EDL 7613 Mentorship in Educational Leadership

A. Course Title: EDL 7613 Mentorship in Educational Leadership

B. Catalog Description:

This course provides significant observation opportunities in the workplace that gives the leadership student the opportunity to synthesize and to apply the strategic, instructional, organizational, and contextual leadership competencies of the program of study. The Mentorship includes a seminar which will allow the completion and defense of the candidate’s scholarly research paper.

C. Purpose:

This course is designed to prepare educational leaders to become more effective and efficient administrators by participating as a mentee in a mentorship program with a public school administrator.

D. Required Text and Delivery Methods:

Candidate completes specific and structured activities under the supervision of leadership mentors selected and approved by the Educational Specialist Advisory Council. Course management system (ANGEL) will be utilized for continual communication with professor and class colleagues and for management of assignments. Instruction and student presentations will be accomplished through meetings using Web conferencing (Blackboard Collaborate).

TK20 system-one time purchase. ISBN 097440818

Tk20 is the official assessment and portfolio software system of Teachers College, Henderson. Program-required key assessments, portfolios, projects, work samples, applications required for program admission and field experience, and data related to professional testing and certification are all collected, processed, and archived through the university’s Tk20 secure portal.

It is the responsibility of each candidate pursuing a degree or certification as an educator to purchase a Tk20 account. The account activation fee is considered a professional expense incurred as part of an educator preparation program. Accounts for graduate-level candidates may be purchased directly from Tk20 at the following Website: http://hsu.tk20.com. A user account may be utilized for seven years from the activation date.
E. **Conceptual Framework:** The Conceptual Framework of the Educator Preparation Program at Henderson State provides a rationale and direction for all aspects of our programs that prepare P-12 educators. The Unit’s vision, “Teaching and Leading for Learning for All,” is a continual reminder of our purpose for being and exemplifies our commitment to the development and nurturing of our candidates’ knowledge, skills, and dispositions to help all students learn. The vision is further supported by its relevance to the vision and mission of Henderson State University and Teachers College, Henderson.

F. **Mission Statement:** The HSU Educational Leadership Educational Specialist program prepares candidates for P-12 district level leadership roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader’s skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

3 Goals:
1. Knowledge: To graduate students with the knowledge necessary to pass the district level leader licensure examination (SSA) and to succeed as a district level administrator.
2. Skills/Applications: To graduate students with the necessary leadership skills and applications to succeed as a district level administrator.
3. Collaboration: To graduate district level leaders with the ability to work collaboratively with all stakeholders of a school district.

6 Dispositions:
1. We are professionals.
2. We value diversity.
3. We are fair to all students.
4. We have a sense of efficacy.
5. We care for students and their families.
6. We are reflective.

G. **Use of Technology:** Instructors and candidates in the Educational Leadership Program will demonstrate the use of technology appropriate for the specific course. The use of multi-media will be employed in the delivery of instruction. Candidates will be linked via listserv and other web-based technology for continual communication with the professor and class colleagues. The courses will address the National Educational Technology Standards for Administrators (NETS-A).

1. **Visionary Leadership.** Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
2. **Digital-Age Learning Culture.** Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
3. **Excellence in Professional Practice.** Educational Administrators promote an environment of professional learning and innovation that empowers educators to
enhance student learning through the infusion of contemporary technologies and digital resources.

4. **Systemic Improvement.** Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.

5. **Digital Citizenship.** Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

H. **Diversity:** The Educational Leadership Program accepts diversity as a guiding principle reflective of the American ideal—*from many, one!* The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle and nationality.

EDL 7613 Mentorship in Educational Leadership experiences focus on preparing leaders who ethically promote equity and diversity. Through field experiences candidates will have opportunities to develop their understanding and skills toward becoming effective leaders within diverse learning organizations. Candidates will gain experience necessary to capitalize on diversity (language, cultural, ethnic, racial, economic, and special needs) and to support the learning needs of all students. The goal of Mentorship in Educational Leadership is to provide field experiences that develop educational leaders who can manage all kinds and classes of people equitably, support equal and fair treatment and opportunity for all, foster a climate of inclusion and foster environments where diverse thoughts are freely shared and integrated.

I. **Students with disabilities:** It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. If you have not previously contacted the Disability Resource Center (Edwards House, 1039 Henderson Street, 870-230-5475), I encourage you do so. For more information, visit the DRC website at [www.hsu.edu/disability](http://www.hsu.edu/disability).

J. **Objectives:**

The student will acquire knowledge and understanding of the district level administrator’s role through a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor. They will acquire knowledge and understanding in the following areas:

1. Sociological, philosophical and psychological context of the school district and support for the development of a positive learning environment and collaborative administrative practices.  **(ELCC Standard 1.0)**

2. Effective school management and on-site administrative activities aimed at providing a positive teaching and learning environment, as well as maintenance and development of
an inclusive learning community. The district level administrator must respond to the diverse community interests and needs and mobilize community resources to accomplish this goal. (ELCC Standard 3.0)

3. Collaborative and essential administrative roles in involving students, families and community members. (ELCC Standard 4.0)

4. Reflective approaches to understanding administrative leadership roles, ethics and practices. (ELCC Standard 5.0)

5. Practical use of technology in the mentorship experience. (NETS-A Standards:)

6. Active involvement in developing and sustaining positive elements of a school culture and instructional program while working directly to promote student learning and professional development with the staff. (ELCC Standard 2.0)

7. Social, economic and political contexts and influences that affect the day-to-day operation of the school and/or district. (ELCC Standard 6.0)

8. Completion of an electronic portfolio that showcases the experiences that the candidate has engaged themselves with to develop a well-rounded and competent district level leader. (ELCC Standard 7.0)

Competencies and Evidences:

1. Have completed 175 hours of activities and experiences over the 5 month semester. (ELCC 7.2)

2. Engage in activities that have substantial experiences leading, facilitating, and making decisions characteristic of the school superintendent. (ELCC 7.1)

3. Engage in experiences that integrate application of standards-based knowledge and skills and experiences addressing individual needs of the candidate. (ELCC 7.1, 7.2)

4. Engage in experiences in more than one setting on school district campuses where the candidate is assigned. (ELCC 7.2)

5. Engage in activities cooperatively planned and guided by the university instructor, school district mentor, and the candidate to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. (ELCC 7.3)

6. The mentor superintendent is provided training and given a set of guidelines to utilize during the candidate’s internship. (ELCC 7.3)

SUMMARY OF FIELD EXPERIENCE HOURS (217 HOURS)

130 hours (ELCC Standards 1-6 Activities)

45 hours (Superintendent Mentoring)

175 hours TOTAL from Internship

+42 hours (Additional ELCC Field Experience hours from selected course work)

217 hours TOTAL FIELD EXPERIENCE HOURS

Learner Outcomes (2011 ELCC Standards)

- Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. ELCC 1.1
• Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. **ELCC 1.2**

• Candidates understand and can promote continual and sustainable district improvement. **ELCC 1.3**

• Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders. **ELCC 1.4**

• Candidates understand and can advocate, nurture, and sustian a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. **ELCC 2.1**

• Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. **ELCC 2.2**

• Candidates understand and can develop and supervise the instructional and leadership capacity across the district. **ELCC 2.3**

• Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district. **ELCC 2.4**

• Candidates understand and can monitor and evaluate district management and operational systems. **ELCC 3.1**

• Candidates understand and can efficiently use human, fiscal, and technological resources within the district. **ELCC 3.2**

• Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. **ELCC 3.3**

• Candidates understand and can develop district capacity for distributed leadership. **ELCC 3.4**

• Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning. **ELCC 3.5**

• Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment. **ELCC 4.1**

• Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district. **ELCC 4.2**

• Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. **ELCC 4.3**

• Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners. **ELCC 4.4**

• Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. **ELCC 5.1**

• Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. **ELCC 5.2**

• Candidates understand and can safeguard the values of democracy, equity, and diversity within the district. **ELCC 5.3**

• Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district. **ELCC 5.4**
• Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling. **ELCC 5.5**
• Candidates understand and can advocate for district students, families, and caregivers. **ELCC 6.1**
• Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment. **ELCC 6.2**
• Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. **ELCC 6.3**

K. **Course Outline:**

1. Standard 1: Develop, Articulate, Implement, & Steward a Vision  
2. Standard 2: Advocating, Nurturing, & sustaining Enhanced Student learning & Staff Professional Growth  
4. Standard 4: Creating a Collaborative Learning Community  
5. Standard 5: The Ethical District Leader  
6. Standard 6: District and School Community Politics  
7. Standard 7: Superintendent Internship

L. **Field Experience Requirements:**

Interns demonstrate ability to perform genuine responsibility for leading, facilitating, and making decisions typical of district level leaders in 217 hours of internship that are completed in specified field based activities during course work throughout the program and one semester serving under a licensed mentor. A minimum of 175 hours are completed during the one semester internship course (130 hours from ELCC Standards 1-6 Activities and 45 from Superintendent mentoring) and a minimum of 42 hours comes from field experiences in course work throughout the program for a total of 217 minimum required field based hours. (**ELCC 7.1**).

**Standard 1-6 Performance Activities (130 hours)**

These activities are connected to specific Education Leadership Constitute Council (ELCC) standards and should guide the educational administration candidate during the internship.

**STANDARD 1:** A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

Skill and Experience Areas for Standard 1.0: Vision, strategic plans, data collection and analysis, communication and consensus building.
Assignment Standard 1:

a. Environmental scans are used by schools engaged in strategic or long-range planning. They involve what we know about the variables associated with teaching and learning in the school district. Your required assignment is to seek whatever information is available that will deepen your understanding of the special context your school represents, collate and display your data in a powerful and meaningful way, analyze and summarize what you discover, and determine the implications of those discoveries for your potential work as an intern/administrator in that particular setting. You will be responsible for completing a professional looking report of your findings. This assignment requires you to determine what data would be useful, in what ways that data should be displayed, how that data can best be summarized and assessed, and what conclusions that data generates in terms of school administration, teaching, and student learning.

b. Select three performance activities form the list below that demonstrate learning has occurred through Standard 1.0 and provide evidence of accomplishment and your participation in your internship portfolio.

--Conduct a problem-solving session with the staff or a portion thereof focusing on a real problem or crisis.

--Discuss with your site supervisor the district policy issues that raise the most troublesome issues for him/her. Who do they call for advice or help with such issues?

--Study the statement of goals and objectives adopted by your school. Select one objective and identify the actions being taken by the school to reach that objective; assess the potential success of those actions.

--Plan and conduct one or a series of staff meetings and develop an evaluation instrument to use with the staff in order to assess the success of your presentation.

--Chair a committee.

--Conduct a staff development activity aligned with the school’s mission.

STANDARD 2: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

Skill and Experience Areas for Standard 2.0: Curriculum, evaluation of instruction, evaluation of student achievement, professional development, change process, discipline and student services
Assignment Standard 2:

a. Select three performance activities that demonstrate learning has occurred through Standard 2.0.

--Interpret and evaluate three years of test scores in a particular academic area and identify possible solutions to shortcomings you have identified
--Establish a procedure for orientation and induction of new teachers into the school culture
--Organize an opportunity where teachers exchange ideas which promote creative thinking and sharing in the process of school improvement
--Establish a process to communicate high expectations for all staff through encouragement and praise
  --Implement a curricular change
  --Participate in a curriculum audit
--Assist in the selection, development, and utilization of instructional materials
--Chair a teacher committee formed to select a new text
--Prepare and present a curriculum proposal which is based on needs assessment survey you developed
--Design and execute a project at your school site where you assume the role of change agent

STANDARD 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

Skill and Experience Areas for Standard 3.0: School operations, policies, facility and maintenance administration, school safety, transportation, personnel, food service, and budget

Assignment Standard 3:

a. Candidates are required to interview the director of transportation and discuss the current issues and needs for transportation. This should include costs, maintenance, personnel issues, training and safety, and student problems. With the permission of the director, candidates are to observe one bus driver during either a morning or afternoon bus route. A summary of the transportation needs and issues and any observations and recommendations from riding the bus route should be included in your internship portfolio.

b. Select three performance activities that demonstrate learning has occurred through Standard 3.0.
  --Assist teachers in the use of teaching strategies designed to enhance student outcomes
  --Conduct departmental meetings or grade level meetings
--Establish a forum to engage staff in ongoing study of current best practices and analyze the implications for school improvement.
--Conduct a survey for maintenance improvements or repairs and identify the process used for requesting building repairs and/or improvements
--Identify the process and procedures for processing work orders
--Accompany a custodian on a building tour. Describe the system of hiring and evaluation of the custodial service
--Assist in the registration and classroom assignment of new students
--Assist with the requisition and allocation of materials and supplies
--Participate in the school inventory of books, materials, and equipment
--Review and demonstrate an understanding of the process used for receiving state accreditation
--Interview your school system finance officer and determine what things drive that person crazy about school financial affairs and what advice they would give to new school administrators about school finance and budgeting

**STANDARD 4.0:** A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

Skill and Experience Areas for Standard 4.0: Community and public relations, cultural diversity, parent involvement, and community/business resources

**Assignment Standard 4:**

a. Candidates are required to develop a memorandum for the superintendent and the board of education that explains a complex state or federal law and the necessary compliance issues for the district (e.g., IDEA, ADA, PL 94-142, NCLB).

b. Select three performance activities that demonstrate learning has occurred through Standard 4.0.

--Plan an event that will foster understanding among various cultural groups; show that you are knowledgeable about and sensitive to the customs and traditions of ethnic groups
--Develop an explanatory pamphlet for staff members and parents on the special education programs at your school
--Create a plan which would build positive relationship and communications between the school and the local community
--Make a clear, well-organized, and understandable presentation to the PTO/PTA, civic group, school board, or a community committee or group
With department members or a group of peers, develop a teaching strategy or program that is responsive to differences in students’ cultural backgrounds.

--Work with parent or community groups to plan a fund raising activity

--Investigate complaints from school community members or parents; show the willingness to gather facts, and utilize tact to develop a resolution while avoiding undercutting the certified or classified staff members involved in the complaint.

--Create a plan which would build positive relationships and communications between the school and the local community.

**STANDARD 5.0:** A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

Skill and Experience Areas for Standard 5.0: Ethics, core values, philosophy, and interpersonal relationships

**Assignment Standard 5:**

a. Actively counsel three students weekly for five weeks who have behavioral or academic problems. Keep written records of your meetings with each of these students and your successes and failures. Analyze what helps and what hinders improvement. Identify the students in your records and in your analysis by using different letters of the alphabet.

b. Select three performance activities that demonstrate learning has occurred through Standard 5.0.

--Review and demonstrate an understanding of the regulations associated with disciplining a student on an IEP.

--Interview the personnel director of a school district in order to become familiar with all aspects of the district’s processes for selecting both certified and classified personnel.

--Become familiar with the union contract; identify and discuss those provisions which are the responsibility of the school principal to manage.

--Participate in a hearing (suspension, expulsion, truancy, etc.) observing how due process requirements are met.

--Attend at least two board meetings and one other governance body meeting (community input session, city council meeting, Kiwanis, etc.).

--Analyze how you promote teaching and learning that recognizes learning differences, multicultural awareness, gender sensitivity, and appreciation of ethnic diversity.

**STANDARD 6.0:** A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political,
social, economic, legal, and cultural context within the district through advocating for district
students, families, and caregivers; acting to influence local, district, state, and national
decisions affecting student learning; and anticipating and assessing emerging trends and
initiatives in order to adapt district-level leadership strategies.

Skill and Experience Areas for Standard 6.0: State and federal laws, federal programs,
school board policy, conflict resolution, and professional affiliations

Assignment Standard 6:

a. Review the board policy manual. Interview the superintendent or assistant superintendent
to discuss the compilation and updating process of the manual and the role of the board in the
process. Write a description of the process and identify the most recent policy change, the
reason for the policy change, and the date the change was approved by the school board.

b. Select three performance activities that demonstrate learning has occurred through
Standard 6.0.

--Review and demonstrate an understanding of the procedures and law associated with the
confidentiality of student records (both regular and Special Education)
--Review and demonstrate an understanding of the procedures and law required to ensure due
process for students regarding disciplinary actions
--Review and demonstrate an understanding of the negotiated agreements with teachers and
support staff and how a violation of the contract might be handled
     --Speak on school affairs in general before a citizens’ group or service club
--Identify the most frequent legal issues facing your school or district, and identify the
reasons for these issues, including recommendations for solution
--Review and demonstrate an understanding of the school responsibilities involved with
federal programs such as Title I

M. Course Evaluation:

EXIT PORTFOLIO

A portfolio is an individualized collection of purposeful, interrelated materials which is
ongoing and flexible. The portfolio becomes an assessment tool, which leads to self-
 improvement through the development of reflective thinking and inquiry. The portfolio
experience also provides a model for the continuous professional development of
educational administrators in the world of practice. The students will select artifacts from
class assignments and align them to the appropriate ELCC and ISLLC and NETS-A
standards. They will select at least one artifact for each standard. They will write
reflections that demonstrate how the artifact helped them master the standard. The portfolio
will be evaluated using a rubric aligned to the ELCC standards 1-6 as well as the ISLLC
standards 1-6 and the NETS-A standards 1-5.

RUBRICS
The students will be graded by rubrics for their presentations, critical analyses of outside readings, projects, and class assignments. The rubrics will be aligned with the ELCC and ISLLC standards and NETS-A standards.

**EXPECTATIONS**

1. Participation in mentor/mentee training session.
2. Completion and understanding of all assignments.
3. Completion of on-site exercises and assignments as noted in syllabus.
4. Maintenance of a daily journal noting reactions to experiences.
5. Continual dialogue with public school superintendent mentor.
6. Field Experience Activities (Minimum 130 hours)—(ELCC 7.0)
7. Reflection on Field Experience Activity Log Forms
8. Internship Portfolio Maintained in TK-20
9. Superintendent mentoring (Minimum 45 hours) (to complete a minimum of 175 hours total semester field experience)
10. Superintendents and candidates determine the mentoring activities and are approved by HSU instructor.
11. Selected Class Log Form (42 Hours)
12. Total Field Experience Activities (217 hours)

**SUMMARY OF FIELD EXPERIENCE HOURS (217 HOURS)**
130 hours (ELCC Standards 1-6 Activities)
  45 hours (Superintendent Mentoring)
175 hours TOTAL from Internship
+42 hours (Additional ELCC Field Experience hours from selected course work)
217 hours TOTAL FIELD EXPERIENCE HOURS

**Integration of Technology:**
The use of multi-media will be employed in the delivery of instruction. Students will be encouraged to utilize multi-media techniques in class presentations. Class members will be linked via web based technology for continual communication with the professor and class colleagues.

**Evaluation Policy:**
The EDS program is performance-based. The student will be required to demonstrate proficiency in each competency outlined in the ISLLC, ELCC, and NETS-A standards. Deviation from established requirements could impact the student’s performance on assessments for licensure.
1. Selected artifacts will become a part of the student’s program portfolio.
2. Rubrics will be used to assess quality of assignments.
3. Grading Scale:
   
   **A** Accomplished = Clear, convincing, consistent and credible evidence
   **B** Proficient = Clear, specific evidence
   **C** Developing = Limited evidence
D Rudimentary = Little or no evidence
F No evidence

N. **Attendance Policy:** Attendance in this class is essential for its success not only for each student but for the class as a whole. You should plan on attending each class unless prevented by circumstances beyond your control. The attendance policy for this course is in regulation with the university attendance policy as stated in the current Henderson State University catalog.

O. **Student Handbook Policy:** Henderson State University complies with federal and state legislation that protects students’ rights. A listing of all applicable federal and state statutes can be found in the *Graduate Catalog*. For information or questions, please contact the General Counsel to the President, Room 308, Womack Hall, HSU Box 7744-1100 Henderson Street, Arkadelphia, AR, 71999-0001, phone (870) 230-5089. Information may also be accessed through [www.hsu.edu](http://www.hsu.edu).

P. **Academic Honesty:** Students will be expected to be aware of the policies on academic honesty on pages 69 and 70 of the student handbook. Any use of the work of other students or plagiarized work will be subject to the consequences stated in the handbook.

Q. **Bibliography:**


