



Path to Leadership Program Mission

The mission of the Path to Leadership Program is to prepare and develop practitioners through teaching, research, and service in the areas of educational administration, curriculum and supervision. The program strives to promote the values, knowledge and skills needed to renew and improve public and private schools in contemporary society. Development of interpersonal competence and integrity as well as professional expertise are fundamental goals of this program.

Path to Leadership Program Goals

1. To develop candidate's skills in planning, organizing, coordinating, directing and evaluating educational programs.
2. To assist candidates in becoming leaders and facilitators of educational change.
3. To provide candidates with the skills to plan and implement effective solutions to educational problems.
4. To provide candidates with the skills necessary for effectively communicating and working with all education stakeholders.
5. To develop candidates sense of ethical practice and commitment to continued professional development.
6. To develop candidates who understand and respect the diverse nature and needs of all children, their families, and communities.
7. To develop candidates who know how to assess and use effectively the tools of technology, research and data, and community resources to create effective and safe schools.

Path to Leadership Program Standards

Based upon the Program Standards for Preparation of School Principals

Standard 1: Planning and Assessment to Facilitate a Vision of Learning

Candidates who complete the program are educational leaders who promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2: School Culture and Instructional Leadership

Candidates who complete the program are educational leaders who promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: Organizational Management and Safety

Candidates who complete the program are educational leaders who promote the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: Collaboration with Families and Communities

Candidates who complete the program are educational leaders who promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Professional Standards and Ethics

Candidates who complete the program are educational leaders who promote the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6: The Larger Political, Social, Economic, Legal and Cultural Context

Candidates who complete the program are educational leaders who promote the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7: Integration and Effective Use of Technology

Candidates who complete the program are educational leaders who understand and comprehensively apply technology to advance student achievement.

Internship Outcomes

The purpose of the internship in Educational Leadership is to provide the intern with an opportunity for in-depth, varied and continuous administrative experience in a school setting. These experiences will enable the intern to:

1. Apply the knowledge and skills acquired through his/her study and previous experience to actual problems, challenges, and day-to-day administrative duties;
2. Integrate the concepts and skills from various prior learning experiences and focus them in appropriate situations;
3. Participate in the routine administrative functions of the school.

The ideal internship will include a combination of the routine with the challenging, the disappointing with the rewarding, and the discouraging with the satisfying. The goal is to provide professional growth experience that is as close as possible to the complexity of real world school and school district leadership.

Internship Prerequisites

Field experiences are required for all administrative certification programs in the state of Michigan. The minimal requirement for the initiation of the Internship is the completion of the Program Standards for Preparation of School Principals as measured in the following program modules (as applicable):

- I. Creating an Inclusive Culture and Environment for Learning
- II. Visionary Leadership for Educational Change and Improvement
- III. Elements and Evaluation of Highly Effective Instruction
- IV. Improving Instructional Programs and Learning for all Students
- V. Creating a Safe and Orderly Environment for Student Learning
- VI. Principles of Public School Law
- VII. Using Technology to Drive Educational Change and improvement

General Internship Requirements

The Internship includes a minimum of 400 clock hours of administrative experience in either an elementary or secondary public school setting. Interns are expected to fulfill this contractual agreement along with the site supervisor(s) and the Michigan Association of Secondary School Principals (MASSP), even if more hours are necessary than originally anticipated.

Initiating the Internship

1. The intern will discuss and complete the application information (included in this guide) with the Path to Leadership Coordinator at least one semester *before* he/she plans to initiate the internship.
2. Together, the intern and Path to Leadership Coordinator will determine the site and specific experiences, which will best achieve the intern's work toward competency of the standards and goals.
3. Together, the Path to Leadership Coordinator, Site Supervisor and intern will agree on the Internship requirements and schedule.
4. The Path to Leadership Coordinator will review and notify the intern, in writing, of the approved starting date.

Internship Responsibilities

Subsequent to the approval of the Internship, the intern is responsible for:

1. Maintaining all necessary written records of the Internship experiences (a guide outlining the required information contained in this handbook).
2. Maintaining regular communications with the Site Supervisor and Path to Leadership Coordinator and providing him/her with all necessary forms and materials.

Failure to carry out all Internship responsibilities may result in termination of the Internship experience or, at the discretion of the Path to Leadership Coordinator, a necessary extension of the time spent at the Internship sites in order to effectively meet the competencies and goals of the Internship.

Roles of the Path to Leadership Coordinator and Site Supervisors

Each intern will have two supervisors for each field experience. They are the Site Supervisor and the Path to Leadership Coordinator. The Site Supervisor is a certified/licensed tenured school principal, at the location the Intern will be completing the field experience. The Path to Leadership Coordinator is an individual who has previously been a successful school principal, superintendent, or other applicable school administrator.

The Site Supervisor's responsibilities are: to assist the Intern in preparing the portfolio of proposed administrative requirements that address the Michigan standards and guidelines; to mentor the Intern through the competency requirements during the field experience; to meet with the Path to Leadership Coordinator and the Intern as required; and to complete sections on the Intern's log as appropriate.

The primary responsibility of the Path to Leadership Coordinator is to oversee and verify that the Intern successfully completes all of the required Michigan administrative intern's competencies while the Site Supervisor is mentoring the intern.

Benefits of Being a Site Supervisor

Choosing to serve as a Site Supervisor is a voluntary position, however, there are many benefits to those who choose to share their knowledge – including the opportunity to give back to your profession as well as contribute to your own professional growth.

All Site Supervisors will be given a one-time \$50 discount toward any MASSP professional development opportunity. Site Supervisors also will receive a Letter of Gratitude from MASSP for his/her professional portfolio. Additionally, those who wish to earn SB-CEUs* will be granted the opportunity based upon completion of a Site Supervisor log and total number of hours counted. (**Pending MDE approval.*)

Competency Areas for Field Experiences

Administrators typically assume responsibility for a wide variety of activities. These responsibilities involve the day-to-day operation as well as the growth and development of the school/organization.

As previously described, the purpose for field experiences is to provide the interns with experience and involvement in a wide range of activities typical of educational administration. While few interns will have the opportunity to experience every administrative duty, it should remain the goal of every intern seek the most comprehensive field experiences as possible.

All prospective school leaders must have developed adequate levels of school administrative proficiency in order to become certified as school administrators. Hence, the Michigan Department of Education (MDE) developed standards for the seven school administrative areas of responsibility to help ensure sufficient competence for aspiring school leaders.

Internship Guides and Forms

Standards-Based Field Experience Log

The attached document was devised to ensure that your field experience complies with the Program Standards for Preparation of School Principals. These experiences are not only intended to be standards-based, but field-based, practical day-day administrative experiences. You must demonstrate competency in each of the seven standard areas upon completion of the entire internship experience (400 clock hours). These pages are designed to be used as your template and may expand as you need to add materials. It is suggested you make this document electronic and sharable with your Site Supervisor through either email, Google Docs or DropBox so that you may both edit it as necessary. It should also be shared with the Path to Leadership Program Coordinators for monitoring purposes.

The Field Experience Log must address all seven of these standard areas, but necessarily each point. Each task should detail the following as appropriate.

- A. Action Planning
 - a. Research, development, design, projections, and application of different planning techniques.
 - b. Including the implementation and evaluation of the plans.
 - c. Putting into practice, providing resources and other change agent roles.
- B. Reflection
 - a. Self-analysis of progress toward completion of standard
- C. Artifacts
 - a. Documents and resources used that demonstrate completion of activity.

Professional Portfolio

It is important that the intern begin to collect and organize the documentation pertinent to the internship from the beginning. The development of the portfolio should be ongoing and not delayed until the conclusion of the administrative experience. The portfolio contains artifacts from the internship experience. Upon completion of the internship, it is presented to MASSP for review. Credit cannot be given for the internship until the portfolio is completed, submitted to and accepted by the Path to Leadership Coordinator. **No passing grade will be reported until the portfolio has been accepted as "satisfactory" by the intern supervisor.**

Format for the Presentation of Portfolio Materials

The following is a brief description of each of the sections to be included in the portfolio. For clarity and ease of review, each section should be separated, clearly marked, and conform to the format described. In all cases, original copies of forms (monthly reports, evaluation forms, daily logs, etc.) should be included in the portfolio.

Section 1 – Title Page

This page should include the following information:

- Intern's Name
- Intern's Title and Location of Internship
- Dates of Internship
- Area of Specialization
- Name of Site Supervisor

Section 2 – Table of Contents

List and name all of the sections included in the portfolio. If pages are consecutively numbered, page numbers should be included.

Section 3 – Internship Completion Statement

The intern should prepare a page as follows:

(Name of intern) has completed his/her internship and this final report has been reviewed and is acceptable.

Signed: _____ Date: _____

Section 4 – Correspondence with MASSP

Include all correspondence with the Path to Leadership Coordinator regarding the internship including a copy of the application.

Section 5 – Field Experience Log

Include a copy of the log kept throughout the internship documenting how each standard has been addressed.

Section 6 – Artifacts Collected

Include any artifacts from the internship experience. Each of the main Program Standards for Preparation of School Principals should be represented by AT LEAST one artifact. Therefore, a completed portfolio should contain at least seven artifacts, one for each standard.

Section 7 – Miscellaneous Materials

Include any materials, correspondence, documentation, etc. that does not seem appropriate for any of the previous sections but is pertinent to the internship.

Portfolio Assessment Summary

It is the intern's responsibility to provide the Path to Leadership Coordinator with a copy of his/her Field Experience Log and portfolio. The portfolio assessment is graded on a pass-fail basis. Artifacts should best represent your work within that standard. Any work within a standard may have several artifacts when the process involves taking a single project from idea through completion. The intern should choose wisely *which* artifact will most effectively reflect their work within that particular standard. Having more artifacts does not necessarily make your portfolio better. The quality of the connection between the artifact and the standard is what intern should strive for. All artifacts must be developed by the intern or revised by the intern through the process and not merely on-file items from the school/district.

These guidelines ensure a portfolio that is balanced in its reflection of the standards and the intern's work within each standard. This creates a useable document (not overly voluminous) for the intern when seeking future opportunities in educational leadership.

Possible examples of artifacts that *you* have created may include:

- A collaboratively developed vision and mission statement (including committee meeting notes)
- Data collection and analysis indicating strengths and weaknesses in specific areas
- Action plan outline centered around specific goals
- Comprehensive detailed curriculum plan
- Professional development plan that creates a motivating learning environment for interns
- Documents supervising instruction/monitoring the implementation of best practices
- Monitoring and evaluating the management and operational systems of the school/district (documentation of meetings attended indicating your role within the process)
- Utilization of human and fiscal resources, through involvement in the budget process (documentation indicating your role)
- Safety plan promoting welfare and safety of students and staff
- Documentation of a collaborative effort between school and community and your role
- Promote the use of the community's diverse cultural and intellectual resources (indicating your role in the development of a detailed parent-community activity)
- Self-awareness of transparency and ethical behavior as indicated through reflection on daily logs
- Plans for safeguarding democracy, equity, and diversity (character development training, student and teacher handbooks development, etc.)
- Being an advocate for parents, children, and caregivers (development of a newsletter, etc.)
- Influence local, regional, and state actions on learning (contacting outside policy makers)

Appendix A – Module 9: Portfolio Assessment

Module Summary:

The internship provides significant opportunities to synthesize and apply the knowledge and practice to develop the skills identified in the Michigan Standards for the Preparation of School Principals through substantial, sustained, standards based work in the school setting.

Internship Portfolio:

Interns will: Complete a semester long 400 hour internship. The intern will: (a) apply the knowledge and skills acquired through his/her study and previous experience to actual problems, challenges and day to day administrative duties (b) integrate the concepts and skills from various prior learning experiences and focus them in appropriate situations (c) participate in the routine administrative functions of the school. The ideal internship will include a combination of the routine with the challenging, the disappointing with the rewarding, and the discouraging with the satisfying. The goal is to provide a professional growth experience that is as close as possible to the complexity of real world school and school district leadership.

Assessment for Internship Portfolio:

The Internship is graded on a pass-fail basis. Each of the seven main Michigan Standards for the Preparation of School Principals must be represented by an artifact collected in the portfolio. This artifact should represent the intern's best work within that standard. Any work within a standard may have several artifacts when the process involves taking a single project from idea through completion. Interns should strive to develop the quality of the connection between the artifact and the standard. All artifacts must be developed by the intern or revised by the intern through the process.

Standards-Based Rubric for Internship Portfolio:

Subsequent to the approval of the Internship, the intern is responsible for:

1. Maintaining all necessary written records of the Internship experiences, including a log.
2. Maintaining regular communications with the Site Supervisor and Path to Leadership Coordinator and providing him/her with all necessary forms and materials.
3. Failure to carry out all Internship responsibilities may result in termination of the internship experience or, at the discretion of the Path to Leadership Coordinator, a necessary extension of the time spent at the Internship sites in order to effectively meet the competencies and goals of the Internship.

Internship Portfolio Scoring Rubric

Component	Unacceptable	Acceptable	Exemplary
Internship Portfolio	"FAIL" The intern's internship portfolio assignment 9.0 does not provide contain artifacts that demonstrate application and mastery of standards in each of the 7 required standards. Logs and/or documentation are incomplete, timelines were not met.	"PASS" The intern's internship portfolio assignment 9.0 includes artifacts to support application of all 7 of the standards in the school setting. The artifacts are created by the intern and were value added for the school. All logs are complete and all required paperwork and documentation is included.	"PASS" The intern's portfolio assignment 9.0 meets the standard for Acceptable – plus, additional hours beyond the 400 were documented. There were additional, quality artifacts to support the standards.

Path to Leadership - Field Experience Guide

No.	Guideline/Standard	Reflection	Artifact Notes	Date	Hours
1	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Administrator preparation institutions provide candidates opportunities to develop and demonstrate:				
	Knowledge – The administrator has knowledge and understanding of:				
1.1	Learning goals in a pluralistic society;				
1.2	Learning contexts with special attention to the enduring legacies of prejudice and discrimination;				
1.3	The principles of developing and implementing strategic plans;				
1.4	Systems theory;				
1.5	Information sources, data collection, and data analysis strategies;				
1.6	Effective communication; and				
1.7	Effective consensus-building and negotiation skills.				
	Dispositions – The administrator believes in, values, and is committed to:				
1.8	The educability of all students, regardless of race, ethnicity, socioeconomic status, gender, sexual orientation, ability, language, religion, or nationality;				
1.9	A school vision of high standards of learning, paying special attention to gaps in achievement by social identity groups;				
1.1	Continuous school improvement;				
1.11	The inclusion of all members of the school community;				
1.12	Ensuring that students have the knowledge, skills, and values needed to become successful adults;				
1.13	A willingness to continuously examine one's own assumptions, beliefs, and practices; and				

1.14	Doing the work required for high levels of personal and organizational performance.				
Performances – The administrator facilitates processes and engages in activities ensuring that:					
1.15	The vision and mission of the school are effectively communicated to staff, parents, students, and community members;				
1.16	The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities;				
1.17	The core beliefs of the school vision are modeled for all stakeholders;				
1.18	The vision is developed with and among stakeholders;				
1.19	The contributions of school community members to the realization of the vision are recognized and celebrated;				
1.2	Progress toward the vision and mission is communicated to all stakeholders;				
1.21	The school community is involved in school improvement efforts;				
1.22	The vision shapes the educational programs, plans, and actions;				
1.23	An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;				
1.24	Assessment data related to student learning are used to develop the school vision and goals;				
1.25	Relevant demographic data pertaining to students and their families are used in developing the school mission and goals;				
1.26	Barriers to achieving the vision are identified, clarified, and addressed;				
1.27	Needed resources are sought and obtained to support the implementation of the school mission and goals;				
1.28	Existing resources are used ethically in support of the school vision and goals; and				
1.29	The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.				
2	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Administrator preparation institutions provide candidates opportunities to develop and demonstrate:				

Knowledge – The administrator has knowledge and understanding of:					
2.1	Student growth and development;				
2.2	Applied learning theories;				
2.3	Applied motivational theories;				
2.4	Curriculum design, implementation, evaluation, and refinement;				
2.5	Principles of effective instruction;				
2.6	Measurement, evaluation, and assessment strategies;				
2.7	Diversity and its meaning for educational programs;				
2.8	Adult learning and professional development models;				
2.9	The change process for systems, organizations, and individuals;				
2.1	The role of technology in promoting student learning and professional growth; and				
2.11	School cultures.				
Dispositions – The administrator believes in, values, and is committed to:					
2.12	Student learning as the fundamental purpose of schooling;				
2.13	The proposition that all students can learn;				
2.14	The variety of ways in which students can learn;				
2.15	Life long learning for self and others;				
2.16	Professional development as an integral part of school improvement;				
2.17	The benefits that diversity brings to the school community;				

2.18	A safe and supportive learning environment;				
2.19	Preparing students to be contributing and caring members of society; and				
2.2	Strategies to ensure that diverse families are included in the learning community.				
Performances – The administrator facilitates processes and engages in activities ensuring that:					
2.21	All individuals are treated with fairness, dignity, and respect;				
2.22	Professional development promotes a focus on student learning consistent with the school vision and goals;				
2.23	Students and staff feel valued and important;				
2.24	The responsibilities and contributions of each individual are acknowledged;				
2.25	Barriers to student learning are identified, clarified, and addressed;				
2.26	Diversity is represented in learning experiences;				
2.27	Life long learning is encouraged and modeled;				
2.28	There is a culture of high expectations for self, student, and staff performance;				
2.29	Technologies are used in teaching and learning;				
2.3	Student and staff accomplishments are recognized and celebrated;				
2.31	Multiple opportunities to learn are available to all students;				
2.32	The school is organized and aligned for success;				
2.33	Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined;				
2.34	Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies;				
2.35	The school culture and climate are assessed on a regular basis;				

2.36	A variety of sources of information is used to make decisions;					
2.37	Student learning is assessed using a variety of techniques;					
2.38	Multiple sources of information regarding performance are used by staff and students;					
2.39	A variety of supervisory and evaluation models is employed;					
2.4	Pupil personnel programs are developed to meet the needs of students and their families; and					
2.41	The professional growth of members of the professional learning community is guided by comprehensive growth plans.					
3	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Administrator preparation institutions provide candidates opportunities to develop and demonstrate:					
Knowledge – The administrator has knowledge and understanding of:						
3.1	Theories and models of organizations and the principles of organizational development;					
3.2	Operational procedures at the school and district level;					
3.3	Principles and issues relating to school safety and security;					
3.4	Human resources management and development;					
3.5	Principles and issues relating to fiscal operations of school management;					
3.6	Principles and issues relating to school facilities and use of space;					
3.7	Legal issues impacting school operations; and					
3.8	Current technologies that support management functions.					
Dispositions – The administrator believes in, values, and is committed to:						
3.9	Making management decisions to enhance learning and teaching;					

3.1	Taking risks to improve schools;					
3.11	Trusting people and their judgments;					
3.12	Accepting responsibility;					
3.13	High-quality standards, expectations, and performances;					
3.14	Involving stakeholders in management processes; and					
3.15	A safe environment.					
Performances – The administrator facilitates, processes, and engages in activities ensuring that:						
3.16	Knowledge of learning, teaching, and student development is used to inform management decisions;					
3.17	Operational procedures are designed and managed to maximize opportunities for successful learning;					
3.18	Emerging trends are recognized, studied, and applied as appropriate;					
3.19	Operational plans and procedures to achieve the vision and goals of the school are in place;					
3.2	Collective bargaining and other contractual agreements related to the school are effectively managed;					
3.21	The school plan, equipment, and support systems operate safely, efficiently, and effectively;					
3.22	Time is managed to maximize attainment of organizational goals;					
3.23	Potential problems and opportunities are identified;					
3.24	Problems are confronted and resolved in a timely manner;					
3.25	Financial, human, and material resources are aligned to the goals of schools;					
3.26	The school acts as an entrepreneur to support continuous improvement;					
3.27	Organizational systems are regularly monitored and modified as needed;					

3.28	Stakeholders are involved in decisions affecting schools;					
3.29	Responsibility is shared to maximize ownership and accountability;					
3.3	Effective problem-framing and problem-solving skills are used;					
3.31	Effective conflict resolution skills are used;					
3.32	Effective group-process and consensus-building skills are used;					
3.33	Effective and ethical communication skills are used;					
3.34	There is effective use of technology to manage school operations;					
3.35	Fiscal resources of the school are managed responsibly, efficiently, ethically, and effectively;					
3.36	A safe, clean, and aesthetically pleasing school environment is created and maintained;					
3.37	Human resource functions support the attainment of school goals; and					
3.38	Confidentiality and privacy of school records are maintained.					
4	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Administrator preparation institutions provide candidates opportunities to develop and demonstrate:					
Knowledge – The administrator has knowledge and understanding of:						
4.1	Emerging issues and trends that potentially impact the school community;					
4.2	The conditions and dynamics of the diverse school community;					
4.3	Community resources;					
4.4	Community relations and marketing strategies and processes; and					

4.5	Successful models of school, family, business, community, government, and higher education partnerships.				
Dispositions – The administrator believes in, values and is committed to:					
4.6	Schools operating as an integral part of the larger community;				
4.7	Collaboration and communication with families;				
4.8	Involvement of families and other stakeholders in school decision-making processes;				
4.9	The proposition that diversity enriches the school;				
4.1	Families as partners in the education of their children;				
4.11	The proposition that families have the best interest of their children in mind;				
4.12	Resources of the family and community needing to be brought to bear on the education of students; and				
4.13	An informed public.				
Performances – The administrator facilitates processes and engages in activities ensuring that:					
4.14	High visibility, active involvement, and communication with the larger community is a priority;				
4.15	Relationships with community leaders are identified and nurtured;				
4.16	Information about family and community concerns, expectations, and needs is used regularly;				
4.17	There is outreach to different business, community, political, and service agencies and faith-based organizations;				
4.18	Credence is given to individuals and groups whose values and opinions may conflict;				
4.19	The school and community serve one another as resources;				
4.2	Available community resources are secured to help the school solve problems and achieve goals;				
4.21	Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen program and support school goals;				

4.22	Community youth family services are integrated with school programs;					
4.23	Community stakeholders are treated equitably;					
4.24	Diversity is recognized and valued;					
4.25	Effective media relations are developed and maintained;					
4.26	A comprehensive program of community relations is established;					
4.27	Public resources and funds are used appropriately and wisely;					
4.28	Community collaboration is modeled for staff; and					
4.29	Opportunities for staff to develop collaborative skills are provided.					
5	A school administrator is an educational leader who promotes the success of the students by acting with integrity, fairness, and in an ethical manner. Administrator preparation institutions provide candidates opportunities to develop and demonstrate:					
Knowledge – The administrator has knowledge and understanding of:						
5.1	The purpose of education and the role of leadership in modern society;					
5.2	Various ethical frameworks and perspectives on ethics;					
5.3	The values of the diverse school community;					
5.4	Professional code of ethics; and					
5.5	The philosophy and history of education.					
Dispositions – The administrator believes in, values, and is committed to						
5.6	The ideal of the common good;					
5.7	The principles of the Bill of Rights;					

5.8	The right of every student to a free, quality education;					
5.9	Bringing ethical principles to the decision-making process;					
5.1	Subordinating one's personal interests to the good of the school, students, and community;					
5.11	Accepting the consequences for upholding one's principles and actions;					
5.12	Using the influence of one's office constructively and productively in the service of all students and their families; and					
5.13	Development of a caring school community.					
Performances – The administrator facilitates processes and engages in activities ensuring that:						
5.14	Personal and professional values are examined;					
5.15	Demonstrates a personal and professional code of ethics;					
5.16	Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance;					
5.17	Serves as a positive role model;					
5.18	Accepts responsibility for school operations;					
5.19	Considers the impact of one's administrative practices on others;					
5.2	Uses the influence of the office to enhance the educational program rather than for personal gain;					
5.21	Treats people fairly, equitably, and with dignity and respect;					
5.22	Protects the rights and confidentiality of students and staff;					
5.23	Demonstrates the appreciation of and sensitivity to the diversity in the school community;					
5.24	Recognizes and respects the legitimate authority of others;					
5.25	Examines and considers the prevailing values of the diverse school community;					

5.26	Expects that others in the school community will demonstrate integrity and exercise ethical behavior;				
5.27	Opens the school to public scrutiny;				
5.28	Fulfills legal and contractual obligations; and				
5.29	Applies laws and procedures fairly, wisely, and considerately.				
6	A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. Administrator preparation institutions provide candidates opportunities to develop and demonstrate:				
Knowledge – The administrator has knowledge and understanding of:					
6.1	Principles of representative governance that undergird the system of American schools;				
6.2	The role of public education in developing and renewing a democratic society;				
6.3	The law as related to education and schooling;				
6.4	The political, social, cultural and economic systems and processes that impact schools;				
6.5	Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling;				
6.6	Global issues and forces affecting teaching and learning;				
6.7	The dynamics of policy development and advocacy under our democratic political system; and				
6.8	The importance of diversity and equity in a democratic society.				
Dispositions – The administrator believes in, values, and is committed to:					
6.9	Education as a key to opportunity and social mobility;				
6.1	Recognizing a variety of ideas, values, and cultures;				

6.11	Importance of a continuing dialogue with other decision-makers affecting education;				
6.12	Actively participating in the political and policy-making context in the service of education; and				
6.13	Using legal systems to protect student rights and improve student opportunities.				
Performances – The administrator facilitates processes and engages in activities ensuring that:					
6.14	The environment in which schools operate is influenced on behalf of students and their families;				
6.15	Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which school operates;				
6.16	There is ongoing dialogue with representatives of diverse community groups;				
6.17	The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities;				
6.18	Public policy is shaped to provide quality education for all students; and				
6.19	Lines of communication are developed with decision-makers outside the school community.				
7	Standard 7 was originally produced as a project of the Technology Standards for School Administrator (TSSA) Collaborative, November 2001. A school administrator is an educational leader who understands and comprehensively applies technology to advance student achievement. Administrator preparation institutions provide candidates opportunities to develop and demonstrate the knowledge and skills necessary to:				
Leadership and Vision – Educational Leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.					
7.1	Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision;				
7.2	Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision;				
7.3	Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology;				
7.4	Use reliable data in making leadership decisions;				
7.5	Advocate for research-based effective practices in use of technology; and				

7.6	Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.				
Learning and Teaching – Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.					
7.7	Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement;				
7.8	Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning;				
7.9	Provide for learner-centered environments that use technology to meet the individual and diverse needs of learners;				
7.1	Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills; and				
7.11	Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.				
Productivity and Professional Practice – Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.					
7.12	Model the routine, intentional, and effective use of technology;				
7.13	Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community;				
7.14	Create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity;				
7.15	Engage in sustained, job-related professional learning using technology resources;				
7.16	Maintain awareness of emerging technologies and their potential uses in education; and				
7.17	Use technology to advance organization improvement.				
Support, Management, and Operations – Educational leaders ensure the integration of technology to support productive systems for learning and administration.					
7.18	Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies;				
7.19	Implement and use integrated technology-based management and operations systems;				
7.2	Allocate financial and human resources to ensure complete and sustained implementation of the technology plan;				
7.21	Integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources; and				

7.22	Implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.					
Assessment and Evaluation – Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.						
7.23	Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity;					
7.24	Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning;					
7.25	Assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions; and					
7.26	Use technology to assess, evaluate, and manage administrative and operational systems.					
7.27	Ensure equity of access to technology resources that enable and empower all learners and educators;					
7.28	Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology;					
7.29	Promote and enforce privacy, security, and online safety related to the use of technology;					
7.3	Promote and enforce environmentally safe and healthy practices in the use of technology; and					
7.31	Participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.					

PATH *to* LEADERSHIP



Alternative K-12 Administrator Certification Internship Application

Last name: _____ First name: _____ MI: _____

Home address: _____

City: _____ State: _____ ZIP: _____

E-mail: _____ Phone: _____

School: _____ Title: _____

Address: _____

City: _____ State: _____ ZIP: _____

Present certifications held: _____

Certifications you plan to earn: _____

Years of teaching experience: _____

Years of administrative experience: _____

Name of school district for intership: _____

Name of school: _____

Name of superintendent: _____

Name of site supervisor: _____

Title of internship position (if applicable): _____

Description of plan for internship experience: _____

Anticipated schedule (school/work only): _____

Internship schedule: _____

Explain the steps you have taken or plan to take to finalize your schedule: _____

Explain how your internship responsibilities will be beneficial to the school district: _____

Explain how you feel the internship will help you including your analysis of areas that require strengthening:

Intern's Signature

Date

Site Supervisor Signature

Date

Program Coordinator Signature

Date

Appendix A – Module 9: Portfolio Assessment

Module Summary:

The internship provides significant opportunities to synthesize and apply the knowledge and practice to develop the skills identified in the Michigan Standards for the Preparation of School Principals through substantial, sustained, standards based work in the school setting.

Internship Portfolio:

Students will: Complete a semester long 400 hour internship. The student will: (a) apply the knowledge and skills acquired through his/her study and previous experience to actual problems, challenges and day to day administrative duties (b) integrate the concepts and skills from various prior learning experiences and focus them in appropriate situations (c) participate in the routine administrative functions of the school. The ideal internship will include a combination of the routine with the challenging, the disappointing with the rewarding, and the discouraging with the satisfying. The goal is to provide a professional growth experience that is as close as possible to the complexity of real world school and school district leadership.

Assessment for Internship Portfolio:

The Internship is graded on a pass-fail basis. Each of the seven main Michigan Standards for the Preparation of School Principals must be represented by an artifact collected in the portfolio. This artifact should represent the student's best work within that standard. Any work within a standard may have several artifacts when the process involves taking a single project from idea through completion. Students should strive to develop the quality of the connection between the artifact and the standard. All artifacts must be developed by the intern or revised by the intern through the process.

Standards-Based Rubric for Internship Portfolio:

Subsequent to the approval of the Internship, the intern is responsible for:

1. Maintaining all necessary written records of the Internship experiences, including a log.
2. Maintaining regular communications with the Site Supervisor and Path to Leadership Coordinator and providing him/her with all necessary forms and materials.
3. Failure to carry out all Internship responsibilities may result in termination of the internship experience or, at the discretion of the Path to Leadership Coordinator, a necessary extension of the time spent at the Internship sites in order to effectively meet the competencies and goals of the Internship.

Internship Portfolio Scoring Rubric

Component	Unacceptable	Acceptable	Exemplary
Internship Portfolio	"FAIL" The student's internship portfolio assignment 9.0 does not provide contain artifacts that demonstrate application and mastery of standards in each of the 7 required standards. Logs and/or documentation are incomplete, timelines were not met.	"PASS" The student's internship portfolio assignment 9.0 includes artifacts to support application of all 7 of the standards in the school setting. The artifacts are created by the student and were value added for the school. All logs are complete and all required paperwork and documentation is included.	"PASS" The student's portfolio assignment 9.0 meets the standard for Acceptable – plus, additional hours beyond the 400 were documented. There were additional, quality artifacts to support the standards.