

VOLS LEAD

Volunteer ONLINE Leadership Studies



**Student
Resource
Handbook**

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Welcome Aspiring Leaders

The faculty of the VOLS Lead Program is glad that you are joining our new cohort. As standards and the demands for excellence in leadership increase, a preparation program that offers rigor and relevance for the future leaders of Tennessee schools is a priority for us. This resource booklet provides information and expectations for all VOLS Lead students.

In addition to coursework, students in the program must complete an internship in a K12 setting in Tennessee. The VOLS Lead program places a great deal of emphasis on field experiences that are coordinated directly with student coursework. We believe that a successful internship under the direction of an effective mentor administrator is a key component of a quality preparation program. Your internship will be guided by a school level mentor and overseen by a university level facilitator. Modeling and feedback from your mentor, your facilitator, and your internship coursework will provide a solid foundation for you as you achieve your instructional leader license and begin your administrative career.

This booklet will provide information on coursework, comprehensive exams, the online portfolio that you must complete prior to our recommendation for licensure, and other pertinent information necessary for degree completion and to your success in VOLS Lead. As you proceed through the program, if you have questions or concerns about your internship, your coursework, or any aspect of the program, the faculty is always available to you. Questions regarding information from this booklet may be addressed to Dr. Pamela Angelle via phone at 865-974-4139 or email at pangelle@utk.edu.

You are beginning an exciting journey in your academic and professional career. Know that we support you in this journey and look forward to working with you.

**Graduate School of Education
College of Education, Health, and Human Sciences
University of Tennessee, Knoxville**

Conceptual Framework

In 2008 the University of Tennessee, Knoxville (UTK) Board of Trustees and the Tennessee Higher Education Commission approved the creation of the Graduate School of Education (GSE) within the College of Education, Health, and Human Sciences (CEHHS). The CEHHS associate dean for professional licensure also serves as the director of the GSE. The mission of the GSE is to promote the UTK professional education research community and its engagement in the generation and sharing of knowledge designed to improve student opportunity, achievement, and success. The GSE strives to foster a deeper understanding of education throughout the local, regional, national, and international community. The GSE serves to build and strengthen collaborations across departments, programs, and services in education. The GSE within CEHHS now serves as the professional education unit at UTK.

The core values, mission, and vision of CEHHS provide guidance to the GSE and our programs in professional education. The core values are:

- **The appreciation of diversity and similarity among our students, staff, and faculty.** We value people of all races, creeds, ethnicity, gender, sexual orientation, gender identity, physical ability and socioeconomic groups.
- **The challenge of teaching, learning, and practice.** We value quality instruction for our students and the integrity of our academic programs.
- **Research, discovery and application.** We value the pursuit of knowledge, the respectful exchange of ideas, and academic freedom and integrity.
- **Intercultural and international engagement.** We value engagement with our local and extended communities and embrace intercultural and global perspectives.
- **Outreach and service to the community we serve.** We value the importance of community outreach and service in fulfillment of our land-grant mission.
- **Integrity, responsibility and commitment to social justice.** We value and expect high standards for ethical and professional behavior among our students, faculty and staff.
- **All members of our college community.** We value a college culture that is respectful and appreciative of all members of our college's community.

The College mission is to promote a healthy, educated, and civil society; to encourage life-long learning; and to enhance the quality of life within the diverse, global community by preparing professionals to lead and serve through research and engagement in outreach activities. The vision is to be nationally and internationally recognized for our rich academic programs, highly qualified faculty and staff, and diverse and academically talented student population. The collective vision of our students, faculty, staff, and administration is one that aspires to build on this reputation and to achieve extraordinary results in the areas of learning, research, outreach, diversity, and enrichment of quality of life.

We offer professional education programs associated with bachelors, masters, educational specialist, and doctoral degrees. Our programs include both traditional and alternative licensure options and graduates take positions that include:

- Teachers and administrators of public and private pre-k-12 schools,
- Administrators and faculty of post-secondary institutions of higher education, including community colleges, four-year institutions, and universities,
- School psychologists, professional school counselors, rehabilitation counselors, mental health counselors, and social workers for public schools, community colleges, universities, and community agencies,
- Speech and hearing therapists for hospitals, public schools, community clinics, and other agencies, and
- Media and technology specialists for public or private school settings, community colleges, and community libraries.

Organizing Theme of the Conceptual Framework

The overarching theme of the unit's conceptual framework is "Educator as Leader." Candidates who complete our initial licensure and advanced programs emerge with the knowledge, skills, and dispositions to provide leadership in their respective professional roles. As the state's public, land-grant, and research intensive institution, we expect our licensees and graduates to exemplify the qualities and characteristics of leaders. Over the last 30 years, our programs have become known and identified by several distinguishing characteristics. It is the combination of these that help define educational leaders as clarified below:

Reflection - Our candidates are knowledgeable and thoughtful about teaching, leadership, supervision, counseling, or other education practices in which they are engaged. They seek feedback for improvement. They believe that reflection produces professional growth. Reflection is also emphasized through action research, participation in the Teacher Performance Assessment (edTPA) and other inquiry approaches.

Mentoring - Our candidates receive support for professional growth in alliance schools and other collaborative arrangements. Schools affiliated with university programs have mentoring processes in place and share mentoring of candidates with university faculty. Having received strong mentoring, our candidates are prepared to lead others in mentoring activities.

Collaboration - University faculty and school-based professionals work together to prepare competent and collaborative educators. Activities that achieve this goal are featured in the unit's programs and candidates experience the power of professional communities.

Experience - Candidates for initial licensure (exceptions: agriculture, one music education option, a prek-k program, and the new VolsTeach undergraduate program in mathematics education and science education) are immersed in a year-long internship with mentoring induction support. Students following one of the non-internship options all complete an array of field experiences throughout their programs. Advanced preparation candidates have established records of experience. They gain additional professional development through the unit's programs, which contain internships, practica, and field experiences. All candidates experience program activities that feature opportunities to work with and learn about diverse groups and their cultures.

Success - Our candidates exhibit leadership in the attainment of their educational and career goals and they are instrumental in assisting others to achieve their own educational objectives. They believe that those with whom they work can be successful and they seek to meet the needs of all learners.

Licenseses and graduates of the unit's programs provide leadership in many different ways and in varied settings. Classroom teachers provide leadership through advocating for instruction that is research-based and by conducting inquiry leading to improvements in their classrooms and throughout their schools. As models for others, these teacher leaders demonstrate through their behavior the dispositions of highly effective professionals. Similarly, those persons completing our graduate level licensure programs as defined by the state (professional school counselor, school psychologist, school administrator, library media specialist, speech-language specialist, reading specialist) exemplify leadership in their roles by their knowledge of both the practical aspects of their specialty and the conceptual/research tools that a research university provides in its programs. This duality of preparation enables the specialty-prepared educators to assume responsibilities as change agents and advocates for their students.

Advanced program graduates continue their leadership through their extended professional learning or advanced degrees. These persons are interviewed and selected for entry into their respective programs in large part because of their demonstrated leadership and potential for influencing others in positive directions. Again, the strong combination of theoretical, research and practical bases produces graduates who have a sense of what is possible to achieve and who enlist others in those educational and dispositional pursuits.

Other Specific Themes Contributing to the Conceptual Framework

Over the last 30 years, the Unit's initial licensure programs have operated under the theme of "the Developing Professional Educator." The underlying belief of this theme is that there are stages and elements of development involved in a person becoming a competent professional educator. At the time of adoption of this theme (1984), four assumptions were stated in support:

1. The professional development of an educator is a continuing process with entry into a program and ending in retirement. It is most appropriately conceptualized as career learning and development.
2. Developmental stages exist in professional growth. The beginning teacher and the continuing teacher/professional educator have different needs, require different types and levels of knowledge, and comprehend concepts and skills at a different level.
3. The roles, responsibilities, and opportunities available to teachers and other professional educators are changing dramatically and, therefore, require new knowledge and skills.
4. Faculty and administrators of the unit's programs must work closely and collaboratively their units of the University, school systems, educational agencies and individual educators to identify the developmental needs of our candidates at various points of their professional careers and develop programs to meet those needs.

The above assumptions were adopted in 1984 but remain in place to the present time. The original knowledge base is reviewed periodically and new research and practice information is added to the framework while outdated information is deleted.

Historically, graduate licensure programs and advanced degree programs have operated with multiple themes. Each program adopts its own theme with supporting conceptual relationships in theory and research. For example, the school psychology program guiding theme is "Data-based Problem-solving," which is informed directly by the American Psychological Association's (APA) traditional Scientist-Practitioner model. School counseling faculty and students draw upon the Scientist-Practitioner Model as well. The educational administration theme is "Praxis through Self-Reflection, Ethics and Artful Practice" reflecting key elements of leadership. While there is obvious variation in these program frames, they all subscribe to the overall theme of "Educator as Leader." Similarly, the composite of "student/candidate outcomes" (performance expectations) adopted by the unit applies to the advanced specialty programs as well as the initial licensure programs. Some of these programs feature a set of additional expected outcomes as identified by their professional organizations.

Knowledge Bases

A fundamental base for "Educator as Leader" is the accumulated experience of our faculty, our partners, and our students. Over the last 30 years, the foundational philosophy of our programs and those who work in them has been that we prepare our students at all levels to be educational leaders. The constituencies with which we work have come to expect our licensees and graduates to be leaders in their respective fields. Evidence of leadership resides in the roles our candidates and graduates play both in the context of their studies and experiences as well as following their exit from the programs. As an original member of the Holmes Group (1984), our unit adopted the agenda of Holmes, which required moving our initial licensure programs to the post-baccalaureate level, including a full academic year internship. Our interns are totally immersed in the life of their schools where they work in learning communities with accomplished teachers and administrators. For a number of years many of our students were placed in professional development schools where the "community" effect is especially pronounced. These PDSs operated under NCATE standards (2001) and adhered to related

research/theory of such writers as Cochran-Smith and Lytle (1999), Feiman-Nemser (2001), Grossman (1999), Shulman (2004) and (NCATE, 2010). These scholars have written extensively on the importance of learning communities for helping novice teachers establish effective teaching-learning strategies, linking inquiry to continuing professional development, and establishing “identity” as a teacher.

Although our school-based collaborations are no longer functioning as formal PDSs, we continue to foster and develop close working relationships with all of our allied districts and schools and to situate our candidates’ learning in real-life teaching contexts (Horn & Little, 2010). We are now striving to meet recommendations offered by the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning (NCATE, 2010). With the full year of teacher development in the community context, our licensees and graduates have time for deep learning to take place (Richardson & Anders, 2005; Speck, 2002; Wei, Darling-Hammond, Andree, Richardson, & Orphans, 2009), enabling them to exhibit leadership behavior in a variety of ways. They conduct action research projects often tied to “improvement plans” that exist in the school. They make presentations about their findings both to their school-based colleagues and their peers in conference-like settings. As teacher-leaders, they make recommendations for changes in their courses and in their departments based on experience and research. Their school and university mentors expect them to assume curriculum and instruction leadership as they continue their career paths. Whether our students are in our long-established five-year internship program or one of our four-year models of teacher preparation (e.g., agricultural education, VolsTeach, music education, prek-k), we place the highest priority on field-based experiences that provide candidates “professional ways-of-being that can deal with the complexities, ambiguities, and dynamic change inherent in professional practice” (Dall’Alba & Sandberg, 2006, p. 401). The expectation that our graduates become “change agents” is guided by Michael Fullan’s work in teacher leadership development (1993, 1995, 2001). The unit’s responsibility is to provide program opportunities for our candidates to acquire and demonstrate leadership behavior. The length, depth, and intensity of the clinical experience afford such opportunities.

Professional literature strongly supports the concepts and operational practices of our unit’s initial licensure programs. In 2005, the National Academy of Education published *A Good Teacher for Every Classroom* (Darling-Hammond & Baratz-Snowden, 2005). The implications for teacher preparation issued in the National Academy’s report were based on research about what teachers need to know and be able to do and how they acquire the necessary knowledge and skills. Currently we are striving to align our programs with the recommendations and principles put forth in *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers* (NCATE, 2010). As has been articulated clearly in this report, the clinical component of teacher preparation is of great consequence and should be a central element of our programs.

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Student Expectations

The VOLS Lead Program expects students to demonstrate the following skills and dispositions, following the Tennessee Instructional Leader Standards:

1. Knowledge, skills, and dispositions to be an effective instructional leader.
2. Professional and mature behavior.
3. Positive attitude towards others.
4. Ability or potential to lead others to improve student achievement.
5. Perseverance and a strong work ethic.
6. Motivation to participate in class and to excel at difficult tasks.
7. Use of proper grammar in oral and written communication.
8. Capacity to produce quality work products that are representative of an aspiring educational leader.
9. A sense of self-efficacy to make a positive impact on teaching and learning.
10. Willingness to work collaboratively.
11. Willingness to take intellectual risks.
12. Respect for alternative points of view and acceptance of constructive feedback.
13. Punctuality when arriving for class/work/meetings and when submitting assignments.
14. Behavior that is honest, reliable, and dependable.
15. Ethical behavior and serves as a positive role model.
16. Effective decision-making skills in personal and professional life.

17. Productive use of time in or out of class/work to accomplish goals or projects.
18. The importance of developing shared vision, mission, and goals that align with district goals and support student learning.
19. The academic success of all students and accepts responsibility for ensuring the success of all students.
20. Fostering a school culture that values social justice, diversity, and collaboration.
21. Teamwork, collaboration, and use of the best, research-based practices to gain optimal learning outcomes in all aspects of the school's academic and non-academic programs.
22. Self-efficacy to teach rigorous curriculum standards, to effectively assess student learning in a variety of ways, and to communicate results to the students, their parents, and other stakeholders.
23. The importance of engaging in professional learning communities as a way to improve personal performance of faculty, staff, and students.
24. The power of supervision and evaluation as tools to improve teaching, learning, and professional growth of teachers and education leaders.
25. Ethical behavior that protects the rights and dignity of all students and faculty.
26. Celebration of the diverse cultures represented within the school and community.
27. Diversity among staff, students, teams, and committees working within or for the school.

Program of Study: Specialist in Education (Ed.S.)

Awarding of a Specialist in Education degree in educational administration includes successful completion of an internship, successful completion of all required coursework, a minimum proficiency score on the SLLA prior to comprehensive examination, successful completion of comprehensive examination, presentation of a completed research project, and meeting all requirements of the Task Stream online portfolio.

Internship

The internship is designed to provide a link between theory and practice in educational leadership through planned fieldwork experiences. The goal of the internship is to provide experiences of the principalship. During the internship, interns are expected to carry real and continuous responsibility under the direct mentoring of an organizational leader.

Students that entered the program *prior to January 2017* must complete 400 hours using the 4 TILS and the 6 ISLLC standards. Of the 400 hours which the intern must complete, a minimum of 160 hours (a minimum of 40 hours per standard) must be devoted to mastery of the TILS while 240 hours (a minimum of 40 hours per standard) will be logged under the ISLLC.

Students entering the program *beginning in January of 2017* are required to complete 350 hours using the 4 TILS and the 10 PSEL standards. Of the 350 hours which the intern must complete, a minimum of 100 hours (a minimum of 25 hours per standard) must be devoted to mastery of the TILS while 250 hours (a minimum of 25 hours per standard) will be logged under the PSEL.

Interns provide an accounting of these hours with an intern log posted to Task Stream twice a semester. While students register for this class twice, each fall, the course is taken concurrently throughout the program. Thus, students register for the class in the fall and receive a grade for the class in the spring.

Degree requirements

Course	Credit hours
EDAM 513: Administrative and Organizational Theory	3
EDAM 515: Human Relations and Communication for students entering the program before August of 2017	3
OR EDAM 595: School and Community Relations for students entering the program in August 2017	

EDAM 519: Curriculum for School Leaders	3
EDAM 520: Using Data for School Improvement	3
EDAM 523: Administration of Special Services	3
EDAM 544: School Finance and Business Management	3
EDAM 548: Supervision and Personnel Administration	3
EDAM 552: Educational Change for School Leaders	3
EDAM 554: Policy Issues in Educational Law	3
EDAM 580: Internship in Educational Administration (taken twice)	6
EDAM 583: Educational Leadership-Principalship	3
EDAM 592: Field Problems	3
Research elective	3
Total credit hours in program	42

Non-Licensure Specialist in Education Degree

A program of study for non-licensure students and the parameters of the internship will be created in consultation with and advisement by the program coordinator.

Research Requirements

In addition to the field problems research course, EdS candidates are required to complete an elective research course in support of the field problems research conducted by the candidate. The research problems in lieu of thesis paper must be prepared according to the regulations in the most recent *Guide to the Preparation of Theses and Dissertations*. The research will be presented at the comprehensive exam defense and the candidate's committee will grant final approval and acceptance of the problems in lieu of thesis project.

Timeline

Candidates have six calendar years from the time of entry to complete the Specialist in Education degree.

Program of Study: Master of Science

Awarding of a master of science degree in educational administration includes successful completion of an internship, successful completion of all required coursework, a minimum proficiency score on the SLLA prior to comprehensive examination, successful completion of comprehensive examination, and meeting all requirements of the Task Stream online portfolio.

Internship

The internship is designed to provide a link between theory and practice in educational leadership through planned fieldwork experiences. The goal of the internship is to provide experiences of the principalship. During the internship, interns are expected to carry real and continuous responsibility under the direct mentoring of an organizational leader.

Students that entered the program prior to January 2017 must complete 400 hours over the two year period using the 4 TILS and the 6 ISLLC standards. Of the 400 hours which the intern must complete, a minimum of 160 hours (a minimum of 40 hours per standard) must be devoted to mastery of the TILS while 240 hours (a minimum of 40 hours per standard) will be logged under the ISLLC.

Students entering the program beginning in January of 2017 are required to complete 350 hours over the two year period using the 4 TILS and the 10 PSEL standards. Of the 350 hours which the intern must complete, a minimum of 100 hours (a minimum of 25 hours per standard) must be devoted to mastery of the TILS while 250 hours (a minimum of 25 hours per standard) will be logged under the PSEL.

Interns provide an accounting of these hours with an intern log posted to Task Stream twice a semester. While students register for this class twice, each fall, the course is taken concurrently throughout the program. Thus, students register for the class in the fall and receive a grade for the class in the spring.

Degree requirements

Course	Credit hours
EDAM 513: Administrative and Organizational Theory	3
EDAM 515: Human Relations and Communication for students entering the program before August of 2017	3
OR EDAM 595: School and Community Relations for students entering the program in August 2017	

EDAM 519: Curriculum for School Leaders	3
EDAM 520: Using Data for School Improvement	3
EDAM 523: Administration of Special Services	3
EDAM 544: School Finance and Business Management	3
EDAM 548: Supervision and Personnel Administration	3
EDAM 552: Educational Change for School Leaders	3
EDAM 554: Policy Issues in Educational Law	3
EDAM 580: Internship in Educational Administration (taken twice)	6
EDAM 583: Educational Leadership-Principalship	3
Total credit hours in program	36

Non-Licensure Master of Science Degree

A program of study for non-licensure students and the parameters of the internship will be created in consultation with and advisement by the program coordinator.

Timeline

Candidates have six calendar years from the time of entry to complete the Master of Science degree.

Program of Study: PreK-12 Licensure Certificate Option

A PreK-12 Licensure Certificate in Educational Administration is an option for students seeking a beginning instructional leader license. Candidates for the certificate must hold a minimum master's degree in teaching or a related field with at least three years of teaching experience. Recipients of a certificate in educational administration must successfully complete an internship, all required coursework, a minimum proficiency score on the SLLA, and all components of the Task Stream online portfolio.

Internship

The internship is designed to provide a link between theory and practice in educational leadership through planned fieldwork experiences. The goal of the internship is to provide experiences of the principalship. During the internship, interns are expected to carry real and continuous responsibility under the direct mentoring of an organizational leader.

Students that entered the program prior to January 2017 must complete 400 hours to receive recommendation for licensure using the 4 TILS and the 6 ISLLC standards. Of the 400 hours which the intern must complete, a minimum of 160 hours (a minimum of 40 hours per standard) must be devoted to mastery of the TILS while 240 hours (a minimum of 40 hours per standard) will be logged under the ISLLC.

Students entering the program beginning in January of 2017 are required to complete 350 hours to receive recommendation for licensure using the 4 TILS and the 10 PSEL standards. Of the 350 hours which the intern must complete, a minimum of 100 hours (a minimum of 25 hours per standard) must be devoted to mastery of the TILS while 250 hours (a minimum of 25 hours per standard) will be logged under the PSEL.

Interns provide an accounting of these hours with an intern log posted to Task Stream twice a semester. Students register for the class in the fall and receive a grade for the class in the spring.

Degree requirements

Course	Credit hours
EDAM 515: Human Relations and Communication for students entering the program before August of 2017	3
OR EDAM 595: School and Community Relations for students entering the program in August 2017	

EDAM 519: Curriculum for School Leaders	3
EDAM 548: Supervision and Personnel Administration	3
EDAM 552: Educational Change for School Leaders	3
EDAM 554: Policy Issues in Educational Law	3
EDAM 580: Internship in Educational Administration	3
EDAM 583: Educational Leadership-Principalship	3
Total credit hours in program	21

Timeline

The PreK-12 licensure certificate is a one-year program.

Matrix of the Program Coursework, the ISLLC/PSEL/TILS Focus of each Course and the Major Assignments of each Course

COURSE NUMBER/TITLE (all 3 credit hours)	Course Description	ISLLC STANDARD (prior standards)	PSEL STANDARD (new standards, replaces ISLLC)	TILS STANDARD	ASSIGNMENTS RELATED TO STANDARDS
EDAM 513 Administration and Organizational Theory	This course provides an introduction to theoretical administrative and organizational foundations of management and leadership of educational programs. Organizations are approached from the perspective of Bolman and Deal's four frames; that is, structural, human resources, political and symbolic.	1, 2, 3, 4, 5, 6	2, 6, 7, 9, 10	A, B, C, D	Four frames paper; Organizational reflections
EDAM 515 Human Relations and Communication in Administration	This course will develop the students' understanding of self, understanding of self in relation to others, and knowledge of organizational behavior. The focus is on the development of self-understanding as a basis of leadership as an art, the appreciation of others' unique strengths as a foundation of collaboration and goal accomplishment, and the enhancement of the dispositions, knowledge, and performance skills necessary for realization of both organizational and individual purpose.	1, 3, 4, 5, 6		A, B, C, D	Profiles: Understanding of Self, Understanding Self in Relation to Others, Understanding of Self as a Leader
EDAM 519 Curriculum for School Leaders	The course will look at the role of the administrator as the instructional leader specifically as it relates to their knowledge of reform initiatives, best practice and instructional strategies, and as professional development facilitator. This course approaches the process of leadership through the lens of curriculum and instruction. Specifically, students will gain a knowledge and understanding of the alignment of curriculum, instruction, and assessment. Students will gain an understanding of the newest reform initiatives in curriculum as well as their role as administrators in these initiatives. Students will learn to sustain a school mission,	1, 2	1, 2, 4, 5, 6, 7, 9, 10	A, B, C, D	Vision and Mission Analysis Statements; Instructional Strategies Activities; Professional Development Project

	vision, and goals. A focus on the administrator's role in analyzing the professional development needs in the school as well as implementing appropriate professional development based on those school needs will be examined.				
EDAM 520 Using Data for School Improvement	This course is an introduction to the uses of disciplined inquiry as a tool for planning, problem solving, decision-making, program improvement, and communicating in school and school-related contexts. The goal of this course is to provide students with the quantitative and qualitative techniques that are needed to engage in the process of school improvement planning through the use of empirical data.	1, 2, 4	1, 2, 4, 6, 7, 9, 10	A, B, C	Collection and analysis of school level data
EDAM 523 Administration of Special Services in Schools	The design of the course is to acquaint future school leaders with a comprehensive view of non-academic services available in schools to meet the unique needs of all students. These services provide those components that support educating students from a holistic perspective. Specifically, the course will consider the function of the administrator as it becomes necessary to integrate all vital services that enhance academic instruction. Students will explore their values as they relate to balancing attention to services that indirectly support positive outcomes for student learning.	1, 2, 4, 5	1, 2, 4, 5, 6, 7, 8, 9, 10	A, B, C, D	Reflections on School Districts Special Services; Problem Paper
EDAM 544 School Finance and Business Management	This course provides a significant grounding in education resource management theory and practice, so as to allow students to acquire a working knowledge of the context of school finance at the national, state and local level, and understand the strategies and mechanics of school resource utilization that are most closely associated with increased student academic success.	3, 4, 5, 6	2, 4, 9, 10	A, D	School Plan/Budget
EDAM 548 Supervision and Personnel Administration	This course is designed to offer future K-12 educational leaders and scholars a broad and engaging background in the theoretical and pragmatic aspects of personnel	1, 2, 3, 5	1, 2, 4, 5, 6, 7, 9, 10	A, B, C, D	Evaluation model presentation; observation

	supervision and evaluation. Course topics will be covered in light of significant, recent developments in the teacher evaluation and supervision field in Tennessee and the nation. The course will be broken into 3 modules: developing staff, supervision of personnel as well as evaluation of personnel.				project; clinical assessment project
EDAM 552 Educational Change for School Leaders	This course will assist aspiring leaders in developing strategies for implementing change in school settings. The course will include emphasis on creating conditions for change as well as planning, implementing, and managing change through the collaboration, involvement, and motivation of all stakeholders. First and second order change will be considered as part of this emphasis. Reform models, as well as transitional and sustainable leadership, will be examined.	1, 2, 4, 5, 6	1, 7, 10	A, B, C, D	School Improvement Planning for Change Documents
EDAM 554 Policy Issues in Educational Law, K-12	Educators must know the laws that govern the operation and conduct of their organizations as administrators face a highly litigious society. EDAM 554 is a study of the relevant legal principles that affect the operation, organization, and administration of American schools. Aspiring leaders will gain knowledge about legal issues that will help them in effectively performing their professional duties within the boundaries of constitutional, statutory, and case law. This course is framed around the necessary skills and knowledge of legal issues for building level administrative positions, mainly the positions of assistant principal or principal. School law elaborates on the legal rights, duties, and responsibilities of school personnel. Specific topics in this course include due process, tort liability, negligence, and contracts. Basic legal relationships between employer, colleagues, students, and adults are addressed.	5,6	1, 4, 6, 7, 8, 9	A, B	Educational Law briefs
EDAM 580 Internship in Educational Administration	This course coordinates online activities with practical applications in the student's host school. In the online classroom, the focus is on understanding of the	1,2,3,4,5,6	1-10	A, B, C, D	Reflections, Artifacts, Internship Log of Activities

	<p>Interstate School Leaders Licensure Consortium (ISLLC) Standards and the Tennessee Instructional Leadership Standards (TILS). Students will engage in discussion and real world application of the standards, relation of case studies and possible outcomes to the standards, reflections of the internship and mentoring process, and in-basket activities to investigate and develop decision-making skills.</p> <p>In the school setting, students will begin their internship activities under the guidance of a mentoring administrator and a university facilitator. Students will keep an intern log of all activities to document achievement of the required number of internship hours. Student will also submit reflections and artifacts of internship activities related to each of the six ISLLC standards and to each of the four TILS (revised).</p>				
EDAM 583 Educational Leadership-Principalship	<p>This course will examine the traits of highly effective principals as well as best practices involved in effective PK-12 school principal leadership. Students will develop an intuitive understanding of the principal's roles and responsibilities within the school community, understand the principal's role in effectively interacting with various groups and develop an intuitive understanding of effective decision-making processes. By the end of the course students will gain an understanding of the planning processes needed for continuous school improvement, the principal's role in developing a positive school culture and climate for teaching and learning, and the ethical issues related to school administration.</p>	1,2,3,4,5,6	1-10	A, B, C, D	In-basket 20 item set, Course reflection log
EDAM 595 School and Community Relations					

Interstate School Leader License Consortium Standards (ISLLC)

The Interstate School Leaders Licensure Consortium (ISLLC) Standards were developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership (Van Meter & Murphy, 1997).

There are six standards. Each standard is followed by the *Knowledge* required for the standard, the *Dispositions* or attitudes manifest by the accomplishment of the standard, and *Performances* that could be observed by an administrator who is accomplished in the standard.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge

The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge

The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- there is effective use of technology to manage school operations
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources

- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

Dispositions

The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

Performances

The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge

The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions

The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances

The administrator facilitates processes and engages in activities ensuring that:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

Reference

Van Meter, E., & Murphy, J. (1997). Using ISLLC standards to strengthen preparation programs in school administration. Washington, DC: Council of Chief State School Officers

Professional Standards for Educational Leaders (PSEL 2015)

The Professional Standards for Educational Leaders 2015 are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each Standard features a title and a statement that succinctly defines the work of effective educational leaders in that particular realm. A series of elements follow, which elaborate the work that is necessary to meet the Standard. The number of elements for each Standard varies in order to describe salient dimensions of the work involved. It does not imply relative importance of a particular Standard.

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 2. Ethics and Professional Norm

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Tennessee Instructional Leadership Standards (TILS 2013)

Tennessee seeks to transform what it means to be an effective instructional leader at all phases of a leader's career. This aim is accomplished by setting high standards for effective leadership based upon research and best practice, supporting leaders to reach those standards, and empowering districts to build a network of exceptional instructional leaders who get results. Operating from the belief that ethical behavior permeates the mindset and actions of every effective leader, the revised Tennessee Instructional Leadership Standards (TILS) embed the phrase, "ethical and effective instructional leader," into the opening stem of each leadership standard. The purposeful placement of this phrase articulates the intrinsic nature of ethical behavior in all facets of school leadership. Attributes such as honesty, respect, sound judgment, commitment, fairness, compassion, work ethic, and a genuine belief that all children can learn and grow, contribute to the foundation of ethical behavior connected to leadership. Based upon best practice and current research, and sharpened by the wisdom of experienced educators, the Tennessee Instructional Leadership Standards (TILS) identify core performance indicators of ethical and effective instructional leaders.

Standard A: Instructional Leadership for Continuous Improvement

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

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. 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.
4. Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

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.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

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.

Indicators:

1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the *Tennessee Standards for Professional Learning*.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the *Tennessee Teacher Leadership Standards*.

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

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.

Indicators:

1. Strategically utilizes community resources and partners to support the school's mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.

Important Dates

August

- First year student online orientation
- Submit completed district approval letter, mentor agreement form, dispositions form, TILS pre-survey, program of study form.
- Set up Task Stream account.
- Initial meeting with mentor and intern to plan year.
- Fall semester begins

September – November

- Facilitator fall school visits, two per semester, where facilitators will:
 - Conduct routine perusal and discussion of intern log
 - Expect a minimum of one visit with mentor per semester
 - Discuss the application of standards to intern activities
 - Observe the interns engaged in one or more activities

September

- Register for SLLA for December administration (second year interns and certificate interns).
- Submit reflections and artifacts to Task Stream per requirements of the EDAM 580 course.

October

- Submit reflections and artifacts to Task Stream per requirements of the EDAM 580 course.
- Upload intern log to Task Stream.

November

- Submit admission to candidacy form to the graduate school (advisor will provide specifics; dates can be found at utk.edu, academic calendar).
- Submit reflections and artifacts to Task Stream per requirements of the EDAM 580 course.

December

- Fall semester ends
- Take SLLA (second year interns and certificate interns).
- Upload intern log to Task Stream.
- Submit reflections and artifacts to Task Stream per requirements of the EDAM 580 course.

January

- Spring semester begins
- Submit reflections and artifacts to Task Stream per requirements of the EDAM 580 course.

February – April

- Facilitator spring school visits, two per semester, where facilitators will:
 - Conduct routine perusal and discussion of intern log
 - Expect a minimum of one visit with mentor per semester
 - Discuss the application of standards to intern activities
 - Observe the interns engaged in one or more activities

February

- Submit reflections and artifacts to Task Stream per requirements of the EDAM 580 course.

February – March

- Comprehensive exams (second year master and EdS students)

March

- Submit reflections and artifacts to Task Stream per requirements of the EDAM 580 course.
- Upload intern log to Task Stream.
- Dispositions conference.
- Graduates apply for summer graduation and pay graduation fees

April

- Submit reflections and artifacts to Task Stream per requirements of the EDAM 580 course.
- Facilitator, mentor, and student final evaluations submitted online.
- Comprehensive exam defenses and EdS research presentation.

May

- Spring semester ends
- Submit reflections and artifacts to Task Stream per requirements of the EDAM 580 course.
- Upload intern log to Task Stream.

June

- Second year students complete Task Stream, request final Task Stream evaluation from intern instructor, and send application for beginning administrator license to Dr. Angelle.

Academic Honesty and Plagiarism

Academic Honesty

Academic integrity is a responsibility of all members of the academic community. An honor statement is included on the application for admission and readmission. The applicant's signature acknowledges that adherence is confirmed. The honor statement declares

An essential feature of the University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

Plagiarism

Students shall not plagiarize. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense subject to disciplinary action that may include failure in a course and/or dismissal from the university. Some examples of plagiarism are

- Using without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source.
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge).
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
- Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Extreme caution should be exercised by students involved in collaborative research to avoid questions of plagiarism. If in doubt, students should check with the major professor and the Dean of the Graduate School about the project. Plagiarism will be investigated when suspected and prosecuted if established.

Task Stream Online Portfolio

All students in the VOLS Lead program are required to purchase a Task Stream account. Directions to set up this account are found on the following pages. A Task Stream student handbook is found on the V.O.L.S. Lead Google Drive.

The purpose of the Task Stream Portfolio is twofold:

1. Task Stream serves as an indicator of student mastery of ISLLC/PELS and TILS standards through coursework.
2. Task Stream serves as an indicator of student mastery of ISLLC/PELS and TILS standards through the internship.

The requirements of the Task Stream Portfolio are as follow:

1. A final artifact for each course should be uploaded to Task Stream at the end of each semester. The final artifact and the rubric for that artifact are provided by the instructor of each course and are part of the syllabus for each course.
2. A reflection on an internship activity demonstrating mastery of an ISLLC (6 reflections) or PELS (10 reflections), and TILS (4 reflections) must be uploaded to Task Stream under the EDAM 580 course. Instructions for writing this reflection are provided in a video posted on the V.O.L.S. Lead Google Drive. A sample reflection is found in this section of the handbook. A minimum of one reflection should be uploaded to Task Stream each month (two per month for PreK-12 Certificate students).
3. An artifact constructed as a result of an internship activity, demonstrating mastery of an ISLLC (6 artifacts) or PELS (10 artifacts), and TILS (4 artifacts) must be uploaded to Task Stream under the EDAM 580 course. Instructions for documenting this artifact are provided on a video posted on the V.O.L.S. Lead Google Drive. A minimum of one artifact should be uploaded to Task Stream each month (two per month for PreK-12 Certificate students).
4. Intern hours must be documented on the intern log. Students must log 40 hours under each standard, demonstrating experiences in the ISLLC (6 artifacts) or PELS (10 artifacts), and TILS (4 artifacts) for a total of 400 or 350 hours in the internship depending on your start date. The log can be found on the V.O.L.S. Lead Google Drive Site. Instructions for documenting these hours are provided in a video posted on the V.O.L.S. Lead Google Drive. The intern log should be updated and uploaded at midterm and at the end of each semester.

Sample: Task Stream Reflection

Additional information for Task Stream Artifacts found at:

https://www.youtube.com/watch?v=63dGOUrgKOY&list=UUmN_XqzLgok_oJk7vrdaFPA

Reflection 5: Standard 5 Ethics

The following reflection falls under ISLLC Standard 5- Ethics because it deals with a situation where one teacher has asked another teacher to give her child preferential treatment. This creates an ethical dilemma between the two teachers which ultimately falls on the principal to sort out. The reflection will share the course of the events, what I learned from the situation, and how I would handle if I were the administrator.

The fifth grade has the reputation for being one of the best teams at the middle school and not just because of outstanding academic performance on state achievement tests. This was the team that got along very well and everyone commented how easy they were to work with. The team consists of five teachers. Four of the five teachers have worked on the same team for the last five years together and the other member served in a different grade level before being moved to fifth grade. Teacher One from the team has a child presently in the fifth grade. Her child had straight A's all through elementary school, but now that he is in middle school he has to work harder for his grades. He is in all the upper level classes in the fifth grade. His mom, Teacher One, really pushes him to do well. Since the beginning of the year he has struggled to maintain an A in the top math class. This distressed Teacher One. She began approaching Teacher Two, the math teacher, about giving her son extra credit so he could keep his A average. She began calling her at home when she noticed her son had lost a point or two on an assignment. Teacher Two, a quieter, slightly younger teacher, told Teacher One that her son did not need the extra points and he was doing well in her class. Teacher One would back off from asking for preferential treatment for her son for awhile. The other teammates did not directly address the issue that was going on with their team members. Instead, they tried to diffuse the situation by saying to Teacher One, "You don't want your son to end up like Student A, who had an emotional breakdown when he received a B." Teacher One did not get the message they were trying to subtly share and continued asking Teacher Two to help her son out when ever grades rolled around. Teacher Three, the team leader, never mentioned this conflict at the leadership team meetings. The team worked hard to conceal they were having any internal strife. Then grades rolled around one time too many.

Teacher One began her campaign for additional points for her son. Teacher Two continued to say she felt it was unfair to other students and would not do it. Teacher One then verbally blew up at Teacher Two saying she had been unfair in her teaching to her son. She called her at home and addressed her at school about this. Teacher Two had had enough and sadly gave up her battle. She gave Two's son two additional points that boosted him to an A, but to be consistent she gave every student two points. She did not do it willingly, but she wanted the harassment and accusations to stop. The relationship that existed between Teacher One and Teacher Two on both a professional and personal level has been severely compromised.

Since this blew up while the principal was away, I do not believe that he is aware of it and it has yet to be mentioned in a leadership meeting. Teacher Three is still unsure of how to handle this type of rift in her once admired team. Like an elephant in the room that nobody will talk about, this problem sits unattended with all involved hoping it will disappear over the two week spring break.

This situation presents so many problems that need to be addressed at the administrative level. One is the fact that a teacher feels her child deserves preferential treatment because of her position. Two, as a teammate, has been asked to compromise her grading policy to benefit one child. Three is the team leader who did not act as the leader and nip the problem in the bud when she first came aware of it. The one successful team has just been forever changed by the incident that occurred between these two teachers. These are not minor problems and they are messy problems to deal with as an administrator.

First, if I were principal I would hope that my team leader if she or he did not feel comfortable handling this would let me know immediately, or that in an ideal world, I would have a team leader who would act as a leader and directly deal with the problem. Of course, the world is not ideal and situations like this are never easy. This is assuming I have learned about what has occurred, I would ask Teacher One to meet with me. I would tell her I had recently learned of some concerning events involving her. I would ask her to share her thoughts on the situation. I would ask her how she would feel if another teacher asked her to do the same for their child. I would point out that she is overstepping the line of being a teacher and parent in the same school. This would be a difficult conversation, but I would let Teacher One know that this type of behavior is not acceptable in our school. If it were to continue, I would be forced to reconsider Teacher One's placement at my school. I would consider moving Teacher One to a new team if she and Teacher Two felt they could no longer work together.

Next I would meet with Teacher Two and discuss the situation. I would express concern that she felt she could not come to me about the situation and how saddened I am that the situation has had these negative results. I would tell Teacher Two that she should never feel forced to give grades and that she should refrain from being pressured into this type of

situation again. I would ask about her feelings toward working with Teacher One in the future.

Ideally, I would like to meet with the rest of team to discuss how to deal with ethical situations and how they should be handled. I would ask them what they could have done differently and how they think they might be able to move forward from this incident. With all the information gained from these meetings, I would take some time to reflect and determine if the composition of this team should stay the same for the following year or if rearranging teachers may be a more productive option.

I would love to think that these two teachers could move past this incident, but as the administrator I would make the decision to regroup the teams. Animosity between teachers can be felt by the students they teach and my primary duty is to making sure the students are being provided the best learning opportunity possible. I do not believe having two teachers that have had this type of incident can move back to the level of professional trust they need to work together.

Also, to address this issue beyond this grade level, I would look for appropriate professional development that would focus on team building. I would have my faculty read *The Five Dysfunctions of Teams* and develop a discussion off of that. I think it would be important that the teachers understand the importance of healthy professional relations and to guard against crossing that ethical line with their peers.

From all of this, I have learned that even in the best of schools with the best of people we can let our personal desires win out of over our professional judgment and responsibility. Maintaining appropriate ethical behavior is extremely important and when it is compromised so much more is at risk.

Sample: Task Stream Artifact

Additional information for Task Stream Artifacts found at:

https://www.youtube.com/watch?v=qCWnknITucY&list=UUmN_XqzLgok_oJk7vrdaFPA

Artifact 3- Teacher Evaluation

Artifact reflects ISSLC Standard 2: Instructional Leadership

The following is an artifact reflecting a teacher evaluation in an eighth grade social studies class. Included are my notes on the observation process, his lesson plan, and activity sheet.

Preplanning Meeting- The teacher and I met to discuss his upcoming class observation that would occur the following week. At that time, he shared briefly about the dynamics of the class that would be observed. He shared this was one of his more academically challenged classes. He planned to do some test prep activities and an activity related to longitude and latitude.

In the interim, he contacted me after he had met with the class on February 21st to alter his lesson plan. He moved his focus from the test prep activities and the longitude and latitude lesson to an interactive lesson on how the House and Senate function when passing a bill. He did share it made him a little nervous about how this class would perform because of their ability levels, but wanted to further develop the class's understanding of this process. He sent via e-mail a detailed lesson plan and activity sheet for the lesson that would take place the following day.

Observation- Prior to the teacher's classes beginning for the day I checked in with him to make sure he was still ready to be observed and if he had any additional information to share. He said everything was good to go and he would see me at 9:15. I arrived to class right before it began and found a seat in the back of the room with my professor to begin the observation. The teacher did not recognize we were in the room and went about this teaching. I scripted the lesson as he taught. He began with a quick question and answer review with the students. He provided them an activity sheet to guide the progress. The he set up the activity of creating a bill in the House and Senate. He divided the students into groups and directed them toward doing the simulation that was included on the activity sheet. The students transitioned to their groups while he, an instructional aide, and Apple Core student provided support as needed. He students worked for about 20 minutes on the activity. Many were eagerly engaged. A few students seemed a little off-task, but nothing remarkable. Once time was up he had students share what each group had come up with and compared and contrasted how they were alike and different. He discussed his observations with the group and asked them what they had learned from the process. He wrapped up the lesson and shared what would be taking place the following day in class. Class last roughly 45 minutes. Throughout this time the teacher maintained pleasant composure and

interacted positively with students. The students maintained appropriate behavior in this group activity.

Post Observation Meeting- Briefly after the lesson I spoke with the teacher about the lesson. He felt that considering the group it had gone exceptionally well. He felt that the limited time hindered him in doing the lesson to the fullest of its potential. I noted that he was very positive with students and that the classroom environment was conducive to student risk taking and learning. It is commendable that he was open to being observed with his class he considers most academically challenged. I did press about why students would be ability grouped for a class like social studies and learned that due to the structure of the schedule that is just how things were. Overall, the teacher did a nice job doing an interactive activity in short period of time.

Artifact 3- Teacher Evaluation
Artifact reflects ISSLC Standard 2: Instructional Leadership (continued)

Comprehensive Assessment

Planning Information Record

Educator Name: _____

Observation # _____

Date: _____

1. What state curriculum standard, performance indicator, or accomplishment is the objective for this lesson? In the event that students are working on individual objectives, choose 2 or 3 students and provide their objectives;

Objective 28: Government and Civics

Identify the purposes of and structures of various systems of governance (i.e., Federalism, Confederation, Republic, Democracy, Executive, Legislative, and Judicial)..

Recognize the purpose of government and how its powers are acquired, used, and justified.

Individual Students Identified:

- 14 Special Education Students / 28 students total
- xxx, xxx, xxx, xxx, xxx and xxx are all students who are struggling with class average 70 or less.

2. What specific data have you gathered about your students' current abilities in relation to this objective/these objectives, and how have you used that information in the design of this lesson?

Student Statistics:

- 14 Special Education Students / 28 students total
- Only 5 students are above average in the class
- 5 students scored below 75 on 2nd Nine Weeks Terra Nova Prep Test
- 8 students scored below proficiency on the Terra Nova last year

First Nine Weeks: 6 students scored less than 75 on the Terra Nova Prep Test

Second Nine Weeks: 6 students scored less than 75 on the Terra Nova Prep Test

Diagnostic Test (First Semester): Only 1 student (xxx) scored less than 80 on the diagnostic test. This was the second attempt at test – tested – reviewed and then retested students.

The following students scored below proficient on the Seventh grade Terra Nova test in Social Studies: xxx, xxx, xxx, xxx, xxx. In addition, this class has another 11 students who scored 205 or less on the exam during last year for a total of 16 of the 28 students who scored in the bottom 25 students of the current Eighth grade class.

This lesson will review the legislative process while providing an activity to help students understand the relationship between the Senate and House of Representatives including the difficulty of reaching a like terminology concerning the bill (proposed law).

3. What teaching strategies will you use to teach this lesson?

Review: We have covered the legislative process, How a bill becomes a law?, the legislative branch (Senate and House of Representatives).

Question/Discussion: The teacher will use question and discussion to begin the class with a review of the standard concerning purpose and structure of the legislative branch and the legislative branch's purpose within the government.

Repetition: This is a very low class, so the teacher will try to use repetition of concepts, facts, and ideas concerning the legislative branch. Plus, the topic is covered in the Terra Nova packet. We always try to relate back to the Terra Nova packet that each student has to study, review, and learn the concepts tested in the Terra Nova concerning the state standards.

Simulation/Demonstration: We will attempt to simulate the legislative process through a discussion concerning an idea for a bill: students can listen to music via headphones and players during class. The students have already discussed the pros and cons. Now, they will try to write a bill with consequences, specific requirements, etc. During the discussion, the students are encouraged to speak, one at a time. In the end, we will discuss how it's much more difficult to come to a decision in a large group (House) than in the small group (Senate). Then we will make the connection that it's very easy for a bill to die at any stage of the process.

4. How will you assess student learning? Identify specific data.

Teacher will ask questions during class to check for understanding.

Tomorrow, teacher will ask students to write in their own words the legislative process.

Teacher has already given the students an outlined homework assignment to assess understanding and to set the stage for the simulation today.

Teacher will give a multiple choice test with questions concerning this objective on the Terra Nova Prep Test.

5. How will you determine the students' retention and ongoing application of learning from this lesson?

Multiple choice questions will be on the Terra Nova Prep Test for this nine weeks and next nine weeks to assess retention of the information learned in this lesson. Failure is not an option on the Terra Nova Prep Test = students who fail the test are given time to review information, ask questions, and discuss issues before taking the test again.

Plus, asking the students to write down in their own words the legislative process will reinforce the idea of how a bill becomes a law and provide an opportunity for the teacher to determine if additional time needs to be spent on this subject.

6. Explain any special situations of which the evaluator might need to be aware?

Lots of special situations exist within this class. Many students are below grade level, have problems with retention of information, and have learning disabilities. They struggle! A few personality conflicts exist in the class and this creates a problem, at times.

Lesson Outline:

Review Legislative Branch and Process

Terra Nova Terms

Set up Simulation (Review Rule of Thumb – one person talks at a time)

Conduct Simulation

Discussion

Wrap Up!

Artifact 3- Teacher Evaluation
Artifact reflects ISSLC Standard 2: Instructional Leadership (continued)

Legislative Simulation

Name: _____ Class: _____

What is Congress? _____ and _____

A bill starts with an _____.

Most of the work on the bill takes place during the _____ process.

Does a bill have to pass both the House and Senate? Yes or No

Can Congress over-ride the President's Veto? Yes or No

Simulation

General Idea:

Students will be allowed to use music apps on phone or ipad while working during school.

When can students use the music apps on phone or ipad:

What are the consequences for listening to music not during the specified time?

1st Punishment _____

2nd Punishment _____

3rd Punishment _____

Are students required to wear head phones? _____

What types of music can students play? _____

What happens if they play inappropriate music? _____

How loud can students play the music? _____

Self Assessment: Did you participate in the discussion? Yes or No

Can a bill die at any time during the committee process? Yes or No

Did the small group and large group have the same answers? Yes or No

Forms

Several forms, requiring original signatures, must be submitted at the onset of the program by all interns. These forms include, but are not limited to:

District Support Form

Mentor Agreement Form

Program of Study Form

Dispositions Form

Intern Self-Assessment

At the conclusion of each year, interns, mentors, and facilitators are required to complete an Intern Evaluation (see page 52).

Interns seeking licensure should complete those forms and return to Dr. Angelle at the end of the program.

All forms will be sent to the interns to gain the appropriate signatures and for return to:

Dr. Pamela Angelle
Program Coordinator, Educational Administration
323 Bailey Education Complex
Knoxville, TN 37996
865-975-6146 (fax)
865-974-4139 (office)
pangelle@utk.edu

Comprehensive Examinations

All students seeking a Master of Science or Specialist in Education degree are required to complete comprehensive examinations in the spring semester of their second year in the program. These exams are a demonstration of the candidate's ability to integrate knowledge across coursework and make connections between theory and the world of practice.

This section provides an overview of the process; however, specific dates and guidelines for the examinations will be forwarded to all eligible students by the advisor for that degree program at the beginning of the semester during which examinations will be completed.

Contact

The MS and EdS Advisor:
Dr. Pamela Angelle
323 Bailey Education Complex
865-974-4139 (office)
pangelle@utk.edu

Questions regarding the MS and EdS comprehensive examinations and defense:
Margaret Ritchie
313 Bailey Education Complex
865-974-7696 (office)
mritchi3@utk.edu

Eligibility

Students are eligible for comprehensive examinations if:

- No more than 12 hours of coursework is pending;
- The student has taken and scored minimum proficiency by Tennessee standards on the national licensing exam, the School Leaders License Assessment;
- The student has submitted an admission to candidacy form with committee signatures to the Graduate School;
- The EdS student has completed a school level research project which will be presented at the comprehensive examination defense.

Procedure

In early spring of the semester during which the comprehensive examinations will be completed, an email outlining dates and detailed procedures will be sent to each eligible student by the degree advisor. Generally, the procedure is as follows:

- February: Students are electronically issued three questions from the three committee members. Students are given 30 days to respond to the questions. Parameters and instructions for answering the questions are included with the packet of questions.
- March: Students electronically return responses to the questions, according to the guidelines provided by the student's advisor.
- April: Students appear for an exam defense (see section below).

Defense

- Student advisor will inform the student of the day and time for the exam defense. Appearances may take place via video conferencing or in person, by student request. The defense may result in a 'pass,' a 'conditional pass,' which might require additional writing or editing, or a 'fail.'
- Each examination is conducted by the program faculty. In case of failure, the candidate may not be reexamined until the following semester. The result of the second examination is final.

Tennessee Instructional Leader-Beginning License

Application Process

At the conclusion of the program, VOLS Lead students apply for the Tennessee Instructional Leader-Beginning License. The steps in this process are as follow.

Prior to application, students must:

1. Successfully complete all coursework and defense of comprehensive exam.
2. Take and achieve a Tennessee minimum proficiency score on the School Leader Licensure Assessment.
3. Receive verification from Dr. McNeely, forwarded to the Program Coordinator, that the Task Stream portfolio is complete. This includes all reflections, all artifacts, an intern log of administrative tasks under all ISLLC (6) or PSEL (10), and TILS (4) standards, and a final artifact uploaded for each course.

Application steps:

1. Complete the Tennessee Instructional Leader License application, found here: http://www.tn.gov/assets/entities/education/attachments/ed2992_lic-1.pdf
2. Complete page one up to the signature. Sign the form and do not complete anything under the signature.
3. Send the form via postal mail (not fax or electronic mail) to:
Dr. Pamela Angelle, Program Coordinator
The University of Tennessee
323 Bailey Education Complex
Knoxville, TN 37996

Next steps:

1. Upon verification from Dr. McNeely and receipt of the application, Dr. Angelle will complete the program paperwork and forward to the UT Office of Licensing.
2. Upon receipt of the paperwork from the VOLS Lead Program, the Office of Licensing will complete their paperwork, attach your transcript and forward to the Tennessee Department of Education.
3. You will not receive a paper license but should check the TN DOE licensing website to access your Instructional Leader-Beginning License.

The University of Tennessee Administrative Intern Evaluation

This evaluation is completed electronically at the end of each academic year by the intern, the mentor, and the facilitator.

This evaluation form serves as one component of the assessment of the student's performance in the internship. The assessment is tied to the Tennessee Instructional Leadership Standards (TILS) and the standards for the Educational Administration Program in the Department of Educational Leadership and Policy Studies.

On the following pages, please indicate the performance/knowledge level of the intern for each of the respective standards. **Use the comments section to provide reasons which support the rankings given and to provide evidence of the intern's mastery of the standards.** You may very briefly describe the intern's activities, products, or other evidence. For any rankings of No Evidence or Minimal Evidence, provide plans or suggestions for future activities which will increase the **first year intern's** knowledge and understanding of this standard. For any rankings of No Evidence or Minimal Evidence, provide suggestions for remediation which will increase the **second year intern's** knowledge and understanding of this standard and recommendations for second year interns potential to lead a school.

RANKING SCALE USED FOR THIS EVALUATION

No evidence - The student exhibits no evidence of knowledge, understanding, or application of the indicator OR There has not been an opportunity to observe the student performing this indicator and no discussion between the facilitator or mentor and intern of the knowledge and skills required under this standard.

Minimal evidence - The student exhibits some evidence of knowledge, understanding, or application of the indicator.

Adequate evidence - The student exhibits evidence of knowledge, understanding, or application of the indicator adequate to an administrative appointment.

Superior evidence - The student exhibits evidence of knowledge, understanding, or application of the indicator beyond the level expected of most administrators.

TILS Standard A - Instructional Leadership for Continuous Improvement

Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.

No Evidence Minimal Evidence Adequate Evidence Superior Evidence

Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards

No Evidence Minimal Evidence Adequate Evidence Superior Evidence

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.

No Evidence Minimal Evidence Adequate Evidence Superior Evidence

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

No Evidence Minimal Evidence Adequate Evidence Superior Evidence

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

No Evidence Minimal Evidence Adequate Evidence Superior Evidence

Comments on the intern's mastery of TILS A:

TILS Standard B - Culture for Teaching and Learning

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

No Evidence Minimal Evidence Adequate Evidence Superior Evidence

Fosters a safe, respectful, and orderly environment for all.

No Evidence Minimal Evidence Adequate Evidence Superior Evidence

Takes measures to actively involve families in the education of their children

No Evidence Minimal Evidence Adequate Evidence Superior Evidence

Models and communicates expectations for individual and shared ownership of student, educator, and school success

- No Evidence Minimal Evidence Adequate Evidence Superior Evidence

Recognizes and celebrates improved educator and student performance related to school vision and goals

- No Evidence Minimal Evidence Adequate Evidence Superior Evidence

Establishes effective lines of communication with teachers, parents, students and stakeholders

- No Evidence Minimal Evidence Adequate Evidence Superior Evidence

Comments on the intern's mastery of TILS B:

TILS Standard C - Professional Learning and Growth

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

- No Evidence Minimal Evidence Adequate Evidence Superior Evidence

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

- No Evidence Minimal Evidence Adequate Evidence Superior Evidence

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

- No Evidence Minimal Evidence Adequate Evidence Superior Evidence

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

- No Evidence Minimal Evidence Adequate Evidence Superior Evidence

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

- No Evidence Minimal Evidence Adequate Evidence Superior Evidence

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

- No Evidence Minimal Evidence Adequate Evidence Superior Evidence

Comments on intern's mastery of TILS C

ILS Standard D - Resource Management

Strategically utilizes community resources and partners to support the school's mission, vision, and goals

- No Evidence Minimal Evidence Adequate Evidence Superior Evidence

Includes a diverse set of educators and stakeholders in school improvement decisions

- No Evidence Minimal Evidence Adequate Evidence Superior Evidence

Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy

- No Evidence Minimal Evidence Adequate Evidence Superior Evidence

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

- No Evidence Minimal Evidence Adequate Evidence Superior Evidence

Comments on intern's mastery of TILS D

If I Need Help.....

<i>Problem concerning...</i>	<i>Contact</i>
The VOLS Lead preparation program....	Dr. Pamela Angelle, Program Coordinator pangelle@utk.edu 865-974-4139 Dr. Norma Mertz, ELPS Department Head nmertz@utk.edu 965-974-6150
The school site internship....	Shirley Underwood, Lead Facilitator shirleyunderwood@mindspring.com 865-689-2555 (home) 865-898-3167 (cell)
The internship class..	Dr. Sonja McNeely nmc16@utk.edu
UT email and technology...	Office of Information Technology Help Desk Contact form: http://remedy.utk.edu/contact/ 865-974-9900
Financial aid, schedules, student services....	One Stop Onestop.utk.edu
Graduate school forms....	http://gradschool.utk.edu/gradforms.shtml
The coursework....	Dr. Mary Lynne Derrington mderrin@utk.edu 865-974-4041
Scheduling coursework....	Janie Young, Administrative Assistant jsyoung@utk.edu 865-974-6139
Voice Thread...	http://voicethread.com/support/howto/Basics/
UT Library....	https://www.youtube.com/watch?v=KfRDWFeOP10&list=UUmN_XqzLgok_oJk7vrdaFPA
Task Stream intern log....	https://www.youtube.com/watch?v=5onxXo0YxYY&list=UUmN_XqzLgok_oJk7vrdaFPA
Task Stream reflections...	https://www.youtube.com/watch?v=63dGOUrgKOY&list=UUmN_XqzLgok_oJk7vrdaFPA
Task Stream artifacts....	https://www.youtube.com/watch?v=qCWnknITucY&list=UUmN_XqzLgok_oJk7vrdaFPA
Final comprehensive exams...	Margaret Ritchie mritchi3@utk.edu 865-974-7696
Instructional Leader Licensing...	Dr. Pamela Angelle, Program Coordinator pangelle@utk.edu 865-974-4139
Graduation information, dates, tips...	http://gradschool.utk.edu/graduation.shtml