

INSTRUCTIONAL LEADERSHIP LICENSURE CLINICAL
EXPERIENCES HANDBOOK

***“A PROGRAM TO TRAIN ASPIRING TENNESSEE SCHOOL INSTRUCTIONAL LEADERS”
2014-2015***

This Clinical Experience Handbook was created for
Instructional Leadership Licensure Candidates,
Instructional Leadership Program LEA Partners, and
Instructional Leadership Faculty
Available to all Stakeholders @ www.lmunet.edu/educ



LINCOLN MEMORIAL UNIVERSITY
**INSTRUCTIONAL LEADERSHIP LICENSURE
CLINICAL EXPERIENCE HANDBOOK**

A PROGRAM TO TRAIN ASPIRING TENNESSEE SCHOOL INSTRUCTIONAL LEADERS

INTRODUCTION

Welcome to the Instructional Leadership Licensure (ILL) Clinical Experience. The Lincoln Memorial University (LMU) ILL Program endeavors to develop your knowledge, skills, and dispositions to prepare you for effective, ethical practice in a school instructional leadership position. Through this experience, you will demonstrate your understanding and application of the Tennessee Instructional Leadership Standards (TILS), as well as your competence for conducting, leading, and solving administrative, supervisory, and leadership issues.

To accomplish this task, you will complete field-based assignments that approximate those of a school instructional leader and collect and submit your record of experiences **supported by artifacts** to an electronic portfolio in LiveText, the LMU School of Education electronic assessment system. You will be supported and assessed throughout this process by a Clinical Experience Mentor, an Instructional Leadership Faculty mentor, and a site-based administrator.

This Clinical Experience Handbook is available to all stakeholders at www.lmunet.edu/education. Best wishes to you as you prepare yourself for the essential role of a school instructional leader. I am available for assistance as needed.

*Fran
Swantic*

Fran Swantic, PhD

Chair of Graduate Education Coordinator of the

LMU Instructional Leadership Program

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Read each section carefully before starting the assignments.

PURPOSE

The purpose of the clinical experience is to provide candidates with an opportunity to gain confidence in their own abilities as a school instructional leader by involvement in practices that reflect hands-on administrative experiences. This experience is supplemented by reflective practice activities. The clinical experience requirement is scheduled to run simultaneously with core academic and clinical experience courses to provide a comprehensive preparation program for aspiring instructional leaders.

ROLES AND RESPONSIBILITIES

The candidate will be supported in the clinical experience by at least three trained instructional leaders who will guide, advise, and direct throughout the program. See Appendix A for further description of the mentor selection process.

Instructional Leadership Program Mentor: The Program Mentor is a full-time faculty member in the LMU Instructional Leadership Department and is responsible for the entire oversight of the clinical experience. The Program Mentor oversees and facilitates clinical assignments, formative and summative assessments and serves as a liaison between the university and the site administrator. The Program Mentor visits the candidate and site administrator in the school setting regularly throughout the program. The Program Mentor schedules at least three Practicum Seminars for instruction of pertinent topics such as The Standards Based Classroom, the Tennessee Student Assessment Program, and the Instructional Leadership Portfolio directions and procedures. The Program Mentor conducts School Leadership Licensure Assessment (SLLA) tutorial sessions to prepare candidates for an important component of the program's summative assessment. The Program Mentor must have experience as a school administrator or supervisor, hold a current professional leadership licensure, and have a doctorate in the field. The LMU Program Mentor is Dr. David Cook who may be reached at david.cook@lmunet.edu

Faculty Academic Advisor: The Faculty Academic Advisor is the candidate's major Instructional Leadership instructor. All Faculty Academic Advisors must have experience as a school administrator or supervisor and hold a doctorate in the field. The Faculty Academic Advisor facilitates the candidate's academic and clinical experience courses (see Appendix B) and meets monthly with the candidate to oversee administrative and academic content facets of the clinical experience. He/she distributes and collects relevant academic, procedural, or clinical materials to candidates and serves as a liaison between the Instructional Leadership Program Mentor and the academic program content requirements.

The Faculty Academic Advisors are guided by the following:

Dr. Howard Norris, *Associate Coordinator of the Instructional Leadership Program*, howard.norris@lmunet.edu

Dr. Steve Davidson, steve.davidson@lmunet.edu

Dr. Nicole Wilson, nicole.wilson@lmunet.edu

Dr. Samuel Shepherd, samuel.shepherd@lmunet.edu

The full-time Instructional Leadership faculty is supported by adjunct faculty who are current or former practicing instructional leaders in Tennessee K-12 schools. They possess the same credentials required of full-time faculty but have the added value of daily involvement in current initiatives and practices in Tennessee schools.

Curriculum & Instruction (CI) Faculty: Instructional Leaders today require preparation in instruction as well as leadership and are taught by CI faculty who have instructional and/or supervisory experience in K-12 schools and hold a doctorate in CI. They include the following:

Program Director, Dr. Theresa Stevenson, theresa.stevenson@lmunet.edu

Dr. Patricia Murphree, patricia.murphree@lmunet.edu

Dr. Margie Carico, margie.carico@lmunet.edu

Dr. Toby Rogers, talbot.rogers@lmunet.edu

Dr. Shannon Collins, shannon.collings@lmunet.edu

Site Administrator: The Site Administrator is a practicing, licensed Tennessee instructional leader based in a K-12 school setting. The Site Administrator serves as both supervisor and mentor to the candidate, providing regular guidance and direction regarding appropriate field-based activities. The Site Administrator acts as a liaison between the field setting and the university by communicating and consulting with the Instructional Leadership Program Mentor and jointly providing formative and summative feedback to the candidate.

Clinical Experience Candidate: The Clinical Experience Candidate is an aspiring Instructional Leadership candidate who has been accepted into the LMU Instructional Leadership Program by meeting all admission program requirements and has submitted the following Leadership Licensure Pre-Admission requirements.

- Copy of current teacher license
 - Copy of school system's Employment Verification Form documenting three years of successful teaching experience at time of program entry
 - Letter of recommendation to the licensure program by a practicing school administrator
 - Copy of most recent Performance Appraisal
- LMU Admissions Application (per other handbook)

The candidate must have submitted the *Instructional Leadership Licensure Admission Portfolio* requirements as follows.

- Copy of current teacher license
 - Evidence of three years successful teaching experience
 - Copy of most recent performance appraisal
 - Current professional development plan
 - Evidence of ability to improve student achievement and also demonstrate leadership in coaching other teachers to raise achievement
 - Evidence of knowledge about curriculum, instruction and assessment
 - A personal statement of career goals and how the preparation program would assist the candidate in reaching those goals
 - Evidence that describes qualities of collaboration, cooperation and relationship building
 - Evidence of Positions of School/Instructional Leadership listed chronologically. Write a brief description of requirements/dates (e.g. Department Chair)
 - Evidence of successful integration of technology into an instructional unit
 - Evidence of Leadership in the larger community
 - Evidence of the use of student data and/or work samples to make instructional decisions
 - Demonstration of effective written communication skills
- Candidates may select additional information to be included in the portfolio to demonstrate leadership potential

The Admission Portfolio is assessed (see Appendix C) by members of the Instructional Leadership faculty including the Program Mentor, Site Administrator, and Faculty Academic Advisor. Those accepted are then invited for an interview (see Appendix D) and assessed on the Interview Evaluation Score Sheet (see Appendix E). Applicants passing both the Admission Portfolio Assessment and the Interview are accepted as candidates into the LMU Instructional Leadership Program and become eligible for the Clinical Experience component of the program.

CANDIDATE CLINICAL EXPERIENCE EXPECTATIONS AND RESPONSIBILITIES

- A. Document each clinical experience with a *Field Experience Activity Plan/Reflection Form* (see Appendix F) with dates, signatures, and supporting artifact(s).
- B. Select and align each clinical experience to correlate with a TILS.
- C. Support each activity with an artifact. Use *evidence*, not a testimonial. Use artifacts such as a picture, agenda, meeting notes, PowerPoints, brochures, etc.
- D. Accumulate a total of 100 clinical experience hours in the field-based setting. Of those,
 - 15 hours shall be spent shadowing an administrator
 - 10 hours of clinical experience will be outside of your regular school assignment. (See specific directions in portfolio.)
- E. Submit all reports as directed by the faculty mentor, program mentor, and site based administrator by July 10 of the year following admission into the program.
- F. Acquaint yourself with the rules and regulations of the school, school district, and *ILL Clinical Experience Handbook*.
- G. Acquaint yourself with the *Instructional Leadership Program Handbook*.
- H. Maintain an electronic portfolio (ePortfolio) for submission at the conclusion of the program (July 10, 2015). See Portfolio Outline, page 6.
- I. Maintain confidentiality of all records and internal matters of the school district, personnel, and students at all times.
- J. Submit artifacts that do not identify the names of any individuals in the school.
- K. Acquaint yourself and comply with state and federal laws, district and school rules, policies, and regulations.
- L. Conduct all activities with the highest ethical practices.

CLINICAL EXPERIENCE ELECTRONIC PORTFOLIO

Stephen Covey reminded us to *begin with the end in mind*, and for clinical experiences, that means an ePortfolio that presents the candidate's understanding, judgment, decision-making skills, instructional leadership activities, and supporting artifacts. Each significant activity should be supported with a Field Experience Activity Plan/Reflection form (see Appendix F). The ePortfolio should demonstrate the candidate's comprehension, interpretation, and application of the

TILS. The initial section of the portfolio includes an introduction and leadership philosophy. These should be supported by the candidate's Core Beliefs (see Appendix G) which should follow your philosophy statement. Below is an outline of the ePortfolio which will be shared with each candidate via LiveText.

Instructional Leadership Licensure Candidate Portfolio Outline Lincoln Memorial University

Page 1: Carter and Moyers School of Education Instructional Leadership Program--Leads to Tennessee Instructional Leadership License

- Content Information

Page 2: Introduction

- Autobiographical Information

Page 3: Professional Credentials

- Curriculum Vita
- Reference Documents

Page 4: Educational Leadership Philosophy

- Philosophy

Page 5: Tennessee Instructional Leadership Standards (Revised 2013)

- TILS

Page 6: TILS A

- TILS A Standards and Indicators
- Content Course Artifacts
- Field Experience Artifacts
-

*** ~~End Semester1 Share ePortfolio with Program Mentor, Site Mentor, & Faculty Mentor for Formative~~

~~Feedback~~

Page 7: TILS B

- TILS B Standards and Indicators
- Content Course Artifacts
- Field Experience Artifacts

Page 8: TILS C

- TILS C Standards and Indicators
- Content Course Artifacts
- Field Experience Artifacts

*** ~~End Semester2 Share ePortfolio with Program Mentor, Site Mentor, & Faculty Mentor for Formative~~

~~Feedback~~

Page 9: TILS D

- TILS D Standards and Indicators
- Content Course Artifacts
- Field Experience Artifacts

Page 10: International Society for Technology in Education (ISTE) Standards for Administrators (ISTE.A)

- ISTE Standards for Administrators—Standard 1 Visionary Leadership
- ISTE Standards for Administrators—Standard 2 Digital Age Learning Culture
- ISTE Standards for Administrators—Standard 3 Excellence in Professional Practice

- ISTE Standards for Administrators—Standard 4 Systematic Improvement
- ISTE Standards for Administrators—Standard 5 Digital Citizenship

Page 11: Research

- Research Artifacts

Page 12: Field Experience Activity Guides

- Activity Guides
- Field Experience and Administrator Shadowing Activities

Page 13: Logs

- Logs of Practicum Hours
- Logs of Mentor Contacts

Page 14: Capstone Activity

- Description of Capstone Activities

Page 15: Leadership Licensure Portfolio Assessment Rubrics

- Leadership Licensure Portfolio Rubric

Share ePortfolio with Program Mentor, Site Mentor, & Faculty Mentor for Summative Assessment

ASSESSMEN T

Candidates receive both Formative and Summative Assessment of Field Experience and Academic Content assignments during the program as follows.

Formative Assessment. Clinical Experience Formative Assessment of the ePortfolio will be conducted using the Portfolio Assessment Checklist throughout the program (see Appendix H). Candidates will use this checklist for self-assessment, and the Program Mentor, Faculty Mentor, and Site-Based Mentor will also use the form to guide written and oral feedback.

The Faculty Mentor will provide the candidate with Formative Feedback through assessment of academic and clinical experience assignments in LiveText utilizing rubrics which have established validity and reliability and are a component of the Education Program Provider (EPP) Outcomes Assessment system. Academic courses receive a letter grade and clinical courses are Pass or Fail.

Summative Assessment. All ILL Candidates must pass the SLLA to graduate and be recommended for IL License.

Portfolio. Clinical Experience Summative Assessment of the ePortfolio is conducted using the ePortfolio Rubric (see Appendix I) at the end of the candidate's program. This assessment is a collaborative decision made by the Program Mentor, Faculty Mentor, and the Site-Based Mentor. Scores and written comments are provided in LiveText. The ePortfolio is assessed as Pass or Fail. It is closely aligned to the TILS 2013.

School Leadership Licensure Assessment. The external Summative Assessment for all ILL candidates is the SLLA exam. Candidates must pass the SLLA exam as a condition to graduate and be recommended for licensure.

Exit Interview. Educational Specialist (EdS) candidates have an additional assessment which is an Exit Interview. The Exit Interview is series of written questions that provide an assessment of the candidate's knowledge, skills, and experience in the program. The Exit Interview assesses critical thinking, logic, decision making, ethical decision making, instructional leadership philosophy, creating and sharing a vision for school instructional leadership, and oral skills. It is also used to provide data to inform program decisions and changes.

CLINICAL EXPERIENCE ASSIGNMENT SECTION

Clinical Experiences Activities 2014-2015

Students enrolled in clinical experience courses are required to document 100 hours of clinical experience over the course of the program. The required hours should be evenly distributed between the four TILS standards (i.e., A, B, C, and D). Each standard has multiple indicators listed below it; therefore, clinical experiences need to encompass as many indicators as possible. Evidence of clinical experiences should be documented in the online log and in a collection of artifacts submitted to the ePORTFOLIO. Example artifacts are listed beside the activities in each indicator.

Standard A: Instructional Leadership for Continuous Improvement

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

Indicator A1:

Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.

Leadership Activity	Suggested Artifacts
Participate in school-community activities. Assist in the planning or facilitation of instructional leadership activities. Analyze, test, and design interventions to improve instruction.	Agenda, plan, or meeting notes Reflection of activities Data analysis and/or suggested interventions
Develop a professional development session for educators or stakeholders. Act as Principal or Assistant Principal for the day. Shadow administrator for 15 hours.	Agenda, PowerPoint's, etc. Activity Log with reflection of experiences Activity Log with reflection of experience
Examine your school's vision and its connection to the school's professional development plan. Interview teachers to determine how the school's vision guides their	Documentation of findings Interview notes Examples of practices aligned with vision
Develop a method of communication to share the school vision with stakeholders.	PowerPoint, poster, brochure, letter, signage, telephone message, or social media communications
Evaluate the staff development plan in the school.	Analysis of strengths and weaknesses

Standard A: Instructional Leadership for Continuous Improvement

Indicator A2: Build capacity of educators to provide all students a rigorous curriculum, aligned with national standards.

Activity	Artifacts
Discuss with the administrator a completed teacher evaluation using the Tennessee Teacher Evaluation model. If appropriate, shadow an observation or use LiveText to observe a teacher’s lesson on video and evaluate.	Mock evaluation based on the school's evaluation model
Develop an annual calendar for personnel evaluation within your building adhering to state and school board policy.	Evaluation calendar
Lead or participate in Professional Learning Community (PLC), grade-level, or content meetings to facilitate curriculum improvement.	Agenda, plans, or meeting notes
Work with the curriculum leaders to gain insight into the alignment of the curriculum within a content area that you do not teach.	Meeting notes
Assist or facilitate a professional development session that addresses the curriculum. Analyze attendance data and suggest improvement strategies to principal. Design a collaborative best practices sharing session with team, PLC, etc. Attend a central office administrative meeting related to Instructional Leadership.	Agenda and presentation Data and strategy list Best practices list Meeting agenda or reflective notes

Standard A: Instructional Leadership for Continuous Improvement

Indicator A3:

Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.

Activity	Artifacts
Analyze evaluation data from one cycle to the next; compare and contrast teacher areas of strength and growth.	Data analysis narrative, chart, graph, or table
Attend or lead professional development assessment.	Agenda and meeting notes
Coach a teacher on a specific area of instruction based on data and growth goals.	Coaching notes or teacher feedback
Work within PLCs, grade-level, or content area to adjust professional development and academic goals based on student data.	Plan of action Data analysis
Serve on the data team.	Agenda and meeting notes
Coach teachers on how to understand data and use it to drive instruction.	Plans and meeting notes

Standard A: Instructional Leadership for Continuous Improvement

Indicator A4:

Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).

Activity	Artifacts
Analyze Response to Instruction and Intervention and (RTI ₂) progress-monitoring	Data and visual of findings
Serve on or visit the school RTI ₂ committee.	Schedule of meetings and meeting notes
Work with members of the RTI ₂ , specifically the educational staff and specialists, to ensure that the social/emotional aspects of the students are being appropriately met with high quality instruction.	Meeting notes and action plans
Assist in assessment protocol implementation.	Assessment protocols
Collaborate with RTI ₂ teachers to ensure research-based instruction and interventions are being utilized.	Documentation of research-based strategies
Examine the school's decision-making process with regard to student data.	Meeting notes
Serve in an Individualized Education Program (IEP) meeting as a principal designee or attend with an administrator.	IEP notification (Delete names for confidentiality.)
Examine student services offered within the school.	Meeting notes
Work with the school principal to identify at-risk behavior students.	Data analysis
Assist in the implementation of Character Counts or other character awareness programs.	List and description of Character Counts activities

Standard A: Instructional Leadership for Continuous Improvement

Indicator A5:

Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

Activity	Artifacts
Create or maintain a data wall that illustrates benchmark testing results.	Analysis or photographs
Evaluate the school's progress toward its current achievement goals.	Summary of findings
Serve on the school-wide leadership team.	Agendas and meeting notes
Analyze the implementations of school programs and initiatives with regard to the school goals.	Overview of school initiatives
Document the research-based instructional strategies utilized within a content area or grade-level.	Documentation of strategies
Monitor student data within a grade or subgroup and identify at-risk students.	Analysis
Observe classroom instruction and provide feedback.	Teacher feedback
Conference with teachers.	Teacher feedback

Standard B: Culture for Teaching and Learning

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

Standard B: Culture for Teaching and Learning

Indicator B1:

Collaborates with stakeholders to establish and communicate a compelling vision for a culture conducive to teaching and learning.

Activity	Artifacts
Conduct an evaluation of parental involvement in your school. (Include parents, teachers and administrators.)	Summary report of the evaluation
Facilitate or participate in a focus group comprised of teachers, parents, and community members that concentrates on such topics as school governance, curriculum, faculty, administration, extra-curricular activities, or student issues.	Summary of report of findings
Collaborate with teachers to identify progress made toward school goals.	Materials created in the collaborative meeting(s)
Participate in department meetings (i.e., math, social studies, etc.).	Agendas and meeting notes
Participate in leadership team meetings. Participate in an accreditation visitation.	Agendas and meeting notes Visitation documents
Work with community business stakeholders to gain support and communicate school progress.	Communication with stakeholders (i.e., email, thank you notes, etc.)
Participate in a grade-level or content area book study.	Discussion log from book study
Conduct a <i>Climate Analysis</i> in your school. The survey should not be presented as a LMU survey, but rather from the school or administrators. Identify strengths and weaknesses.	Analysis; action plan

Standard B: Culture for Teaching and Learning

Indicator B2:

Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.

Activity	Artifacts
Discuss with the administrator a completed evaluation (e.g., climate and expectation in the classroom—no names) using the Tennessee Teacher Evaluation model. If appropriate, shadow an observation or use Teaching Channel to find a model lesson to observe and evaluate the teacher using your system’s evaluation model.	Mock evaluation based on the school's evaluation model
Participate in PLCs.	Agendas and meeting notes
Assist in the facilitation of PLCs.	Agenda and plan for PLC
Assist in the planning and delivery of on-site professional development.	Agenda
Work with teachers to implement a school initiative.	Notes on initiative implementation
Recognize teacher strengths and encourage teachers to share strategies or materials with peers.	Communication notes
Participate or attend a student organization or club meeting.	Agendas and meeting notes
Serve as a mediator for parents and teachers.	Communication notes
Work in PLCs, grade-level, or content areas to develop common assessments.	Common assessments
Review and become familiar with how to read and understand an IEP.	Notes and documentation log
Collaborate with the principal to conduct a walk through to observe teaching, instruction, and learning opportunities.	Walk through notes and findings

Standard B: Culture for Teaching and Learning

**Indicator B3:
Fosters a safe, respectful, and orderly environment for all.**

Activity	Artifacts
Conduct a school safety audit.	Findings
Develop a crisis plan for a fieldtrip school bus accident. Share the crisis plan with appropriate stakeholders, and construct a mock letter informing stakeholders of safety procedures.	Crisis plan and parent letter
Assist in the implementation of school safety drills.	Documentation notes from safety log
Evaluate your school’s current Crisis Plan, both for content and dissemination.	Recommendations for improvement
Recognize teacher strengths.	Email communication and hard copy of written note
Provide academic and management feedback to teachers.	Email communication and hard copy of written note
Work with student groups on good conduct and school-wide rules.	Presentation, student feedback, and notes
Assist with campus facilities.	Documentation (e.g., email, log, etc.)
Assist with school discipline.	Documentation in parent log
Evaluate your school’s student handbook focusing on student behavior expectations, rules, and procedures.	Analysis
Conduct a climate survey.	Survey results
Assist in the planning of back-to-school activities for students.	Plans, agenda, and welcome letter

Standard B: Culture for Teaching and Learning

**Indicator B4:
Takes measures to actively involve families in the education of their children.**

Activity	Artifacts
Attend a parent/community meeting such as Parent Teacher Student Association	Agenda and meeting notes
Develop a plan for parent involvement in your school.	Action plan and copies of communication
Evaluate the current parent involvement plan .	Analysis
Develop a manual/handbook for volunteers that address issues such as safety, confidentiality, school procedures, training, communications, and expectations.	Handbook
Conduct a study of disconnected parents (i.e., parents who traditionally are reluctant to get involved in their child’s education).	Findings
Conduct a training session of parent volunteers. Make suggestions for more effective parent conferencing with parents of different cultures or languages.	Agenda and presentation Suggestion list
Attend a student leadership meeting and prepare an update to share with appropriate parents and guardians.	Agenda, meeting notes, and copy of communication
Assist in the planning of a parent conference night. Design parent conference night material in native language(s) of enrolled students.	Meeting notes; parent communication Parent conference night material in parent’s native languages
Create and update the school calendar for stakeholders.	School calendar
Increase knowledge of teacher responsibility and parent involvement in the educational process of students that receive special education services, including 504s.	Presentation; notes, questions, documentation log

Standard B: Culture for Teaching and Learning

Indicator B5: Models and communicates expectations for individual and shared ownership of student, educator, and school success.

Activity	Artifacts
Communicate progress-monitoring analysis results with appropriate faculty.	Progress monitoring analysis
Critique your school's website.	Written critique
Participate in leadership team meetings.	Meeting notes
Assist in school-community communication.	Communication with stakeholders
Analyze school documents such as handbooks, newsletters, and vision and mission statements. Identify statements that convey the concept of shared ownership.	Documents and summary of results
Arrange for teachers to observe best practices of other teachers.	Teacher observation notes and schedule
Conduct a teacher survey to identify the common perception of what constitutes as an effective school.	Findings
Facilitate an in-service.	Agenda and presentation
Provide teachers with research or professional readings.	Research or professional readings
Model instruction within a classroom.	Lesson plan

Standard B: Culture for Teaching and Learning

**Indicator B6:
Recognizes and celebrates improved educator and student performance related to school vision and goals.**

Activity	Artifacts
Recognize student achievement (individually, to parents, or school-wide).	Student recognition
Recognize and communicate teacher strengths.	Teacher recognition
Analyze school progress toward yearly goals and communicate as appropriate. Design a communication to be distributed in the school or community that celebrates school or system success.	Data analysis and communication Brochures, PowerPoints, posters, electronic signage, etc.
Conduct walk-through(s).	Walk through forms or notes
Serve on or establish a committee to develop a calendar for positive student recognition (academic and behavioral).	Calendar and evaluation of activities
Serve on, attend, or chair a committee that develops a calendar for recognizing teacher achievements and appreciation.	Agenda, calendar, and examples

Standard C: Professional Learning and Growth

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

**Indicator C1:
Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.**

Activity	Artifacts
Participate in the planning or facilitation of school-community activities.	Plans, activities, and agenda
Create a professional development session for educators interested in increasing cross-curricular collaboration. Include opportunity for follow-up and peer coaching.	Agenda, PowerPoint, etc.
Work with grade-level or content area teachers to ensure that individuals understand the vision for academic growth.	Agenda and meeting notes
Analyze the professional development plan for the current school year, specifically identifying if the vision and the plan is embedded in the everyday culture of the school.	Analysis
Evaluate the staff development plan in the school.	Analysis of strengths and weaknesses

Standard C: Professional Learning and Growth

Indicator C2:

Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.

Activity	Artifacts
Attend professional development on the evaluation system.	Agenda and meeting notes
Discuss with the administrator a completed teacher evaluation using the Tennessee Teacher Evaluation model. If appropriate, shadow an observation or use LiveText to observe a teacher video and evaluate.	Mock evaluation based on the school's evaluation model
Develop an annual calendar for personnel evaluation within your building, adhering to state and school board policy.	Evaluation calendar
Develop, or if created analyze, the evaluation schedule for school personnel within your building adhering to state and school board policy.	Calendar

Standard C: Professional Learning and Growth

Indicator C3:

Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.

Activity	Artifacts
Analyze evaluation data from one cycle to the next; compare and contrast teacher areas of strength and growth.	Data analysis
Attend assessment professional development.	Agenda and meeting notes
Coach a teacher on a specific area of instruction based on data and individual growth goals.	Coaching notes
Work within PLCs, grade-level, or content area to adjust professional development and academic goals based on student data.	Plan of action; data analysis
Review teacher evaluation files to determine area(s) of need and possible improvement activities.	Evaluation analysis
Review the evaluation results of a grade or content area and plan professional development which addresses the needs identified in your analysis.	Analysis and professional development plan
Analyze your school's current professional development plan. Interview your school principal regarding the process used in the plan's development.	Analysis and interview summary
Develop a survey to evaluate the previous school year's professional development opportunities and the connection to teacher areas of need.	Survey
Review the evaluation results of a grade-level in your school and plan a professional development activity around the needs identified through the evaluation process.	Analysis and professional development plan.
Analyze the school's current professional development plan. Interview the principal regarding how the plan was created.	Analysis and interview

Standard C: Professional Learning and Growth

Indicator C4:

Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the *Tennessee Standards for Professional Learning*.

Activity	Artifacts
Participate in school-wide professional development.	Agendas and meeting notes
Attend appropriate district professional development that is applicable to an administrator.	Resources, agenda, and notes
Provide appropriate researched-based articles to faculty.	Research
Assist teacher(s) in deciding what types of professional development align with individual growth goals.	Meeting notes and growth goal of teacher (without teacher names being identified)
Conduct a study of the alignment between the appraisal documents and staff members' professional development growth plans.	Submit written report of study
Evaluate the school's current professional development plan focusing on differentiation.	Evaluation report
Compare and contrast the Tennessee Standards for Professional Development and the National Professional Counsel's Standards for Professional Development.	Comparison chart

Standard C: Professional Learning and Growth

**Indicator C5:
Collaborates with others to induct, support, retain, and/or promote effective educators based on evidence of student and educator outcomes.**

Activity	Artifacts
Assist with new teacher development.	Agendas
Work with mentor teachers.	Meeting notes
Participate in PLCs, grade-level, or content area meetings.	Materials created in collaboration
Provide feedback to teachers on effective instructional strategies.	Instructional feedback
Serve as a mentor to a teacher.	Log of dates and topics discussed
Participate in the interview of a new teacher.	Interview questions and responses
Correlate content data with delivery of instruction and provide analysis to appropriate teachers.	Data analysis
Collaborate with an educator whose students did not make Annual Yearly Progress the previous year to increase efficacy including, but not limited to, data analysis, observations, development of new instructional strategies, development of new curricular design, interpersonal relationships, and professional development.	Summary of activities

Standard C: Professional Learning and Growth

Indicator C6:

Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.

Activity	Artifacts
Attend school-wide professional development that supports teacher instruction.	Agenda and meeting notes
Attend district professional development that supports teacher instruction.	Agenda, meeting notes, and presentation
Participate in or attend a mentor teacher meeting.	Agenda and meeting notes
Facilitate opportunities for teacher leadership.	Agendas and plans
Participate in PLCs, grade-level, or content area meetings.	Materials created in collaboration
Provide strategies and research to teachers.	Research and strategies
Interview the school principal about how potential leaders are identified and how to foster the development of these leaders.	Leadership profile
Utilizing your leadership profile, identify your areas of need and develop a personal growth plan.	Profile analysis and growth plan

Standard C: Professional Learning and Growth

Indicator C7: Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.

Activity	Artifacts
Develop a yearly comprehensive professional growth plan.	Yearly comprehensive professional growth plan
Use qualitative and quantitative data to reflect on professional growth.	Reflection with data
Create a document in a comprehensive spreadsheet that identifies individual growth in the four standards of TILS aligned with your professional growth plan.	Spreadsheet
Interview a minimum of three school principals. The focus of the interview is to identify their personal professional development plan for the year, how it was developed, who was involved in its development, and what steps they are taking to ensure goals are accomplished.	Questions, response, and summary of all interviews
Review your most recent evaluation; analyze the sources of data and feedback and their potential impact on your performance.	Evaluation document and analysis
Working with your principal, review an overview of teacher evaluation results, develop a matrix of teachers around common needs identified, and create a focus group for additional training.	Matrix and action plan

Standard D: Resource Management

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

**Indicator D1:
Strategically utilizes community resources and partners to support the school's mission, vision, and goals.**

Activity	Artifacts
Participate in a community meeting with area stakeholders.	Agenda and meeting notes
Attend a board meeting at the district level.	Agenda and meeting notes
Work with business partners to enhance collaboration in the community.	Communication with stakeholders
Develop a community resource guide.	Resource guide
Participate in one non-school community activity. The activity must be substantive, require at least 3 hours of contact time, and include interaction with others in the community.	Reflection and overview
Plan a presentation for a PTSA meeting or another community meeting on a specific topic.	Presentation
Assist with the coordination of the parent volunteer program in the school, targeting increased parent involvement and meaningful volunteer opportunities.	List of parent opportunities and meeting notes

Standard D: Resource Management

Indicator D2: Includes a diverse set of educators and stakeholders in school improvement decisions.

Activity	Artifacts
Attend a district board meeting.	Agenda and meeting notes
Participate in or attend leadership meetings.	Agenda and meeting notes
Participate in parent-community meetings.	Agenda and meeting notes
Elicit community input when appropriate.	Copies of communication
Analyze school or grade-level attendance rates in collaboration with relevant stakeholders and create an action plan.	Analysis and action plan
Conduct a survey of stakeholders regarding their perceptions of relevant participation in school decision making.	Survey results

Standard D: Resource Management

**Indicator D3:
Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.**

Activity	Artifacts
Attend a student disciplinary hearing.	Summary and documentation connecting student discipline to school, district, state, and federal polices
Review the school's policy on student truancy and interview the principal on its implementation.	Summary of questions and responses
Review the state's School Accountability Manual and interview the bookkeeper, focusing on measures of compliance. Include a review of the previous school year's financial audit report.	Written report of interview and, with the use of audit report, measures to correct any identified deficiencies
Assist in school-wide procedures and management in areas such as use of facilities, safety, crisis, discipline, and communicating with media.	Procedures with reflection
Assist or observe textbook ordering and organizing to become familiar with textbook procedures.	Textbook procedures
Increase content knowledge of RTI ₂ , special education, and 504 plans.	Meeting notes, questions, documentation logs
Assist or observe the creation of a master schedule.	Copy of master schedule
Assist or observe creating student schedules.	Copy of student schedules
Analyze teacher attendance and determine substitute utilization.	Teacher attendance analysis
Increase knowledge of student attendance and tardy procedures.	Procedures, notes, questions
Examine the process for managing student data and learn how to utilize the student data program.	Procedures, notes, questions
Analyze the following with regard to student records: legal and policy ramifications regarding records, responsibilities of those involved in student record keeping, types of reports generated for student records, and storage of records.	Analysis
Analyze student and faculty handbooks.	Analysis of handbooks

Standard D: Resource Management

Indicator D4:

Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.

Activity	Artifacts
Assist in budget preparation at department, school or district level.	Meeting notes
Collaborate with mentor principal on budget decision making.	Reflection and meeting notes
Work with bookkeeper and/or the person coordinating school fundraisers to learn the budgetary process.	Fundraiser information
Increase knowledge on Title or grant funds if applicable.	Documentation log and notes
Attend school board and county commissioner meetings to determine how the district budget is developed and approved.	Meeting dates and summary of findings regarding decision making and advocacy
Review and analyze recent district budget-cut decisions.	Budget documents and analysis
Interview a minimum of three principals at different instructional levels, focusing on identifying how professional code of ethics guides decisions.	Interview questions, responses, and summary
Review the district's administrator evaluation with regard on how finance and budgeting are evaluated.	Findings

Appendix A

MENTOR SELECTION PROCESS AND CRITERIA

The mentor selection is a collaborative process between Local Education Agency (LEA) partners and LMU Instructional Leadership Program administration. The communication vehicle is primarily the Instructional Leadership Advisory Council chaired by an LEA representative. The LEA representative partner recommends system administrators to serve as mentors. The mentor selection criteria were determined at a ~~regular meeting~~ as follows:

1. The Instructional Program mentor:
 - a. Experience as a school administrator or supervisor
 - b. Current professional leadership license
 - c. Doctorate in the field
2. The Faculty Academic Mentor/Advisor:
 - a. Experience as a school administrator or supervisor
 - b. Member of the LMU Instructional Leadership faculty
 - c. Doctorate in the field
3. The Site-Based Mentor/Advisor:
 - a. Tennessee Instructional Leadership licensure
 - b. Practicing instructional leader or supervisor in K-12 setting

**APPE
NDIX
B**

**PROGRAM OF STUDY -CLINICAL COURSES
HIGHLIGHTED**

**Master of Education Instructional
Leadership**

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IL Major
EDUC 501 Foundations of American Education (3 hours)
IL 501 Leadership and School Improvement (3 hours)
IL 502 Clinical Practice in Leading Schools and ePortfolio (3 hours)

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IL Major
EDUC 511 Research Statistics (3 hours)
IL 561 School Law & Ethics (3 hours)
IL 562 Clinical Practice in School Law, Ethics, Finance and Diversity Issues (3 hours)

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IL Major
EDUC 551 Supervision for Teaching and Learning (3 hours)
IL 571 School Finance & Resource Management (3 hours)
IL 572 Supervision and Community Partnerships Action Research (3 hours)

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IL Major

IL 541 School Community Partnerships in a Diverse World (3 hours)

CI 501 Curriculum, Instruction Assessment (3 hours)

Capstone Electronic Portfolio (0 hours)

Summative Evaluation: Comps

IL 589 School Leadership Licensure Assessment (SLLA) or Out-of-State Required Assessment (0 hours)

Total Program Hours – 33

Education Specialist Instructional Leadership

Semester 1

IL Major
CI 641 World Class Education – Political, Economic and Cultural Contexts (3 hours)
IL 652 Leadership for Educational Programs (3 hours)
IL 653 Clinical Practice for Instructional Leadership (2 hours)
EDUC 670 Research I – Reading and Designing Educational Research (1 hour)

Semester 2

IL Major
CI 610 Instructional Strategies for Diverse Learners (3 hours)
IL 611 Assessment for School Improvement (3 hours)
IL 612 Clinical Practice for Assessment and School Improvement (2 hours)
EDUC 671 Research II – Writing Literature Review (1 hour)

Semester 3

IL Major
IL 651 Educational Law and Ethics (3 hours)
IL 661 Finance and Human Resource Management (3 hours)
IL 656 Clinical Practice for Education Law, Ethics and Finance (2 hours)
EDUC 672 Research Application III (1 hour)
IL 686 Instructional Leadership Capstone Electronic Portfolio (3 hours)
IL 689 School Leadership Licensure Assessment (SLLA) (0 hours)
Total Program Hours – 30

APPENDIX D

SCHOOL OF EDUCATION TENNESSEE INSTRUCTIONAL LEADERSHIP LICENSURE PROGRAM

CANDIDATE INTERVIEW QUESTIONS

1. Talk to us about your professional experiences.
2. Why do you want to be a school administrator?
3. Tell us what a lesson looks like in your classroom.
4. Tell us about something you have done in your classroom that would be considered to be innovative.
5. Talk to us about the importance of relationships and what you do to create and foster quality relationships.
6. Give us an example of how you use data and student work to inform instruction.
7. If you were a principal and one of your teachers was found to have an inappropriate relationship with a student and offered to resign would you accept his/her resignation? Why?
8. How would you deal with difficult parents?
9. Talk us through your portfolio.

APPENDIX E

**SCHOOL OF EDUCATION
TENNESSEE INSTRUCTIONAL LEADERSHIP LICENSURE PROGRAM**

INTERVIEW EVALUATION SCORE SHEET

Candidate _____

Please score each question on a scale of 1-4 with one being low and four being high.

1. 1 2 3 4

Comment

2. 1 2 3 4

Comment

3. 1 2 3 4
 Comment

4. 1 2 3 4
 Comment

5. 1 2 3 4
 Comment

6. 1 2 3 4
 Comment

7. 1 2 3 4

Comment

8. 1 2 3 4

Comment

9. 1 2 3 4

_____	_____	_____
Faculty Mentor		
_____	_____	_____
Site-Based Administrator		
_____	_____	_____
Program Mentor	Position	Date

_____	_____
Candidate Signature: Portfolio Returned	Date

Appendix F

TENNESSEE INSTRUCTIONAL LEADERSHIP LICENSURE PROGRAM Field Experience Activity Plan/Reflection

Candidate Name:

Academic Year:

COLLABORATIVE PLAN

Activity:	TLS Standard: (Identify the Standard the activity addresses.)
Describe the role of the candidate, school advisor, and mentor in planning and execution of the activity.	
Who will be involved in activity.	
Estimated Time-Line	
Beginning Date:	Ending Date:
Number of Hours:	
Please describe the intended result or product that will be produced.	
Mentor approval/signature:	
Date:	
School Advisor approval/signature:	

Date:
LMU Faculty approval/signature (optional):
Date:

FOLLOWING ACTIVITY COMPLETION

A reflection is required when each activity is completed that includes the actual number of hours required to complete the activity
Hours:
Reflection: (May extend to a second sheet.)

APPENDIX G
CORE BELIEFS TEMPLATE

Write a concise, yet thorough, paragraph reflecting your core belief regarding each statement below.

1. Ethical and effective instructional leaders use technology to manage and promote student learning.

2. Ethical and effective instructional leaders evaluate and appreciate diversity.

3. Ethical and effective instructional leaders use assessment data to inform practice.

4. Ethical and effective instructional leaders conduct and/or consult research to guide their practice.

5. Ethical and effective instructional leaders use varied models and strategies to lead schools.

6. Ethical and effective instructional leaders articulate policy and have broad knowledge of information which impacts education.

APPENDIX H – FORMATIVE ASSESSMENT

LINCOLN MEMORIAL UNIVERSITY

INSTRUCTIONAL LEADERSHIP LICENSURE PROGRAM

**EPORTFOLIO FORMATIVE
ASSESSMENT CHECKLIST**

The candidate, program mentor, faculty advisor, and site advisor use this checklist for formative assessment throughout the program

Comments:

	4 Capstone	3 Milestone 2	2 Milestone 1	1 Benchmark
Candidate's vita	_____	_____	_____	_____
Educational & leadership philosophy	_____	_____	_____	_____
Copy of current teacher license	_____	_____	_____	_____
Evidence of three years successful teaching experience	_____	_____	_____	_____
Copy of most recent performance appraisal	_____	_____	_____	_____
Current professional development plan	_____	_____	_____	_____
Evidence of ability to improve student achievement and demonstrate leadership in coaching other teachers to raise achievement	_____	_____	_____	_____

	4 Capstone	3 Milestone 2	2 Milestone 1	1 Benchmark
School Demographic Profile. Using NCATE diversity definition, detail how you address special needs of two of the groups, give results, and future growth services.	_____	_____	_____	_____
Evidence of knowledge about curriculum, instruction, and assessment	_____	_____	_____	_____
A personal statement of career goals and how the preparation program would assist the candidate in reaching those goals	_____	_____	_____	_____
Recommendation as stated in each partnership agreement	_____	_____	_____	_____
Evidence that describes qualities of collaboration, cooperation, and relationship building	_____	_____	_____	_____
Plan for future professional development	_____	_____	_____	_____
Demonstration of effective oral and written communication skills	_____	_____	_____	_____
Evidence of positions of school instructional leadership positions				
Evidence of successful integration of technology into an instructional unit				
Evidence of leadership in the larger community				

CANDIDATE INTERVIEW

Each candidate is interviewed by a committee of Instructional Leadership Faculty to assess portfolio contents and for a more thorough exploration of the candidate’s adherence to ethical conduct and decision making, ability to build positive relationships with diverse students and communities, ability to recognize and lead good instruction, and discussion of the portfolio process.

4	3	2	1
Capstone	Milestone 2	Milestone 1	Benchmark

CUMULATIVE INTERVIEW ASSESSMENT

_____	_____	_____	_____
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FIELD ACTIVITIES

All licensure candidates must complete 100 hours of field activities with at least 15 hours of supervisory duties in the five major areas of Curriculum, Instruction and Assessment; Leadership and School Improvement; School and Community Relations; School Law; School Finance; and Supervision for Teaching and Learning. These activities will be documented on the Practicum Activity Guide/Reflection form which indicates the TILS addressed, the role of the candidate, others involved, time and date recorded, description of result or product, and mentor or school approval. Suggested activities for each standard are located in the course syllabus.

	4	3	2	1
	Capstone	Milestone 2	Milestone 1	Benchmark

Curriculum, Instruction, & Assessment	_____	_____	_____	_____
Leadership & School Improvement	_____	_____	_____	_____
School & Community Relations	_____	_____	_____	_____

School Law	_____	_____	_____	_____
School Finance	_____	_____	_____	_____
Supervision for Teaching & Learning	_____	_____	_____	_____
Reflection form for each activity	_____	_____	_____	_____
Documentation of 15 supervisory hours	_____	_____	_____	_____
Documentation of total 100 hours	_____	_____	_____	_____
Capstone activity	_____	_____	_____	_____
Cumulative portfolio assessment	_____	_____	_____	_____

PROFICIENCIES AND DISPOSITIONS

	4	3	2	1
	Capstone	Milestone 2	Milestone 1	Benchmark
Candidate met the Carter & Moyers School of Education Institutional Proficiencies (Outcomes) as described in the Program Handbook.	_____	_____	_____	_____

OVERALL LEADERSHIP LICENSURE PRACTICUM ASSESSMENT

	4	3	2	1
	Capstone	Milestone 2	Milestone 1	Benchmark
OVERALL ASSESSMENT FOR CLINICAL EXPERIENCE IN LEADERSHIP LICENSURE	_____	_____	_____	_____

Candidate Signature _____ Date _____

School Administrator Signature _____ Date _____

Faculty Mentor Signature _____ Date _____

Program Mentor Signature _____ Date _____

APPENDIX I

ELECTRONIC PORTFOLIO SUMMATIVE ASSESSMENT RUBRIC INSTRUCTIONAL LEADERSHIP LICENSURE PORTFOLIO/PROGRAM COMPLETION RUBRIC

	Capstone (4 pts.)	Milestone 3 (3 pts.)	Milestone 2 (2 pts.)	Benchmark (1 pt.)
FA: Reflection form for each activity (1.000, 3%)	Reflection form for each activity included.	Reflection form for most activities included.	Reflection form for some activities included.	Reflection form for most activities not included.
FA: Documentation of Supervisory hours (1.000, 3%)	15 hours shadowing an administrator is documented.			15 hours shadowing administrator is not documented.
FA: Documentation of practicum hours (1.000, 3%)	Documentation shows that required hours of practicum are complete.			Documentation does not show that required hours of practicum are complete.
FA: Capstone Activity (1.000, 3%)	Capstone activity meets all requirements.	Capstone activity meets most requirements.	Capstone activity meets some requirements.	Capstone activity does not meet requirements.
FA: Capstone ePortfolio Assessment (1.000, 3%)	ePortfolio meets all requirements.	ePortfolio meets most requirements.	ePortfolio meets some requirements.	ePortfolio does not meet requirements.
IV. Proficiencies met (1.000, 3%)	Candidate meets the Carter & Moyers School of Education Institutional Proficiencies (Outcomes) as described in the syllabus.	Candidate meets most of the Carter & Moyers School of Education Institutional Proficiencies (Outcomes) as described in the syllabus.	Candidate meets some the Carter & Moyers School of Education Institutional Proficiencies (Outcomes) as described in the syllabus.	Candidate does not meet the Carter & Moyers School of Education Institutional Proficiencies (Outcomes) as described in the syllabus.
Dispositions met (1.000, 3%)	Candidate exhibits the Carter & Moyers School of Education Dispositions as described in the syllabus.	Candidate exhibits most of the Carter & Moyers School of Education Dispositions as described in the syllabus.	Candidate exhibits some of the Carter & Moyers School of Education Dispositions as described in the syllabus.	Candidate does not exhibit the Carter & Moyers School of Education Dispositions as described in the syllabus.

Capstone (4 pts.)	Milestone 3 (3 pts.)	Milestone 2 (2 pts.)	Benchmark (1 pt.)
<p>PE: Knowledge of instruction, curriculum, instruction, and assessment (1.000.316) HI-LMU-TILS-2013.C</p>	<p>Candidate demonstrates knowledge of curriculum, instruction, and assessment.</p>	<p>Candidate demonstrates some knowledge of curriculum, instruction, and assessment.</p>	<p>Candidate demonstrates little knowledge of curriculum, and assessment.</p>
<p>PE: Personal Statement preparation (1.000.316) HI-LMU-TILS-2013.C</p>	<p>Candidate clearly defines career goals and how the preparation program would assist the candidate in reaching those goals.</p>	<p>Candidate adequately defines career goals and how the preparation program would assist the candidate in reaching those goals.</p>	<p>Candidate cannot or does not define career goals or how the preparation program would assist the candidate in reaching those goals.</p>
<p>PE: Recommendation (1.000.316)</p>	<p>Recommendation meets requirements as stated in partnership agreement.</p>	<p>Recommendation meets some of the requirements as stated in the partnership agreement.</p>	<p>Recommendation not included or does not meet requirements.</p>
<p>PE: Ability to Collaborate, Cooperate and Build Relationships (1.000.316) HI-LMU-TILS-2013.A TN-UJ-TILS. 20138 TN-LMU-TILS-2013.C</p>	<p>Candidate's evidence clearly demonstrates qualities of collaboration, cooperation, and relationship building.</p>	<p>Candidate's evidence lacks proof of one of the following qualities: collaboration, cooperation, or relationship building.</p>	<p>Candidate's evidence lacks proof of all of the following qualities: collaboration, cooperation, or relationship building.</p>
<p>PE: Future Professional Development Plan (1.000.316) HI-LMU-TILS-2013.C</p>	<p>Candidate submits a detailed future professional development plan.</p>	<p>Candidate submits an adequate future professional development plan.</p>	<p>Candidate submits an incomplete or inadequate future professional development plan.</p>
<p>I. & II. PE and CI: Communication Skills (1.000.316) HI-LMU-TILS-2013.A TN-UJ-TILS. 2013.8 THMU-TILS.2013.CHI-</p>	<p>Candidates demonstrate effective in oral and written communication skills.</p>	<p>Candidate exhibits some deficiency in oral or written communication skills.</p>	<p>Candidate demonstrates ineffective use of oral and written communication skills.</p>
<p>Capstone (4 pts.) Capstone</p>	<p>(4 pts.) LMU-TILS-2013.O</p>	<p>Milestone 3 (3 pts.) Milestone 3 (3 pts.) Milestone 3 (3 pts.)</p>	<p>Milestone 2 (2 pts.) Milestone 2 (2 pts.) Milestone 2 (2 pts.)</p>

Benchmark (1 pt.)
Benchmark (1
pt.) Benchmark
(1 pt.)

	Capstone (4 pts.)	Milestone 3 (3 pts.)	Milestone 2 (2 pts.)	Benchmark (1 pt.)
II. Candidate Interview (CI): Cumulative Assessment (1.000. 3%)	Met all requirements.	Met most requirements.	Met some requirements.	Did not meet requirements.
III. Field Activities (FA): Curriculum, Instruction & Assessment (1.000. 3%) TN-LMU TILS.2013.C	Candidate demonstrates in-depth ability to implement curriculum, instruction, and assessment.	Candidate demonstrates ability to implement curriculum, instruction, and assessment.	Candidate demonstrates some ability to implement curriculum, instruction, and assessment.	Candidate demonstrates little ability to implement curriculum, instruction, and assessment.
FA: Leadership & School Improvement (1.000. 3%) HI-LMU TILS.A HI-LMU-TILS.I	Candidate demonstrates in-depth ability to lead school and drive school improvement.	Candidate demonstrates ability to lead school and drive school improvement.	Candidate demonstrates some ability to lead school and drive school improvement.	Candidate demonstrates little ability to lead school and drive school improvement.
FA: School & Community Relations (1.000. 3%) HI-LMU-TILS-2013.8	Candidate demonstrates in-depth ability to guide school and community relations	Candidate demonstrates ability to guide school and community relations	Candidate demonstrates some ability to guide school and community relations	Candidate demonstrates little ability to guide school and community relations
FA: School Law (1.000. 3%) HI-LMU TILS. 2013.8 TN-LMU-TILS-2<113.0	Candidate demonstrates in-depth ability to follow and understand legal policies in the school environment.	Candidate demonstrates ability to follow and understand legal policies in the school environment.	Candidate demonstrates some ability to follow and understand legal policies in the school environment.	Candidate demonstrates little ability to follow and understand legal policies in the school environment.
FA: School Finance (1.000. 3%) M. LMU TILS-2<113.0	Candidate demonstrates in-depth ability to follow and understand school finance procedures.	Candidate demonstrates ability to follow and understand school finance procedures.	Candidate demonstrates some ability to follow and understand school finance procedures.	Candidate demonstrates little ability to follow and understand school finance procedures.
FA: Supervision for Teaching and Learning (1.000. 3%) M. LMU-TILS-2013.8	Candidate demonstrates in-depth ability to supervise teaching and learning.	Candidate demonstrates ability to supervise teaching and learning.	Candidate demonstrates some ability to supervise teaching and learning.	Candidate demonstrates little ability to supervise teaching and learning.

	Capstone (4 pts.)	Milestone 3 (3 pts.)	Milestone 2 (2 pts.)	Benchmark (1 pt.)
FA: Reflection form for each activity (1,000, 3%)	Reflection on form for each activity included.	Reflection on form for most activities included.	Reflection form for some activities included.	Reflection form for most activities not included.
FA: Documentation of Supervisory hours (1,000, 3%)	15 hours shadowing an administrator is documented.			15 hours shadowing administrator is not documented.
FA: Documentation of practicum hours (1,000, 3%)	Documentation shows that required hours of practicum are complete.			Documentation does not show that required hours of practicum are complete.
FA: Capstone Activity (1,000, 3%)	Capstone activity meets all requirements.	Capstone activity meets most requirements.	Capstone activity meets some requirements.	Capstone activity does not meet requirements.
FA: Capstone ePortfolio Assessment (1,000, 3%)	ePortfolio meets all requirements.	ePortfolio meets most requirements.	ePortfolio meets some requirements.	ePortfolio does not meet requirements.
IV. Proficiencies met (1,000, 3%)	Candidate meets the Carter & Moyers School of Education Institutional Proficiencies (Outcomes) as described in the syllabus.	Candidate meets most of the Carter & Moyers School of Education Institutional Proficiencies (Outcomes) as described in the syllabus.	Candidate meets some the Carter & Moyers School of Education Institutional Proficiencies (Outcomes) as described in the syllabus.	Candidate does not meet the Carter & Moyers School of Education Institutional Proficiencies (Outcomes) as described in the syllabus.
Dispositions met (1,000, 3%)	Candidate exhibits the Carter & Moyers School of Education Dispositions as described in the syllabus.	Candidate exhibits most of the Carter & Moyers School of Education Dispositions as described in the syllabus.	Candidate exhibits some of the Carter & Moyers School of Education Dispositions as described in the syllabus.	Candidate does not exhibit the Carter & Moyers School of Education Dispositions as described in the syllabus.

	Capstone (4 pts.)	Milestone 3 (3 pts.)	Milestone 2 (2 pts.)	Benchmark (1 pt.)
Work product grammar and format {1,000, 3%}	Candidate completes work product with minimal errors in grammar and formatting.	Candidate completes work product with several errors in grammar or formatting.	Candidate completes work product with several errors in grammar and formatting.	Candidate completes work product contains multiple errors in grammar and formatting.
V. Overall Leadership licensure Practicum Assessment (0) {1,000, 3%}	(1) Clinical/Practicum Experience Form is verified: Clinical/Practicum Experience Form signed by school leader and written summary of meeting is included.			Clinical/Practicum Experience Form not verified.
0: Completion of All Requirements {1,000, 3%}	All requirements met for Practicum with Field Experience in Leadership Licensure			All requirements are not met for Practicum with Field Experience in Leadership Licensure.