6.12	Actively participating in the political and policy-making context in the service of education; and										
6.13	Using legal systems to protect student rights and improve student opportunities.										

Standard 6 Continued

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

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A
Assessing the Standards

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

Administrator preparation institutions provide candidates opportunities to develop and

demonstrate the knowledge and skills necessary to:

	TECHNOLOGY	PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
LEADERSHIP AND VISION - Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.											
7.1	Facilitate the shared development by all stake holders of a vision for technology use and widely communicate that vision;										
7.2	Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systematic technology plan to achieve the vision;										
7.3	Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology;										
7.4	Use reliable data in making leadership decisions										
7.5	Advocate for research-based effective practices in use of technology; and										
7.6	Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.										
LEARNING AND TEACHING – Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.											
7.7	Identify, use, evaluate and promote appropriate technologies to enhance and support instruction and standard-based curriculum leading to high levels of student achievement;										
7.8	Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning;										
7.9	Provide for learner- centered environments that use technology to meet the individual and diverse needs of learners;										
7.10	Facilitate the use of technologies to support and enhance instructional methods that develop higher level thinking, decision making, and problem- solving skills;										
7.11	Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology;										

Standard 7 Continued

TECHNOLOGY		PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
PRODUCTIVITY AND PROFESSIONAL PRACTICE- Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.											
7.12	Model the routine, intentional, and effective use of technology;										
7.13	Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community;										
7.14	Create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity;										
7.15	Engaged in sustained, job-related professional learning using technology resources;										
7.16	Maintain awareness of emerging technologies and their potential uses in education; and										
7.17	Use technology to advance organization improvement.										
SUPPORT, MANAGEMENT, AND OPERATION: Educational leaders ensure integration of technology to support productive systems for learning and administration.											
7.18	Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies;										
7.19	Implement and use integrated technology-based management and operations systems;										
7.20	Allocate financial and human resources to ensure complete and sustained implementation of the technology plan;										
7.21	Integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources; and										
7.22	Implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.										

Standard 7 Continued

	TECHNOLOGY	PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
ASSESSMENT AND EVALUATION - Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.											
7.23	Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity;										
7.24	Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning;										
7.25	Assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions; and										
7.26	Use technology to assess, evaluate, and manage administrative and operational systems.										
SOCIAL, LEGAL AND ETHICAL ISSUES - Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.											
7.27	Ensure equity of access to technology resources that enable and empower all learners and educators;										
7.27	Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology;										
7.29	Promote and enforce privacy, security, and online safety related to the use of technology;										
7.30	Promote and enforce environmentally safe and healthy practices in the use of technology; and										
7.31	Participate in the development of policies that clearly enforce copyright laws and assign ownership of intellectual property developed with district resources.										

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A
Assessing the Standards

Standard 8.0: A school administrator is an educational leader who appreciates the perspectives of others and develops a personal philosophy from which action and service arise.

Administrator preparation institutions provide candidates opportunities to develop and demonstrate:

	WORLDVIEW	PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
KNOWLEDGE: The administrator has the knowledge and understanding to:											
8.1	Explain worldviews and trace their historical development.										
8.2	Critique worldviews from a Christian perspective.										
8.3	Integrate principles of a Christian worldview into their chosen fields of study										
DISPOSITIONS: The administrator believes in, values, and is committed to:											
PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:											

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A
Assessing the Standards

Standard 9.0: A school administrator is an educational leader who understands and comprehensively applies research and evaluation for effective decision making.

Administrator preparation institutions provide candidates opportunities to develop and

demonstrate:

		PRE-INTERNSHIP					POST-INTERNSHIP				
RESEARCH AND EVALUATION		**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
KNOWLEDGE: The administrator has the knowledge and understanding:											
9.1	Of the logic and process of scientific inquiry										
9.2	To explain major research methodologies										
9.3	To critique the adequacy of research reports										
9.4	To relate research to the body of knowledge in leadership and administration										
9.5	To select appropriate research designs.										
DISPOSITIONS: The administrator believes in, values, and is committed to:											
9.6	And appreciation of the value of research for decision making										
PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:											
9.7	Conducting literature reviews using electronic sources										
9.8	Explaining standards for data collection										
9.9	Conducting basic data collection and analysis										
9.10	Adequately communicating research findings										

LEADERSHIP INTERNSHIP ASSESSMENT FORM-A
Assessing the Standards

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

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

OVERVIEW OF EXPERIENCES		PRE-INTERNSHIP					POST-INTERNSHIP				
		1	2	3	4	5	1	2	3	4	5
1	A Vision of Learning										
2	School Culture and Instructional Program										
3	Management										
4	Collaboration with Families and the Community										
5	Acting with Integrity, Fairness, and an Ethical Manner										
6	The Political, Social, Economic, Legal, and Cultural Contexts										
7	Comprehensively Apply Technology to Advance Student Achievement										
	Promote a Culture for Comprehensively Integrating Technology through a Shared Vision.										
	Ensure that Curricular Design, Instructional Strategies, and Learning Environments integrate appropriate Technologies to maximize Learning and Teaching.										
	Apply Technology to enhance Professional Practice to increase Productivity in the System.										
	Ensure the integration of Technology to support Productive Systems for Learning and Administration.										
	Use Technology to plan and implement Comprehensive Systems of Effective Assessment and Evaluation.										
	Understand the Social, Legal, and Ethical Issues related to Technology and model responsible Decision Making related to these issues										
8	Worldview										
9	Research and evaluation										

Appendix

Portfolio Requirements
(integrate experiences)

Internship Log

Reflection paper