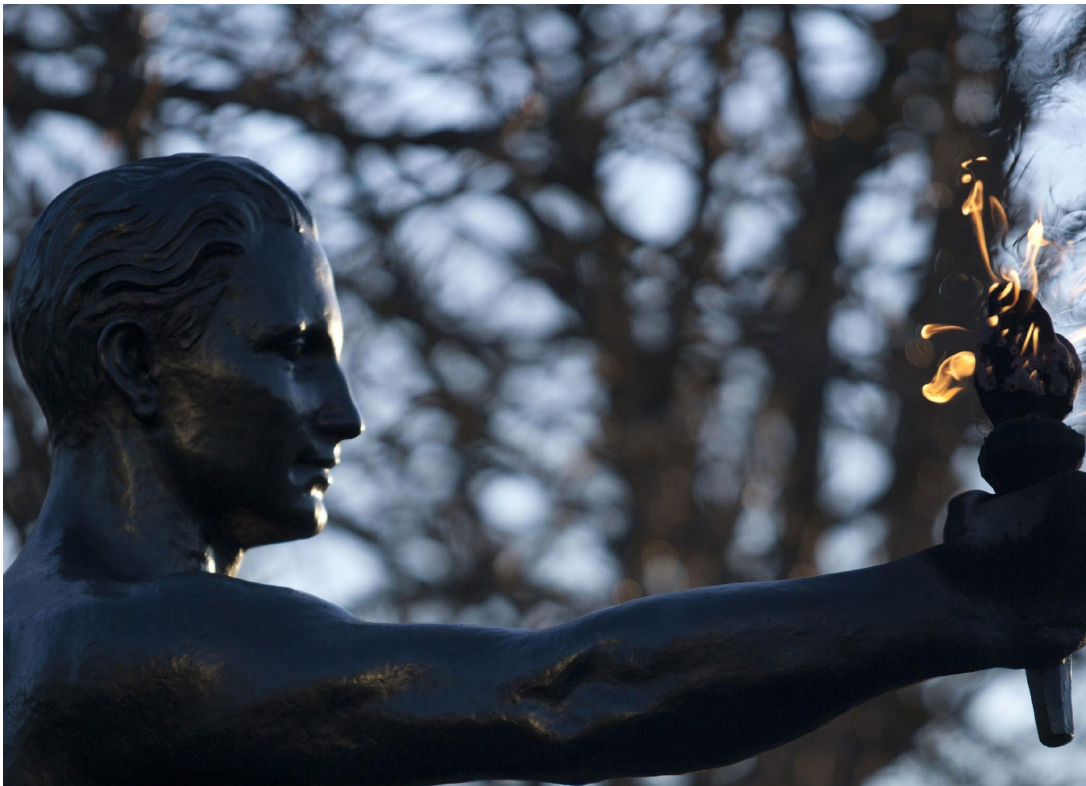




THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

CENTER FOR
EDUCATIONAL LEADERSHIP



Leadership Academy

Mentor Handbook

2021 – 2022

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Introduction

Welcome to the Leadership Academy, a joint venture between local school districts and the University of Tennessee's Center for Educational Leadership to effectively prepare aspiring school leaders. As you prepare to embark on your journey as a mentor, this handbook has been developed to assist you in understanding your role in fostering the professional growth and knowledge of your fellow. Within this handbook, you will find details essential to your experiences as a mentor to future instructional leaders.

The Leadership Academy prepares high potential candidates to become effective school leaders through a combination of challenging graduate coursework and scaffolded practical learning experiences in a PreK-12 school setting. Leadership Academy participants, known as fellows, spend four days a week during the academic year serving full-time as a school-based administrator supported by an experienced and effective mentor principal. One day a week (typically Friday), the Fellows will participate in rigorous graduate-level coursework delivered by not only expert professors, but also practitioner partners (i.e., experts from local school districts) and interdisciplinary partners (i.e., experts from fields outside of education). The result is a unique and remarkable professional learning experience that leverages a purposeful marriage of educational theory and practice to provide an unparalleled preparation for effective school leadership.

Semesters are structured in a module format, which are cognizant of university requirements, but vary greatly from a typical graduate program.

Mission and Values

Beliefs

We believe that leadership matters. At the Center for Educational Leadership, we believe our youth must receive an outstanding education in order to access economic opportunity, meaningfully participate in our democracy, and achieve success and fulfillment in life. We further believe (reinforced by substantial evidence) that our children will only enjoy such an outstanding education if their school is led by an excellent principal. We believe the future vitality of our community, our region, our state, and even our nation, therefore, truly depends on our collective commitment to developing exemplary school leadership. That is why we do the work we do, because school leadership matters – for our children and for all of us.

Mission

The mission of the Center for Educational Leadership is to ensure that school districts in our region have abundant access to high quality, effective instructional leaders capable of enabling high levels of learning for all students.

Vision

The center will play a key role in enabling all schools in Tennessee to be led by educators with the knowledge, skills, and passion to facilitate academic success for all students. Our initiatives will be of such high quality and effectiveness that the center will be the expert provider of choice for school leadership development and support in our region and will continue to be a national model for exemplary principal preparation.

Competitive Advantage

The center will offer an expanded portfolio of high-quality leadership development programming that reflects the unique advantages of our current initiatives, which are:

- Intensive – rigorous, demanding and require deep reflection and learning;
- Immersive – provide rich opportunities for learning from within the educational setting;
- Interdisciplinary – draw on the best thinking on leadership from multiple fields;
- Individualized – tailored to the specific needs of learners, with one-on-one coaching support;
- Aspirational – grounded in transcendent leadership values of integrity, collaboration, and service; and
- Applied – integrate leadership theory and practice into a coherent, valuable learning experience.

The Mentoring Relationship

The Leadership Academy was founded on the principle of mentorship as a model for preparing excellent future school leaders. The mentoring relationship is unique in that it is a mutually beneficial relationship between the mentor and the fellow. While the fellow receives invaluable experience and support working alongside the mentor, the mentor gains opportunities to reflect on their own skills and practices and will hopefully feel a sense of pride in the fellow's accomplishments. Expectations of the mentoring relationship will be discussed at the mentor luncheon orientation, which is typically held in early September.

The mentor is expected to have honest and constructive communication with the fellow and to gradually give additional responsibilities to the fellow. The Center for Educational Leadership asks that the mentor would be intentional about sharing their thinking and decision-making processes with the fellow to prepare fellows for a career in school leadership. As challenging as this is in practice, it can be beneficial for both parties to talk through choices and problems.

The Center for Educational Leadership also asks that the mentor provides principal-like learning opportunities in a scaffolded structure: first expose fellows to diverse job-related experiences, then provide opportunities for application of basic leadership skills, and later provide opportunities for application of skills to complex problems. As the fellow gains exposure to the responsibilities of a school leader and shows signs of expanded knowledge, the mentor should gradually grant more responsibility to the fellow. A fellow benefits greatly from having a "safety net" in their mentor as they learn – to provide support, guidance, and constructive criticism.

Lastly, and perhaps most importantly, the Center for Educational Leadership requests that the mentor would complete an assessment of the fellow's abilities. These assessments are important for capturing fellows' skills in action. An online assessment will be sent to mentors at the culmination of the program. Your assessment of the fellow is greatly appreciated!

The Fellow Experience

Coursework

The Leadership Academy includes a carefully crafted curriculum of courses that are both aligned to leadership standards and designed to facilitate the development of knowledge, skills and dispositions critical to the principalship. The Leadership Academy coursework follows a non-traditional university schedule. Each Leadership Academy course offered during the academic year meets for 12 three-hour sessions, transitioning every three months to a new course. Two classes are offered every Friday. Both summer sessions consist of full-time university coursework. The second summer entails capstone courses meant to culminate the experience.

Residency ¹

Each Leadership Academy fellow engages in an administrative internship, what we call a “residency,” in order to develop practical experience and to be able to apply educational theory in a real-world setting. Serving full-time four days a week as an administrator in a school setting is an integral component of the program.

The residency will begin immediately after the first summer coursework is complete and will continue throughout the degree program. During the residency experience, fellows will be expected to carry real and continuous responsibility under the direct mentorship of an identified mentor principal. Coursework is built in to ensure that graduate students in the program will be able to be fully immersed in the life of the school, both during the day and in after school and night activities. School leaders are also often called upon to attend evening and weekend activities, such as athletic events, speech and debate tournaments, and parent/family activities. In consideration of this, courses are offered only on Fridays during the academic year.

Aspiring Leaders Seminar

One of the threads that binds and connects the entire Leadership Academy learning experience is the Aspiring Leaders Seminar. This unique and important course meets in between the morning and afternoon classes every few weeks throughout the Leadership Academy engagement. The purpose of this course is to ensure residents understand and develop mastery of state and national leadership standards, and to provide a structured opportunity for fellows to reflect on their educational practice. In addition to standards alignment, the seminar will address general leadership topics not addressed elsewhere in the curriculum, offer knowledgeable speakers on the topic of leadership from a variety of perspectives, and help to process and support the overall residency experience.

¹ The Leadership Academy Residency fulfills the University and State Requirements for an Internship, with added benefits of immersive experiences and substantial support.

As part of the Aspiring Leaders Seminar, fellows will be required to submit a written reflection and at least one artifact from their residency for each of the Tennessee Instructional Leadership Standards (TILS) and the Professional Standards for School Leadership (PSEL). In addition, fellows are expected to document that they have spent at least 25 hours of their residency in activities that develop each of the 14 leadership standards referenced above. Fellows will maintain an updated time log to demonstrate competency and that 25 hours of applied work has been committed to each standard (not each indicator).

Capstone

The capstone project is the culminating experience for Leadership Academy Fellows. During the 15-month program, each student will apply knowledge and skills obtained from coursework to conduct a larger action research study in their school setting. This capstone project will focus on practical and relevant issues of their schools' effectiveness and improvements in teaching and learning. Each fellow will document this work in a structured research report that details the study and its results.

Findings from the capstone project will also be presented in two ways at the conclusion of the second summer's coursework:

1. As a comprehensive examination in which each fellow will present their research before select Leadership Academy faculty who will serve as their comprehensive examination committee. During this meeting, the committee will have an opportunity to discuss the research design and findings with each fellow. Results from this examination will determine a pass, conditional pass, or fail grade for the capstone project.
2. A potential presentation of the research by each fellow in a public forum to significant stakeholders in the Leadership Academy.

Leadership Academy Credit Hour Degree Requirements

Leadership Academy fellows can pursue one of two degrees: Educational Administration Major, MS with a Leadership Academy concentration or Education Major, EdS with an Educational Administration concentration and a Leadership Academy specialization.

The Master of Science degree with a major in Educational Administration, concentration in Leadership Academy, requires 33 hours of coursework. The internship, which includes a minimum of 400 hours of field-based experience under the mentor's direction, is supervised through the Aspiring Leaders Seminar. A final comprehensive examination is required and includes a minimum competency score on the School Leader Licensure Assessment, the submission and presentation of a professional

learning portfolio (PLP) and an action research paper on a topic relevant to educational leadership.

The Specialist in Education degree, with a major in Education, concentration in educational administration with a specialization in leadership academy requires 39 hours of coursework and an internship, which includes a minimum of 400 hours of field-based experience under the mentor's direction. The internship is supervised through the Aspiring Leaders Seminar. A final comprehensive examination is required and includes a minimum competency score on the School Leader Licensure Assessment, the submission and presentation of a professional learning portfolio (PLP) and an action research paper on a topic relevant to educational leadership.

Credit hours from the Leadership Academy coursework that students use to satisfy the Master's or EdS degree requirements typically may not be used to satisfy requirements for the PhD (PhD in Education with a concentration in Leadership Studies) nor the EdD (EdD in Educational Leadership) programs. Inquiries about exceptional circumstances should be referred to the coordinators of these graduate degree programs.

Coursework Progression

First Summer Session		
EDAM 530	Research Methods	Core
EDAM 588	Best Practices for School Leaders <i>ONLINE</i>	Core
EDAM 563	School and Community Relations	Core
Fall Session		
EDAM 567	Human Resources and Supervision	Core
EDAM 565	Data Driven School Leadership	Research
EDAM 592	Field Problems <i>FOR EDS STUDENTS ONLY</i>	Research
EDAM 570	Aspiring Leaders Seminar	Internship
Winter Session		
EDAM 576	Instructional Leadership	Specialization
EDAM 578	Organizational Leadership	Specialization
EDAM 570	Aspiring Leaders Seminar	Internship
Spring Session		
EDAM 572	Financial Leadership in Schools	Specialization
EDAM 585	Policy, Equity, and Diversity	Specialization
EDAM 570	Aspiring Leaders Seminar	Internship
Second Summer Session		
EDAM 587	Educational Law	Specialization
EDAM 574	Leadership for Change <i>ONLINE</i>	Research

Standards

Professional Standards for Educational Leaders (PSEL 2015)

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

PSEL Standard 1. Mission, Vision, and Core Values

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

Effective leaders:

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

PSEL Standard 2. Ethics and Professional Norm

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

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

PSEL Standard 3. Equity and Cultural Responsiveness

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

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

PSEL Standard 4. Curriculum, Instruction, and Assessment

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

Effective leaders:

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

- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

PSEL Standard 5. Community of Care and Support for Students

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

Effective leaders:

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

PSEL Standard 6. Professional Capacity of School Personnel

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

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

PSEL Standard 7. Professional Community for Teachers and Staff

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

Effective leaders:

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

PSEL Standard 8. Meaningful Engagement of Families and Community

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

Effective leaders:

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

- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

PSEL Standard 9. Operations and Management

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

Effective leaders:

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

PSEL Standard 10. School Improvement

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

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

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

Tennessee Instructional Leadership Standards (TILS 2018)

Effective instructional leaders ensure that school personnel, programs, procedures, and practices focus on the learning and achievement of all students. The Tennessee Instructional Leadership Standards (TILS) identify core performance indicators of ethical and effective instructional leaders. Tennessee seeks to transform what it means to be an effective instructional leader at all phases of a leader's career by setting high standards for effective leadership based upon research and best practice, supporting leaders to reach those standards, and empowering districts to build a network of exceptional instructional leaders who get results.

The TILS embed the phrase, "ethical and effective instructional leader," into the opening stem of each leadership standard to articulate the intrinsic nature of ethical behavior in all facets of school leadership with an emphasis on equity for educational opportunity and culturally responsive practice. Attributes such as honesty, respect, inclusiveness, sound judgment, commitment, fairness, compassion, work ethic, and a genuine belief that all children can learn and grow contribute to the foundation of ethical behavior connected to leadership. "Effectiveness" refers to "educators' capacity to meet performance expectations, implement evidence-based practices, create and sustain conditions for effective learning, and increase student learning" (Learning Forward, 2011, p. 20).

TILS Standard A: Instructional Leadership for Continuous Improvement

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

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling, shared vision for continuous school improvement.
2. Builds capacity of educators to provide each student a rigorous curriculum aligned with the Tennessee Academic Standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting each student's achievement and growth.
4. Empowers educators to develop and execute interventions to address each student's learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous school improvement.

TILS Standard B: Culture for Teaching and Learning

An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful, and safe environment providing equitable educational opportunities and culturally responsive practices conducive to learning and growth for each student.

Indicators:

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

2. Leverages educator strengths to ensure that each student has equitable access to effective teachers and meaningful, relevant, and equitable learning opportunities.
3. Fosters a safe, respectful, and orderly environment that cultivates an inclusive, caring, and supportive school community for each student.
4. Takes measures to actively involve families in the culturally responsive education of each student.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success regardless of race, class, culture and language, gender and sexual orientation, and disability or special status.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

TILS Standard C: Professional Learning and Growth

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

Indicators:

1. Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling, shared vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities that promote the academic success and well-being of each student and are aligned with the *Tennessee Standards for Professional Learning*.
5. Collaborates with others to recruit, induct, support, retain, and develop effective educators using various strategies based on multiple sources of data.
6. Identifies and supports potential teacher leaders and provides growth opportunities in alignment with the *Tennessee Teacher Leadership Standards*.
7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.

TILS Standard D: Resource Management

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

Indicators:

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

Literacy Standards for Instructional Leader Preparation

State Board of Education

Instructional Leader Candidates:

1. Demonstrate a foundational understanding of content and pedagogical knowledge of literacy instruction in order to cultivate a literacy rich environment.
2. Demonstrate a foundational understanding of the impact and process of literacy acquisition and child development as it relates to the uniqueness of each student (e.g. culture, socioeconomic status, ability) and be able to support instruction that responds to these differences.
3. Create and support a school culture and environment that:
 - a. Sees language diversity as a strength,
 - b. Values and uses diverse literacy resources, and
 - c. Provides all readers with access to highly effective teachers.
4. Through a shared vision, collaboratively develop evidence-based literacy goals for the purpose of increasing student achievement.
5. Employ effective human and fiscal resources that align to the shared vision and evidence-based goals related to literacy.
6. Modify scheduling, staffing, and instructional groupings as a means to maximize student growth in literacy.
7. Identify purposeful and appropriate data-driven assessments based on student literacy data and demonstrate an understanding of how to support implementation of appropriate interventions.
8. Use, and recognize the importance of, outcome data in developing and implementing school structures and policies that support student growth in literacy. Specifically, leaders should be prepared to facilitate teams in the analysis and interpretation of relevant literacy data to inform decision making (e.g., intervention selection, intervention placement, professional development goals, etc.)
9. Support the development and planning of professional learning activities that are grounded in effective practices of literacy.
10. Ensure professional learning opportunities for educators related to literacy are grounded in formative and summative data, differentiated, builds capacity of all educators, and are on-going and sustainable.

Leadership Academy Coursework to Fulfill Standards

Course number/ title	Course Description	Mastery Area	Literacy Standards	PSEL Standards	TILS Standards	Assignments related to standards
EDAM 563 School/ Community Relations	This course examines the multiple communities that comprise and surround our schools. From the students and their families to the faculty members, business and organization members, to the state, district, and school leaders, these groups directly and indirectly influence the teaching and learning that happen in schools. Amidst the focus of educational policy on heightened academic performance and Adequate Yearly Progress, school leaders need the skills to engage these different constituencies and unite them around a shared vision of quality instruction and learning.	Knowledge		5f, 8c, 8d, 8i, 10a	B2, B4	School/ Community Engagement Plan
EDAM 565 Data Driven School Leadership	This course is an introduction to the uses of disciplined inquiry as a tool for planning, problem solving, decision-making, program improvement, and communicating in school and school-related contexts. The goal of this course is to provide students with the quantitative and qualitative techniques that are needed to engage in the process of school improvement planning through the use of empirical data. Students will examine assessment methodologies and the accountability associated with these methods.	Knowledge	4, 7, 8	4g, 10c, 10f, 10h, 10j		School Improvement Plan
EDAM 567 Human Resources and Supervision	This course is designed to enable school leaders to develop competencies in the supervision, evaluation, and development of teachers and other school personnel. Students will gain an understanding of human resource management, including best practices in the recruitment, hiring, placement, mentoring, and retention of staff. Students will explore the memorandum of agreement between the LEA and the teacher's association as well as strategies for developing professional relationships between schools and teacher organizations.	Knowledge	9	6a, 6c, 6e, 7a, 7f, 9b, 10j	C2, C3, C4, C6	Full Evaluation Cycle Project
EDAM 570 Aspiring Leaders	This course is designed to provide a link between theory and practice in Educational Administration through planned fieldwork experiences. This seminar is a forum for processing the "on-the-job" experiences with others who are also new to the work of administration. This course is planned not only to provide training situations for developing	Skill		1b, 1c, 1d, 2d, 2e, 3d, 4a, 4b, 4c, 4d, 4e, 4f, 5a, 5d, 5e, 6d, 6i, 7c, 7g, 7h, 8e, 8g, 8h, 8j, 9a, 9e, 9f,	A1, A2, A3, A4, A5, B1, B5, C1, C5, D1, D2, D3, D4	Artifacts and Reflections for each standard

	leadership skills, but also to provide community and school agencies with professional assistance. The foundations for this seminar are the Tennessee Instructional Leader Standards (TILS) and the and the Professional Standards for Professional Leaders (PSEL).			9g, 9i, 9j, 9l, 10b, 10e, 10g		
EDAM 572 Financial Leadership in Schools	This course will provide a significant grounding in education resource management theory and practice, to allow students to acquire a working knowledge of the context of school finance at the national, state and local level, and understand the strategies and mechanics of school resource utilization that are most closely associated with increased student academic success.	Knowledge	5	9c, 9d, 9h		School Budget Analysis
EDAM 574 Leadership for Change	This course will assist aspiring leaders in developing strategies for implementing change in school settings. This course will include emphasis on creating conditions for change as well as planning, implementing, and managing change through the collaboration, involvement, and motivation of all stakeholders. First and second order change will be considered as part of this emphasis. Reform models, as well as transitional and sustainable leadership, will be examined.	Knowledge		10c		School Change Project
EDAM 576 Instructional Leadership	This course approaches the process of leadership through the lens of instruction. Students will gain a knowledge and understanding of the alignment of curriculum, instruction, and assessment. An understanding of how to create and sustain school mission, vision, and goals will be emphasized. Students will learn to analyze professional development needs in the school and implement appropriate professional development based on school needs, incorporating principles of adult learning. Critical technology issues will also be explored.	Knowledge	1, 6, 10	1a, 1e, 6b, 6c, 7a, 7f, 9c	B6, C4, C6	Educational Leadership Platform
EDAM 578 Organizational Leadership	This course approaches the processes of leadership through the lens of management. The responsibilities and authority in operating the educational enterprise will be examined. Topics stress the processes, protocols, and procedures of the organization. Particular emphasis will be paid to issues of school security, school discipline and classroom management, and media relations. School structures, such as chain of command, scheduling, and staff duties and responsibilities will be covered.	Knowledge		9b, 9c		Four Frames and Communication Project

EDAM 585 Policy, Equity, and Diversity	This course examines current education policy and programs, particularly as these policies intersect with the issues of race, class, gender, culture, and other social justice issues. Various foci of the course include: public school districts, charter schools, vouchers, and the role of federal, state, and local policy on the achievement of children, particularly children in underrepresented groups. The study of education policy will be framed around the thematic areas of equity, standards and accountability, choice and privatization, home-school connection, and obstacles to achieving equity and diversity.	Knowledge		3c		TN Educational Policy Analysis
EDAM 587 Educational Law	Educators must know the laws that govern the operation and conduct of their organizations as administrators face a highly litigious society. Will study the relevant legal principles that affect the operation, organization, and administration of American schools. Aspiring leaders will gain knowledge about legal issues that will help them in effectively performing their professional duties within the boundaries of constitutional, statutory, and case law. School law focuses on the legal rights, duties, and responsibilities of school personnel. Specific topics in this course include due process, tort liability, negligence, and contracts. Basic legal relationships between employer, colleagues, students, and adults are addressed.	Knowledge		9h		Written Memorandum to Superintendent
EDAM 588 Best Practices for School Leaders	This course represents a holistic approach to leadership for meeting the needs of students across the learning continuum, with a particular focus on design and implementation of special service programs within school settings. This course will assist aspiring leaders in understanding legal, programmatic, and ethical responsibilities of educational administrators in ensuring appropriate educational services and opportunities for all student populations. The constructs explored include special learner characteristics, program categories, service delivery models, equity issues, and ethical frameworks. This course incorporates the Tennessee Instructional Leadership Standards (TILS) and the Professional Standards for Educational Leaders (PSEL).	Knowledge	2, 3	5c		Special Populations Paper
EDAM 592 Field Problems	This course is designed to guide the student in understanding and gaining skills in research. Disciplined inquiry using tools for	Knowledge				Collection and Analysis of School Level

	planning, design, problem solving, data collection, data analysis and reporting is employed. The goal of the course is to provide students with the opportunity to implement the skills learned to engage in the process of educational research and to carry out a research project from inception to presentation.					Data for Capstone
EDAM 530 Research Methods	This course introduces the core concepts and applications of research design and methods. Students will explore the basic research procedures and statistical approaches involved in research projects. Areas of emphasis include locating, interpreting, critiquing, and writing about research in the field.	Knowledge				Data Collection Plan
Fellowship Residency		Disposition		1f, 1g, 2a, 2b, 2c, 2f, 3a, 3b, 3c, 3e, 3f, 3g, 3h, 5b, 6f, 6g, 6h, 7b, 7d, 7e, 8a, 8b, 8d, 8f, 9k, 10d, 10i	B3, C7	Fellow, Mentor, and Coach Survey Evaluations

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