

INSTRUCTIONAL LEADERSHIP LICENSURE CLINICAL

A PROGRAM TO TRAIN ASPIRING TENNESSEE SCHOOL INSTRUCTIONAL LEADERS

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

LMU

Carter & Moyers School of Education
LINCOLN MEMORIAL UNIVERSITY

CLINICAL EXPERIENCE ASSIGNMENT SECTION

Clinical Experiences Activities

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
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

