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Educational Leadership Program Emergent Design as Experienced by the Greene-King Cohort at East Tennessee State University

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Educational Leadership Program Emergent Design as Experienced by the Greene-King Cohort at

East Tennessee State University

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A dissertation

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ABSTRACT

Educational Leadership Program Emergent Design as Experienced by the Greene-King Cohort at

East Tennessee State University

by

Brian S. Cinnamon

The purpose of this qualitative case study was to examine perceptions of East Tennessee State

University (ETSU) cohort members on the experience of redesigning the leadership preparation

program requirements. Particularly, cohort participants in the *Greene-King* cohort were chosen

by an admission process to participate in a grant program as governed by the Southern Regional

Education Board (SREB) in partnership with ETSU and local school agencies in Greeneville and

Kingsport. The ETSU Department of Educational Leadership and Policy Analysis (ELPA) in the

Claudius G. Clemmer College of Education collaborated with Kingsport City and Greeneville

City school districts to redesign educational leadership programs. The SREB partnership

initiative was eventually part of a broader effort designed to improve the quality of principal

training throughout the state of Tennessee.

This research was designed to document the *Greene-King* cohort member experience of

redesigning leadership program expectations and outcomes. Moreover, the descriptive case

study was an attempt to assimilate student perceptions of the effectiveness of cohort participation

and the emergent design aspect of program expectations as they relate to leadership preparation.

This research reinforced the view that the emergent design can provide for more meaningful participation on behalf of learners. Six research questions guided this study and qualitative data derived from the focus group interview and document reviews of cohort member reflection journals were analyzed. Results indicated that *Greene-King* cohort members were provided more meaningful school-leadership development experiences due to the following: emergent design of curriculum, meaningful and relevant internship experiences, mentoring, and collaborative learning within the cohort.

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CHAPTER 1

INTRODUCTION

In 2005 school district representatives in Greeneville and Kingsport entered into a collaborative partnership with the Educational Leadership and Policy Analysis (ELPA) program at East Tennessee State University (ETSU). The purpose of this partnership was to redesign the educational leadership program, with the charge of having a role in reshaping the process for credentialing educational leaders in Tennessee (Klein, 2007). The partnership was partially funded by the Southern Regional Education Board (SREB) through a 3-year grant from the United States Department of Education.

East Tennessee State University was chosen to implement new alternatives to principal training. The redesign at ETSU was built on the following: strong university-school district partnerships, careful selection of candidates, authentic internship experiences, courses reconceived and redesigned to prepare principals for greater motivation and achievement among all groups of students, significant mentoring support for all candidates from successful principals and former principals who have been trained to serve as mentors, peer support from candidates being trained in cohorts, and a mandate to study and recommend policy changes to reform school leader preparation statewide (Klein, 2007).

Greene-King Cohort

The ETSU Department of Educational Leadership and Policy Analysis (ELPA) established partnerships with Kingsport City and Greeneville City school districts to redesign educational leadership programs at ETSU. Information sessions in both school districts were held to provide clarifying information for interested candidates. Interested candidates were

asked to apply for consideration. The application process involved writing samples, review of Graduate Record Examination (GRE) scores, and screening of the candidates with a committee including ETSU professors and school-district mentors. The screening was held at ETSU. Candidates selected to participate in the screening participated in an interview with the aforementioned committee. The resulting selection of participation was comprised of six cohort members from Kingsport and six cohort members from Greeneville. Very early in the first semester of coursework, two of the cohort members did not continue participation in the program. The resulting 10 cohort members (five from Kingsport and five from Greeneville) continued participation in the coursework.

The cohort members completed six courses together. The courses were 6 hours each semester. During the coursework the students received internship assignments with mentor principals in their respective work environments. The purpose of the internship was to provide opportunities designed to support professional growth in settings where the mentor could offer specific opportunities for growth. The topics covered in the coursework paralleled the activities experienced by the students during the mentorship assignments to observe, participate, and then lead. Eric Glover and Pamela Scott cotaught the first course, which began with a focus on building cohort member relationships and collaborative dialogue among cohort members.

During the second course the cohort participants approached Scott to suggest having Scott provide instruction in each course in order to provide consistency. Thus, Scott worked with the students of the cohort in all six courses. Scott had input on content in each course based on what had been done in the previous course and the direction the students were going. As students were progressing with coursework, students were correlating field experiences and with current coursework to support relevance. There was an effort in each course to align internship

experiences with the curriculum of the coursework. The course descriptions for each course

taken in sequence can be found in Appendix A.

Statement of Problem

This purpose of this case study is to document the perceptions, experiences, and growth

of the *Greene-King* cohort members related to their participation in the principal preparation

program at ETSU. Moreover, the case study was a documentation of the cohort members'

perceptions of the effectiveness of cohort participation and the emergent design aspect of

program expectations as they relate to leadership preparation and impact on current career.

Research Questions

To investigate the following research questions, cohort members participated in a focus group

that addressed the following research questions:

1. Did the emergent design aspect of program participation result in sustainable
   change for participants?

2. Did the leadership preparation program impact career changes for participants?

3. Were internship experiences valued and meaningful to leadership preparation?

4. Were experiences with the ETSU and mentors valued and meaningful to
   leadership preparation?

5. How did the leadership preparation build reflectiveness in leadership practice?

6. Were the leadership preparation experiences conducive to developing leadership
   capacity?

Study Significance

In 2008 the state of Tennessee redesigned administrative leadership requirements for principal preparation. Outcomes from the work in developing new alternatives to principal training at ETSU were integral to developing the redesigned requirements at the state-level. Since the onset of *No Child Left Behind* in 2001 the number of schools in need of improvement has grown exponentially. There is no question that expectations are higher for schools and school leaders. School leaders must recognize that they can no longer rely on intuition, tradition, or convenience in making decisions about the best practices and strategies to improve student academic performance.

With the heightened emphasis on school leadership and the need for greater accountability for student academic performance comes the recognition that principal leadership preparation programs have to change. Strong indictments against school leadership preparation programs have surfaced over the past decade (Cunningham & Sherman, 2008) requiring a significant shift in equipping school leaders with the knowledge, skills, and dispositions to effectively and efficiently run schools. Critics have charged that leadership preparation programs lack quality, are not effective, are disconnected from the work of schools, and offer internships that lack depth and the opportunity for leadership practice (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007).

Emergent design is what drives the overall process of learning, due to the emphasis on approaching learning by building on the existing knowledge of the learners through their expressive construction of projects of their own choosing (Cavallo, 2000). The emphasis on emergence as the guiding principle does not imply anything-goes or simply reacting to the

whims of the learners. However, to deliver a preset curriculum with previously selected

problems, explanations, and sequence of events would be not only counterproductive to the

underlying learning philosophy, but also it would be disallow the advantage of the benefits that

the emergent design affords. Within the design of this learning environment the learners work

from local knowledge and interests, bridge to other knowledge domains, and liberate their local

knowledge from its specific situated embodiment (Cavallo, 2000). Cavallo (2000) notes that

while constructivism holds that the learner constructs new knowledge based on the existing

knowledge he or she has, emergent design builds on this idea by maintaining that this process

happens particularly well when the learner is in the process of constructing something.

One of featured design elements of ETSU's principal training program was emergent

design. Emergent design is the participation and contribution of each student in the development

of the curriculum and learning outcomes (Klein, 2007). The theoretical base for the use of an

emergent curriculum is social constructivist theory (Bronfenbrenner, 2005). Briefly, one can

infer from the constructivist theory that learning occurs when students are engaged in

collaborative activity that deeply interests them, and that the teacher's role is to collaborate with

the students in their exploration so the teacher's knowledge can scaffold student understanding

(Bronfenbrenner, 2005).   According to Bronfenbrenner (2005) learning and development

emerge from the dynamic interaction of social and individual contribution. The process of

emergent design is described by Scott, Foley, and Glover (2008) as dynamic and frequently

changing. Moreover, Scott et al. (2008) note that it is necessary that stakeholders understand that

the change process requires flexibility.

This case study is an attempt to document the perceptions, experiences, and growth of the

Greene-King cohort members related to their participation in the leadership preparation program.

Research indicates that current methods nationwide of preparing principals are not fully preparing school leaders for the enormity of the work required to successfully lead schools (Schmidt-Davis, Bottoms, & O'Neill, 2009).

Delimitations

This study was confined by the following delimitations:

1. The participants surveyed were restricted to *Greene-King* cohort members.

2. This study was confined to the East Tennessee State University principal preparation program.

Limitations

1. The number of participants limits the study. Six of the nine possible cohort members participated in the focus group.

2. My experience as a member of the *Greene-King* cohort principal preparation program might produce some bias that could limit the study.

Definitions

Emergent Design: Teachers are involved in designing and constructing learning content based on their knowledge, expertise, and educational experience, while learners would be facilitated for knowledge construction and problem-solving through dialogue and discussion during which the relevant learning content can be introduced accordingly (Snyder, 2009).

Mentors: Professional practitioners who have been effective school leaders and demonstrate the necessary skills required to train interns as emerging school leaders (Southern Regional Education Board, 2007).

ISLLC Standards: A set of six professional standards for school leadership that were created by the Interstate Leaders Licensure Consortium (ISLLC) Standards.

Cohort: A group of students who enter a principal preparation program at the same time and complete all coursework and internship requirements within the same time frame (Klein, 2007).

Summary

Leader preparation programs have a responsibility to adjust to the reforms in education that require more accountability. Instructional leadership is a now the norm for educational leaders, thus the job of a principal has changed to one of working with teachers and students to create rigorous and relevant learning experiences. If principals are to turn schools around so more struggling students are taught to grade-level standards and higher, principal preparation programs must provide potential school leaders with opportunities for job-embedded learning and development.

CHAPTER 2

LITERATURE REVIEW

Introduction

Participants in the *Greene-King* cohort worked with mentors and selected internship experiences that were correlated with Interstate School Leaders Licensure Consortium Standards for School Leaders (ISSLC). Districts provided cohort members two professional release days each month to execute those duties. Participants worked with on-site mentors, creating internship activities that explored the ISLLC standards and responsibilities of administration.

Prior to participating in internship experiences, participants in the *Greene-King* cohort initially completed a self-assessment and evaluated themselves on the following likert scale: 5 represented outstanding competency; 4 represented very good competency; 3 represented satisfactory competency; 2 represented limited competency or experience; and 1 represented no competency or experience. The assessment results helped direct participant internship experiences based on strengths and limitations. The plan included a minimum of one core competency strength ISLLC Standard, a learning objective, learning resources, and an expected outcome. The participant and mentor developed a growth plan in each internship assignment. Following the completion of the 100-hour internship in each level (elementary, middle, high, central office) as well as the diversity internship hours (40), the mentor and participant reviewed the plan and assessed the student's progress and understanding of the core competency ISLLC area. Students were required to complete the 540 hours of internship requirements for graduation within 2 years.

The SREB grant afforded students release days from their working environments to execute the internship experiences as designed by the self-assessment and mentor direction. The

expectation was that students would learn how to set priorities for what they wanted to accomplish in terms of professional growth and to expose participants to job-embedded administrative duty requirement. Students were expected to identify their own priorities and be able to participate in supporting school principals in assessing the needs of the school.

The cohort members, with the help of assigned mentors, designed expected goals around the components of the ISLLC standards. High standards and clear goals for performance expectations, partnerships between universities and districts, activities focused on solving problems, clearly defined policies for all entities involved in the partnership, and assessments that are meaningful were defined as essential elements to a successful program (Southern Regional Education Board, 2007). The ISLLC Standards have established the bar for what aspiring principals should know and be able to implement following the completion of their internship experiences (Southern Regional Education Board, 2007). The Southern Regional Education Board (2007) found quality principals directly impact the quality of the schools and produce higher student performance. It could be stated that principals who are poorly prepared are unable to effectively lead schools and once certified they remain in the system for many years, possibly hindering school improvement. Aspiring school administrators, potentially responsible for the quality of learning achieved by countless numbers of students, must be tested against rigorous standards (Southern Region Education Board, 2007). If principals are to turn schools around so more struggling students are taught to grade-level standards and higher, they need to understand how to engage faculty in creating and maintaining a culture of high expectations and support for all students (Schmidt-Davis et al., 2009). Developing educational leaders with characteristics aligned to new requirements in education requires revised approaches to selection, preparation, and ongoing professional development.

Effective Leadership

Leadership has been defined by Northouse (2004) as the ability to influence groups collectively in order to accomplish a shared goal. Often leaders must find balance between leading in view of managing and leading. Northouse (2004) indicates that leadership is influencing a group in order to achieve a shared goal, while management is viewed as organizing, planning, and completing tasks. For instance, when attempting to establish the foundation of incorporating the concept of a professional learning community in a school setting, the principal would manage that development by directing that subordinates dialogue, collaborate, and listen to the vision of the leader. In contrast, a leader would facilitate dialogue, cultivate collaboration by helping groups establish norms for communication, and foster the development of a shared vision that is collectively developed.

Effective school leadership is a significant factor in facilitating, improving, and promoting the academic progress of students (Allen, 2003). An effective leader is characterized as the person who has a vision of the purpose of the organization (Allen, 2003). Moreover, effective leaders invite and encourage others to participate in determining and developing a shared vision. Effective school leaders have a vision and engage teachers, parents, students, and others to share in creating the vision (Allen, 2003). Typically, effective school leadership involves supporting teachers' instructional efforts and by guiding the use of data to evaluate the progress of the school (Allen, 2003).

An awareness of the school and teacher practices that impact student achievement is critical, but without effective leadership there is less possibility that schools and districts will address these variables effectively (Waters, Marzano, & McNulty, 2003). Waters et al. (2003) have identified 21 leadership responsibilities with statistically significant relationships to student

achievement that, when consistently implemented, can have a substantial impact on student achievement. These responsibilities include such tasks as establishing a set of standard operating procedures and routines, involving teachers in the design and implementation of important decisions and policies, and monitoring the effectiveness of school practices and their impact on student learning (Waters et al., 2003). The caliber of leadership in a school can have a dramatic effect on student achievement (Waters et al., 2003). In fact, Waters et al. (2003) found the average effect size between leadership and student achievement is .25, which suggests that quality leadership has a profound impact on student achievement.

According to Del Greco (2000) several common themes were discovered during the study of effective school administrators. The purpose of this study was to investigate professional community as understood and developed by administrative leaders. The primary research interest was to explore the meanings that principals who have been identified as strong educational leaders attribute to professional community and what actions they take on its behalf. The results suggested the following common themes: serving as a positive role model, serving as a key communicator, developing a positive school climate, serving as a facilitator, and providing staff development opportunities (Del Greco, 2000). In addition, the administrators in this study (Del Greco, 2000) indicated that school climate was a primary factor in the development of a professional community. Successful school leadership is centered upon more than the creation of a shared vision (Dyer, 2008). Moreover, successful school leadership should be centered upon building the capacity of all teachers and staff members in attaining commonly shared goals within the school setting. Thus, continuous school improvement is contingent upon effective leadership that is extended beyond the functions of a formalized position (Dyer, 2008). Effective leaders must serve equally as facilitators, coaches, mentors, role models, team builders,

consensus makers, mediators, and supporters within a context of shared leadership (Dyer, 2008).

Upon analysis of the features, underlying factors, relationships, and patterns that contribute to leadership capacity for continuous school improvement, skillful participation in the work of leadership and a way of understanding sustainable school improvement are important factors (Lambert, 2006). Lambert suggests that effective school leaders must create a network of teaming within a learning community. This teaming configuration should include all teachers, parents, and students in a multitude of configurations: leadership teams, vertical and horizontal grade teams, vision teams, and action research teams (Lambert, 2006). Further, Lambert indicates that school leaders must be prepared to hold firmly to their values while releasing formalized power in an effort to attain sustainable school improvement.

School success can be attributed to the administrator's attempt at creating a positive climate in the school (Deal & Peterson, 1999). According to Deal and Peterson, ongoing dialogue can be effective if used to create wide-spread understanding of expectations and goals, lead to increased capacity for shared leadership, and foster a united focus on the school vision. The crux of school success, according to Deal and Peterson, is the development of a philosophical belief systems that should guide an administrator who desires to use ongoing stakeholder contact and conferencing to develop a school culture that is able to meet the current accountability demands. Administrators can facilitate school culture to build a cooperative spirit and a sense of school identity (Deal & Peterson, 1999). Deal and Peterson identified critical elements of culture that reveal how positive culture can make school reforms work, explore the harmful characteristics of toxic cultures, and suggest antidotes to negativity on the part of teachers, students, principals, or parents.

The work of professional learning communities (DuFour, DuFour, Eaker, & Many, 2006) and the process of designing achievement-oriented goals are examples of the process typically employed to implement change. School leaders are attempting the paradigm shift from managing the school environment to instructional leadership, and while doing so they are battling the mindset that teachers teach on an island behind closed doors. DuFour et al. (2006) indicate that establishing a professional learning community requires collective inquiry, collaborative teaming, safe dialogue, vision development, action orientation, and a focus on learning rather than teaching. All of these efforts would go a long way in creating a sense of urgency that is necessary for essential change. The potential reculturing of the school must ensure that all stakeholders understand the value of the collaborative process (Fullan, 2001). Effective school leadership requires establishing a culture in which followers can participate in collective dialogue with the intent to improve learning and develop goals to achieve desired outcomes. When dialogue is transparent and valued the organization can begin to establish rules for continued dialogue so each stakeholder's participation is valued. If a school leader can facilitate participative dialogue, it is likely that the organization can establish shared goals. The organization should continue to have dialogue about issues that become prevalent during the process of change. An effective school leader should facilitate problem identification and solutions-based discussions in order to maintain forward progress towards collectively developed goals. Moreover, leaders must be equipped to continue that focus even if it means embracing the resistance to change.

<u>Emergent Design</u>

Learners are increasingly demanding personalized learning that allows them to build their own knowledge pathway (Snyder, 2009). When learning is personalized, learners are able to be actively engaged in their learning experience with their preferred content rather than passively receive information. Within an emergent learning environment, an appropriate instructional design for the learning materials becomes critical (Snyder, 2009). Teachers would be involved in designing and constructing learning content based on their knowledge, expertise, and educational experience, while learners would be assisted for knowledge construction and problem-solving through face-to-face discussion during which the relevant learning content can be introduced accordingly (Snyder, 2009).

Constructivist learning encourages learners to acquire necessary knowledge and skills for finding meaningful solutions to the real world problems (Loyens & Gijbels, 2008). Moreover, constructivist learning environments are designed to be learner-centered, goal-directed with personally meaningful activities. An effective learning content design should be rooted in the sound learning theories and appropriate instructional strategies. Constructivist instructional design philosophy paradigm (Loyens & Gijbels, 2008) offers instructional design philosophy that guides learners to conduct and manage their personalized learning activities and encourages collaborative learning for critical thinking and problem-solving. Within the constructivist approach knowledge is constructed through interaction with the environment in which a process of personal interpretation of the perceived world and the negotiation of meaning from multiple perspectives takes place (Loyens & Gijbels, 2008). Constructivism emphasizes that learning emerges from humans in ways that conserve adaptation and organization; learning is to apply

conceptual system upon the phenomena and to bring forth a world including those phenomena (Loyens & Gijbels, 2008).

Social constructivist theory is practiced in the schools of Reggio Emilia, Italy. In these schools projects emerge through teacher collaboration. The projects are based on teachers' thoughtful listening to students' conversations to determine their deep interests and on subsequent focused discussions with students about the identified interests (Lewin-Benham, 2006). The Reggio structure involves a carefully designed classroom that functions as an additional teacher, allowing teachers to facilitate the learning process and freeing the teacher to engage students in project and interest-based learning (Lewin-Benham, 2006). In the Reggio structure the essence of emergent curriculum is the learning that results for students due to the teacher's knowledge and skills through collaboration with students (Lewin-Benham, 2006). When the teacher scaffolds the student's ability, new learning occurs and altered learning can occur (Lewin-Benham, 2006).

Social constructivist learning environments create opportunities for students to develop meaning by dialoguing, discussing, and debating with other learners (Snyder, 2009). This social interaction creates meaning from current and prior knowledge, thus deepening understanding and extending knowledge for the students (Snyder, 2009). Learners are actively involved in constructing knowledge of a topic using communication and social interactions with peers (Snyder, 2009). Loyens and Gijbels (2008) suggest that the acquisition of knowledge is contingent on continual learning for an individual based on one's ability to find information, connect it with past and current information, and thus increase knowledge. Loyens and Gijbels state a key component of a constructivist learning environment is self-regulation. Students will

not be successful in a constructivist learning environment if they are unable to set goals, develop

a plan of action, and complete necessary steps to solve the problem (Loyens & Gijbels, 2008).

An example of constructivist theory in practice is evident in online learning. As our

world embraces new technology, the way delivery of instruction is evolving from face-to-face

instruction to online formats is especially occurring in higher learning settings. Creating effective

interactive learning environments for online courses is important to the success of students

(Snyder, 2009). Social constructivists understand that learning takes place in a community

setting where instructors and students interact to construct meaning (Snyder, 2009). Instructors

become more facilitative when aligning instruction with constructivist theory if they fully

understand the constructivist theory in practice. In the context of constructivism, instructors

focus on creating learning environments that help learners make connections between their past

and currently acquired knowledge while remembering that learners come to their course with

different objectives, skills, and comfort levels (Snyder, 2009). Adult learners are successful in

online courses when instructors use the tools available to create effective online learning

communities that promote dialogue, discussion, and reflection, all of which allow learners to

develop deeper understandings and to gain knowledge (Snyder, 2009). The collaboration that

occurs in online learning via email, threaded discussions, or chats, leads to shared knowledge

and higher critical thinking skills. The instructor's role is to facilitate learning, support learners,

monitor their learning, and to provide directions and guidelines for learners (Snyder, 2009).

Huang (2002) suggests that directly relating work experiences to real-life experiences will create

meaningful knowledge, authenticity and value in the learning process. Huang (2002) also

stresses adult learning must be learner-centered. In addition, Rikers, van Gog, and Pass (2008)

state an important goal of constructivist learning environments is to engage students in deep and meaningful learning.

Emergent curriculum is a constructive curriculum in which the teachers, students, teaching materials, and environment interact in the context of dialogue (Jones, 2012). It departs from the idea of predefined curriculum and maintains the idea that curriculum is ongoing and developing. Emergent curriculum, as a specific curriculum mode, is widely adopted in the preschool education in the United States (Jones, 2012). However, Jones proposes that emergent curriculum should not only be regarded as a specific operating model, but also an idea of curriculum development. Thus, the curriculum design should be based on real-world applications. In using emergent curriculum, the teacher cannot be a passive knowledge transmitter but rather should be an active curriculum researcher and facilitator (Jones, 2012). The teacher begins the curriculum research and innovation rooted in the authentic educational settings, so the teacher turns into a researcher (Jones, 2012). Conversely, the student is the creator and constructor in the emergent curriculum, no longer the passive recipient of knowledge. Jones contends that curriculum implementation is a dynamic process in which the students actively interact with the outside environment and their personal knowledge, life experience and direct experience to become important curriculum resources and the student moves from the border of the curriculum to the center.

Learners are more likely to view a problem from an ownership perspective when the situations represent authenticity. According to Cey (2001) authentic learning occurs when instruction is designed to facilitate, simulate, and recreate real-life complexities and occurrences. Ordinary practices and tools used by professionals of the field under study are the most authentic situations as students are helped to implement knowledge in genuine ways and become aware of

the relevancy and meaningfulness of their learning (Cey, 2001). The complexity of authentic

contexts must be maintained; any simplification of the knowledge base, which is the way

traditional instruction deals with ill-structured knowledge, facilitates memorization but denies

the development of associations between concepts and reflective metacognitive processes (Cey,

2001). Learning occurs most effectively in context, which becomes an important part of the

knowledge base (Cey, 2001). Apprenticeship models promote scaffolding and coaching of

knowledge, heuristics, and strategies, while students carry out authentic tasks (Cey, 2001). Such

settings present learners with the phenomena they are learning about and help them understand

the problems that experts in various areas encounter and the knowledge that these experts use

(Cey, 2001).

Mentoring

Mentoring has been described as a two-way learning partnership with particular

importance on the active role of the intern in the relationship with mentors as they use self-

assessment data and consequent growth plans in preparation for the principalship (Searby, 2010).

Mentoring requires an experienced professional with expertise to oversee aspiring principals as

they apply theory, leadership, and instructional learning and develop into emerging educational

leaders (Villani, 2006). The mentor should use self-assessments and growth plans to facilitate

and monitor growth through feedback, support, instruction, observations, and evaluations during

the course of their tenure together (Villani, 2006). The selection of the mentor must be carefully

considered under strict criteria. Effective mentors demonstrate positive leadership qualities,

exceptional communication and problem solving skills, and organizational development through

a clarity of vision (Tripses & Searby, 2008). In order for the student intern to experience real

and meaningful activities in preparation for the principalship, trust and clarity of goals are two

vital components for success (Tripses & Searby, 2008). For an aspiring school leader to become highly skilled the acquisition of an administrative licensure upon graduation from a university isn't enough (Tripses & Searby, 2008).

As a result of the recent reform efforts in education, many states have required mentoring as a component to the administrative licensure process through new state legislations (Searby, 2010). Partnerships between universities and school districts are becoming more common in order to streamline development and implementation of effective internship experiences. Good mentors who have been trained and proven in their fields are the key. For instance, Southern Region Educational Board (2007) suggested that internships must be managed by professional practitioners who have knowledge, time, and commitment to determine whether aspiring principals are engaged in a rich set of experiences that enable them to develop their leadership competencies. Moreover, the Southern Regional Education Board (2006) focused on the progress made by 22 universities that were considered cutting edge and worked to redesign the emphasis of their programs to include instructional leadership. The findings of the study revealed that about one third of the universities had made substantial progress in developing a strong working relationship with local school districts, while half of the universities had made some progress in redesigning principal preparation to emphasize knowledge and skills for improving schools and raising student achievement. However, only 4 of the 22 universities in the study had made substantial progress in developing programs with well-planned and supported internships. Lastly, only one university had made some progress in incorporating rigorous evaluations of participants' mastery of essential competencies (Southern Regional Education Board, 2007).

Although it is assumed that authentic and structured mentoring supports new principals in developing necessary skills to fulfill their duties, there is limited empirical evidence as to the implementation of that structure in the mentoring experience. Villani (2006) provided best practices for universities to consider as they redesign programs to encompass effective mentor and intern relationships; involving key stakeholders, selecting well prepared candidates, establishing workable time frames for interns, providing training, creating supportive policies, and conducting evaluations that support the development of effective mentor outcomes. Without specific direction from the university, the districts often fail to engage mentors to the task of preparing aspiring administrators, resulting in few opportunities to engage in meaningful field activities (Southern Regional Education Board, 2007).

Effective mentoring is the result of intentional processes designed by a collaborative effort between universities, school districts, and school site principals. Interns who are allowed to facilitate their field experiences without the direction of university or district level assigned mentors often fail to glean the required skills for the principalship (Southern Regional Education Board, 2007; Tripses & Searby, 2008). True collaborative work between the university, mentor, and intern holds the potential for rich and meaningful professional growth for all stakeholders. The SREB defined suggested policies for legislators and educators to consider as continued reform in principal preparation programs occurs. Policy topics included: clear expectations for mastery of state leadership standards, collaboration between universities and districts, adequate resource allocations, mentor selection processes and training, feedback for competency mastery, and coherent performance evaluation system for program completion as well as certification and licensure (Southern Regional Education Board, 2007).

In an effort to research students' perspectives about their experiences as they established the mentor relationship, Searby (2010) conducted a qualitative study through a 2-year period of time and collected data from participants. The participants were students enrolled in graduate classes who were required to seek and develop a mentor relationship as part of their class assignments. The data collection included reflections, self- assessments, and feedback. The findings suggested that students were responsive to seeking effective relationships with their mentors. Additionally, the study indicated that students experienced some hesitations in the process of developing relationships with mentors (Searby, 2010). Therefore, the need for university support through the mentor-intern relationship building process was evident (Searby, 2010).

Educational leadership preparation programs are beginning to shift towards simultaneously training effective mentors while allowing students to participate in well-designed and productive internship activities (Searby, 2010; Southern Regional Education Board, 2007). Hansford and Ehrich (2005) suggest that mentoring provides several positive results for the mentee including support, counseling, collaborative problem solving, and enhanced professional development and confidence. Therefore, students might experience the transformation necessary in changing from teachers to instructional leaders. Realizing the connections between theory and real-world experiences empowers the mentor and intern to maximize the internship experience (Searby, 2010; Villani, 2006).

A successful mentoring process ensures that each intern is provided a range of experiences and coaching to develop the critical competencies needed to work with faculty and the community to create a high performance learning environment (Southern Regional Education Board, 2007). Successful collaboration between the university and the district yields the

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necessary conditions for high quality internships. According to Southern Regional Education

Board (2007), these conditions include:

1.   common vision for the competencies that candidates will gain as a result of mentoring in field-based learning experiences;

2.   shared commitment and responsibility, represented by written agreements, for the allocation of resources necessary for success and the development of internship learning plans for candidates;

3.   clearly defined expectations of the roles of individuals who represent the university, the district, and its schools;

4.   procedures to collect feedback and to report results to partners and constituents; and recognized mutual benefits for each organization.

Risen and Tripses (2008) suggested that the internship phase of educational leadership

preparation programs should provide the core of the experience for graduate students, providing

students with opportunities to serve as apprentice administrators and solve real school problems.

Well-designed programs include extensive mentored internships that integrate theory and

practice and progressively developing administrative competencies through a range of practical

experiences (Risen & Tripses, 2008). Educational leadership preparation and professional

development programs are being redesigned to align with accountability systems and standards

that focus on student learning (Southern Regional Education Board, 2007). Through a

comprehensive review of the literature and research Southern Regional Education Board has

developed the following research-based critical success factors for effective principals:

CSF 1. Focusing on student achievement: Create a focused mission to improve student achievement and a vision of the elements of school, curriculum, and instructional practices that make higher achievement possible.

CSF 2. Developing a culture of high expectations: Set high expectations for all students to learn higher-level content.

CSF 3. Designing a standards-based instructional system: Recognize and encourage good instructional practices that motivate students and increase their achievement.

CSF 4. Creating a caring environment: Develop a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.

CSF 5. Implementing data-based improvement: Use data to initiate and continue improvement in school and classroom practices and in student achievement.

CSF 6. Communicating: Keep everyone informed and focused on student achievement.

CSF 7. Involving parents: Make parents partners in students' education

Principal Preparation

The school leader should be positioned to ensure that good teaching and learning spreads beyond single classrooms, and that ineffective practices aren't simply allowed to fester (Fullan, 2009). The quality of training principals receive before they assume their positions and the continuing professional development they get once they are hired has a lot to do with whether school leaders can meet the increasingly tough expectations of these jobs (Fullan, 2009). Yet, studies have shown that the training principals typically receive in university programs and from their own districts doesn't do nearly enough to prepare them for their roles as leaders of learning (Fullan & Scott, 2009). Particularly, Fullan and Scott noted the following important leadership

factors: attracting high quality people to the teaching profession (academics plus suitability for teaching); a focus on and strategies for developing quality instructional practices on an ongoing basis on the job; cultivating, selecting, and developing instructionally oriented leaders (especially principals, but also others at the district and state levels); continuing data-based attention to how well individual students, schools, and sets of schools are doing with early intervention to address any problems.

Historically, preparation programs for principals have been a collection of courses covering general management principles, school laws, and procedures with little emphasis on student learning, effective teaching, professional development, curriculum, and organizational change (Elmore, 2000). In contrast, too few programs have provided strong training components such as field-based experiences that allow prospective leaders to learn the many facets of their complex jobs in close collaboration with successfully practicing leaders. In addition, many professional development programs have been criticized as not sustainable, lacking in rigor, and not aligned with standards for effective administrative practice (Dilworth & Thomas, 2001). Thus, many recently-trained principals have lacked assistance in developing the skills they need to carry out the demands of them when hired. This stands in contrast to career paths in many management jobs or in professions such as medicine, which require apprenticeships as participants begin their study, along with ongoing professional development.

Despite the growing alignment of preparation programs with the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC) standards, requirements for administrative certification and the extent to which policies support professional preparation continue to vary from state to state (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Among preparation programs there is wide variability in entry and exit standards, program

structure and academic content, pedagogy, and program duration (Dilworth & Thomas, 2001).

Some programs require field-based internships with close supervision, some rely on coursework only, and others require a mixture of these plus an exit test or performance assessment (Dilworth & Thomas, 2001). Kaplan, Owings, and Nunnery (2005) suggest that school systems need clear functional performance standards for what principals should be able to do in order to lead schools that foster all students' academic achievement. Standards should guide the daily responsibilities of the principal and support a balanced approach to the principalship and organizational development. Further, clear performance standards should support the work and mission of principals as they create conducive learning atmospheres (Kaplan et al., 2005).

Orr and Barber's research (2005) suggested that partnership-based preparation programs had more quality attributes than preparation programs that don't provide partnerships. Moreover, the research (Orr & Barber, 2005) noted that partnership-based preparation programs yielded higher levels of graduate-reported learning, aspirations to take on leadership roles, and leadership advancement. Moreover, Orr and Barber's research indicated that few principals were asked to reflect on their practice and analyze how to improve, or that they were frequently assessed on their development of leadership competencies, or that they engaged in self-assessment. Still fewer principals said that they were in a student cohort, had practicing administrators teaching in the program, used journal writing to reflect on their experiences, or prepared a portfolio to demonstrate their learning (Orr & Barber, 2005). Darling-Hammond et al. (2007) found that principal preparation programs were distinguished by the willingness of stakeholders in the partnerships in both districts and universities to establish meaningful collaborations. As evidenced by these partnerships, collaborations between higher education institutions and school districts can prepare principals to be a part of a stronger and more

committed leadership pool (Darling-Hammond et al., 2007). In addition, collaborations between universities and districts increase the likelihood that leaders receive relevant and consistent support and professional development once they have completed their credential program (Darling-Hammond et al., 2007).

Fullan and Scott (2009) suggest that higher education should prioritize itself to teaching and learning while recognizing that context matters and the right people matter.   The suggested new agenda for higher education requires that institutions develop into learning organizations (Sullivan & Rosin, 2008). While many institutions of higher learning are attempting to cope with and survive in today's social, economic, and governmental contexts, higher education visionaries are engaged in generative learning that requires a new context of change (Fullan & Scott, 2009).

Focusing on practical reasoning continually fosters the development and use of knowledge linked to research and practice (Sullivan & Rosin, 2008). Sullivan and Rosin contend that higher education should provide formative experiences that enable students to gain orientation in the world, acquire the intellectual skills necessary for engaging in their world, and develop reflective and ethical commitments in response. Fullan and Scott argue that the university must also establish quality processes, data, and implementation and build the corresponding leadership capacity based on theory and knowledge (Fullan & Scott, 2009). In short, universities must model learning and change-centered leadership.

Fullan and Scott (2009) provide a number of perspectives and guidance for institutional changes to meet the current challenges in training instructional leaders. Some of the proposals suggest putting teaching and learning at the center of higher education's responsibility as well as to integrate students' learning experiences across the curriculum through interdisciplinary programs and problem-based learning. To initiate and sustain these proposed changes Fullan and

Scott (2009) advocate that higher education institutions act as professional learning organizations, conducting on-going reviews of their programs and procedures and using resulting data to design and implement improvements.

While nearly all states in America require principals to complete an administrative endorsement program or an equivalent degree in educational administration to be a seated principal, there is a reported gap between content curriculum and real-world experiences in principal preparation programs (Hess & Kelly, 2005). The responsibilities of a school principal are greater than at any time in the history of education due to nationwide reform efforts (Hess & Kelly, 2005). Hess and Kelly (2005) reported that 67% of principals surveyed felt that typical graduate leadership programs were not connected with current preparation needs. Moreover, the research suggested that principal preparation programs relied too heavily on theoretical approaches and failed to relate to the daily applications of the principalship. Further, a crucial component to the success of the students' development relied heavily upon the partnerships between the university and public school districts (Hess & Kelly, 2005).

As a result of the recent trend towards reform in principal preparation programs, Militello, Gajda, and Bowers (2009) found there are renewed calls to recalibrate certification programs, with the internship component becoming a more vital element to the success of emerging school leaders. Effective principal preparation programs should include a greater attention to accountability, data analysis, research based best practices, pedagogy, oversight of effective instructional programs, instructional leadership and recruitment, and termination strategies (Militello et al., 2009).

Change Theory

      Change theory and the implementation of successful and sustainable change are vital

knowledge possessed by successful school leaders (Fullan, 2001; Waters & Kingston, 2005).

Identifying the processes of change and the essential components of change is the charge of

leaders in all areas of business, education, and governments (Fullan, 2001). Sergiovanni (2006)

suggests that approaching change with sensitivity and emotional support empowers those in its

path to be more successful. Understanding how to maximize the potential for creative

breakthroughs in the midst of a rapid change enables school leaders to manage growth

successfully. It is paramount that leaders possess both an understanding of the change process

and demonstrate the appropriate leadership style while working in the ever-evolving place of

change (Fullan, 2001). The process of leading change in any organization must begin with

creating a vision for the organization (Fullan, 2001). Principals and school leaders have a

responsibility to model the behavior and attitudes they want to see from staff members.

Consequently, educational leaders must be reflective on their practice to create a positive and

supportive learning environment (Fullan, 2001). Moreover, Fullan (2001) made reference to the

importance of realizing the cultural and past learning experiences of the individuals involved in

the change process in order for the leaders to work successfully through change.   It is imperative

that leaders become equipped to move past the anxieties present through the process of initiating

and sustaining change (Sergiovanni, 2007).

      In response to the recent reforms suggesting that school leaders usher in needed changes

in school culture, instructional strategies, and organizational priorities that will support increased

student achievement, Berg (2008) noted the following strategies to help transition leaders and

teams into a new era of education. Berg defined six ways an organization could accomplish

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change: work with purpose to determine a vision; work to rid the team from the clutter that hinders the attainment of the purpose; work as a collaborative team; work using research-based instruction; work to validate the results of student academic gains; and work realizing some risk will be involved as the first five strategies are implemented. Leading in the face of frequently moving challenges requires careful consideration of possible pitfalls and successes the organization will face as a result of the change process (Fullan, 2001; Sergiovanni, 2007).

Action theory, as termed by Schlechty (2009), defines necessary steps the school leader should follow to facilitate the concept of moving from thinking about change into incorporating transformational change in schools. Schlechty explored the concept of creating design teams to evaluate the systems involved in the current school and create solutions to the problems they identify. Leading in a culture of change is the work of the principalship (Sergiovanni, 2007). Aspiring principals are in the processes of change through each dimension of their graduate journey, consequently opportunities to transfer theory to practice are readily available through strategically defined internships that ultimately should prepare them to navigate change (Schlechty, 2009).

Fullan (2001) suggests that change requires reculturing and the process of change typically experiences, an implementation dip. Therefore, leaders with knowledge of the implementation dip could prepare by being mindful about the direction of the organization. Additionally, transparent and safe dialogue is an important step for leaders attempting to influence in a collective manner (Sergiovanni, 2006). Further, Sergiovanni (2006) suggests that leaders who employ empowerment and shared purpose are more likely to realize authentic collaboration and progress.

Transformational and Distributive Leadership

Transformational approaches have proven useful for educational organizations (Geijsel,

Sleegers, Leithwood, & Jantzi, 2003) and for the success of reform efforts in schools (Yu,

Leithwood, & Jantzi, 2002). A critical aspect of leadership is helping a group to develop shared

understandings about the organization and its activities and goals that can undergird a sense of

purpose or vision (Leithwood, 2001). The most fundamental explanations for the importance of

school leaders in building high-performance organizations depends on how well these leaders

interact with the larger contexts that exist (Yu et al., 2002). Successful educational leaders

develop their districts and schools as effective organizations that support and sustain the

instructional growth of employees as well as improved student learning (Leithwood, 2001).

Transformational and distributive leadership practices have emerged from recent evidence about

the nature of learning organizations and professional learning communities and their contribution

to staff work and student learning (DuFour et al., 2006).

The concept of distributed leadership overlaps substantially with shared, collaborative,

and transformational leadership concepts (Leithwood, 2001). Distributed leadership assumes a

set of practices that are enacted by people at all levels rather than a set of personal characteristics

and attributes located in people at the top (Fletcher & Kaufer, 2003). Leithwood (2001)

distinguishes two basic forms of distributed leadership, additive and holistic. Additive forms

entail the dispersal of leadership tasks among members across an organization without

consideration of member roles in carrying out the details of the task. Holistic forms of

distributed leadership produce leadership activities that emerge from guided dynamic social

processes and lead to learning for the individuals involved as well as the organizations

(Leithwood, 2001). As compared with exclusively hierarchical forms of leadership, distributed

leadership more accurately reflects the division of labor that is experienced in the organization on a daily basis and reduces the chances of error arising from decisions based on the limited information or decisions that are made that don't reflect the views of the organization (Fletcher & Kaufer, 2003).

Distributed leadership also increases opportunities for the organization to benefit from the capacities of more of its members (Fletcher & Kaufer, 2003). Elmore (2000) characterizes this as comparative advantage, where individuals and groups in different positions within an organization contribute to leadership functions in areas of organizational activity over which they have the greatest influence. Resnick and Glennan (2002) emphasize the importance of mutual accountability between leaders and participants in different roles and levels of an organization (e.g. principals are accountable to superintendents for performance, but superintendents are also accountable to inputs and needs of principals). Through increased participation in decision making, greater commitment to organizational goals and strategies for growth may develop (DuFour et al., 2006). Distributed leadership has the potential to increase on-the-job leadership development experiences as more participants are involved in the decision making process. In considering the kind of transformational leadership that fundamentally changes school organizations, Silins Mulford, and Zarins (2003) found that factors such as setting a vision, providing support to staff, and establishing a supportive culture are strong predictors of organizational learning and that they also directly affect teacher outcomes such as teacher motivation and sense of empowerment.

Marzano et al. (2003) suggest that in order to facilitate change leaders must employ collective inquiry to meet shared goals. Shared implies that there is more than one person developing a goal or establishing a mission for an organization. When there are a group of

people working together collaboratively to develop a set of shared goals, the organization is likely to maximize outcomes. The alternative is likely true when leaders misuse power. That is, leaders who use power as a directive and desire compliance are less likely to seek a shared sense of vision for creating organization goals. Therefore, a precedent is established for the leader to require compliance from subordinates.

Creating a model of distributed leadership consists of two main tasks: 1) describing the ground rules leaders of various kinds would have to follow in order to engage in large scale improvement and 2) describing how leaders of various kinds in various roles and positions would share responsibility in a system of large scale improvement (Elmore, 2000). Elmore's model (2000) is based on the basic premise that improvement involves both learning the ground rules and sharing responsibility for implementing them over time. In summary, Elmore (2000) suggests the following principles that lay the foundation for a model of distributed leadership focused on large scale improvement:

1. The purpose of leadership is the improvement of instructional practice and performance: If the purpose of leadership is the improvement of teaching practice and performance, the skills and knowledge that matter are those that bear on the creation of settings for learning focused on clear expectations for instruction.

2. Instructional improvement requires continuous learning: Learning is both an individual and a social activity. Therefore, collective learning demands an environment that guides and directs the acquisition of new knowledge about instruction. Leaders must create environments in which individuals expect to have their personal ideas and practices subjected to the scrutiny of their colleagues and in

which groups expect to have their shared conceptions of practice subjected to the scrutiny of individuals.

3. Learning requires modeling: Leaders must lead by modeling the values and behavior that represent collective goods. Leaders should be doing, and should be seen to be doing, that which they expect or require others to do.

4. The roles and activities of leadership flow from the expertise required for learning and improvement not from the formal dictates of the institution.

5. The exercise of authority requires reciprocity of accountability and capacity: The chief administrative leaders—superintendents and principals—are accountable for using these resources and authority to guide improvement. Both types of leaders are responsible for explicitly modeling in their own behavior the learning they expect of others. Distributed leadership makes the reciprocal nature of these accountability relationships explicit.

Mindfulness and Reflectiveness

Mindfulness in action is the endeavor to observe, with special focus on the contents of inner reflection, without evaluating or judging (Germer, Seigel, & Fulton, 2005). Langer (1989) defined mindfulness as a cognitive process that employs creation of new categories, openness to new information, and awareness of more than one perspective. Mindfulness is the willingness to observe, acknowledge, reflect, and refuse to be led by the impulses of the mind into the past or the future (Germer et al., 2005). If school leaders momentarily disengage from distracting activities by taking conscious breaks, mindfulness commonly occurs (Brown, 2007).

Adult learners who have recognized learning styles, strengths, and weaknesses and reflect upon their practice ultimately continue to strengthen their expertise as leaders (Tripses & Searby,

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2008). As a powerful tool to decrease stress, enhance academic performance, and promote

emotional and social well-being, mindfulness is increasingly recognized as an essential support

for students, teachers, school administrators, and parents (Brown, 2007).   It could be said that

mindfulness enhances personal awareness and self-control, raising the value of self-respect and

personal integrity, and providing a greater connection in relationships (Germer et al., 2005).

As school leaders it is essential to practice mindfulness in order to prepare for the

unexpected change (Richards, 2010). Focused attention, which can be accessed through

mindfulness practices, allows leaders to address the right things at the right time. Leaders

become less judgmental because they take time to reflect before formulating opinions. Principals

can engage in mindful practices to alleviate stress and enhance their leadership style (Richards,

2010). When administrators take the time to reflect inwardly, they also acknowledge how they

affect everything and everyone around them.

Using reflective practices including critical thinking and critical reflections is one of the

ways of developing intuition and becoming aware of internal and external environment (Richards,

2010). Reflection donates to an action or procedure in which an experience is recollected, and

evaluated (Richards, 2010). Luqman, Farhan, Shahzad, & Shaheen (2012) note that reflective

thinking and teaching can be defined as meta-cognition. The internal thought processes and

external experiences collectively become or contribute to meta-cognition. Meta-cognition is

thinking about one's own thinking, (Luqman, Farhan, Shahzad, & Shaheen (2012) and it can be

related to reflection or reflective practice as it involves thinking explicitly on thought,

experience, or action and has profound implications in different professional developments.

<u>Summary</u>

Research suggests that school leadership programs are more effective when those programs provide effective leadership training, including training that provides sound mentoring and internship programs. This preparation can be more profound when participants are included in the process as in emergent design.

CHAPTER 3

METHODOLOGY

<u>Introduction</u>

This study employed a case study design.   According to Yin (2003) case studies are an exploration of a bounded system of a case with data collection involving multiple sources of information.   Yin also suggests that case studies are investigated due to interest, uniqueness, and commonality. There is typically a sincere interest in learning the function of pursuits with a willingness to put aside many presumptions while learning about the study.

This purpose of this case study is to document the perceptions, experiences, and growth of the *Greene-King* cohort members related to their participation in the principal preparation program at ETSU. Moreover, the case study was a documentation of the cohort members' perceptions of the effectiveness of cohort participation as well as the emergent design aspect of program expectations as it relates to leadership preparation and impact on cohort members' career path. This case study research was focused on the following questions:

1. Did the emergent design aspect of program participation result in sustainable change for participants?

2. Did the leadership preparation program impact career changes for participants?

3. Were internship experiences valued and meaningful to leadership preparation?

4. Were experiences with the ETSU and mentors valued and meaningful to leadership preparation?

5. How did the leadership preparation build reflectiveness in leadership practice?

6. Were the leadership preparation experiences conducive to developing leadership capacity?

Qualitative Research

Qualitative research design allows the researcher to explore individuals or organizations, relationships, communities, or programs and supports the deconstruction and the subsequent reconstruction of various phenomena (Baxter & Jack, 2008). This approach is valuable for research to develop theory, evaluate programs, and develop interventions because of its flexibility and rigor (Baxter & Jack, 2008). Moreover, qualitative case study is an approach to research that facilitates describing phenomenon within its context using a variety of data sources (Yin, 2003). This ensures that the issue is not explored through one lens but rather a variety of lenses that allows for multiple facets of the phenomenon to be revealed and understood. Key approaches that guide case study methodology seek to ensure that the topic of interest is well explored, and that the essence of the phenomenon is revealed (Yin, 2003).

According to Yin (2003) the distinctive need for case studies arises out of the desire to understand complex social phenomena because the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events. Moreover, Yin suggests that there are six possible sources of evidence for case studies: documents, archival records, interviews, direct observation, participant-observation, and physical artifacts. According to Hartley (2004) data collection and analysis are developed together in an iterative process that strengthens theory development and grounded in empirical evidence. Besides, a careful description of the data and the development of categories in which to place behaviors or process have proven to be important steps in the process of analyzing the data. The data may then be organized around certain topics, key themes, or central questions, and finally the data need to be examined to see how far they fit or fail to fit the expected categories.

In case study data from multiple sources are then converged in the analysis process rather than handled individually (Yin, 2003). That is, each data source is one piece of a data puzzle, with each piece contributing to the researcher's understanding of the whole phenomenon (Baxter & Jack, 2008). This convergence adds strength to the findings as the various strands of data are braided together to promote a greater understanding of the case (Baxter & Jack, 2008).

This study employs document reviews from participant reflections, coursework reviews, and documentation of focus groups as data collection methods. Interviewing cohort members in focus groups and analyzing qualitative data (document reviews and reflective information) allows for an objective study with the aforementioned results and assists in protecting this study from a perceived bias of the researcher, who was a participant in the cohort. An objective case study that shows the emergent aspects of the work in which the cohort participated and the outcome of the participation in the cohort will hopefully allow for the observation of research-based leadership preparation processes in practice with presumed outcomes for participants.

A research technique known as focus group interviewing is the primary data collection tool used to collect data for this research. Participants of the focus group include the *Greene-King* cohort participants and the mentors who facilitated the leadership development of the participants. The focus group procedure is designed to elicit attitudes, perceptions, and feelings concerning participation in the leadership cohort. The focus group interview format is used to investigate the existence, interrelationship, perceived strengths, and indicators of efficiency within the support and focus of the developmental process of determining the impact of leadership preparation and sustained change.

<center>Population</center>

The participants involved in this study consisted of graduate students who completed the

coursework and internship requirements for the Administrative Endorsement Program in the

Educational Leadership and Policy Analysis (ELPA) Department of East Tennessee State

University. The study involved students who participated in the *Greene-King* cohort who

completed all program requirements from August 2006 to August 2009. The participating

university for this study, East Tennessee State University, is located in Johnson City, Tennessee.

Students who participated in the program worked in either Kingsport City Schools or Greeneville

City Schools. Participants were both male and female.   The cohort members were invited to

participate in a focus group interview. The focus group interview was conducted with five

cohort members. An additional member provided individual data via email. Additionally,

document reviews of cohort member reflections and courses of study were reviewed as sources

of data for the study.

<center>Data Collection</center>

Prior to the beginning of this research project permission to conduct research was

obtained from the Institutional Review Board (IRB) of East Tennessee State University and

Pamela Scott, the chair of the ELPA department. All transcripts were maintained per IRB

protocol.

The cohort members contributed to the focus group interview. The focus group questions

were aligned with the research questions from this case study. The focus group interviews were

conducted in an environment conducive to dialogue. The focus group interview was audio

recorded and data were coded and no individual's name (or other identifying data) was collected.

The documents gathered for this study included cohort member reflections that were required as part of the completion of the program. Reviewing cohort member reflective journals allowed the researcher to identify themes. The review of reflective journals assists in developing qualitative inquiry, as I was able to identify and categorize reactions, assumptions, expectations, and biases about the leadership preparation program. The research garnered consent, per IRB requirements, from the cohort members prior to reviewing reflective journals.

Data Analysis

Before the data were analyzed, the researcher transcribed the focus group interviews from recorded sessions, reviewed coursework documents, and reviewed reflective journal entries. This study followed the case study design where the collected data are analyzed case-by-case through thematic analysis (Braun & Clarke, 2006). Following the case by-case analysis, the themes were used to conduct the cross-case analysis. For the thematic analysis, the researcher followed guidelines established in Braun and Clarke (2006): 1.) familiarizing yourself with your data; 2.) reading throughout each transcript to immerse in the data; 3.) reviewing themes; 4.) defining and naming themes.

The initial review of all interviews and documents occurred to categorize the data. Then, the basic research questions were examined to begin building explanations of phenomena. Finally the data were re-examined to maintain consistency (Yin, 2003).

Validation Strategies

As the area of qualitative research increases, social and behavioral scientists critique the validity of studies that use such methodology (Creswell, 2003). Thus, qualitative researchers use various validation strategies to make their studies credible and rigorous (Creswell, 2003). Credibility for this study was achieved using the validation strategies of triangulation, researcher

reflexivity, and rich description. The data were triangulated with the various forms of data that were collected in this study (i.e., focus group interviews, coursework document reviews, and reflective journal reviews).

The validity of this study was protected by the use of multiple sources of evidence: document review and focus-group interviews. The use of these multiple sources allowed for a broader investigation. The process of triangulation of the data was addressed through the use of the multiple sources of evidence that provided multiple explanations of the same phenomenon. Validity of the study was further protected by the establishment of a chain of evidence (Yin, 2003).

<div align="center">Summary</div>

This study employed a case study design to document the perceptions, experiences, and growth of the *Greene-King* cohort members related to their participation in the principal preparation program at ETSU. Moreover, the case study provided a documentation of the cohort members' perceptions of the effectiveness of cohort collaboration as well as the emergent design aspect of program expectations as it related to leadership preparation.

CHAPTER 4

RESULTS

Introduction to Research Question 1

Cohort members identified the following factors that resulted in sustainable change: consistent presence, leadership vignettes, e-portfolio, and the creation of an educational timeline.

Research Question 1

Did the emergent design aspect of program participation result in sustainable change for participants?

Consistent Presence. The group noted that having one professor (Pamela Scott) as the lead professor in each course was very helpful, as she was seen as a liaison between the cohort and mentors. Additionally, the members of the group suggested that this consistently allowed for ongoing communication and helped tailor the program to meet the needs of all cohort members. Moreover, the members noted that this consistency created trust and dialogue. Cohort member 2 made the following comment regarding this constancy: "I think one of the things for me was in the classroom as a teacher you know where students are coming from and so having that same professor in each course, she was able to know where we were and didn't have to take that time at the beginning of class each semester to build that relationship."

Leadership Vignettes. The focus group indicated that the leadership vignettes facilitated by Linda Stroud were meaningful because they were grounded in recent, real-world experiences. The leadership vignettes were real-world activities that cohort members planned to respond to. The group noted that while the responses to these vignettes were hypothetical, many of the cohort members have encountered similar instances in current leadership roles. Moreover, the focus group suggested that the portraiture assignment was very practical as it required members

to step into an administrative role by being faced with challenges. Cohort member 3 indicated the following regarding the portraiture project: "The portraiture project enabled us to support the assigned school much like a new principal; to view the school culture over the course of time, to take a snapshot of that school and see where areas of focus would be and then think about how we would implement change."

E-Portfolio. The focus group members indicated the e-portfolio was a clear example of emergent design in action. The e-portfolio is a collection of activities completed during the coursework that provides work product examples. The e-portfolio was originally supposed to be individually completed, yet the cohort suggested a collective project in which each cohort member would contribute to a collectively produced project, with the outcome being a presentation to mentors and professors. Cohort member 4 offered this comment: "What we were able to do was really make it a reflection of our program and what insights we gained versus just kind of a checklist of things we accomplished. And you think about how that approach mirrors what we ask teachers to do, which is to work collaboratively to create products."   The focus group members noted that when you compare the quality of the e-portfolio product that was collectively created to what it would have been if each individual cohort member had completed it individually, the quality of the product would not have been near the quality of the collectively created e-portfolio. Cohort member 3 had this to say about the e-portfolio: "It would also parallel a school improvement plan where you are going to be working collaboratively to take a look at your school and see the direction you're going."

Educational Timeline. The focus group participants suggested that the creation of an educational timeline was another example of emergent design. The educational timeline documented the historical implications during the 20th century leading up to significant reform in

education (e.g. Civil Rights Act, Brown vs. Board of Education - Kansas, Elementary and Secondary Education Act, No Child Left Behind, etc.). The timeline was supposed to be about identifying grassroots educational movements. Cohort member 3 recalled frustration because there was no framework to get started. The participant noted: "After we struggled with the project initially, Dr. Scott's helped us and we created a framework and therefore it became more meaningful to us." Cohort member 1 indicated the following regarding emergent design:

"First of all, the emergent design is much like school administration, you never know exactly what lies ahead. You must work from that point and put your energy into the task at hand. Another aspect was the relationship component. The design was forged around relationships that were built between the students and the professors. They truly took it upon themselves to get to know each of us individually and stretched us to think and behave like a school administrator. Finally, the courses were not prefabricated but designed around our needs. We had valuable input into the process and were allowed to gauge its effectiveness throughout the journey. Moreover, the courses were designed around meeting our needs. For example, we conducted a needs assessment at the start of one of the courses. From that information, the entire course was constructed. This philosophy mirrors the teaching-learning cycle. We did not have to cover items just because it was in a preformatted syllabus. Instead, the professors used the emergent design process to construct viable courses that centered on our specific needs.

Introduction to Research Question 2

Cohort members identified the following leadership preparation factors as impacting their careers: professors with recent field experiences, building relationships, and selection process.

<u>Research Question 2</u>

Did the leadership preparation program impact career changes for participants?

Cohort member 1 noted: "The experience of being involved in this program has shaped me as a leader because I find my leadership style is many times reflective of the experience we had as a cohort. For instance, I'm asking people to help me design things as we go, not necessarily having the agenda carved out before we start um a particular project or goal. So I would say that it has helped me model that for my teachers." The group noted that many of the classes began with questions, but the group always worked as to a group to map future progress. This was likened to being in a leadership position by cohort member 4, "you can't possibly know everything so you have to work together as a team."

<u>Professor Experience</u>. The focus group noted that being able to share experiences with professors who have had recent school-based experiences provided a sound reference for decision-making. Cohort member 3 indicated that learning from others who've experienced and practiced leadership, rather than reading a book and hearing a theoretical construct on how to approach this situation, provided more relevance. In particular, cohort member 3 stated the following regarding the training received during the coursework: "I think the fact that most of our professors were recent practitioners, key word being recent, made all the difference. I remember the very first being based on building relationships and the importance of relationships and I think that was probably a theme that was repeated and developed throughout other courses as well." Cohort member 5 noted the following: "We continually had to do a lot of reflection and that has been something that I do currently with every decision that I'm making; I'm constantly evaluating and reflecting as to how I can refine my practice."

Building Relationships. The focus group indicated that establishing long-term relationships with cohort members was an essential component of the program. Moreover, the group suggested that being able to work with another school system was conducive to cohort member learning and development. Cohort member 1 noted that common knowledge and common language helped the cohort relate similar experiences and share outcomes. Cohort member 1 stated the following: "We were beginning a literacy initiative so what was happening at my school was probably very different than what was happening at other schools, but being able to talk about that from an administrative mindset and discussing the implementation of that change process was very helpful." Moreover, the focus group discussed the value of the relationship built during program participation. For instance, cohort member 1 recalled the valuable learning and dialogue when driving to and from Greenville for classes. In particular cohort member 3 noted:

> "I wish we would have had a tape recorder because I think some of the most profound moments and learning came in those car rides home. The power in this experience was largely the group itself, the synergy that came from that group so maybe that's something to think about as higher education institutions think about refining programs; really putting a lot of time and effort into strategically designing a cohort because our process was very intentional."

Selection Process. The focus group discussed the application process for entry into the cohort. Specifically, the group recalled the application process that included a written component and an interview with a panel comprised of professor and mentors from the program. The focus group indicated that the process used to select cohort members was rigorous. Cohort member 5 noted the following regarding the selection process: "It goes back to relationships,

even though I haven't seen some people in a while I feel like we can always pick it up where we left off and I can call any one in this cohort at any time with any problem and know that there's support there and I just wonder if other cohorts have that same experience." Moreover, the focus group discussed the value of multiple experiences from two groups in differing school systems and the sharing that occurred that lead to increased understanding. Additionally, focus group members suggested that it was helpful to have many levels of education represented (elementary, middle, and high). Cohort member 1 noted the following:

"I felt empowered having input into the design and work required for the various classes. The teachers allowed flexibility in the learning styles. Thus, we brought our diverse strengths to the table. This illustrated the importance of teamwork in a school setting; moreover, it showed the vast significance of identifying each teacher and staff members' strengths and having them utilize those strengths to build capacity within the school. One example of this was our concluding product. Our e-portfolio was created as a group effort. We each had strengths to bring to the project. In the end, it resembled how an administrator must piece together all of the personalities and strengths to develop a culture within a school and pursue academic excellence. The professors embraced the plan and allowed us to use this as a source of stability and growth. Dr. Scott helped develop the relationships to a higher degree. This gave us more freedom in providing input into the emergent design process. She also knew and understood us as learners. This made the learning much more meaningful and rich. The second aspect centered on the ongoing projects. For example, we completed a portraiture assignment on a school in a neighboring county. This project ended up spanning several classes. Through the process, we had to look at the school through multiple lenses. We had to think and act like an

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administrator. It was powerful because of the real-life applications that were utilized

throughout that process. Moreover, it illustrated the time involved in the change process."

<center>Introduction to Research Question 3</center>

Cohort members identified the following factors that made the internship experiences

meaningful to leadership preparation: practicum experiences, shadowing principals, mentor and

professor communication, self-assessment, and mentor training.

<u>Research Question 3</u>

How were internship experiences valued and meaningful to leadership preparation?

<u>Practicum Experiences</u>. Cohort member 2 suggested the following in response to the

question regarding internship experiences:

"For me it was the dates that I actually spent in the building with the principal while

school was in session and just being able to be a part of the day to day happenings. I think

it was also good for me to see not just coming from elementary but for me to spend time

at the high school, time at the middle school and time at central office because we don't

know where our career path will lead so that was helpful."

Cohort member 6 noted the two days per month leave time to gain these experiences and

the value of that agreement: "Without that we would have been doing things in the summer or

after school and the fact of the matter is those are just a little more contrived so it's not as real as

being in the school when the students are there and the day to day business is occurring." Cohort

member 3 suggested that this was a unique characteristic of this cohort that made a big impact.

<u>Shadowing Principals</u>. Cohort member 4 indicated that shadowing leaders in other

systems was helpful. The focus group suggested that having opportunities to take on projects

within the school and being with the leader in the school setting for a period of time allowed for focused work.

Mentor-Professor Communication. Some focus group members noted that projects they worked on during the internship are still in place now in the school they interned with. Specifically, cohort member 3 indicated the following: "I thought that something that was important is that the mentors were connected with the professors and they were communicating because my mentor knew what I was doing in class and designed some experiences to align with that, and one of the most valuable experiences that she created for me was to actually create the data presentation for the back to school faculty meeting." Cohort member 2 suggested that that the mentors truly invested in them because of the potential return that was going to come if the leadership experiences were conducive to developing sound leaders.

Self-Assessment. The focus group discussed the value of self-assessment (see Appendix B) for selecting internship experiences. Particularly, cohort member 3 made this comment: "The self-assessment was really what drove the time that we spent together and my mentor cleared her calendar on the days that I came."

Mentor Training. The focus group discussed their specific mentors and the fact that mentors were trained using a Southern Regional Educational Board (SREB) mentoring model. Moreover, the group discussed that the mentors met periodically with professors and planned activities they desired the cohort members to participate in as well. According to cohort member 4, the program should continue to require this cohesiveness between mentors and professors because it was deemed to be a key to providing meaningful experiences, versus what someone would have without that connection.

<p style="text-align:center">Introduction to Research Question 4</p>

Cohort members identified the following factors that made the mentoring experiences meaningful for leadership preparation: out-of-system experiences and project-based alignment.

<u>Research Question 4</u>

Were experiences with mentors valued and meaningful to leadership preparation?

<u>Out-of-System Experiences</u>

The focus group members suggested that internships were valuable experiences. However, cohort member 6 suggested that a possible revision could be if experiences were arranged for some of those experiences to be out of the student's currently placed school system. Particularly, cohort member 6 noted the following: "I know we did most of ours in system because it was convenient, but if there was some way they could have set aside time out of our system to go to another system and possibly experience a unique culture that would have been helpful."

<u>Project-Based Alignment</u>

Cohort member 2 noted that it would have been helpful if the internship experiences could have taken place at a point in time close to coursework that possibly covers similar content. "For example, when you're taking the data class the internship experience deals with some type of connection to that class, or when you're taking class on school safety that's when you do the safety audits in the school so it's more aligned." The general consensus of the focus group was more connection between the intern hours and required projects (project-based alignment) would have assisted cohort member learning.

<p style="text-align:center">Introduction to Research Question 5</p>

Cohort members identified that the reflection drives school improvement.

Research Question 5

How did the leadership preparation build reflectiveness in leadership practice?

Reflection and School Improvement. Cohort member 4 noted the following in response to the question regarding reflectiveness: "As a teacher I now reflect on why administrator decisions were made, what factors were accounted in those decisions, and I'll even ask questions to the administrators just to get further insight in to what's going on." Cohort member 5 suggested that after leadership meetings it is helpful to take a couple of minutes to reflect on how the meeting went to assist in keeping a close connection on the improvement of the school. "It's real easy to reflect on how this project is playing out but it's another thing altogether to reflect on how I affected that or how can I continue to make it a more effective project." The focus group suggested that reflective practices in many instances drive continuous school improvement. Cohort member 2 indicated the following:

> "I think reflectiveness has helped me or almost trained me in the importance of constantly seeking feedback. For example, having teachers complete exit tickets before they leave the faculty meeting or anytime we offer some sort of professional development we're getting feedback so that when we're reflecting we have some data to shape that reflection and to know what to improve upon for next time."

Cohort member 1 suggested that reflectiveness is crucial to success as a school leader, and it is a requisite skill a school leader must possess or be in the process of developing. Cohort member 4 had this to say about reflectiveness: "I feel like I've helped others be reflective when they come to me with a problem I help them by having them think of possible solutions and reflect on it rather than me come up with a way to solve the problem for them." The focus group discussed an example of reflectiveness in teaching practice that is a now a requirement of the teacher

evaluation model in Tennessee. In particular, teachers are required to self-score and reflect on the evaluation prior to the postconference with the administrator, which allows teachers to reflect on the teaching and learning that is occurring in the classroom. Cohort member 6 had this to say about reflectiveness: "When you think about the rubric now and the team model for administrators one of the components is continuous improvement and I don't know how you can have continuous improvement without reflection." Cohort member 5 noted the following: "So reflection is embedded in the teacher evaluation model but what are the implications for growth through reflectiveness? I think you have to have an action plan because it isn't just the reflection that assists in improvement but it is what we do with that reflection that ensures success." Focus member 3 made the following analogy:

"Reflection is kind of like the fuel for the growth engine. I think reflection helps you build your foundation for your future decisions. By thinking of that rather than just waiting for the next situation to come up and addressing it individually you really pull all your experiences and thoughts together by doing that."

Cohort member 1 had this to say regarding reflectiveness:

"I have to be reflective every single day in my current position and my past principalship. That is a critical component for growth. There is a powerful quote that is summarized by stating that if you do not learn from the past; then, you are doomed to repeat it. That quote is so true. Reflection is a powerful tool in aiding an administrator to weigh the current reality and analyze what may lie ahead. In essence, it is a necessary part of the leadership practice. If it is ignored, then a leader cannot possess the characteristics needed to administer a school setting or have the "with-it-ness" to react accordingly. I truly believe that an administrator that fails to be reflective will be doomed for failure. I

believe it is a necessary trait that must be utilized every day in the job setting for any

substantive change or progress to be made. Otherwise, the leader will settle for

mediocrity or not be able to gauge the true reality of the school setting. This always tends

to lead to issues or impending failure. Reflectiveness allows the administrator to listen

with unbiased ears and to truly hear what is being said by the different stakeholders In

essence, it is one of the most important characteristics for a leader to possess. Reflection

helps the administrator analyze situations from multiple perspectives and allows him/her

to accurately measure the effectiveness of the decisions that have been made. As

previously noted, it is learning from one's past. If the administrator does not take the time

to reflect, then s/he will not take time to grow."

<center>Introduction to Research Question 6</center>

Cohort members identified the following factors of the leadership preparation program

that were conducive to developing leadership capacity: leadership vignettes, change theory

alignment to PLCs, reality-based internships, leadership theory studies, confidence, e-portfolio,

teacher leadership, mentoring, emergent design, professors sharing experiences,

<u>Research Question 6</u>

Were the leadership preparation experiences conducive to developing leadership

capacity?

<u>Leadership Vignettes</u>. The focus group indicated that the leadership preparation

experiences in the cohort made members more aware of school operations and awareness of

personal leadership styles. Specifically, cohort member 6 indicated the following: "I'm going to

come back to the leadership vignette activities again because I think that what that taught me is

that there are multiple answers to most of the problems that a school will encounter, whether it's

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a data problem or discipline problem, or a community problem and you have to find your own leadership style." Cohort member 4 noted that the learning associated with situational awareness was profound. "As an administrator you walk into a situation and instead of focusing exactly on the issue you broaden your awareness and try to figure out all the underlying factors that were leading up to this, and it may not be the situation that needs to be addressed, it's what led to that situation." Cohort member 6 suggested that mindfulness is part of being a reflective practitioner, so that administrators can prepare for what they might encounter.

Change Theory Alignment to PLC. The focus group discussed change theory and the alignment in current practice with professional learning communities. Cohort member 3 indicated the following:

"The PLC (professional learning communities) work that we're doing and that fact that you have to start with small guiding coalition and move the change forward from there, but you can't wait until everyone's on board with the change before you start. But, you can't just start without anyone on board either so I guess that's probably been most applicable to me, is this thinking about having a critical mass of people that have an understanding of the change to successfully move it forward. I want to go back to kind of connect this to something we were talking about earlier with the strength of the program being having recent practitioners. I do think our program was a little less in the theory and more in the practice than some traditional cohorts and I think that was a strength."

Reality-Based Internships. The focus group discussed the clear intention on the part of the instructors to begin with dialogue building activities and then quickly immerse participants in reality-based internship and curriculum experiences.

Leadership Theory Studies. Cohort member 2 noted the following: "What I'm most grateful for is the awareness that I have of leading versus managing, as a result of the study of leadership theory we conducted. That knowledge helps me become aware as I'm devoting too much time to management." Cohort member 5 stated:

"I think as I have reflected, I feel that the program helped me to gain confidence.
Going in the very first class I didn't even know if this was really something that I wanted
to do or could do, but over the course of a few years I began to see that this was
something that I felt a calling to. Through the experiences, the conversations, the work
that we did, and the internship, I began to see that it was something that I could achieve
and be successful with."

Confidence. The focus group continued to discuss the confidence that resulted from participating in the program. Specifically, cohort member 1 indicated:

"I think part of that confidence came from the ability to associate with our professors and
the mentors almost as peers. We really shared experiences rather than simply it getting
handed down to us. We were in that position where it was comfortable to ask questions
and we felt like we could ask questions that we probably wouldn't ask in a normal
situation to may be even our administrators. Leadership isn't having all the answers, it is
being the lead learner, and that was modeled for us in this program. Effective leaders
build capacity they empower their people to lead, and I was able to see that through our
coursework. I could see it in the principal that I was working with at the time that was
one of her huge strengths, and it was happening in our cohort as well."

E-Portfolio. The focus group discussed the e-portfolio assignment, which the group noted was changed to reflect the group work not individual work. Cohort member 3 suggested the

following regarding the e-portfolio: "When I think about the e-portfolio for example, the way the professors allowed us to shift to a group project, that was a perfect example of capacity building."

Teacher Leadership. Moreover, the focus group discussed the development of being a teacher and then becoming an administrator. The focus group questioned whether or not a teacher can develop into an administrator if the teacher doesn't assume leadership responsibilities as a teacher. Cohort member 2 noted the following:

"Coming from the classroom and knowing kind the mindset of a teacher, and then stepping in as an administrator and seeing the bigger picture and why we're having to make decisions that we do, one of the things that I feel is really important is to make sure the teachers you always establish the "why" because so often as administrators we just say here's how it is and if teachers don't understand that bigger picture then it can be a barrier for change."

Mentoring. The focus group discussed mentoring experiences and the impact on learning during program participation. Cohort member 3 noted the following regarding mentoring: "In terms of skill building opportunities I had the ideal situation because when I started the cohort I was in an assistant principal role so it was almost like I could practice and fumble with some of this in a very safe way so it was a very good thing for me." Focus group member 1 suggested the following:

"My mentor assisted me in focusing on helping building to find balance of instructional leadership, with all the other stuff that wants to rob that time. I think we have to start thinking about that if we're adding to, we have to begin to take off, otherwise something is going to suffer right and I think we have to maybe stop leaving it up to individual

building level leaders to figure that out. I think there have to be some structural supports

in place to help with that. It goes back to that reflective piece and that mindfulness as

well, in terms of looking at your priorities and where you're placing your time and then

also looking at your effectiveness and how those are correlating. Leadership programs

need to give administrators the tools to work with, but also provide a balance of practical

experience with leadership theory. Thankfully, everything we did was in a collaborative

setting, and for the next generation of school leaders that is one of the most impactful

things that can be accomplished."

Professor Experience. Upon discussion of the professors and their willingness to share

from their experiences, cohort member 6 noted the following:

"I'm thankful our professors were not afraid to share with us their failures.   While it's

important to have a theoretical knowledge base, having those opportunities for that

practical application is what I think helped me gain the most confidence. For instance, in

the leadership vignette activities, I was able to answer to a vignette and then compare that

with Dr. Stroud's action as a successful way to solve the vignette."

Cohort member 5 provided this additional comment regarding the professors and the feedback

provided from recent practice and experience:

"I will say in talking with other people who have gone through other programs, their

experience does not compare and that we were more prepared to do the work because of

the real-world applications we experienced. And, I also think that the success that I see in

people around me based on the experiences that we had. I'm quite sure I wouldn't be

able to do some of the things I'm able to do now, without the knowledge and experiences

provided in this program. I think what the emergent design aspect really did for us

differentiated our experience from a traditional cohort; it moved us from compliance to engagement."

Emergent Design. The cohort members discussed the features of the program that differentiated the experience from the most common leadership preparation experiences. Particularly, the focus group discussed the value of the emergent design in the program experience. Cohort member 2 noted the following personal experience:

"I was paralleling best practice in the classroom and that we structured our experiences so that we had a consistent professor. Also, we were allowed to let a project evolve, and many times focused on a backwards-design (starting with the end or outcome). The discourse brought forth a lot more learning for us than the typical experience."

Document Reviews

Reflective Journals

The reflective journals for each of cohort members were reviewed for commonality. The reviews were sorted into common themes and synthesized. The following is the synthesis of the reflection journals.

Team-Building. After a collaborative activity that was designed for team-building, cohort member 4 reflected that it was interesting to see the different thinking processes and leadership styles among group members. Moreover, cohort member 6 reflected that it was valuable for the lead professors to participate in the activity with the cohort members. Cohort member 5 reflected that the result of the activity taught the cohort member not to prejudge coworkers because many will step up to lead when not necessarily expected to do so.

Additionally, cohort member 3 noted that the discussion of the difference between dialogue. Cohort member 3 indicated that discussion and debate was helpful when taking that

knowledge back to the school setting in applying that knowledge when leading a school leadership team. Cohort member 3 noted the importance of beginning the cohort process with dialogue. Cohort member 3 was astounded by the expansive role of a building leader in relation to shaping and molding school culture.

Practicum Experiences. The cohort members reflected that the practicum experience was useful because it allowed for observation of administrator perception of teacher creativity. In regards to the principal shadowing, cohort member 4 reflected on the excitement about learning about how things are done in a different system. Additionally, cohort member 4 noted excitement about the panel discussion but anxiety about the role of the principalship. Cohort member 4 particularly valued an experience in which a central office representative asked the cohort member to assist in a study group that was focused on African-American students that are not scoring as desired on high-stakes assessments in order to determine why and how to change the outcomes for that subgroup. Moreover, cohort member 4 reflected on the value of the practicum experience and internship mentor that models the SREB pillars of observe, participate, and lead.

In regards to mentoring cohort member 3 noted that internship mentor was very helpful in selecting days of exposure devoted to developing leadership capacity in the cohort member. Cohort member 2 reflected that the principal shadowing experiencing was helpful in terms of viewing leadership in a differing school system and providing perspective because the level of school was different from the experience of the cohort member.   Cohort member 2 noted the value of discussing issues with the mentor and observing the mentor in action in the school setting. Particularly, cohort member 2 reflected that observing the mentor allowed for an example of community building simply by being present in classrooms. Cohort member 2 noted

the value of the mentor having honest relationships with the faculty and, therefore, might allow the mentor principal to develop relationships and meet frequently with teachers to impact instruction. Cohort member 2 reflected on the value of the real-world internship experiences and mentors who allow the cohort members to participate in school activities.

Cohort member 3 reflected that one of the most significant contributions of the internship experience was the ability to have leave time built into the calendar monthly to allow the candidates sufficient time to focus on internship experiences. The cohort member reflected that most candidates do not have this luxury, and that these opportunities allowed for deeper meaningful and realistic internship experiences. In addition, the cohort member reflected that the mentors worked diligently to provide experiences that would mold each cohort member and make everyone stronger leaders.

Cohort member 1 suggested that a noteworthy experience occurred during the internship in which the cohort member was allowed to take authentic data and analyze a program that was being piloted. The following reflection was indicated regarding the experience:

"The other candidate and I took a large subset of data and placed the information into a variety of data points, table, and graphs. Then, we examined longitudinal data to see if we could notice any detectable differences. The principal was kind enough to sit down with us and explain the necessity of examining the data through multiple lenses and to let the data speak for itself. Through the process, we were able to see the experimentation of an educational strategy, use data to measure its effectiveness, and to carefully weigh the usefulness of the strategy through multiple perspectives."

Portraiture Assignment. The cohort members reflected that viewing a school through a variety of criterion (ISLLC, curriculum, culture, professional development, etc.) was a profound

experience. The ability to identify strengths and weaknesses for the chose portraiture school was conducive in helping cohort members practice leadership. Specifically, the cohort members visited the schools on several occasions and identified potential areas of strength. Particularly, the cohort members identified differentiated instruction, professional development, and safety issues as a result of the assessments (interviews, observations, surveys, data reviews) conducted when visiting.

Cohort member 6 noted the following regarding the portraiture assignment:

"In the beginning this was to be an experience in which the Greeneville cohort members would choose a school to study and the Kingsport cohort members would choose a school to study. However, the cohort members suggested a joint project in which all members would study one school together. This was a clear example of emergent design. Moreover, the cohort member reflected that the portraiture assignment was helpful in putting to practice the vignettes, case studies and research as they relate to facilitating school change."

Coursework. The cohort members reflected that working together collaboratively with other cohort members on presenting different leadership styles was a good activity because everyone was treating the work professionally and equitably. Cohort member 4 reflected that it is paramount that leaders stay in touch with local and national educational issues. In regards to discussing assessment and instruction using Marzano's *Classroom Instruction that Works*, cohort member 2 reflected that it is crucial for administrators to educate teachers in using data to inform instruction. The cohort member also reflected that the discussion of grouping and inclusion were supportive to solidifying classroom practices that the cohort member employed consistently in class.   Cohort member 4 discussed the learning experienced as a result of the discussion of

effective schools research. Specifically, the cohort member suggested that learning about

educational history assisted the cohort members in developing knowledge of the research and

relating the research to current trends in research associated with safe learning environments,

instructional leadership, school culture, mission and vision communication, and frequent

monitoring of student progress. The cohort member also discussed the topic of grading that

created many conversations in the cohort. Moreover, the cohort member discussed the openness

of the debate and the value of each participant contributing to the debate in order to solidify

understanding and potentially provoke new understandings. The cohort member was grateful

that Scott continued to share articles and research that are pertinent to current issues in education

in order to provide perspective the for the cohort members. The cohort member reflected on the

process of change in the context of the learning the cohort members experienced in discussing

Fullan's work on change. Specifically, the cohort member discussed the idea that school leaders

must facilitate change and help others adjust to internal and external changes. Moreover, the

cohort member noted that school leaders that are change agents are excellent communicators and

value participation in change from teachers.

Cohort member 1 was struck by the notion that leadership is not a right but a

responsibility. Moreover, the cohort member resonated with the servant leadership as described

in the Sergiovanni text that the cohort members initially studied.   Moreover, the cohort member

noted that the quality of followership is a barometer that indicates the extent to which moral

authority is primary to the leader. The cohort member reflected on the discussion of the Senge

article on dialogic leadership. The cohort member noted particularly that the ability to lay aside

bias and approach authentic dialogue is very important skill for an administrator to possess. The

cohort member reflected on the value of relating the leadership style study on situations

occurring in the workplace. The cohort member reflected that studying literature related to leadership styles is useful in cementing background knowledge and methodologies. The cohort member noted that the annotated bibliography work on professional communities was particular useful as it related to the experience of the cohort member in the school system that was shifting from autonomous work to team planning and purposeful collaboration. The cohort member reflected that the counterpart assignment (requires outlining responsibilities of a first-year principal) was particularly helpful in the introspection of necessary changes in the cohort member's own professional practice. The cohort member reflected that the timeline project was addictive because the more that is unveiled in terms of contributed learning, the more exploration is needed to increase knowledge. The experience was likened to gambling in that you find yourself pouring over research more and more and not be able to satisfy the desire to learn more. The cohort member reflected on the Alfie Kohn presentation that the cohort members attended and noted that his comments challenged many core beliefs of the participants. The cohort member reflected that effective problem solving and decision making are integral components to school leadership. The cohort member identified the limited understanding of flow theory and mindfulness before beginning the research of those topics. However, the cohort member noted a much greater understanding and need for mindfulness in the principalship.

Cohort member 5 noted that value of the "out-of-the-box" leadership activity. Particularly, the cohort member noted that the activity helped in reflecting on intrinsic values of each participant. The cohort member reflected that the principal shadowing experience was very valuable in seeing another school's progress towards becoming a professional learning community. Moreover, the cohort member reflected that observing the principal being very involved in curriculum and instruction made the member reflect on what priorities would exist

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when the time comes for the cohort member to become a school leader. The cohort member discussed the value of revising the internship manual. Particularly, the cohort member noted the power of synergy and the opportunity to problem solve as a group. The cohort member was also thankful that the professors allowed the students to drive the revision to the manual and the internship experiences.

The cohort members reflected similarly that one of the strongest components of the program involved the leadership vignettes. These experiences were noted to provide the members exposure to different situations and problems we would encounter and gave us an opportunity to think through each circumstance and attempt to resolve the situations in a safe setting. Cohort member 2 noted that there was a tremendous focus on two important topics; the change process and leadership styles. The cohort members commonly noted the leadership vignette activities as profound activities in terms of allowing cohort members to react to real-life situations. Moreover, the cohort members suggested that the more experience the cohort members attain with situational issues in leadership, the more confident they will become and, therefore, more prepared to face the difficulties of the profession.

Personal Reflections. The cohort members reflected on administration as a lonely profession. Many cohort members suggested that training to become a school leader creates a lot of anxiety and questions about potential success given the perceived difficulty of the profession. Cohort member 6 reflected that the improved learning in regards to servant and moral leadership has improved communication with teachers. Building relationships was noted as a particular focus for cohort member 6. The cohort member suggested that the experiences of the cohort have resulted in the cohort member viewing schools in completely different contexts. Cohort member 6 also noted attending the SREB time-management training and the importance of

achieving balance between management duties and instructional leadership duties.   The cohort member noted that the Schmoker presentation was helpful in detailing the need for continuous monitoring of student progress and ongoing assessment.

Cohort member 1 reflected that the most critical role of a school leader is instructional leadership. The cohort member reflected on personal development themes related to the importance of developing relationships, the deliberateness of the change process, and the importance of instructional leadership.   The cohort member reflected on an appreciativeness of the learning experiences created by participating in the cohort and the meaningful activities designed by mentors and professors. The cohort member noted that the idea of having direct input into the learning experiences was intimidating; however, the cohort member reflected that Dr. Scott's leadership was evident as she desired for the participants to explore content and create meaning.

Cohort member 2 reflected on the direction of the accountability in education and noted Dr. Scott's urging that the movement in testing was towards a national examination. The cohort member noted the progression of experience and learning by recalling the lack of knowledge at the beginning of the cohort experience, as compared to the shift in the cohort member's ability to reflect and take on different mindsets. The cohort member noted gratefulness in the real-world activities and exposure to realistic situations that an administrator may be faced with. The cohort member suggested that relationships are at the core of job responsibilities. Moreover, the cohort member noted that school leaders can't effectively effect change until relationships are fully established.

Cohort member 3 discussed the term "thick-visions" and the value of the meaning of the term. Specifically, the cohort member noted that "thick-visions" are the working documents that

publicly state what is important, why, what the obligations are, and how to achieve the vision.

The cohort member reflected on the question that was posed to the group regarding whether or not competition had a place in education. The cohort member noted that the selection process that was used for the selection of the cohort group participants was an example of competition and went on to reflect on the notion that Scott and Glover commented on the increased level of understanding the cohort had early on in the process in comparison to other cohorts. The cohort member reflected on the potential impact an administrator can have on a school environment. Particularly, cohort member 1 reflected the following:

"The program assisted me in identifying my particular leadership style and explored ways to cultivate its continuance and impact. Furthermore, it helped me to understand the importance of relationships in the work setting and how reflection must be a critical component in every task that I encounter. The study of the change process was extremely instrumental in molding my viewpoint as an administrator. It encouraged me to consider all perspectives and to incorporate reflection into my everyday practice. Furthermore, it helped me slow down and listen more. This gave me a better perspective of the current reality of my work environment and aided me in becoming more visionary. I have continued to explore servant leadership and attempt to employ that leadership style into my current setting. I have utilized the studies and work on the change process to incorporate a professional learning community within my last school setting and to initiate a new planning process at each grade level. I also managed to incorporate new instructional strategies during my last principalship that results in academic progress and growth. I still adhere to the fact that relationship-building is a critical component in any work setting. I understand the time and effort that is needed for any substantive change. I

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continually implement reflection into every situation and understand how it is an

imperative factor in the decision-making process."

Summary

The emergent design process was noted to be a valuable experience because of the

meaning created by relying on participants to steer the learning. The cohort members all

reflected that the program had significant impacts on their careers. Most of the cohort members

are currently involved in leadership experiences at both the school and district level.

Additionally, the cohort members noted that program better prepared them to step into different

positions with more experience and a stronger knowledge base on the transformation process and

the great time and care it takes to truly accomplish change.

CHAPTER 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter contains the findings, conclusions, and recommendations for readers who may use the results as a resource when reviewing the emergent design aspect of the principal preparation program at East Tennessee State University.   This purpose of this case study is to document the perceptions, experiences, and growth of the *Greene-King* cohort members related to their participation in the principal preparation program at ETSU. Moreover, the case study attempted to document the cohort members' perceptions of the effectiveness of cohort participation as well as the emergent design aspect of program expectations as it relates to leadership preparation and impact on current career. The study was conducted using data collected through a focus group with the Greene-King cohort members as well as document reviews of reflective journals by cohort members.

<u>Summary</u>

In 2006 East Tennessee State University entered into a change process to ensure quality candidates were considered and placed in the aspiring principal preparation program. The overhaul at ETSU was part of a broader effort aimed at reshaping the process for credentialing principals statewide (Klein, 2007). Many applicants completed a rigorous screening process that included four recommendations, a writing sample, and interviews. Twelve individuals were chosen to participate in the cohort and 10 completed the program requirements and graduated with the school leadership licensure (Klein, 2007).

The results of the pilot program at ETSU indicated that the critical components of a redesigned leadership program can work in both a large urban district and small rural districts

(Schmidt-Davis et al., 2009). In the year following graduation, several candidates were serving as school administrators and most were in other leadership positions.

Mentoring

In the SREB-ETSU partnership, local school districts (Greeneville and Kingsport) worked with ETSU to provide internship opportunities for students as they completed a total of 540 hours in the elementary school, middle school, high school, central office, and community settings. Mentors played a strategic role in the development of each student and met with members of the ELPA department faculty at ETSU to discuss the progress of students through their two-year program.

As part of the focus group cohort members discussed mentoring experiences and their impact on learning during program participation. Several cohort members noted that mentors assisted in focusing internship experiences based on assessed needs as well as providing exposure to high-quality leadership experiences during practicum experiences. The cohort members were especially grateful for the collaborative work with mentors and professors in creating meaningful internship experiences.

The focus group discussed the training mentors received using a Southern Regional Educational Board (SREB) mentoring model. Moreover, the group discussed that the mentors met periodically with professors and planned activities they desired the cohort members to participate in as well. The cohort members noted that leadership programs should provide mentoring and require this cohesiveness between mentors and professors because it was deemed to be a key to providing meaningful experiences.

Internship

One outcomes of the SREB-ETSU partnership with the *Greene-King* cohort was the

eventual redesign of Tennessee's leadership expectations. The redesign included the

requirement for internship candidates to complete a variety of experiences within their district.

ETSU initially required 540 hours of internship experience but has altered that requirement to

focus on competencies rather than simply hours completed, partly due to recommendations by

participants of the *Greene-King* cohort. Because the internship was such a significant and

continuous component of the program, those internship experiences had a large role in the

emergent design of the content of the instruction during coursework. The emergent aspect of the

program was facilitated by using self-assessments to assist in identifying the developing needs of

cohort members in their internships.

The internship experience allowed for greater authenticity in the learning experiences of

the cohort participants, creating balance between theoretical constructs and work-related

realities. The internship experiences included individual internship activities selected by the

candidates and approved by their mentors and collective cohort internship activities selected by

ETSU professors. The combination of internship activities allowed candidates to experience

embedded collaborative learning while also working individually to pursue personal interests for

growth and development. During the collective internship activities (school portraiture

assignments) the cohort members served as an organizational development group for a rural

elementary school during a 4-semester practical experience. The cohort began its work with the

rural elementary school with a site visit, a data snapshot, community interviews, and a climate

assessment. After developing a comprehensive portfolio for the school, the cohort shared its

findings with school leadership and faculty. Based on assessment and feedback from the school's

leadership team and faculty, the cohort members conducted data analysis for the school, planned and provided professional development, conducted walkthroughs, and provided support in changing the culture of the school in ways that would improve student achievement and build capacity among the adults. The cohort members noted in the focus group and the reflective journals the powerful impact of this internship experience.

Initially the focus group members noted that the internship began as compliance. However, after some discussion with Dr. Scott and mentors, and as a testament to the emergent design process, changes were made to the internship experiences so that they became more like field experiences rather than required activities. The mentors created a self-assessment based on the ISLLC standards and the cohort members selected sample activities in the ISSLC areas that allowed cohort members to address areas of weakness identified on the self-assessment.

The *Greene-King* internship experiences were not only more extensive than the norm but also more relevant. Aspiring principals need longer, more intensive internships built around school improvement assignments if they are to be prepared to lead effectively upon entering a school leadership position (Schmidt-Davis et al., 2009). Members of the *Greene-King* cohort were given opportunities to use leadership skills in a developmentally appropriate manner, beginning by observing the work of school leadership, then participating in leadership activities and taking responsibility leading the work of others on specific initiatives and projects.

Recently, Scott and Smith (2011) concluded the following regarding internship experiences at ETSU:

> "The intern field experience needs to offer a correlation to the leadership program curriculum program and offers opportunities for practice in leadership skills and communication. The internship site and their mentor should obtain value added

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performance from the intern and internship activities that promotes successful qualities in

their organization. The University gains access to successful internship sites that

complement the doctoral curriculum program. Another valuable asset for the University

is knowledge of current educational issues and trends that provide them the opportunity

to better perform their role in relating leadership curriculum to real life educational

settings. Again, the trust factor promoted by communication and dialog establishes

grounds for successful collaboration in doctoral internship programs."

Emergent Design

The professors at ETSU in the Educational Leadership and Policy Analysis (ELPA)

department embraced the concept of emergent design. Emergent design implies that change is

necessary and should occur in learning environments. The participants not only studied the

change process literature, they experienced the change process via emergent design process.

Change was promoted as needs were addressed in the internship and during coursework, as

participants had opportunities to design their own learning. Additionally, with the ongoing

reforms in education and new opportunities in the learning environment for course delivery, the

cohort participants were immersed in change because of emergent design.

A study of the emergent design process was conducted to examine the emergent design

changes and initiatives introduced to respond to the changes needed at ETSU by Scott, Foley,

and Glover (2008). Four themes were identified from the analysis and coding of the data; those

themes were: (1) the importance of flexibility in designing field experiences relevant to student

needs, (2) the importance of culture building, (3) the importance of networking, and (4) the

importance of collaboration between the university and practicing educational leaders in

developing relevant field experiences (Scott et al., 2008).

<u>Conclusions</u>

New Tennessee state-level policies and legislation require comprehensive redesign and improvement of principal preparation program requirements in Tennessee. The entire job of the principal has been rethought, from selection criteria, to evaluation, to licensing. Principals now must acquire skills to provide instructional leadership that engages students and teachers in learning and increases student achievement. The work of the *Greene-King* cohort had a direct impact on the redesign of the leadership preparation program at ETSU. The most effectual outcomes of the SREB-ETSU partnership was improved internship experiences that were grounded in real-world applications of leadership in school settings along with mentoring that supported collaborative learning and direct participant growth. Additionally, the emergent design aspect of the program allowed for changes in coursework, internships, and activities that were flexible enough to respond to individual and group needs. This flexibility provided the cohort participants with an increased knowledge base and implementation strategies beyond the curricula.

Emergent design for the participants was unchartered territory. The cohort members noted the numerous benefits of the design process, including the importance of collaborative relationships, as well as the design of the classes to match the current knowledge base of the candidates and their particular learning styles. However, the design process was also at times nebulous. Often, the members were focused on outcomes and products. However, that focus gradually changed to the process of learning rather than simply the product of learning. In the end, the coursework and emergent design process was identified by the cohort participants as essential factors in developing leadership potential and future successes they are currently engaged in.

<u>Recommendations for Practice</u>

The findings and conclusions of this research have enabled me to identify the following recommendations for practice for the East Tennessee State University Educational Leadership and Policy Analysis department:

1. An ongoing and strengthened commitment by ETSU's ELPA department and surrounding school systems for investing in principal candidates should be sustained. Adhering to rigorous admission requirements, candidate selection criteria, and strong mentoring and internship programs will provide for continued experiences similar to those experienced by the *Greene-King* cohort. Because the partnership was established between ETSU and Kingsport and Greeneville schools, the members of the *Greene-King* cohort were afforded professional leave (2 days per month). These opportunities allowed the *Greene-King* cohort to engage in deeper and richer internship experiences. The cohort members noted the distinction with what the *Greene-King* cohort participated in, in relation to other leadership preparation programs without the aforementioned commitments. This distinction was noted as the reason participants noted confidence in their leadership abilities when the program was completed.

2. Another commitment that is essential is the establishment of a framework for the internship experiences whereas they necessitate engagement in an activity or experience and not just satisfaction of time. Internship experiences should be structured so that realistic opportunities are manifested that will mold future administrators and prepare them for the task of building leadership. In order to meet the internship needs of students who may be accessing graduate programs in

online formats, universities should attempt to establish partnerships with school systems and provide ongoing mentor training. Careful selection of mentors is essential to providing relevant internship experiences for students. Mentors should be formally trained with sound mentor structures prior to beginning the mentoring process with students. This should be a requirement of the university/school-system partnership. Another focus of the internship process should be on relationship-building. This dissertation noted the establishment of mentor and professor relationships as supportive in providing relevant internship experiences for cohort participants. Universities and mentors should focus on creating more opportunities to put the change process into action by designing the internship experiences where students are focused on authentic tasks that will result in needed change.

3. The necessity of reflection and relationship-building must be incorporated into principal preparation programs as it was for *Greene-King* cohort participants. The value of building culture through relationships cannot be understated. School leaders know that change is easier to implement and sustain if the appropriate culture is built to enact the change for sustainability. Reflectiveness supports the ongoing change a school leader must facilitate. School leaders that practice reflection are more adept at initiating supportive reform efforts that contribute to school improvements and providing descriptive feedback when such mandates are questionable.

4. ETSU's ELPA department has implemented changes to the program as a result of the cohort redesign. Those changes included the following: continued use of a

selection process; a partial final assessment based upon ISSLC standards and demonstrated through student presentation of e-portfolio; all cohort classes taught off campus and rotating to different schools each semester; supervised internship tailored to needs of student and district; extensive field assignments designed to place groups of students working as organizational development specialists in school settings; portraiture assignments that begin with community mapping, development of school portrait, development of improvement and change plans, presentation of recommendations to district or school leaders and faculty. These changes should be sustained at ETSU so that future school leaders have similar viable experiences to that of the *Greene-King* cohort.

5. The focus group discussed developing more coursework regarding data facilitation from a school leader's perspective. The group noted that the course that focused on data was useful and valuable, but in this new age of accountability more data-based coursework is necessary. Particularly, the focus group members suggested the following more expansion on real school data that focused on how a school leader uses formative and summative data, as well as how to use data to impact change. Coursework should be focused on the following: how to use data to affect change and to make decisions; data conferencing with teachers to support student learning; and disaggregating summative data into subgroups and focusing on developing plans for gap closures.

6. Collaborative learning in an online classroom setting can be a difficult process to balance. Some argue that collaboration can take the form of discussion among the whole class or within smaller groups online, while others may argue that

collaboration cannot be fully developed in an entirely online setting. Online

courses offer the opportunity to create an effective social learning environment,

characterized by participation and interactivity for both students and instructors.

However, the quality and quantity of collaboration can vary dramatically from

course to course. The intended outcome of online learning is to provide a setting

where group learning, collaboration, and reflection can be fostered. The key is to

provide a rich learning environment that provides opportunity for interaction and

connectedness among participants. Quality learning environments, whether

online or "face-to-face," should include opportunities for students to engage in

collaborative activities with their peers. Siemens (2005) proposes a contemporary

theory of learning called *connectivism* that recognizes the impact of technology

on society and ways of knowing. Siemens provides a premise and a framework

that are very useful for understanding collaborative learning in an online

environment. From this viewpoint, learning now relies on the connected learning

that occurs through interaction with various sources of knowledge (including

learning management systems associated with online learning) and participation

in communities of common interest and social networks. One cannot understate

the importance of instructors' skill in facilitating and establishing interaction in

online courses, particularly when collaborative learning is required. The results

of this dissertation indicated that "face-to-face" collaboration was essential for the

emergent design process to be effective and for a collaborative culture to be

developed.   Therefore, a blended learning approach is recommended for future

cohort participants. A blended learning approach combines "face-to-face"

classroom methods with online learning activities to form an integrated

instructional approach. For example, a blended course format might mean that the

content for learning is still web-based; however, there is still designated time for

group collaboration that is "face-to-face".

<div align="center">Recommendations for Future Research</div>

Results of this study indicate that the East Tennessee State University Educational

Leadership and Policy Analysis department provided an excellent forum for the recent reform for

principal preparation programs in Tennessee. Recommendations for future research include a

replication of this study with an expansion to include a larger sample size of principal

preparation programs in the state of Tennessee. The study could be expanded by researching

program completers' perceptions from universities in the state of Tennessee. Further, this study

could be replicated and expanded to include a quantitative design to investigate practicing

administrators' perceptions following the completion of the program. Another quantitative study

could explore administrative placements through an employer survey with regard to graduates of

the ETSU Administrative Endorsement Program. Moreover, a study could be created that

examined the effectiveness of district partnerships and cohort member support compared to

interns who complete the requirements without district level support.

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APPENDICES

APPENDIX A

<u>Course Descriptions</u>

<u>Interpersonal Relations – 6100 course description</u>

This course will integrate the various competencies of interpersonal relationships into the school leader's repertoire. Student's skills in collecting and managing the flow of information, motivating others, becoming sensitive to human needs and concerns, and communicating effectively in both oral and written modalities will be refined within the context of course activities. The course places a strong emphasis on understanding school culture and the role of the principal as the primary agent facilitating improved learning for students, faculty and staff. This course introduces students to the skills of dialogue, discussion, reflection, caring, lifelong learning, working collaboratively and valuing diversity.

Course Topics:

A. SENSITIVITY:

Perceiving the needs and concerns of others; dealing with others tactfully; working with others in emotionally stressful situations or in conflict; managing conflict; obtaining feedback; recognizing multi-cultural sensibilities.

B. ORAL EXPRESSION:

Making oral presentations that are clear and easy to understand; clarifying and restating questions; responding, reviewing and summarizing for groups; utilizing appropriate communicative aids; adapting for audiences.

Experiences:

a. field study for interpersonal relations

b. community mapping

c. reflections concerning the leadership development experiences

C.   WRITTEN EXPRESSION:

Expressing ideas clearly in writing; writing appropriately for different audiences

such as students, teachers, and parents; preparing brief memoranda.

Experiences:

a. response to scenarios

b. paper on change

c. class related tasks

Emerging Perspectives Influencing the School – 6200 course description

This course will critically analyze philosophical and cultural issues reflective of the local,

regional, national, and global social contexts of which the schools are a part. Student will learn

legal and regulatory applications of school leadership. Budget planning, development, and

implementation will be examined as a logical outgrowth of the environmental context

influencing schools. Assignments are posted on-line. The six modules are to be completed

before the last day of the class session. This course encourages students to use critical thinking

and reflection to be able to articulate their philosophy, ethics, and values. It continues the

Administration Endorsement Program focus upon the knowledge, skills and dispositions outlined

in our College of Education Conceptual Framework and the Interstate School Leaders License

consortium (ISSLC) Standards that each candidate is developing in the course of the program.

Candidates will gain understanding of the legal system that supports the diversity of citizens and

their rights in relation to school setting. They will examine a broad range of viewpoints, issues,

and constituency groups which influence America's schools to enhance their appreciation for, and understanding of, the diverse stakeholders served directly or indirectly by the schools.

<u>Professional Needs of Individuals and Groups – 6300 course description</u>

The course increases student knowledge of measurement and evaluation of school outcomes; student guidance and development; adult learner development and learning patterns; foundations of the field of continuing professional development.

Course Topics:

A.   MEASUREMENT AND EVALUATION:

Determining what information is needed about students, staff, and the school environment and how best that information may be gathered and analyzed to answer important school questions; examining the extent to which outcomes meet or exceed previously defined standards, goals, or priorities for individuals or groups; drawing inferences for program revisions; interpreting measurements or evaluations for others; relating programs to desired outcomes; facilitating a school wide team through a process to use data to lead change.

B.   STUDENT GUIDANCE AND DEVELOPMENT:

Providing for student guidance, counseling, and auxiliary services; utilizing community organizations; responding to family needs; enlisting the participation of appropriate people and groups to design and conduct these programs and to connect schooling with plans for adult life; planning for a comprehensive program of student activities; understanding of student growth and development; understanding of diversity issues related to student populations.

C.   ADULT DEVELOPMENT AND LEARNING:

Understanding the adult learner as he or she moves through the life cycle, the implications of working with parents, teacher and staff members as individuals or groups and diversity issues with adult groups.

D.   CONTINUING PROFESSIONAL DEVELOPMENT:

Identifying with participants the professional needs of individuals and groups; planning and organizing focused and sustained professional development to improve quality of instruction; through a team effort, developing a professional development plan tied to student achievement; coaching individuals and groups toward more effective practice; engaging professionals and others to plan and participate in a professional learning community; initiating self-directed learning and development.

E.   TECHNOLOGY:

Using technology resources to collect and analyze student performance as measured by standardized tests.

Developing Learners through Instructional Leadership – 6400 course description

The course will address skills and competencies necessary for formulating goals with individuals or groups; planning for organizational change; planning and scheduling resource allocation and utilization; planning, developing and implementing instructional programs, and assessing school curricula within a changing environment. The course encourages the students to utilize the skills of critical thinking, reflection and collaboration in meeting their goals as school leaders.

Course Topics:

A.   LEADERSHIP:

Formulating goals with individuals or groups; initiating and maintaining direction

with groups and guiding them to the accomplishments of tasks; setting priorities

for one's school in the context of community and district priorities and student

and staff needs; integrating one's own and others' ideas for task accomplishment;

initiating and planning for organizational change.

1. Field Experience:

   a. field study related to leadership by observing various leaders in

      and out of education

   b. individual field tasks requiring leadership in instruction

2. Other Experiences:

   a. heavy emphasis on theory and practice in leadership

B. ORGANIZATIONAL OVERSIGHT:

Planning and scheduling one's own and others' work so that

resources are used appropriately, and short-and long-term priorities and goals are

met; monitoring projects to meet deadlines.

1. Field Experience:

   a. class and field activities assigned

2. Other Experiences:

   a. content on planning and supervision

   b. simulations

   c. video

C. INSTRUCTIONAL PROGRAMS:

Envisioning and enabling instructional and ancillary programs for the improvement of teaching and learning; recognizing the developmental needs of students; insuring appropriate instructional methods; designing positive learning experiences; accommodating differences in cognition and achievement; mobilizing the participation of appropriate people or groups to develop these programs and to establish a positive learning environment.

1. Field Experience:

    a. field study related to curriculum-instruction assignments and research

2. Other Experiences:

    a. resource speakers on curriculum-instruction and evaluation

    b. ASCD Yearbook activities

    c. Videos

    d. NASSP simulation

D. CURRICULUM DESIGN:

Interpreting school district curricula; planning and implementing with staff a framework for instruction; initiating needs analyses and monitoring social and technological developments as they affect curriculum; responding to international content levels; adjusting content as needs and conditions change.

1. Field Experience:

    a. study of a school district curriculum to understand strengths and weaknesses

2. Other Experiences:

a. review of literature

b. use of technology in leadership lab dealing with curriculum and technology

c. video

d. NASSP simulations

E. RESOURCE ALLOCATION:

Planning and developing the budget with appropriate staff; seeking, allocating and adjusting fiscal, human, and material resources; utilizing the physical plant; monitoring resource use and reporting results.

1. Field Experience:

a. study and practice of school use of technology for fiscal and communication needs

b. working with a central office business official

2. Other Experiences:

a. readings

b. resource personnel in class

Implementation Strategies: Making it Happen – 6500 course description

This course will approach problem resolution as logical outgrowth, problem analysis, judgment formulation, plan implementation, task delegation and resource management. Students will learn to facilitate sound decision-making within the entire school community. The course of objectives are as follows: 1. To link theory with real world experiences by utilizing the previously completed school portraiture to develop meaningful resources for use in the portraiture school; 2. To utilize the case study method in solving problems faced by school

administrators; 3. To further develop students' analytical skills by independent research and writing.

Shaping the Quality and Character of the Institution – 6600 course description

The course will focus on relationships between public policy and education, recognizing policy issues, and relating policy initiatives to student success and welfare. Students will develop an understanding of the importance of planning for and implementing change; and developing school, community, and media relationships that contribute to student achievement. This course has as its focus the examination and refinement of the skills and dispositions presented in the College of Education Conceptual Framework (the 10 Dimensions) and the ISSLC Standards. Students engage in activities that involve the larger community and develop strategies for working collaboratively with all publics. These experiences are attained through readings, simulations, guest speakers, and visits to various agencies and organizations throughout the community. The culminating activity will be organizing and presentation the e-Portfolio, representing each candidate's learning acquired throughout all coursework and internship experiences.

Course Topics:

- Participate in exercises designed to demonstrate change opportunities and barriers

- Develop personal beliefs, philosophy of education and leadership.

- Construct or critique a family and community partnership plan.

- Participate on a team in a scenario designing internal and external messages regarding a serious event at school. Each team will critique the other team's messages.

- Listen to, dialogue with, and analyze a speaker or speakers about mass and interpersonal communications techniques to influence public and stakeholder attitudes.

- Poll a number of randomly accessed individuals using questions from the latest PDK-Gallup Poll regarding public attitudes toward the schools.

- Analyze current political issues related to education

Curriculum Overview

Fall	Spring	Summer
Interpersonal Relations 5100/6100	**Emerging Perspectives 5200/6200**	**Professional Needs 5300/6300**
TOPICS Overview or Principalship Ethics Change Theory Leadership Styles Information flow Communication Motivation Theory	TOPICS Philosophical Issues Cultural Issues (Diversity) Current Issues Legal Issues (NCLB) (IDEA) (ELL, immigration)	TOPICS Teacher evaluation & assessment Student guidance & development Adult learning Professional development Applying/guiding change Individual & group goals
Related SREB modules: Creating high performing learning culture. Communicating to engage stakeholders in school improvement. Coaching for school improvement.	Related SREB modules: Doing what encourages students to stay in school. Using root cause analysis to reduce student failure.	Related SREB modules: Meeting the standards: looking at teacher assignments and student work. Providing focused and sustained professional development. Coaching for school improvement. Assessing academic rigor to ensure grade level proficiency and college readiness.
Standards Highlighted TN A, F, B ISLLC 1, 2, 5 ELCC 1,2,5 Core Assignments: -principal shadowing -community mapping -Initial internship plan -ID portraiture school district	Standards Highlighted TN G, F ISLLC 4, 5 ELCC 5,6 Core Assignments: -introduce ePortfolio -develop personal philosophical and ethical platform	Standards Highlighted TN B, D ISLLC 2, 6 ELCC 2,6 Core Assignments: -school portraiture -principal shadowing

Fall	Spring	Summer

Instructional Leadership 5400/64-00	**Implementation Strategies 5500/5500**	**Shaping the Institution 5600/6600**
<u>TOPICS</u> Curriculum Assessment Instructional Programs Student Assessment Student Evaluation Data collection & analysis	<u>TOPICS</u> Problem Analysis Problem Resolution Decision Making Task Delegation Scheduling School Improvement	<u>TOPICS</u> Public Policy & education Policy issues Community relationships Media relationships Laws & regulations Budget planning Resource allocations
<u>Related SREB modules:</u> Prioritizing, mapping & monitoring the curriculum. Leading assessment and instruction. Literacy leadership. Numeracy leadership. Aligning teacher assignments and student work to rigorous standards.	<u>Related SREB modules:</u> Using data to focus improvement. Organizing resources for a learning centered school. Building and leading effective teams. Personalizing school to engage students in learning.	<u>Related SREB modules:</u> Leading school change to improve student achievement.
<u>Standards Highlighted</u> TN C, A, B ISLLC 1, 2 ELCC1,2 <u>Core Assignments:</u> -professional development (PD) plan (action research project) -school improvement plan analysis -complete SLLE	<u>Standards Highlighted</u> TN E, C, B ISLLC 2, 3 ElCC 2,3 <u>Core Assignments:</u> -PD plan implementation -principal shadowing	<u>Standards Highlighted</u> TN E, F, D ISLLC 3, 4, 5, 6 ELCC 3,4,5,6 <u>Core Assignments:</u> -PD plan assessment -ePortfolio Assessment

APPENDIX C

<u>Internship Handbook</u>

Administrative Endorsement Program
540 Hour Internship Handbook
For Students & Mentors
Version 2009

TABLE OF CONTENTS

INTRODUCTION

RATIONALE

The purpose of the ELPA mission is to provide leaders with the training, knowledge, and clinical experience that develop our students into effective school principals and central office administrators. Success of this mission is dependent on on-going collaborative relationships with schools and related agencies. The clinical experience provides an opportunities for students to practice and strengthen leadership skills learned during graduate preparation.

PURPOSE OF THE INTERNSHIP

The internship experience is designed to provide a link between theory and practice in educational leadership. It is planned not only to provide training situations for developing leadership skills, but also to provide community and school agencies with professional assistance. The internship is intended to encourage the pursuit of diverse experiences in a variety of educational settings other leadership activities. The 10 College of Education Dimensions, Tennessee Administrators Standards, Interstate School Leaders Licensure Consortium (ISLLC) Standards, and SREB 13 Critical Success Factors will be used to develop the courses and internship activities.

PURPOSE OF THE HANDBOOK

The handbook is a guide for planning and record-keeping. The participants should tailor the experience to meet the needs of both the agency and the intern.

INTERN SECTION

INTERNSHIP OPTIONS

The intern is responsible for contacting the district and/or agencies where the internship activities will occur. Final arrangements for the internship will be reviewed and approved by your advisor/committee chair and the supervising administrator at each school site or community agency.

Each student, at the beginning of the internship, must complete the Self-Assessment of Leadership Competencies. The assessment is based upon the ISLLC Standards and the Tennessee Standards for Instructional Leaders. The results

should be used as a basis for selecting the competency areas for improvement and setting professional growth objectives. They may also provide benchmarks of growth during the internship experience. The administrative state licensure is founded upon the ISLLC Standards, which are also used in planning ELPA program design and course activities.

DISTRIBUTION OF THE 540 HOURS

Each intern will spend a minimum of 100 hours in each of the following settings:
1. Elementary School
2. Middle School
3. High School
4. System Central Office
5. Community Agencies
6. The remaining 40 hours of the internship will document experiences in settings selected for contributions to the student's awareness and understanding of diversity.

NOTE: It is the intern's responsibility, with the mentor's assistance, to ensure a balance between regular and special education settings during the internship experience.

REPORTING GUIDELINES FOR INTERNSHIP HOURS

- The intern will maintain a log that outlines the hours and activities for each of the six required settings. The format of the log must be pre-approved by the mentor.

- In addition, the intern will complete the following:

  1. The intern will write a reflective essay highlighting the experiences from each level that contributed most to his/her professional and personal growth.

  2. The intern will complete a written statement discussing his/her progress toward meeting learning objectives in each of the four competency areas identified through the self-assessment.

  3. The intern will write a summative essay discussing how the experience provided more administrative and leadership responsibilities for him/her over time.

CONCEPTUAL MODEL/OUTLINE

At the completion of the internship/administrative endorsement program, the intern will present to his/her ELPA coordinator a complete ePortfolio containing documentation outlining the two years of participation in the program, framed around the ISLLC Standards. The ePortfolio will consist of the following components:

- An eLog of the internship activities (540 hours) in the six settings.
- Reflective journal maintained during the internship.
- Reflective essay on peak experiences from each of the six settings.
- Written statement of progress in the four identified competency areas.
- Self-evaluation forms.
- Supervisor evaluation forms.
- Summative essay discussing how the experience provided more administrative and leadership responsibilities over time.

The program facilitator will:

- Evaluate the materials and complete a written evaluation document.
- Meet with the student for feedback in terms of how the internship program can improve and how s/he plans to continue self-evaluation and future professional growth.

Self-Assessment of Leadership Competencies

As you think about professional growth and the internship, it is important that you engage in a critical self-assessment of your current leadership skills and abilities. The <u>Self-Assessment of Leadership Competencies</u> should be completed prior to meeting with your mentor and finalizing your "target" internship sites. The self-assessment will assist in identifying your current strengths as an educational leader, identifying opportunities for professional growth, and selecting areas to work on during the internship. The appendix contains the ISLLC standards and also outlines suggested activities that correlate with each area.

Once you have identified your current areas of strength, as well as areas needing development, you will be much closer to identifying appropriate field experiences. The experiences you select should fit into the competencies and be clearly linked to skill building around those competency areas. You should select an internship site that will supply ample opportunity to work on the identified skill areas needing development; furthermore, you will need to work with a mentor whose area of expertise matches your learning needs.

Therefore, the results of the self-assessment should be used as a basis for selecting target internship sites, selecting the appropriate mentor, setting growth objectives when the placements are finalized, and reviewing your progress during the internship.

MENTOR SECTION

THE INTERNSHIP RELATIONSHIP

The faculty of the Department of Educational Leadership and Policy Analysis is deeply grateful for the willingness of educational and community leaders to become involved as mentors. This section of the handbook specifically addresses the mentor relationship and provides guidelines to assist in preparing for this experience. Following is a brief explanation that outlines the importance:

It is recommended that the Internship Mentor become familiar with this handbook in order to understand the student's requirements and the responsibilities of the Internship Mentor. It is equally as important that the candidate become familiar with the responsibilities of the Internship Mentor.

The mentoring relationship represents the foundation of the internship. This relationship has the potential of rewarding the student with enormous professional benefits. The mentoring process can assist the intern with administrative development, satisfaction, and leadership through the creation of a quality relationship. The mentoring relationship is a complex, interpersonal process that has governed professional practice in all disciplines. Mentoring can take many forms and exist in many settings and remains one of the most effective means of professional induction and guidance. Mentors can shape an environment to be conducive to growth and the development of novice leaders. The internship should reflect the positive benefits of mentoring. Moreover, mentoring can facilitate professional growth in a highly individual and holistic manner by matching learning needs with interests and needs of community and business-based professionals. These professionals will act in a mentoring capacity as the student functions in the intern role.

Because of the importance of the mentoring relationship, the selection of an Internship Mentor is critical to the student's success during the internship. Through this relationship, the student should experience the rewards of increased self-confidence, acquisition and refinement of appropriate leadership skills, and a clearer understanding of organizational leadership.

GUIDELINES FOR INTERNSHIP PLANNING AND COMPLETION

Inherent in the Department's mission is the need for clinical experiences and the development of collaborative relationships with schools, businesses, and community agencies. The mentoring program demonstrates one way in which the Department of Educational Leadership and Policy Analysis at East Tennessee State University is working cooperatively with public school districts and private organizations to use proven leaders as mentors in the preparation of educational and community leaders of tomorrow. Inherent in a successful intern/mentor relationship is an understanding of the definitions of internship, coaching, and mentoring.

Internship is a structured set of learning experiences designed to help principal candidates gain proficiency in real-world settings during the completion of course work and the beginning of a full time administrative position (Southern Educational Regional Board, 2006)

Coaching is the support for technical skills-based learning and growth which is provided by another person who uses observation, data collection, and descriptive, nonjudgmental reporting on specific requested behaviors and techniques. Coaches must use open-ended questions to help the intern see his/her own patterns of behavior and prompt reflection, goal setting, planning, and action that increase desired results. Although not always the case, coaching is focused on learning job-related skills and is provided by a professional colleague.

Mentoring is the all inclusive description of everything done to support the protégé's orientation and professional development. Coaching is one of the strategies which mentors must learn and effectively use to increase their protégés' skills and success. In other words, both mentoring and coaching are needed to maximize learning and development.

Essentially then, coaching is technical support focused on developing the techniques that effective employees must know and be able to do, while mentoring is the larger context and developmentally appropriate process for learning of understandings needed for success (Sweeney, 2001).

Characteristics of an Effective Mentor

❖ Effective school leader
❖ Highly regarded, with a reputation for exemplary character
❖ Secure in leadership style and open-minded
❖ Well respected in the community
❖ Culturally competent
❖ Demonstrates a clear vision

The Functions of an Internship Mentor

❖ Provides a support system

- ❖ Supports opportunities for interns to observe, participate in, and lead school improvement efforts
- ❖ Allows intern to take risks in safe environment
- ❖ Promotes reflection
- ❖ Asks the right questions, rather than provides the right answers
- ❖ Listens well and serves as a sounding board
- ❖ Encourages open communications
- ❖ Offers encouragement
- ❖ Builds confidence
- ❖ Clarifies roles
- ❖ Maintains sound perspective
- ❖ Dedicates appropriate time to intern
- ❖ Gives feedback without being judgmental
- ❖ Is able to describe rationale behind thought processes and decisions
- ❖ Generous in sharing ideas and resources
- ❖ Provides introductions and networking opportunities for intern

The Purpose of Mentoring

- ❖ To prepare confident, caring and capable leaders.
- ❖ To improve the quality of leadership in schools and organizations.
- ❖ To provide on-the-job professional development opportunities for future leaders.
- ❖ To strengthen the relationship and balance between theory and practice in the field of leadership studies.
- ❖ To recognize and gain from the knowledge of experienced leaders.

The Value of Mentoring

- ❖ Recognition of mentors for their achievements, abilities and contributions.
- ❖ Assists the mentors in staying up to date in their field of expertise.
- ❖ Gives the mentors and university faculty members the opportunity to associate as colleagues.
- ❖ Allows the mentors to take pride in the achievement and career advancement of their interns.
- ❖ Expands the mentors' professional networks.

EXPECTATIONS FOR A SUCCESSFUL INTERNSHIP EXPERIENCE

The purpose of an internship program is to provide a period of transition between theory and practice while under the supervision of a "master" administrator. This is an extraordinary opportunity for the intern to gain insights into the world of administration and to develop a broad repertoire of skills while working with a skilled professional. Each internship setting involves three stages of mentoring: ORIENTATION, PROFESSIONAL GROWTH PLAN, and COMPLETION/DOCUMENTATION.

ORIENTATION

The intern and mentor contribute individual expectations when establishing the framework for the internship experience. It is important to discuss these expectations and to develop a well-designed plan or structure for the internship. This initial stage is characterized by the mentor's *introduction* of the intern within the organization and by providing a *global orientation* to the overall program and its components/responsibilities. It is hoped that the requisite levels of trust and respect will begin to develop during this period.

PROFESSIONAL GROWTH PLAN

The goals established for the internship are pursued in the development stage. This is where the real learning and teaching between the intern and mentor occur. Together, the mentor and intern will identify specific objectives and activities which will serve as a guide for the internship experience. This *Professional Growth Plan* should 'flow' from the intern's *Self-Assessment Instrument* and the *Priority Listing of Core Competencies,* along with input from both the mentor and intern. Any additional expectations delineated by the intern's school system should also be addressed in this plan. The "SREB Critical Success Factors for Principals" and the "Tennessee Licensure Standards" (see appendix) should serve as highly regarded reference sources. A copy of the appropriate forms is provided in the appendix. The mentor is allowed considerable flexibility in matching internship activities to the needs, desires, background, and aspirations of the intern. The intern observes the mentor, attends professional meetings, and is delegated more responsibility and more complex tasks during this phase of the relationship.

The importance of these articulated goals cannot be overstated as they direct the 'core curriculum' and activities for the entire internship program. They also provide the framework for the teaching and learning experiences between the mentor and intern and must reflect the unique needs, background, and aspirations of the intern.

DOCUMENTATION OF EFFORT

The mentor will verify the completion of all planned tasks, activities, and clock hours by completing the <u>Mentor Evaluation of Intern</u> form. It is the student's responsibility to provide all necessary documentation to the mentor. This evaluation should be provided to the ELPA faculty representative serving as the Internship Supervisor.

PREPARING FOR THE INTERN

The typical student intern is concerned about doing well and hopeful that the mentor will consider him/her as a valuable resource. The student desires to gain valuable experiences

from the mentoring relationship to assist in becoming a more effective leader. The intern should be treated as a welcome addition to the professional staff. The responsibilities assigned should reflect the mentor's desire to see that the intern is actively involved in worthwhile tasks that will facilitate the learning experience.

The better the student feels about his/her place of importance in the organization, the sooner the mentor will have a capable leader helping with the responsibilities of leading a successful organization. Therefore, preparing for the student is important. The following Mentor's Checklist outlines some important considerations in making the first few weeks of the internship positive for both participants. Please discuss these items with the student to ensure that the expectations for the internship match those of the student.

Conflicts in the mentor/student relationship should be used as educational experiences in conflict resolution for the student. Every effort should be attempted to resolve differences. **If differences cannot be resolved informally by the mentor and intern, the Internship Supervisor should be called upon to assist with the resolution of the conflict.**

EFFECTIVE FEEDBACK

Feedback is a way of helping another person to reflect on his/her behavior. When used properly, it can be a helpful "guidance-control" mechanism for an individual to use to alter behavior.

Begin the feedback process by recognizing an ineffective behavior. Remember to focus on the behavior and not the person. Describe the behavior and then discuss how or why it was not effective. Ask the student how the behavior could be changed for better results. Respond to the student's suggested behavior changes.   Check the student's perceptions of his/her performance and contrast effective and less effective behaviors. Be sure the following questions are addressed:

- Is the intern clear about areas of strengths and areas that need improvement?
- Was the feedback clearly understood?
- How does the student feel about his/her performance?
- What did the intern do well?
- What should s/he do differently?

Successful feedback sessions will include a review and summarization of the following components:

- An analysis of the student's attributes and successes.
- Suggestions for improvement.
- Strategies for implementing new behaviors.
- Establish the date, time, and focus of the next contact with the student.

Competencies to Develop During the Internship:

The ISLLC Standards

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

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

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

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

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

5. Acting with integrity, fairness, and in an ethical manner.

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

The Tennessee Standards for Instructional Leaders

Standard A: Continuous Improvement: Implements a systematic, coherent approach to bring about continuous growth in student achievement.

Standard B: Culture for Teaching and Learning: Creates a school culture and climate based on high expectations that are conducive to the success for all students.

Standard C: Instructional Leadership and Assessment: Facilitates instructional practices that are based on assessment data and continually improve student learning.

Standard D: Professional Growth: Impacts student learning and achievement by developing and sustaining high quality professional development and learning for an effective instructional team.

Standard E: Management of the Learning Organization: Facilitates learning and teaching through the effective management of building, fiscal, and technological resources.

Standard F: Ethics: Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy and/or political action when appropriate.

Standard G: Diversity: Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the community while addressing diverse student needs to ensure the success of all students.

Note: The purpose of this instrument is to assist you in identifying your current strengths and weaknesses as an educational leader. The instrument is based upon the Interstate School Leaders Licensure Consortium: Standards for School Leaders, the ISLLC Standards, upon which the ELPA program and administrative endorsement in the state of Tennessee are founded and the Tennessee Standards for Instructional Leaders.

SELF-ASSESSMENT

INSTRUCTIONS

Circle the number below that best reflects your perception of your current level of competency with each item. Average your rating scores at the end of each of the six sections. Transfer your score for each competency to the summary sheet that follows the assessment.

- A score of 5 represents outstanding competency.
- A score of 4 represents very good competency.

- A score of 3 represents satisfactory competency.
- A score of 2 represents limited competency or experience.
- A score of 1 represents no competency or experience.

ISLLCStandard 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.**
TN Standard A: **Continuous improvement: Implements a systematic, coherent approach to bring about continuous growth in student achievement.**
TN Standard B: **Culture for Teaching and Learning: Creates a school culture and climate based on high expectations that are conducive to the success for all students.**

Assess your knowledge and understanding of:

Learning goals in a pluralistic society	1	2	3	4	5
The principles of developing and implementing strategic plans	1	2	3	4	5
Systems theory	1	2	3	4	5
Information sources and data collection	1	2	3	4	5
Data analysis	1	2	3	4	5
Effective communication	1	2	3	4	5
Effective consensus-building and negotiation skills	1	2	3	4	5
Creation of a high performance learning culture	1	2	3	4	5

Assess the degree to which you engage in activities that **demonstrate** your belief in and commitment to:

The educability of all	1	2	3	4	5
A school vision of high standards of learning	1	2	3	4	5
Continuous school improvement	1	2	3	4	5
The inclusion of all members of the school community	1	2	3	4	5
Ensuring that students have the knowledge, skills, and values needed to become successful adults	1	2	3	4	5
A willingness to continuously examine one's own assumptions, beliefs, and practices	1	2	3	4	5
Doing the work required for high levels of personal and organizational performance.	1	2	3	4	5

Standard 1 Average_____

ISLLC 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.**
TN Standard C: **Instructional Leadership and Assessment: Facilitates instructional practices that are based on assessment data and continually improve student learning.**

Assess your knowledge and understanding of:

Student growth and development	1	2	3	4	5
Applied learning theories	1	2	3	4	5
Applied motivational theories	1	2	3	4	5
Curriculum design, implementation, evaluation, and refinement	1	2	3	4	5
Principles of effective instruction	1	2	3	4	5
Measurement, evaluation, and assessment strategies	1	2	3	4	5
Diversity and its meaning for educational programs	1	2	3	4	5
Adult learning and professional development models	1	2	3	4	5
Positive discipline techniques change theory	1	2	3	4	5

The role of technology in promoting student learning and

professional growth   1   2   3   4   5

School cultures

The change process for systems, organizations, and individuals   1   2   3   4   5

Assess the degree to which you engage in activities that **demonstrate** your belief in and commitment to:

Student learning as the fundamental purpose of schooling	1	2	3	4	5
The proposition that all students can learn	1	2	3	4	5
The variety of ways in which students can learn	1	2	3	4	5
Life long learning for self and others	1	2	3	4	5
Professional development as an integral part of					
school improvement	1	2	3	4	5
The benefits that diversity brings to the school community	1	2	3	4	5
A safe and supportive learning environment	1	2	3	4	5
Preparing students to be contributing members of society					
Focus on student learning and protection of instructional time					
Celebrating success and acknowledging failures					
Communication as a means of motivation and improvement	1	2	3	4	5

Standard 2 Average _____

ISLLCStandard 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**

TN Standard E: **Management of the Learning Organization: Facilitates learning and teaching through the effective management of building, fiscal, and technological resources.**

Assess your knowledge and understanding of:

Theories and models of organizations	1	2	3	4	5
The principles of organizational development	1	2	3	4	5
Operational procedures at the school and district level	1	2	3	4	5
Principles and issues relating to school safety and security	1	2	3	4	5
Human resources management and development	1	2	3	4	5
Principles and issues relating to fiscal operation of					
school management	1	2	3	4	5
Principles and issues relating to school facilities and					
Use of space	1	2	3	4	5
Legal issues impacting school operations	1	2	3	4	5
Current technologies that support management functions	1	2	3	4	5
Formal and informal Leadership	1	2	3	4	5

Assess the degree to which you engage in activities that **demonstrate** your belief in and commitment to:

Making management decisions to enhance learning
  And teaching   1 2 3 4 5
Taking risks to improve schools   1 2 3 4 5
Trusting people and their judgments   1 2 3 4 5
Accepting responsibility   1 2 3 4 5
High-quality standards, expectations, and performances   1 2 3 4 5
Involving stakeholders in management processes   1 2 3 4 5
A safe environment   1 2 3 4 5
Mobilizing community resources to support the school mission 1 2 3 4 5

Standard 3 Average_____

ISLLCStandard 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.**
Tn Standard G: **Diversity: Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.**

Assess your knowledge and understanding of:
Family and community engagement
Emerging issues and trends that potentially impact the
  school community   1 2 3 4 5
The conditions and dynamics of the diverse school community 1 2 3 4 5
Community resources   1 2 3 4 5
Community relations and marketing strategies and processes 1 2 3 4 5
Successful models of school, family, business, community,
  government and higher education partnerships.   1 2 3 4 5

Assess the degree to which you engage in activities that
demonstrate your belief in and commitment to:

Schools operating as an integral part of the larger community 1 2 3 4 5
Collaboration and communication with families   1 2 3 4 5
Involvement of families and other stakeholders in school
  decision-making processes   1 2 3 4 5
The proposition that diversity enriches the school   1 2 3 4 5
Families as partners in the education of their children   1 2 3 4 5
The proposition that families have the best interests of
  their children in mind   1 2 3 4 5
Resources of the family and community needing to
  be brought to bear on the education of students   1 2 3 4 5
An informed public   1 2 3 4 5

Standard 4 Average_____

ISLLCStandard 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.**
Tn Standard F: **Ethics: Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy and/or political action when appropriate.**

Assess your knowledge and understanding of:

The purpose of education	1 2 3 4 5
The role of leadership in modern society	1 2 3 4 5
Various ethical frameworks and perspectives on ethics	1 2 3 4 5
The values of the diverse school community	1 2 3 4 5
Professional codes of ethics	1 2 3 4 5
The philosophy and history of education	1 2 3 4 5

Assess the degree to which you engage in activities that **demonstrate** your belief in and commitment to:

The ideal of the common good	1 2 3 4 5
The principles in the Bill of Rights	1 2 3 4 5
The right of every student to a free, quality education	1 2 3 4 5
Bringing ethical principles to the decision-making process	1 2 3 4 5
Subordinating one's own interest to the good of the school community	1 2 3 4 5
Accepting the consequences for upholding one's principles and actions	1 2 3 4 5
Using the influence of one's office constructively and productively in the service of all students and their families	1 2 3 4 5
Development of a caring school community	1 2 3 4 5
Personal integrity	1 2 3 4 5

Standard 5 Average _____

ISLLC 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.**
TN Standard G: **Diversity: Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.**

Assess your knowledge and understanding of:

Principles of representative governance that under gird

the system of American schools   1   2   3   4   5
The role of public education in developing and renewing a
  Democratic society and an economically productive nation   1   2   3   4   5
The law as related to education and schooling   1   2   3   4   5
The political, social, cultural and economic systems and
  processes that impact schools   1   2   3   4   5
Models and strategies of change and conflict resolution as
  applied to the larger political, social, cultural and
  economic contexts of schooling   1   2   3   4   5
Global issues and forces affecting teaching and learning   1   2   3   4   5
The dynamics of policy development and advocacy under
  our democratic political system   1   2   3   4   5
The importance of diversity and equity in a democratic society   1   2   3   4   5

Assess the degree to which you engage in activities that
demonstrate your belief in and commitment to:

Education as a key to opportunity and social mobility   1   2   3   4   5
Recognizing and responding to a variety of ideas, values,
  and cultures   1   2   3   4   5
Importance of a continuing dialogue with other decision
  makers affecting education   1   2   3   4   5
Actively participating in the political and policy-making
  context in the service of education   1   2   3   4   5
Using legal systems to protect student rights and improve
  student opportunities recruiting and retaining diverse staff   1   2   3   4   5

                                        Standard 6 Average_____

Summary Worksheet

Use this worksheet to summarize your critical self-assessment. High average scores represent areas of strength. Low average scores represent opportunities for growth during your internship.

                                                        Average Score

Standard 1. Facilitating Shared Vision   _____

Standard 2. Developing Effective School Culture/Program   _____

Standard 3. Ensuring Productive Learning Environment   _____

Standard 4. Collaborating With Community   _____

Standard 5. Demonstrating Personal/Professional Integrity   _____

Standard 6. Maintaining Global / Systems Perspective   _____

The ISLLC Standards can be accessed and downloaded in PDF format at the following URL: http://www.ccsso.org/standrds.html

Priority Listing Of Three Core Competency Areas
Identified On the Self-Assessment of Leadership Competencies as needing development
(This planning document is not to be included in the Internship Report)

Competency Area—Priority #1: _____

Description of Need: _____

_____

_____

Competency Area—Priority #2: _____

Description of Need: _____

_____

_____

Competency Area—Priority #3: _____

Description of Need: _____

_____

_____

Note: Please use this form to develop your formal growth plan. Your plan should reflect the manner in which you will address the competency areas listed above. A growth plan should be developed for each competency area(s) listed. Your professional growth plan(s) should be approved by your Internship Mentor and Internship Supervisor.

Internship Site Agreement
(A Site Agreement Is Needed For Each Intern Placement Site)

_____, (Please Print) a graduate student intern from the Department of Educational Leadership and Policy Analysis at East Tennessee State University, has been given permission to complete his or her internship with the following school/organization:

Name of the School/Organization for Internship Experience _____

_____

Address: _____

_____

Phone Number: (_____) _____

I am familiar with the expectations of the internship and have reviewed the proposed objectives with the intern.   I believe this placement will help the intern meet these objectives.   I will be available during the proposed time of the internship to serve as a mentor/facilitator for the student.

Signature of Intern: _____ *Date:*_____

Internship Placement Site: _____

Printed Name of Mentor:_____

Internship Mentor's Title: _____

Signature of Internship Mentor: _____Date:_ _____

Printed Name of Facilitator: _____Date:_____

Professional Growth Plan

A separate plan for each objective related to a competency area needing developing should be completed in consultation with the mentor

Core Competency to Strengthen # _____. _____

SPECIFIC LEARNING OBJECTIVE

_____

_____

_____

LEARNING RESOURCES AND STRATEGIES

_____

_____

_____

_____

_____

EXPECTED OUTCOME

_____

_____

_____

_____

_____

_____

Signatures:

_____
Intern   **Date**

_____
Supervising Administrator   **Date**

EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS

Administrative Endorsement Concentration
Internship Progress Report

Student: _____ Cohort Number: _____

Semester/Year: _____

During this semester, I have completed and documented _____ activities,

totaling _____ hours, toward the 540-hour internship requirement. The activities

have been distributed among the following competencies:

(hours)

_____Competency 1: Facilitating Shared Vision

_____Competency 2: Developing Effective School Culture / Program

_____Competency 3: Ensuring Productive Learning Environment

_____Competency 4: Collaborating With Community

_____Competency 5: Demonstrating Personal / Professional Integrity

_____Competency 6: Maintaining Global / Systems Perspective

 At the following levels:

(hours)

_____Elementary

_____Middle School

_____High School

_____Central Office

_____Community Agency

Please provide a statement indicating the ways you have addressed both special

education and regular education programs AND the ways you have addressed

issues of diversity.

Student signature: _____Date_____

Mentor Evaluation of Intern

Intern: _____ **Date:**_____

Internship Placement Site:_____

In what area(s) did you observe the greatest professional growth in your intern from the Department of Educational Leadership and Policy Analysis?

What competency area(s) does the intern need to continue developing?

What additional comments or suggestions do you have?

Mentor: _____ **Date:**_____

Title: _____

Intern Self-Evaluation

Intern: _____**Date:**_____

Internship Placement Site:_____

In what area(s) did you experience the greatest professional growth during your internship?

What competency area(s) do you need to further develop?

What additional comments or suggestions do you have related to your internship?

Intern: _____ **Date:** _____

Intern Checklist for Portfolio

_____ Self-Assessment of Leadership Challenges

_____ Professional Growth Plan with the Priority List

_____ Log of Activities

_____ Reflective Essays

_____ Written Statements

_____ Summative Essay

_____ E-Portfolio

_____ Internship Self-Evaluation

_____ Mentor Evaluation of Intern

_____ Internship Progress Report

_____ Internship Hours
- -100 hours elementary
- -100 hours middle
- -100 hours high school
- -100 hours central office
- -100 hours community
- - 40 hours diversity

_____Courses

    _____ ELPA 5100/6100 (Interpersonal Relations)

    _____ ELPA 5400/6400 (Instructional Leadership)

    _____ ELPA 5200/6200 (Emerging Perspectives)

    _____ ELPA 5500/6500 (Implementation Strategies)

    _____ ELPA 5300/6300 (Professional Needs)

    _____ ELPA 5600/6600 (Shaping the Institution)

Additional ISLLC IDEAS FOR INTERNSHIP HOURS

ISLLC Standard I: The Vision of Learning
1. Principal for the day
2. Analyze test data to improve instruction
3. Redefine the mission/ vision of the school
4. Generate a weekly bulletin/ staff newsletter
5. Analyze data and address student issues and needs
6. Organize and facilitate data analysis and plan with the staff
7. Lead a textbook adoption process
8. Conduct a projected building utilization study
9. Marshall resources to attain the vision
10. Identify and address barriers to accomplishing the vision
11. Assess programs and activities to ensure alignment with the vision
12. Serve on a strategic development and planning team
13. Review discipline referrals for needed school improvements
14. Review policies for student transportation
15. Chair the school improvement team
16. Address the school board on a key issue
17. Chair a team that is writing a grant
18. Conduct a needs assessment
19. Serve on the district technology planning committee

ISLLC Standard II: The Culture of Teaching and Learning
1. Professional development preparation
2. Create a new program for teachers, staff, or students
3. Plan a school-sanctioned event
4. Analyze attendance rate and create an improvement plan
5. Create commendation letters for staff
6. Attend a professional conference
7. Suggest effective teaching strategies
8. Train teachers to use a computer program
9. Plan a classroom lesson with a new teacher
10. Implement state learning standards into non-state-standards-based courses
11. Supervise a curriculum revision
12. Plan educational programs for exceptional and diverse students
13. Study district policies and analyze school's implementation
14. Colleague sharing session of best practices
15. Collaborate with instructional staff to identify and assess at-risk students' needs
16. Attend a superintendent's administrative meeting
17. Prepare standard school reports for school board, central office, and/or State Department of Education
18. Create inclusive learning communities
19. Investigate root causes affecting student achievement level
20. Conduct an instructional needs assessment

21. Write a grant proposal for external funding for new pedagogical approaches
22. Improve student extracurricular activities
23. Participate in an accreditation visitation
24. Orient new staff members
25. Develop a plan of supervision for regular and special school situations
26. Arrange the opening and/or closing of school
27. Serve as a summer school principal
28. Design and implement study groups
29. Coach beginning teachers
30. Conduct walk-throughs and informal visitations
31. Plan and develop enrichment activities
32. Utilize multiple assessments to evaluate student learning
33. Review distribution of grades
34. Audit the effectiveness of professional development
35. Chair the school professional development committee
36. Develop an instructional improvement plan

ISLLC Standard III: The Management of Learning
1. Prepare accountability reports for local, state, and federal compliance.
2. Be accountable for and distribute standardized testing materials.
3. Prepare a BIP and/or FBA for a chronic disciplined student.
4. Decide the fate of an appeal for a student.
5. Conduct a faculty meeting.
6. Conduct a parent-student-teacher meeting.
7. Manage textbook ordering-inventory.
8. Assist in budget preparation.
9. Control inventory/receiving of supplies
10. Input financial data/balance books with bookkeeper
11. Conduct a safety audit
12. Oversee building maintenance
13. Arrange bus transportation for a special school event
14. Master schedule preparation
15. Input discipline information into a computer program
16. Complete a new teacher observation
17. Prepare a specialized school-based report
18. Find funding sources for individual student needs
19. Support high expectations for student behavior
20. Develop proactive strategies for intense student academic support
21. Order material to support instructional needs
22. Monitor attendance and truancy
23. Use a computer administrative system and utilize computer software
24. Design, develop, and implement a staff development program
25. Coordinate and monitor a comprehensive building program
26. Terminate a staff member
27. Participate in the hiring/selection process
28. Monitor cleanliness and operations of school plant
29. Monitor student health and special needs
30. Develop and present study of incidence and source of discipline problems

31. Develop/update job descriptions
32. Study the effectiveness of a computerized system for instruction and/or administration
33. Develop a personal time management system
34. Administer student recognition, graduation, or some other program
35. Evaluate technology support
36. Review and revise school handbook
37. Evaluate the school nurse, counselors, or office personnel or some other non-teaching position
38. Inventory technology in use
39. Investigate a files grievance
40. Work with teachers needing improvement
41. Disaggregate student assessment data
42. Discuss unwritten rules, procedures, and expectations

Standard IV: Relations with the Broader Community
1. Develop a program for school-community relations
2. Work with PTSA for "activity-a-month" event
3. Involve family, business, and/or community members in a school-wide project
4. Prepare a news release
5. Oversee volunteer hours/placements
6. Demonstration and articulation of school context
7. Contact or assess community resources to provide student/family enrichment
8. Assess academic/career guidance and decision making
9. Plan and conduct a school fund-raising event
10. Present school improvement initiatives to the community
11. Establish community, business, institutional, and/or civic partnerships
12. Facilitate constructive conversations on student learning and achievement
13. Write a bulletin and/or newsletter for parents and community
14. Plan and conduct parent information meetings
15. Survey community to elicit recommendations
16. Answer telephones and meet guests in the front office
17. Develop a proposal for improving parent involvement
18. Develop an orientation videotape/streaming video and/or typed brochure for parents and visitors
19. Develop parenting skills courses
20. Present the school program to a community service organization

Standard V: Integrity, Fairness, and Ethics
1. Analyze school in terms of ethics, fairness and diversity
2. Mobilize staff to create positive culture
3. Approve faculty/staff leave
4. Conduct a seminar in sensitivity training
5. Oversee IEP/causality meeting
6. Oversee staff dismissal procedures
7. Revisit leadership platform for administrative action
8. Assess ethics for a school leader

9. Promote equity, fairness, and respect for school/community members
10. Clarify principal's role in staff rights and confidentiality (recommended as the first activity)
11. Conduct appeals/expulsion hearing
12. Validate legal and ethical use of technology
13. Evaluate a planned holiday program for offensiveness and/or constitutionality
14. Assess decisions being made on the basis of ethical standards
15. Promote equity, fairness, and respect
16. Defend the ethical basis and integrity of a difficult decision you made as an intern
17. Examine the fairness of methods used to gain consensus
18. Address the heritage and values of diversity in school programs
19. Assess the ethical practices of students within the school
20. Assess the ethical standards practices of students within the school
21. Audit the ethical standards in your administrative platform, school handbook, and/or board policy manual

ISLLC Standard VI: The Political, Economic, Legal, and Cultural Context
1. Plan a school-wide cultural/educational celebration
2. Identify, assess, and address social factors affecting the school
3. Evaluate school programs for political, cultural, economic, and legal correctness
4. Influence public policy to support student success
5. Develop/ apply anti-harassment policy and strategies
6. Study and implement district-wide policies on a school issue
7. Work to influence the policy for student achievement (district and local)
8. Actively participate in professional, political, or cultural organizations
9. Submit an article for publication
10. Actively participate in professional contract negotiations
11. Support a defense team involved in a legal conflict
12. Lead a student due process hearing
13. Work with judicial system in the resolution of a Juvenile Court case
14. Review recent court cases and determine impact on programs and supervision
15. Develop and/or manage a legal and contractual agreement
16. Influence the legislation on policies that benefit students
17. Shape a culture of high expectations
(Cunningham, 2007)

Ed.D. Internship Facilitator Assessment Criteria For Portfolio
3 x 50 Hours

The internship documentation and participation will be evaluated using the Assessment Form based upon the following criteria. Comments will be provided to indicate particular strengths or weaknesses. You should document all items for each internship site.

Internship site agreement*
Full Credit **(Target)**: Complete
Partial Credit **(Acceptable)**:
No Credit **(Not Acceptable)**: Missing
 * Internship site agreement must be completed and signed (no partial credit given)

Professional growth plans
Full Credit **(Target)**: 2-3 completed, with excellent details
Partial Credit **(Acceptable)**: 1-3 completed
No Credit **(Not Acceptable)**: Missing or partially completed

Log of activities
Full Credit **(Target)**: Completed with excellent details (60+ hours)
Partial Credit **(Acceptable)**: Completed, but lacking details (minimum 50 hours)
No Credit **(Not Acceptable)**: Missing or partially completed (less than 50 hours)

Reflective essay
Full Credit **(Target)**: Completed, with excellent details, reflective – not just descriptive Partial Credit **(Acceptable)**: Completed but lacking details, descriptive but not reflective
No Credit **(Not Acceptable)**: Missing or partially complete

Written statement discussing
Correspondence between objectives, evidence and validation
Full Credit **(Target)**: Direct correspondence
Partial Credit **(Acceptable)**: Partial or poorly defined correspondence
No Credit **(Not Acceptable)**: Missing, no apparent correspondence

Mentor evaluation
Full Credit **(Target)**: Evidence of significant professional growth
Partial Credit **(Acceptable)**: Evidence of some professional growth, some problems or concerns expressed
No Credit **(Not Acceptable)**: Missing, no evidence of professional growth, numerous problems noted

Intern self-evaluation
Full Credit **(Target)**: Evidence of significant professional growth
Partial Credit **(Acceptable)**: Evidence of some professional growth
No Credit **(Not Acceptable)**: No evidence of professional growth, missing

Participation in internship seminars / conferences
Full Credit **(Target)**: Documented full participation
Partial Credit **(Acceptable)**:
Documented limited participation
No Credit **(Not Acceptable)**: No documented participation

Overall quality of the documentation/presentation of the file
Full Credit **(Target)**: Outstanding, creative and distinctive
Partial Credit **(Acceptable)**: Satisfactory, complete, and yet not distinctive
No Credit **(Not Acceptable)**: Unsatisfactory – one or more criteria with no credit

Summative Essay
Full Credit **(Target)**: Outstanding, creative and distinctive
Partial Credit **(Acceptable)**: Satisfactory, complete, and yet not distinctive

No Credit (**Not Acceptable**): Unsatisfactory - one or more criteria with no credit

A – If all or almost all criteria of the ***Internship Facilitator Assessment Criteria*** are judged to meet the "**Target**" standard, you will have earned a letter grade of "A."

B – If some criteria fall in the "**Target**" and most in the "**Acceptable**" categories, then you will have earned a letter grade of "B."

C – If all the criteria fall in the "**Acceptable**" range, you will have earned a letter grade of "C."

F – If one or more of the criteria are judged to be "**Not Acceptable,**" you will have earned a letter grade of "F."

Grade:_____ Facilitator:_____

Signed

VITA

BRIAN S. CINNAMON

Personal Data: Date of Birth: May 8, 1975
                        Place of Birth: Knoxville, Tennessee
                        Marital Status: Married

Education: Public Schools, Knox County Schools, Knoxville, Tennessee
                        B.S. Psychology, East Tennessee State University, Johnson
                                City, Tennessee 1997
                        Ed.S. School Psychology, University of Tennessee, Knoxville,
                                Tennessee 2001
                        Ed.D. Educational Administration, East Tennessee State
                                University, Johnson City, Tennessee 2013

Professional Experience: School Psychologist, Wichita Public Schools, Wichita,
                                Kansas 2000-2004
                        School Psychologist, Kingsport City Schools,
                                Kingsport, Tennessee 2004-2008
                        Assistant Principal, Kingsport City Schools, Kingsport,
                                Tennessee 2008-2012
                        Early Childhood and Special Education Coordinator,
                                Kingsport City Schools, Kingsport, Tennessee
                                2012-current

Presentations: National Association of School Psychologists conferences in 1998
                        and 1999.
                        • Are Academic and Social Attributions Related to Depression?
                          (1998)
                        • Gender Differences in Multiple Intelligence Preference in
                          Elementary School Children (1999)
                        Poster presentation at Mid-South Educational Research
                        Association conference in 2008
                        • Emergent Design: Implications of Principal Preparation
                          Program Evaluation

Honors and Awards:	Dr. Richard Yoakley Fellowship Endowment Award for excellence in School Psychology at the University of Tennessee
	Internship Supervisor for the Wichita Public Schools
	Past board member for Kingsport Literacy Council
	Current board member for Palmer Foundation, Kingsport, Tennessee