University of North Alabama
College of Education and Human Sciences
IL 696 Internship and Residency

Course Title: IL 696 Internship and Residency for Instructional Leadership

Credit: Three semester hours (3)

RequiredTextbooks/Printed Resources:
College LiveText.edu solutions membership (this is sold in the bookstore and online at www.LiveText.com.)

Instructor:
Office:
Phone:
Email:
Office Hours:

(Note: Occasionally other obligations – University committee meetings, meeting with interns, etc… - may impose upon stated office hours. Special appointments can be made with the instructor by phone or e-mail.)

Term:

Course Description:
This course is the culminating activity for successful completion of all standards required for the Alabama Class A certification in Instructional Leadership.

Course Overview:

Candidates MUST be unconditionally admitted to the UNA Graduate School and Instructional Leadership Program to enroll in this course. Successful completion of IL classes 690-695 is required.

Course Objectives and Student Outcomes:

Conceptual Framework Ref.	Alabama Standard	Objective	Assignment	Method of Assessment
3	290-3-3-.48(2)(a)2.(i)	Lead and motivate staff, students and families to achieve the school's vision.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
1	290-3-3-.48(2)(a)2.(ii)	Work with faculty to identify instructional and curricular needs that align with vision and resources.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
3	290-3-3-.48(2)(a)2.(iii)	Interact with the community concerning the school's vision, mission, and priorities.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric

3	290-3-3-.48(2)(a)2.(iv)	Work with staff and others to establish and accomplish goals.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
1	290-3-3-.48(2)(a)2.(v)	Relate the vision, mission, and goals to the instructional needs of students.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
1	290-3-3-.48(2)(a)2.(vii)	Use a variety of problem-solving techniques and decision-making skills to resolve problems.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
1	290-3-3-48(2)(a)2.(viii)	Delegate tasks clearly and appropriately to accomplish organizational goals.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
2	290-3-3-.48(2)(a)2.(xi)	Use multiple sources of data to manage the accountability process.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
2	290-3-3-.48(2)(a)2.(xii)	Assess student progress using a variety of techniques and information.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
2	290-3-3-.48(2)(a)2.(xiii)	Monitor and assess instructional programs, activities, and materials.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
3	290-3-3-.48(2)(b)2.(ii)	Engage staff in ongoing study and implementation of research-based practices.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
2	290-3-3-.48(2)(b)2.(vi)	Coach staff and teachers on the evaluation of student performance.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
2	290-3-3-.48(2)(b)2.(xii)	Monitor and assess instructional programs, activities, and materials.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
2	290-3-3-.48(2)(c)2.(i)	Coach staff and teachers on the evaluation of student performances.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
3	290-3-3-.48(2)(c)2.(ii)	Work collaboratively with teachers to plan for individual professional development.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
1	290-3-3-.48(2)(c)2.(iii)	Use a variety of supervisory models to improve teaching and learning.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
2	290-3-3-.48(2)(c)2.(vi)	Manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
1	290-3-3-.48(2)(c)2.(vii)	Provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric

3	290-3-3-.48(2)(c)2.(viii)	Provide opportunities for teachers to reflect, plan, and work collaboratively.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
3	290-3-3-.48(2)(c)2.(ix)	Create a community of learners among faculty and staff.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
1	290-3-3-.48(2)(c)2.(xi)	Foster development of aspiring leaders, including teacher leaders.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
6	290-3-3-.48(2)(d)2.(ii)	Perceive the needs and concerns of others and deal tactfully with them.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
5	290-3-3-.48(2)(d)2.(iii)	Arrange for students and families whose home language is not English to engage in school activities and communications through oral and written translations.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
5	290-3-3-.48(2)(d)2.(iv)	Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
5	290-3-3-.48(2)(d)2.(v)	Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
1	290-3-3-.48(2)(e)1.(i)	Serve as primary school spokesperson in the community.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
3	290-3-3-.48(2)(e)1.(ii)	Make parents partners in their student's education.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
1	290-3-3-.48(2)(e)2.(i)	Address student and family conditions affecting learning.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
1	290-3-3-.48(2)(e)2.(ii)	Identify community leaders and their relationships to school goals and programs.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
1	290-3-3-.48(2)(e)2.(iii)	Communicate the school's vision, mission, and priorities to the community.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
3	290-3-3-.48(2)(e)2.(iv)	Share leadership and decision-making with others by gathering input.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
3	290-3-3-.48(2)(e)2.(v)	Seek resources of families, business, and community members in support of the school's goals.	Portfolio	Internship and Residency Rubric Supervisor/Candidate PATS Self-Analysis Rubric
3	290-3-3-.48(2)(e)2.(vi)	Develop partnerships, coalitions, and networks to impact student achievement.	Portfolio	Internship and Residency Rubric

				Supervisor/Candidate PATS Self-Analysis Rubric
3	290-3-3-.48(2)(e)2.(vii)	Actively engage the community to share responsibility for student and school success.	Portfolio	Internship and Residency Rubric
				Supervisor/Candidate PATS Self-Analysis Rubric
3	290-3-3-.48(2)(e)2.(viii)	Involve family and community in appropriate policy implementation, program planning, and assessment efforts.	Portfolio	Internship and Residency Rubric
				Supervisor/Candidate PATS Self-Analysis Rubric
4	290-3-3-.48 (2)(f)1(i)	Discover practical approaches for developing and implementing successful technology planning.	Portfolio	Internship and Residency Rubric
				Supervisor/Candidate PATS Self-Analysis Rubric
4	290-3-3-.48 (2)(f)1(ii)	Increase access to educational technologies for the school.	Portfolio	Internship and Residency Rubric
				Supervisor/Candidate PATS Self-Analysis Rubric
4	290-3-3-.48 (2)(f)2(i)	Implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment	Portfolio	Internship and Residency Rubric
				Supervisor/Candidate PATS Self-Analysis Rubric
4	290-3-3-.48 (2)(f)2(ii)	Develop a plan for technology integration for the school community.	Portfolio	Internship and Residency Rubric
				Supervisor/Candidate PATS Self-Analysis Rubric
4	290-3-3-.48 (2)(f)2(iv)	Develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices.	Portfolio	Internship and Residency Rubric
				Supervisor/Candidate PATS Self-Analysis Rubric
4	290-3-3-.48 (2)(f)2(vii)	Use technology to support the analysis and use of student assessment data.	Portfolio	Internship and Residency Rubric
				Supervisor/Candidate PATS Self-Analysis Rubric

Course Requirements:

Roles and Responsibilities of the IL 696 Intern (Candidate for UNA Master' degree in Instructional Leadership or Certification in Instructional Leadership):

- Participates in planning, implementing, documenting and evaluating internship experiences and the internship as a whole;
- Participates in a developmental continuum of practice that progresses from observing, to participating, and then finally documenting leading of all 99 PATS leading authentic school-based activities;
- Takes an active role in self-assessment, planning and implementing the learning plan;
- Is proactive and assertive in arranging time for conversations, direction, feedback and coaching from mentor and university supervisor;
- Documents progress toward competencies;
- Seeks support and advice;
- Is professional, efficient and dependable;
- Is responsible for completing internship activities and notifying appropriate personnel and supervisor(s) of any obstacles the intern cannot overcome alone;
- Is a reflective practitioner and develops a self-audit and plan of action for demonstrating the role of leadership for all Instructional Leadership Standards;
- Develops a final action plan and portfolio, demonstrating successful leadership in all 99 PATS; and,
- Understands and follows all university, district, and state requirements for interns.

Emphasis will be placed on the completion of a standard-based portfolio that documents by a minimum of one artifact per standard at the lead level for any standard not completed in an Instructional Leadership class embedded field experience.

An individualized plan for each candidate will be designed by the candidate, mentor principal and university supervisor prior to beginning activities.

1. Review PAT's from coursework and complete a self-audit of all 99 PATS. "What Standards have not been addressed at the leading levels?" Complete a Plan of Action, including a timeline to successfully complete missing PATS not demonstrating a leadership role during the IL 696 Internship/Residency in school-based field experiences.
2. Identify the relationship to the UNA Conceptual Framework.
3. Identify the district/school needs: "How can I use this internship to help the school address some critical issues related to helping students achieve?" You should work with the mentor principal, school and district staff to answer this question.
4. Identify your own gaps (self-assessment of all 99 PATS) in your portfolio demonstrating the areas you need to lead in the standard. Also, determine which areas of need are of most interest to you: "Which competencies do I want/need to work on most?" This should be a collaborative effort between the university supervisor, the mentor principal(s) and you.
5. Decide: "What projects are most appropriate to addressing university requirements, district needs, and my developmental needs." This should be a collaborative effort between the university supervisor, your mentor principal and you to meet the 99 PATS.

Course Content Outline:
Experiences will be based upon the ability of the individual candidate to successfully complete a portfolio on the AIL Standards Key. Standards not demonstrated in field experiences required in classes will be demonstrated during the Internship/Residency. All activities will be supervised by a trained mentor and/or university faculty member/coach.

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Documentation of successful completion of the Alabama Instructional Leadership Standards assigned to this course is required for a passing grade.

Standard (2)(e) E: Community and Stakeholder Relationships:

Rationale: Work cooperatively to develop community and stakeholder relationships.

Knowledge of: Key Indicators:

- Serve as primary school spokesman in the community. (2)(e)1 .(i)
- Make parents partners in their students educational process. (2)(e)1 .(ii)

Ability to do: Key Indicators:

- Address students and family conditions to effectively enhance student learning (2)(e)2.(i)
- Identify community leaders and their relationships to school goals and programs.
- Communicate the school's vision, mission, and priorities to the community. (2)(e)2.(iii)
  Share leadership and decision making with others by gathering input. (2)(e)2.(iv)
  Seek resources of families, business, and community members in support of the school's goals. (2)(e)2.(v)
- Develop partnerships, coalitions, and networks to impact student achievement.
- Actively engage the community to share responsibility for students and school success.
- Involve family and community in appropriate policy implementation, program planning, and assessment efforts. (2)(e)2.(viii)

Sample Activities:

Lead:
- discussion groups involving parents and other stakeholders in school improvement planning and other stakeholders in school improvement planning efforts
- in identifying and recruiting community leaders to participate in school improvement efforts
- in developing communication processes and procedures for sharing school goals with the community
- in developing information/data for reporting to all stakeholders

Any standards listed below that have not been completed in IL 690 – 695 must be completed in IL 696.

Standard (2)(a). Plan for Continuous Improvement
1 .   Lead and motivate staff, students, and families to achieve the school's vision. (2)(a)2.(i)
2.   Work with faculty to identify instructional and curricular needs that align with vision and resources. (2)(a)2.(ii)
3.   Interact with the community concerning the school's vision, mission, and priorities. (2)(a)2.(iii)
4.   Work with staff and others to establish and accomplish goals. (2)(a)2.(iv)
5.   Relate the vision, mission, and goals to the instructional needs of students. (2)(a)2.(v)
6.   Use a variety of problem-solving techniques and decision-making skills to resolve problems. (2)(a)2.(vii)
7.   Delegate tasks clearly and appropriately to accomplish organizational goals.
8.   Use multiple sources of data to manage the accountability process. (2)(a)2.(xi)

9.	Assess student progress using a variety of techniques and information.
10.	Monitor and assess instructional programs, activities, and materials. (2)(a)2.(xiii)

Standard (2)(b). Teach and Learn
1.	Collaborate with community, staff, district, state and university personnel to develop the instructional program. (2)(b)1.(ii)
2.	Engage staff in ongoing study and implementation of research-based practices. (2(b)1.(ii)
3.	Coach staff and teachers on the evaluation of student performance. (2)(b)2.(vi)
4.	Monitor and assess instructional programs, activities, and materials. (2)(b)2.(xii)

Standard (2)(c) Human Resource Development
1.	Coach staff and teachers on the evaluation of student performance. (2)(c)2.(i)
2.	Use a variety of supervisory models to improve teaching and learning.
3.	Provide opportunities for teachers to reflect, plan, and work collaboratively. (2)(c)2.(viii)
4.	Foster development of aspiring leaders, including teacher leaders. (2)(c)2.(xi)

Standard (2)(d) Diversity
1.	Perceive the needs and concerns of others and deal tactfully with them. (2)(d)2.(ii)
2.	Arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations. (2)(d)2.(iii)
3.	Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation. (2)(d)2.(iv)
4.	Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation. (2)(d)2.(v)

Standard (2)(f) Technology
1.	Implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment. (2)(f)2.(i)
2.	Develop a plan for technology integration for the school community. (2)(f)2.(ii)
3.	Develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices. (2)(f)2.(iv)
4.	Use technology to support the analysis and use of student assessment data.

Standard (2)(g) Management of the Learning Organization
	All standard requirements met in IL 691 , if not successfully completed will be completed in IL 696.

Standard (2)(h) Ethics
	All standard requirements to be met in IL 695. If not successfully completed in IL 695, will be in completed in IL 696.

Note: Any missing standards that do not demonstrate leadership will be required in IL 696, Internship and Residency.

Course Requirements:
1.	Completion of Internship/Residency (10 Consecutive-day with practicing K-12 mentor-trained principal);
2.	Completion of Self-Analysis and Portfolio containing Alabama IL 33 Knowledge of and 66 Ability To Do

Key Indicators. Final documentation of all 99 PATS, with leadership documentation will be submitted in LiveText;
3.   Attendance and participation at monthly seminars;
4.   Completion of Reflective Journal/PATS;
5.   Completion of LiveText portfolio and completion of program evaluations;
6.   Participate in selected professional development activities that reflect Knowledge
       Of and Ability To Do Key indicators in Instructional Leadership.

Key Dates and Assignments

Week	Date	Assignment
1		
2		
3		
4		
5		
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13		
14		
15		
16		

*This is a tentative schedule. All changes in the schedule will be announced in class.

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Student Performance Assessment:

A candidate performance assessment is required upon completion of the internship program. The assessment is structured as follows:

1. The completion of a learning portfolio describing the intern's level of accomplishment of each of the requirements of the internship, documenting all 99 PATS with leadership. This learning portfolio is to be assessed by the university faculty member(s) and the school system administrator(s) designated as the partnership for the internship cohort. The portfolio will be assessed using the assessment Rubric (copy included).

2. Demonstration of the candidate's ability to lead a collaborative team during an intern seminar in addressing an authentic problem of practice focused on issues of instruction and student achievement. Interns will be assigned to work in teams with their colleagues. Each team member will participate in/lead the team in solving a problem presented to the group. A panel of school system administrators and university faculty will assess the student using the team problem-solving Rubric (copy included);

3. The completion of the self-assessment of the PATS that demonstrate ability to lead in all 99 standards, using the IL Field Experience Form and IL 696 PATS Rubric provided and with final submission in Livetext, as part of the learning portfolio.

4. Student presentation on a timely topic relating to Instructional Leadership and current research, with documented supporting research.

UNA Policy for Students with Disabilities:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Attendance Policy: Monthly TBA meetings of Instructional Leadership students will be held to assess understanding of progress, and to share experiences in completion of the portfolio site and field-based experiences to meet AIL Standards. Attainment of the objectives of this course is directly related to the developmental sequence of experiences from start to finish of the UNA Instructional Leadership Program. Absences from the TBA monthly meetings without justification and approval by faculty will be a factor in finalizing the intern's grade.

UNA Academic Honesty Policy:

All members of the university community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty, and graduates. It is in the best interest of the entire university community to sanction any individual who chooses not to accept the principles of academic honesty by committing acts such as cheating, plagiarism, or misrepresentation. Offenses are reported to the Vice President for Academic Affairs and Provost for referral to the University Judicial Board for disposition.

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UNA Withdrawal Policy:

Withdrawal from the University. Students who wish to withdraw from the must notify the Office of the Registrar and the professor and follow official procedures. The grade of W, WP or WF will be recorded for each registered course.

Reminders:
1. All students are held responsible for active, supportive, and respectful participation during class sessions and contact time with students, teachers, parents, and other professionals and community members.
2. Demonstrate professionalism, which is defined as the conduct of qualities that characterize a profession and a professional person. Your actions, appearance, quality of work, and attitude should reflect a high level of professionalism.
3. Keep copies of all your work on disk. Should any problems occur, you may be asked to provide a copy of the assignment. All work, unless otherwise stated, is to be completed independently and not taken from any other source, such as the Internet, textbooks, or other educators.

University of North Alabama
Instructional Leadership Course Rubric for Program Improvement
IL 696 Internship and Residency for IL

Name of Candidate: _____   Date: _____

Target 3	Acceptable 2	Unacceptable 1	Score
Demonstrates a high level of ability to lead and motivate staff, students, and families to achieve the school's vision.	Demonstrates ability to lead and motivate staff, students, and families to achieve the school's vision.	Demonstrates an unacceptable level of ability to lead and motivate staff, students, and families to achieve the school's vision.	
Demonstrates a high level of ability to work with faculty to identify instructional and curricular needs that align with vision and resources.	Demonstrates ability to work with faculty to identify instructional and curricular needs that align with vision and resources.	Demonstrates an unacceptable level of ability to work with faculty to identify instructional and curricular needs that align with vision and resources.	
Demonstrates a high level of ability to interact with the community concerning the school's vision, mission and priorities.	Demonstrates ability to interact with the community concerning the school's vision, mission and priorities.	Demonstrates an unacceptable level of ability to interact with the community concerning the school's vision, mission and priorities.	
Demonstrates a high level of ability to work with staff and others to establish and accomplish goals.	Demonstrates ability to work with staff and others to establish and accomplish goals.	Demonstrates an unacceptable level of ability to work with staff and others to establish and accomplish goals.	
Demonstrates a high level of ability to relate the vision, mission and goals to the instructional needs of students.	Demonstrates ability to relate the vision, mission and goals to the instructional needs of students.	Demonstrates an unacceptable level of ability to relate the vision, mission and goals to the instructional needs of students.	
Demonstrates a high level of ability to use a variety of problem-solving techniques and decision-making skills to resolve problems.	Demonstrates ability to use a variety of problem-solving techniques and decision-making skills to resolve problems.	Demonstrates an unacceptable level of ability to use a variety of problem-solving techniques and decision-making skills to resolve problems.	
Demonstrates a high level of ability to delegate tasks clearly and appropriately to accomplish organizational goals.	Demonstrates ability to delegate tasks clearly and appropriately to accomplish organizational goals.	Demonstrates an unacceptable level of ability to delegate tasks clearly and appropriately to accomplish organizational goals.	
Demonstrates a high level of ability to use multiple sources of data to manage the accountability process.	Demonstrates ability to use multiple sources of data to manage the accountability process.	Demonstrates an unacceptable level of ability to use multiple sources of data to manage the accountability process.	
Demonstrates a high level of ability to assess student progress using a variety of techniques and information.	Demonstrates ability to assess student progress using a variety of techniques and information.	Demonstrates an unacceptable level of ability to assess student progress using a variety of techniques and information.	
Demonstrates a high level of ability to monitor and assess instructional programs, activities and materials.	Demonstrates ability to monitor and assess instructional programs, activities and materials.	Demonstrates an unacceptable level of ability to monitor and assess instructional programs, activities and materials.	

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Target 3	Acceptable 2	Unacceptable 1	Score
Demonstrates a high level of ability to collaborate with community, staff, district, state and university personnel to develop the instructional program.	Demonstrates ability to collaborate with community, staff, district, state and university personnel to develop the instructional program.	Demonstrates an unacceptable level of ability to collaborate with community, staff, district, state and university personnel to develop the instructional program.	
Demonstrates a high level of ability to engage staff in ongoing study and implementation of research-based practices.	Demonstrates ability to engage staff in ongoing study and implementation of research-based practices.	Demonstrates an unacceptable level of ability to engage staff in ongoing study and implementation of research-based practices.	
Demonstrates a high level of ability to coach staff and teachers on the evaluation of student performance.	Demonstrates ability to coach staff and teachers on the evaluation of student performance.	Demonstrates an unacceptable level of ability to coach staff and teachers on the evaluation of student performance.	
Demonstrates a high level of ability to monitor and assess instructional programs, activities and materials.	Demonstrates ability to monitor and assess instructional programs, activities and materials.	Demonstrates an unacceptable level of ability to monitor and assess instructional programs, activities and materials.	
Demonstrates a high level of ability to coach staff and teachers on the evaluation of student performance.	Demonstrates ability to coach staff and teachers on the evaluation of student performance.	Demonstrates an unacceptable level of ability to coach staff and teachers on the evaluation of student performance.	
Demonstrates a high level of ability to work collaboratively with teachers to plan for individual professional development.	Demonstrates ability to work collaboratively with teachers to plan for individual professional development.	Demonstrates an unacceptable level of ability to work collaboratively with teachers to plan for individual professional development.	
Demonstrates a high level of ability to use a variety of supervisory models to improve teaching and learning.	Demonstrates ability to use a variety of supervisory models to improve teaching and learning.	Demonstrates an unacceptable level of ability to use a variety of supervisory models to improve teaching and learning.	
Demonstrates a high level of ability to manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals.	Demonstrates ability to manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals.	Demonstrates an unacceptable level of ability to manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals.	
Demonstrates a high level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	Demonstrates ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	Demonstrates an unacceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	
Demonstrates a high level of ability to provide opportunities for teachers to reflect, plan and work collaboratively.	Demonstrates ability to provide opportunities for teachers to reflect, plan and work collaboratively.	Demonstrates an unacceptable level of ability to provide opportunities for teachers to reflect, plan and work collaboratively.	
Demonstrates a high level of ability to create a community of learners among faculty and staff.	Demonstrates ability to create a community of learners among faculty and staff.	Demonstrates an unacceptable level of ability to create a community of learners among faculty and staff.	

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Target 3	Acceptable 2	Unacceptable 1	Score
Demonstrates a high level of ability to foster development of aspiring leaders, including teacher leaders.	Demonstrates ability to foster development of aspiring leaders, including teacher leaders.	Demonstrates an unacceptable level of ability to foster development of aspiring leaders, including teacher leaders.	
Demonstrates a high level of ability to perceive the needs and concerns of others and deal tactfully with them.	Demonstrates ability to perceive the needs and concerns of others and deal tactfully with them.	Demonstrates an unacceptable level of ability to perceive the needs and concerns of others and deal tactfully with them.	
Demonstrates a high level of ability to arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations.	Demonstrates ability to arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations.	Demonstrates an unacceptable level of ability to arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations.	
Demonstrates a high level of ability to interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Demonstrates ability to interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Demonstrates an unacceptable level of ability to interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	
Demonstrates a high level of ability to promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.	Demonstrates ability to promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.	Demonstrates an unacceptable level of ability to promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.	
Demonstrates a high level of ability to implement a plan for the use of technology, tele-communications, and information systems to enrich curriculum, instruction and assessment.	Demonstrates ability to implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction and assessment.	Demonstrates an unacceptable level of ability to implement a plan for the use of technology, tele-communications, and information systems to enrich curriculum, instruction and assessment.	
Demonstrates a high level of ability to develop a plan for technology integration for the school community.	Demonstrates ability to develop a plan for technology integration for the school community.	Demonstrates an unacceptable level of ability to develop a plan for technology integration for the school community.	
Demonstrates a high level of ability to develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices.	Demonstrates ability to develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices.	Demonstrates an unacceptable level of ability to develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices.	
Demonstrates a high level of ability to use technology to support the analysis and use of student assessment data.	Demonstrates ability to use technology to support the analysis and use of student assessment data.	Demonstrates an unacceptable level of ability to use technology to support the analysis and use of student assessment data.	
		Total Points:	

University of North Alabama
M.A. Degree Program in Instructional Leadership
Rubric for Intern Assessment of Key Indicators used in Improving Student Achievement by
Research, Problem Analysis, and Problem Solving

Target 3	Acceptable 2	Unacceptable 1	Score
Demonstrates a deep level of understanding of current research and theory regarding effective practice.	Demonstrates an acceptable level of understanding of current research and theory regarding effective practice.	Demonstrates an unacceptable level of understanding of current research and theory regarding effective practice.	
Demonstrates a deep level of problem analysis.	Demonstrates an acceptable level of problem analysis.	Demonstrates an unacceptable level of problem analysis.	
Demonstrates a deep level of knowledge of school and classroom practice that contributes to student achievement.	Demonstrates an acceptable level of knowledge of school and classroom practice that contributes to student achievement.	Demonstrates an unacceptable level of knowledge of school and classroom practice that contributes to student achievement.	
Demonstrates a deep level of understanding of the work of instructional leadership.	Demonstrates an acceptable level of understanding of the work of instructional leadership.	Demonstrates an unacceptable level of understanding of the work of instructional leadership.	
Demonstrates a deep level of understanding of, and participation in, collaborative problem solving.	Demonstrates an acceptable level of understanding of, and participation in, collaborative problem solving.	Demonstrates an unacceptable level of understanding of, and participation in, collaborative problem solving.	
Demonstrates a deep level of skill in leading a problem-solving conversation.	Demonstrates an acceptable level of skill in leading a problem-solving conversation.	Demonstrates an unacceptable level of skill in leading a problem-solving conversation.	
Demonstrates a deep level of ability to ask probing questions.	Demonstrates an acceptable level of ability to ask probing questions.	Demonstrates an unacceptable level of ability to ask probing questions.	
Demonstrates a deep level of ability to synthesize and summarize information.	Demonstrates an acceptable level of ability to synthesize and summarize information.	Demonstrates an unacceptable level of ability to synthesize and summarize information.	
Demonstrates a deep level of ability to communicate orally.	Demonstrates an acceptable level of ability to communicate orally.	Demonstrates an unacceptable level of ability to communicate orally.	
Demonstrates a deep level of ability to think and respond under pressure.	Demonstrates an acceptable level of ability to think and respond under pressure.	Demonstrates an unacceptable level of ability to think and respond under pressure.	
		Total Points:	

UNIVERSITY OF NORTH ALABAMA INSTRUCTIONAL LEADERSHIP PROGRAM
CANDIDATE PATS SELF-ANALYSIS AND IL SUPERVISOR AUDIT FORM

Name of Graduate Candidate:_____ Student Number:_____

Semester of Internship:_____ University Supervisor_____
Advisor:_____

Schools(s)and District(s) for 10 Day Residency:

_____

Residency Dates: _____ Residency Principal Mentor

_____

UNA INSTRUCTIONAL LEADERSHIP PATS AUDIT							
COURSE	SEMESTER TAKEN	PAT(S) ASSIGNED TO COURSE	DID YOU LEAD, PARTICIPATE, OR OBSERVE FOR THE PAT?	TITLE OF DOCUMENATION USED IN THE FIELD EXPERIENCE FOR COMPLETION OF THE PAT COURSE STANDARD	PAT COMPLETED, MISSING, OR NEEDS REVIST FOR LEAD OR ASSIGNED TO INTERNSHIP/RESIDENCY	REVIEWED BY UNIVERSITY INTERN SUPERVISOR (MET/UNMET) & DATE	
IL 692		(2)(a)1.(i)					
IL 692		(2)(a)1(ii)					
IL 692		(2)(a)1(iii)					
IL 692		(2)(a)1(iv)					
IL 692		(2)(a)1(v)					
IL 696		(2)(a)2.(i)			INTERNSHIP		
IL 696		(2)(a)2.(ii)			INTERNSHIP		
IL 696		(2)(a)2.(iii)			INTERNSHIP		
IL 696		(2)(a)2.(iv)			INTERNSHIP		
IL 696		(2)(a)2.(v)			INTERNSHIP		
IL 692		(2)(a)2.(vi)					
IL 696		(2)(a)2.(vii)			INTERNSHIP		
IL 696		(2)(a)2.(viii)			INTERNSHIP		
IL 692		(2)(a)2.(ix)					
IL 692		(2)(a)2(x)					
IL 696		(2)(a)2.(xi)			INTERNSHIP		
IL 696		(2)(a)2.(xii)			INTERNSHIP		
IL 696		(2)(a)2.(xiii)			INTERNSHIP		
IL 692		(2)(a)2(xiv)					

UNA INSTRUCTIONAL LEADERSHIP PATS AUDIT							
COURSE	SEMESTER TAKEN	PAT(S) ASSIGNED TO COURSE	DID YOU LEAD, PARTICIPATE, OR OBSERVE FOR THE PAT?	TITLE OF DOCUMENATION USED IN THE FIELD EXPERIENCE FOR THE PAT (USE SPECIFIC TITLE, NOT FIELD PROJECT TITLE)	PAT COMPLETED, MISSING, OR NEEDS REVIST FOR LEAD OR ASSIGNED TO INTERNSHIP/RESIDENCY	REVIEWED BY UNIVERSITY INTERN SUPERVISOR (MET/UNMET)	
IL 692		(2)(a)2(xv)					
IL 693		(2)(b) 1.(i)					
IL 696		(2)(b)1.(ii)			INTERNSHIP		

Revised 9.27.13

IL 693		(2)(b)1.(iii)				
IL 693		(2)(b)2.(i)				
IL 696		(2)(b)2.(ii)		**INTERNSHIP**		
IL 693		(2)(b)2.(iii)				
IL 693		(2)(b)2.(iv)				
IL 693		(2)(b)2.(v)				
IL 696		(2)(b)2.(vi)		**INTERNSHIP**		
Il 693		(2)(b)2.(vii)				
IL 693		(2)(b)2.(viii)				
IL 693		(2)(b)2/(ix)				
IL 693		(2)(b)2.(x)				
IL 693		(2)(b)2.(xi)				
IL 696		(2)(b)2.(xii)		**INTERNSHIP**		
IL 693		(2)(b)2.(xiii)				
IL696		(2)(c)1.(i)		**INTERNSHIP**		
Il 690		(2)(c)1.(ii)				
IL 690		(2)(c)1.(iii)				
IL 690		(2)(c)1.(iv)				
IL 696		(2)(c)2.(i)		**INTERNSHIP**		
IL 690		(2)(c)2.(ii)				
IL 696		(2)(c)2.(iii)		**INTERNSHIP**		
IL 690		(2)(c)2.(iv)				
IL 690		(2)(c)2.(v)				

UNA INSTRUCTIONAL LEADERSHIP PATS AUDIT							
COURSE	SEMESTER TAKEN	PAT(S) ASSIGNED TO COURSE	DID YOU LEAD, PARTICIPATE, OR OBSERVE FOR THE PAT?	TITLE OF DOCUMENATION USED IN THE FIELD EXPERIENCE FOR THE PAT	PAT COMPLETED, MISSING, OR NEEDS REVIST FOR LEAD OR ASSIGNED TO INTERNSHIP/RESIDENCY	REVIEWED BY UNIVERSITY INTERN SUPERVISOR (MET/UNMET)	
IL 690		(2)(c)2.(vi)					
IL 690		(2)(c)2.(vii)					
IL 696		(2)(c)2.(viii)			INTERNSHIP		
IL 690		(2)(c)2.(ix)					
IL 690		(2)(c)2.(x)					
Il 696		(2)(c)2.(xi)			INTERNSHIP		
IL 694		(2)(d)1.(i)					
IL 694		(2)(d)1.(ii)					
IL 694		(2)(d)1.(iii)					
IL 694		(2)(d)1.(iv)					
IL 694		(2)(d)1.(v)					
IL 694		(2)(d)2.(i)					
IL 694		(2)(d)2.(ii)					
IL 694		(2)(d)2.(iii)					
IL 694		(2)(d)2.(iv)					
IL 694		(2)(d)2.(v)					
IL 696		(2)(e)1.(i)			INTERNSHIP		
IL 696		(2)(e)1.(ii)			INTERNSHIP		
IL 696		(2)(e)2.(i)			INTERNSHIP		
IL 696		(2)(e)2.(ii)			INTERNSHIP		
IL 696		(2)(e)2.(iii)			INTERNSHIP		
IL 696		(2)(e)2.(iv)			INTERNSHIP		
IL 696		(2)(e)2.(v)			INTERNSHIP		
IL 696		(2)(e)2.(vi)			INTERNSHIP		
IL 696		(2)(e)2.(vii)			INTERNSHIP		
IL 696		(2)(e)2.(viii)			INTERNSHIP		
UNA INSTRUCTIONAL LEADERSHIP PATS AUDIT							
COURSE	SEMESTER TAKEN	PAT(S) ASSIGNED TO COURSE	DID YOU LEAD, PARTICIPATE, OR OBSERVE FOR THE PAT?	TITLE OF DOCUMENATION USED IN THE FIELD EXPERIENCE FOR THE PAT	PAT COMPLETED, MISSING, OR NEEDS REVIST FOR LEAD OR ASSIGNED TO INTERNSHIP/RESIDENCY	REVIEWED BY UNIVERSITY INTERN SUPERVISOR (MET/UNMET)	
IL 694		(2)(f)1.(i)					
IL 694		(2)(f)1.(ii)					
IL 694		(2)(f)2.(i)					
IL 694		(2)(f)2.(ii)					
IL 694		(2)(f)2.(iii)					
IL 694		(2)(f)2.(iv)					
IL 694		(2)(f)2.(v)					
IL 694		(2)f2.(vi)					
IL 694		(2)(f)2.(vii)					
IL 691		(2)(g)1.(i)					
IL 691		(2)(g)1.(ii)					

IL 691		(2)(g)1.(iii)					
IL 691		(2)(g)1.(iv)					
IL 691		(2)(g)1.(v)					
IL 691		(2)(g)1.(vi)					
IL 691		(2)(g)2.(i)					
IL 691		(2)(g)2.(ii)					
IL 691		(2)(g)2.(iii)					
IL 691		(2)(g)2.(iv)					
IL 691		(2)(g)2.(v)					
IL 691		(2)(g)2.(vi)					
IL 695		(2)(h)1.(i)					
IL 695		(2)(h)1.(ii)					
IL 695		(2)(h))1.(iii)					
IL 695		(2)(h)1.(iv)					
IL 695		(2)(h)1.(v)					
IL 695		(2)(h)2.					
IL 695		(2)(h)3.					

	TARGET (Score from 18-20 Points per Section, with 20 Possible Points Per Section)	ACCEPTABLE (Score from 14-17 Points per Section, with 20 Possible Points Per Section)	UNACCEPTABLE (Score from 0 – 13 Points per Section, with 20 Possible Points Per Section)	SCORE EARNED: (Total of 100 Possible Points)
SELF-ASSESSMENT	Self-Assessment Audit Form and Plan contain clear and concise evidence of the candidate's detailed leadership roles for each of the 99 Alabama Instructional Leadership Standards.	Self-Assessment Audit Form and Plan contain evidence of the candidate's leadership roles for each of the 99 Alabama Instructional Leadership Standards.	Self-Assessment Audit Form and Plan do not contain the necessary evidence of leadership roles for each of the 99 Alabama Instructional Leadership Standards.	
KNOWLEDGE AND ABILITY	Candidate provides detailed evidence of knowledge and performance ability to lead all 99 Alabama Instructional Leadership Standards, and follows the correct format provided for documentation of each standard's leadership.	Candidate provides evidence of knowledge and performance ability to lead all 99 Alabama Instructional Leadership Standards and uses the format provided.	Candidate provides limited or no evidence of knowledge and performance ability to lead the 99 Alabama Instructional Leadership Standards and/or does not use the format provided.	
COLLABORATION	Candidate provides clear evidence of collaboration with mentor principal or other instructional leaders in field for each of the 99 standards, with a signature of mentor principal on PAT Field Experience Documentation Form.	Candidate provides evidence of collaboration with mentor principal in field for each of the 99 standards, with a signature of mentor principal on each PAT Field Experience Documentation Form.	Candidate does not provide evidence of collaboration with mentor principal in the 99 standards or does not have a signature of mentor principal on each PAT Field Experience Documentation Forms.	

SCORING RUBRIC FOR IL 696 PATS SELF-ASSESSMENT AUDIT FOR INTERNSHIP/RESIDENCY

DOCUMENTATION	Candidate provides detailed leadership field experience documentation of all 99 standards, with specific title of documentation for each standard and clear evidence of all 99 standards either successful completed or included in the analysis plan with a clearly delineated timeline of completion during internship and residency of leadership for all 99 PATS.	Candidate provides leadership field experience documentation of all 99 standards, with title of documentation for each standard and evidence that the 99 standards either successfully completed or included in the analysis plan with a timeline of completion during internship and residency of leadership for all 99 PATS.	Candidate does <u>not</u> provide leadership field experience documentation of all the 99 standards, or she/he does not include evidence of all 99 Instructional Leadership standards to be successfully completed during internship and residency.	
DIVERSITY	Candidate provides detailed evidence that each of the 99 Instructional Leadership standards includes documentation of leadership at an identified diverse school setting or at a school setting working with diverse students in at least one of the following categories: Exceptionality, ELL/ESL, Race or Ethnicity, Title I or Lower Socio-Economic Status, such as Poverty, Homeless, Neglected, Delinquent, or Children's Home.	Candidate provides evidence that each of the 99 Instructional Leadership standards includes documentation of leadership at a diverse school setting or at a school setting working with diverse students in at least one of the following categories: Exceptionality, ELL/ESL, Race or Ethnicity, Title I or Lower Socio-Economic Status, such as Poverty, Homeless, Neglected, Delinquent, or Children's Home.	Candidate does <u>not</u> provide evidence that each of the 99 Instructional Leadership standards includes documentation of leadership at a diverse school or working with diverse students in at least one of the following categories: Exceptionality, ELL/ESL, Race or Ethnicity, Title I or Lower Socio-Economic Status, such as Poverty, Homeless, Neglected, Delinquent, or Children's Home.	

**NIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION AND
HUMAN SCIENCES**

CONCEPTUAL FRAMEWORK

*"Engaging Learners,
          Inspiring Leaders,
                    Transforming Lives"*

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama's institutional mission –

"Changing lives. Creating futures."

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

"Knowledgeable Practicing Professionals"

who:
1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth

3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

4. Use technology to support assessment, planning and instruction for promoting student learning;

5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;

6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

<div align="center">(cut)</div>

Syllabus Contract:

I have received a copy of the syllabus for IL 696. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature   Date

Personal Information

Name _____

Address _____

Phone # _____

E-mail address _____

Major_____