

Program Handbook

for Faculty, Mentors, University Intern Supervisors, and Candidates



Viterbo University- Iowa Center

Educational Leadership Program 2009-2011

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Viterbo University-Iowa Center Educational Leadership Program

Introduction

Viterbo University is proud to present the Master’s Degree Program for Educational Leadership in Iowa. This educational leadership program is designed around the principles of reflective practice, the Iowa Standards for School Leaders, Iowa Board of Educational Examiners licensure standards, and the Iowa Department of Education Chapter 79 standards. This handbook for faculty members, mentors, advisors, internship supervisors, and candidates has been developed toward realizing the goal of effective school leadership that recognizes the school principal as central to student learning.

The mission of the Masters’ Program in Educational Leadership is to create a total experience for aspiring administrators that produces graduates who are visionary leaders, committed to the concept of quality schooling, who possess a conviction that all children will learn at high levels, and who have the ability to inspire everyone in the total school community to share this vision.

The purpose of the program is to graduate strong leaders who are able to create a culture of learning where every student is expected to achieve and where administrators, teachers, and the total school community take full responsibility for the results that are achieved. These will be leaders who establish a clear, strong instructional focus that is reflected in the alignment among curriculum, standards, assessment, and professional development.

The mission and purpose of the principal preparation program is achieved as the candidates progress through the sequenced and scaffolded standards-based coursework and the two-year internship, connecting theory to practice.

This handbook has been prepared to assist the candidates’ advisors, internship supervisors, and mentors as they guide the aspiring administrator through the program, and to assist the candidate in the program’s successful completion. Within these pages is information on the admission requirements, the curriculum, job descriptions and expectations, guidelines for the development of the candidates’ first- and second-year Internship Plans, calendars of activities and anticipated deadlines, and contacts.

The faculty and staff of Viterbo University- Iowa Center is pleased that you have become a part of the principal preparation program.

Admission into the Educational Leadership Program

Step 1: Prospective candidate application.

The applicant must submit the following materials:

1. A completed application form with a non-refundable application fee of \$50.00
2. Official transcripts—the applicant may request that official transcripts be sent to him/her in a sealed envelope to be included with the application packet or he/she may have the transcript(s) sent directly to Viterbo University-Iowa Center.
3. A two-page, double-spaced writing sample to include: a) the applicant’s personal and professional philosophy of educating; b) the role of an educational leader, and c) a description of related teaching, work, and leadership experience(s).
4. A copy of the applicant’s Iowa current teaching licensure (e.g., Educational, Master Educator, Permanent Professional)
5. Names of three individuals who can attest to the applicant’s leadership capacity; two of whom the applicant will select to write a letter of reference speaking to the prospective candidate’s potential as a future leader for learning, to be sent directly to the Viterbo University-Iowa Center.

Step 2: University evaluation.

All materials listed in Step 1 must be submitted prior to any further action by the University. Upon receipt of materials submitted by the applicant, the University will:

1. Calculate the Grade Point Average (GPA) requiring
 - A 2.75 cumulative undergraduate GPA, OR
 - A GPA of 3.0 for the last 60 hours to include any post-baccalaureate or post-graduate coursework.
2. Conduct an on-site, face-to-face, structured, thirty-minute interview with three Viterbo University-Iowa Center faculty members. Faculty members will evaluate the applicant’s responses to questions using a rubric that has been designed for consistent evaluation of verbal responses.
3. Evaluate an on-site writing sample which is situational in nature, central to educational leadership; to be completed by the applicant following the face-to-face interview. Computers will be available for this purpose. The writing sample will be evaluated by three faculty members using a rubric that has been designed for content, mechanics, and structure.
4. Evaluate letters of reference.
5. Conduct telephone follow-up, if needed.

Three types of admission have been established: *Full, Conditional, Denied.*

1. Full admission. The applicant meets all entrance requirements.
 2. Conditional admission. One of following is not met:
 - a. Overall GPA is less than 2.75 OR the last 60 hours GPA, to include any post-baccalaureate or graduate coursework is less than 3.0.
 - b. The writing sample is deemed unsatisfactory.
 - c. The face-to-face interview is deemed unsatisfactory.
 3. Denied.
-

Applicants who are accepted on full admission are informed in writing by the Iowa Center Coordinator of their full admission into the educational leadership program. This letter includes the assignment of an advisor along with advisor contact information.

Applicants who are accepted on conditional admission are informed in writing by the Iowa Center Coordinator. This letter includes the conditions to which the applicant must meet. This letter also includes the assignment of an advisor along with advisor contact information. If a candidate is admitted on conditional status, one of the following exists:

(a) The GPA requirement is not met; therefore, the candidate must complete and submit evidence of 7 graduate hours in the Educational Leadership Program with an average GPA of 3.0. The advisor will monitor the candidate's progress and communicate with faculty who are instructors of the 7 qualifying hours, which are the first two courses in the Educational Leadership Program. If successful, the candidate is granted full admission status and allowed to continue in the cohort. If unsuccessful, the candidate may not continue in the program

(b) The writing sample is deficient; therefore, the candidate must complete 6 graduate hours in the Educational Leadership Program with a minimum GPA of 3.0. The candidate must submit coursework verifying writing skills. The advisor will monitor the candidate's progress and communicate with faculty who are instructors of the 7 qualifying hours, which are the first two courses in the Educational Leadership Program. If successful, the candidate is granted full admission status and allowed to continue in the cohort. If unsuccessful, the candidate may not continue in the program.

(c) The interview is deficient; therefore, the candidate must complete 6 graduate hours in the Educational Leadership Program and submit coursework verifying verbal/oral skills. The advisor will monitor the candidate's progress and communicate with faculty who are instructors of the 6 qualifying graduate hours, which are the first two courses in the Educational Leadership Program. If successful, the candidate is granted full admission status and allowed to continue in the cohort. If unsuccessful, the candidate may not continue in the program.

Applicants who are denied admission are informed in writing by the Iowa Center Coordinator. This letter includes the reason(s) for denial and the opportunity to reapply after any deficiencies are met.

All application materials, checklists, and evaluated writing samples submitted to Viterbo University-Iowa Center will be forwarded to the Graduate Office in La Crosse, Wisconsin for permanent record keeping. Concerns or questions about individual applications are directed to the Viterbo University-Iowa Center Coordinator for resolution.

State of Iowa Principal Licensure Requirements

- Master's degree
- 3 years of successful teaching experience in any grades Pre-K through 12
- Possess a minimum of a Standard level license from the Iowa Board of Educational Examiners
- Demonstration of entry-level competency of the Iowa Standards for School Leaders, Iowa Board of Educational Examiners licensure standards, and the Iowa Department of Education Chapter 79 standards.

Non-Discrimination Policy

Viterbo University is an Affirmative Action Employer-Educator that does not discriminate on the basis of race, color, national origin, religion, age, sex, or handicap.

The Internship Supervisor and Mentor Roles, Requirements, and Responsibilities

University Internship Supervisor

I. Role of University Internship Supervisor

University internship supervisors perform a key function in ensuring quality clinical experiences for each candidate. The university intern supervisor works closely with the candidates, mentors, faculty, and advisors to direct, support, and coordinate the internship experience. University intern supervisors communicate with candidates and mentors throughout the year to discuss progress, issues, and concerns. Site visits to each candidate's school district provide the credibility and supportive role that is necessary for a successful internship experience.

II. Requirements for the Role of Internship Supervisor

The university intern supervisor must be well-grounded in the Iowa Standards for School Leaders as well as the vision, mission, and curriculum of the Viterbo University educational leadership program. In addition, the university intern supervisor must hold a current Iowa administrative license; possess appropriate administrative experience, preferably at the building level; attend scheduled seminars and meetings, and participate in faculty professional development as requested by the Iowa Center Coordinator.

III. Responsibilities of the Internship Supervisor

The university internship supervisor directs, supports, and coordinates the internship experience. The supervisor works closely with candidates, mentors, faculty, and advisors. Specific university intern supervisor responsibilities include the following:

- Assists the Iowa Center Coordinator in identifying and selecting mentors.
- Supervises seven to twelve candidates during the internship.
- Orients candidates to the internship experience.
- Approves the candidate's short- and long-term internship plans.
- Monitors and continuously assesses the candidate's progress toward mastery of the competencies specific to the internship experience.
- Conducts appropriate and regular meetings with the intern.
- Conducts two scheduled site visits per semester for a total of 8-12 visits over the two-year internship period; meets jointly with the mentor and the candidate.
- Reviews and monitors the continuous development of the internship log.
- Communicates with the candidate's advisor regarding the progress of the internship.
- Assists in making a final assessment regarding the mastery of content and competencies regarding the Iowa Standards for School Leaders, which is evidenced by portfolio reflections and internship clinical experiences.
- In consultation with the mentor, provides a letter grade at the end of each internship period.

Lead Mentor

I. Role of the Lead Mentor

The lead mentor is an educational leader who promotes the conditions necessary for the candidate's growth and development and demonstration of the Iowa Standards for School Leaders. The mentor is an essential and crucial person in the candidate's internship. The mentor establishes and maintains a supportive climate for and continually assesses the candidate's progress.

The role and function of the lead mentor is to create quality administrative internship opportunities that meet the Iowa Standards for School Leaders. The lead mentor's role is also to model a quality leadership style. With the careful planning, supervision, encouragement, and support from the lead mentor, the internship candidate is expected to participate in as many building-level administrative clinical experiences as possible.

II. Requirements for the Role of the Lead Mentor

The mentor must possess a current Iowa administrator's license and should have completed three years of administrative experience at the building level. The mentor must be recommended by the district superintendent or his or her designee. Prior to being selected as a mentor, the prospective mentor must provide a current resume and participate in either a face-to-face or telephone interview before a final selection is made.

III. Responsibilities of the Lead Mentor

Specific lead mentor responsibilities include:

- Attends annual mentor training sessions with the candidate.
- Assists in the construction and completion of the internship plan.
- Assists in providing meaningful clinical experiences related to the Iowa Standards for School Leaders.
- Conducts regular and frequent meetings with the candidate to affirm relationships and provide timely feedback.
- Suggests additional experiences for targeted growth areas.
- Conducts formative and summative evaluations of the candidate's progress.

Out-of-Level Mentor

I. Role of the Out-of Level Mentor

The role and function of an out-of-level, or secondary, mentor is to create opportunities for additional clinical experiences at another educational level and/or building as well as an opportunity for the candidate to learn from another leadership style. Internship candidates are expected to broaden as much as possible one's building-level clinical experiences since the administrative license granted by the state spans PK-12.

II. Requirements of the Out-of-Level Mentor

To the extent possible, the requirements of the second mentor are the same as, or similar to, those of the lead mentor.

III. Responsibilities of the Out-of-Level Mentor

Specific out-of-level mentor responsibilities include:

- Consults with the lead mentor regarding clinical experiences and candidate progress.
- Conducts regular and frequent meetings with the candidate to affirm relationships and provide feedback on selected clinical experiences.

The Candidate

Responsibilities of the Candidate

Responsibilities are also assigned to the candidate serving the internship. They include these:

- Participate actively and with regular attendance in the sequenced courses, completing all requirements with quality and within the assigned time line.
- Participate in seminars, provided to increase each candidate's knowledge and skills in real-world leadership opportunities.
- With assistance from the Iowa Center, identify and contact the administrator who will serve as mentor, providing him or her with introductory materials
- Identify the sites in which Internship I and Internship II will be conducted
- With assistance from the internship supervisor develop plans for Internship I and Internship II
- Provide copies of the plan(s) to the internship supervisor, the advisor, and the mentor
- Meet, recording dates and topics, regularly and frequently with the mentor
- Meet as required with the internship supervisor
- Meet as needed with the advisor
- Fulfill the requirements of Internship I and Internship II
- Maintain an electronic portfolio including clinical experiences, time, application of theory to practice, ongoing assessment of personal/professional skills and knowledge gained, reflections on all activities and experiences.

Unanticipated Changes

There may be circumstances in which an internship supervisor or mentor will be unable to complete his or her responsibilities. If such should occur, the individual should contact the Iowa Center Coordinator.

The candidate, internship supervisor, or mentor may initiate a request for a change in the assigned personnel. If the change is requested and approved, all persons affected by such a change will be notified by the Coordinator of the Iowa Center.

The faculty members and staff are available to address concerns at any time during the two-year duration of the internship programs. Maintaining comfortable and productive working relationships is of primary importance to the success of the program, its candidates, and its support personnel.

Course Descriptions

The Sequenced and Scaffolded Curriculum

Leadership for Learning: Foundations

Candidates gain an understanding of their leadership style through self assessment; leadership theory and its application to the principal; the relationship between leadership and the learning culture and its impact on achievement; leading in a culture of change; decision processing, decision making, and systematic planning; and ethical practices.

Theories of Motivation for Learning: Children and Adults

Theories of Motivation for Learning: Children and Adults provides aspiring administrators with knowledge, skills, and demonstrated performances around the learning needs of young learners, adolescent learners, high school learners, and adult learners. The course focuses on developmental, psychological, and motivational needs of learners as well as designing learning strategies and structures to support their learning.

Leadership for Curriculum, Instruction, and Assessment

Leadership for Curriculum, Instruction, and Assessment provides aspiring administrators with the knowledge, skills, and demonstrated performances in current curriculum instruction and assessment practices; the design and implementation of curriculum, instruction, and assessment practices; and their impact on student achievement.

Meeting the Needs of Diverse Learners

Meeting the Needs of Diverse Learners provides aspiring administrators with an understanding how a school can become a learning community to meet the needs of diverse learners. Specific needs of identified groups of learners are explored. Specifically the groups addressed are identified special education students, English language learners, students involved with 504 plans, and students identified as gifted and talented. Students engage in self-reflection to help gain an understanding of how their own actions impact and are interpreted in a diverse world. Candidates analyze their school's current support structure for the continuum of learners, learn about school-wide intervention, and consider what it would take to implement this type of model in their own school.

Leadership for Learning: Management

Students focus on building-level organizational issues that will enhance student achievement at the pre-school, elementary, middle school, and high school levels. Topics addressed include staffing patterns, schedule development, school budgeting, staff relations, and the components for creating a positive learning environment for students in both the general and special education programs.

School, Family, and Community Relations

School, Family, and Community Relations provides aspiring administrators with knowledge, skills, and demonstrated performances to engage parents, families, and communities in

supporting student achievement. The candidates will develop an action plan for increased parent/family/community engagement that addresses student learning.

Internship I

Internship I, the first year of the two-year internship, focuses on learning and leadership experiences in diverse educational settings, supervised cooperatively by the university internship supervisor and the mentors, school district personnel. All phases of the PK-12 school operation and procedures are experienced as the candidate is involved in the day-to-day activities of schools and school administrators. Through knowledge and skills acquired and applied in the first six of the sequenced and scaffolded courses and the on-site clinical experiences in the internship, the candidate demonstrates progress toward integration of theory and practice toward entry-level competency of an educational leader.

Research for School Improvement and Student Achievement I

Research for School Improvement and Student Achievement I provides aspiring administrators with knowledge, skills, and demonstrated performance to research the findings and best practices related to educational leadership, school improvement, and student achievement, and to design an actionable research project that addresses an immediate problem facing school leaders, in an actual school or educational setting. Typically, Research I is presented in summer sessions, concentrating on the development of the proposal. This data-driven course binds research to practice as the candidates develop a three-chapter, actionable research proposal to be implemented during the course of the ensuing school year, for which researchers will enroll in Research for School Improvement and Student Achievement II and receive two additional graduate credits.

School Law and Mandates

Students gain an understanding of the legal aspects of education with a focus on administration-related applications. Knowledge is acquired in the areas of education and the legal system, employee rights and obligations, student rights and discipline, tort liability, and public-private school related legal issues. A particular emphasis will be placed upon the federal and state mandates in special education.

Iowa Evaluator Approval Training Program

Iowa Evaluator Approval Training Program provides aspiring administrators with knowledge, skills, and demonstrated performances in the evaluation of teachers based on the Iowa Teaching Standards. Successful completion of this course completes the requirements for the evaluator approval certification, required for principals by the Iowa Department of Education.

Research for School Improvement and Student Achievement II

Research for School Improvement and Student Achievement II provides aspiring administrators with knowledge, skills, and demonstrated performance to research the findings and best practices related to educational leadership, school improvement, and student achievement, and to conduct an actionable research project that addresses an immediate problem facing school leaders, in an actual school or educational setting. This class extends over a ten-month period, immediately following the successful completion of Research I. This study culminates in the research paper, completed and presented in late spring of the year following the proposal development. This data-driven course binds research to practice as the majority of hours are committed to the study in the school or educational setting.

Internship II

Internship II, the second year of the two-year internship, focuses on extensive learning and intensive leadership experiences in diverse educational settings, supervised cooperatively by the university internship supervisor and the mentors, school district personnel. All phases of the PK-12 school operation and procedures are experienced as the candidate is involved in the day-to-day activities of schools and school administrators. Through increased knowledge and skills acquired in the sequenced and scaffolded courses and the on-site clinical experiences in the internship, the candidate demonstrates entry-level competency of an educational leader in the Iowa Standards for School Leaders.

Internship Plan Guidelines for Design

The candidate will develop a plan for each year of the internship: Internship I and Internship II. Each plan must be organized around the Iowa Standards for School Leaders (ISSL) with attention to completing activities that address the 36 indicators. The indicators are essential to meeting the Iowa Standards for School Leaders as well as the Iowa Board of Educational Examiners licensure standards and the Iowa Department of Education Chapter 79 standards. Both required and suggested clinical activities in courses and internship syllabi that relate to the standards provide starting points and ideas to be incorporated into the plan.

It is normal for the plan to vary in time and effort among leadership activities. The plan may also be adjusted during the course of the year. Opportunities may arise that provide activities that have not been previously included in the plan. There should, however, be professional activities addressing each standard. The plan's purpose is to provide evidence of activities during the internship year that will lead to demonstrated competency of the Iowa Standards for School Leaders. The plan must be approved by the University Internship Supervisor and shared with the site mentor.

Guidelines for designing the plan are these:

1. List each of the standards.
2. Under each standard note the clinical activities relating to the indicators that the candidate plans to complete.
3. Estimate the time expected to be devoted to each activity, keeping in mind that these will vary. It is essential, however, that the year's plan should consume approximately half of the required 400 hours of the internship.
4. Include the regularly scheduled meetings with principal/mentor and supervisor. Add unscheduled meetings as they occur.
5. Include seminars that will be attended by the cohort groups.
6. Maintain a log of clinical activities, meetings, seminars and sessions attended. Typically, logs should cite date, time, and a brief statement describing the activity. An example:
9/03/07 1.0 hour Observed budget hearing
7. The plan must be approved by the internship supervisor. The supervisor may have suggestions for improvement before approval. If there are significant changes made to the plan during the year, the supervisor should be informed. The candidate may want to conduct periodic reviews of the plan during the internship.

During the final two semesters in the program, the candidate will develop an electronic portfolio. This will become relevant evidence of the knowledge, skills, and application of theory to practice. It will contain the best examples of professional work and accomplishments during the internship and reflections on these experiences. This e-portfolio will be presented as part of the capstone activity concluding the two-year Educational Leadership Program.

**Viterbo University-Iowa Center Educational Leadership Program
Internship Site Agreement and Confirmation Form**

An agreement is hereby entered into between **Viterbo University-Iowa Center** and

(Name of Iowa local school district)

A two-year internship experience is requested by _____ (Candidate’s Name), a Viterbo University-Iowa Center Educational Leadership Program candidate in the above-named Iowa school district.

After having read the general expectations for this internship experience on page two of this document as well as the more detailed expectations in the accompanying handbook, the local school district hereby agrees to provide the following:

- 1) a qualified mentor who will supervise, oversee, and coach the candidate during the internship activities and experiences. This person, called the Lead Mentor, should be willing to spend the necessary time to ensure there is appropriate planning and feedback to assist the candidate during the internship experience in moving forward toward mastery of all six Iowa Standards for School Leaders as set forth by the State of Iowa.
- 2) an out-of-level mentor, if possible, in an effort to provide additional clinical experiences at another educational level as well as an opportunity for the candidate to learn from another leadership style. The out-of-level mentor also supports the candidate in moving toward mastery of all six Iowa Standards for School Leaders as set forth by the State of Iowa.

Mentor’s name: _____

Site Building Address: _____

Phone: _____ E-mail: _____

In return, Viterbo University-Iowa Center will provide to the above-named school district the following:

- 1) a certificate of insurance.
- 2) the name and contact information of the candidate’s University Internship Supervisor.
- 3) a mentor handbook.
- 4) an Internship syllabus, which is a part of this agreement. The district agrees to follow its content without deviation unless prior approval is received from the University.
- 5) all paperwork associated with the candidate’s performance assessments, which include both required and suggested activities and experiences over the two-year commitment.
- 6) an honorarium to be paid to the mentor upon submission of the required University paperwork in the amount of \$_____ per semester.

District Superintendent Signature (or designee) _____ **Date** _____

Address: _____ City _____ Zip _____

Phone: _____ E-mail: _____

Viterbo Program Coordinator signature: _____ **Date:** _____

Prior to the candidate beginning the internship, this form is to be completed, signed, and sent to:

**Dr. Anne Kruse - Viterbo University-Iowa Center
4949 Westown Parkway, Suite 195 West Des Moines, IA 50266**

LEAD MENTOR

The Role of the Lead Mentor

The lead mentor is an educational leader who promotes the conditions necessary for the candidate's growth and development and demonstration of the Iowa Standards for School Leaders. The mentor is essential to the candidate's successful internship. The mentor establishes and maintains a supportive climate for and continually assesses the candidate's progress.

Requirements of the Lead Mentor

The lead mentor must:

1. Possess a current Iowa administrator's license.
2. Have completed three years of administrative experience.
3. Be recommended by the district superintendent or the superintendent's designee.
4. Provide a current resume.
5. Participate in either a personal or telephone interview with staff of the Iowa Center.
6. Express a willingness to become familiar with the Viterbo University-Iowa Center Educational Leadership Program
7. Attend an orientation to the program, mentor training, and other scheduled sessions and/or seminars deemed important to the success of the program
8. Be familiar with the Iowa Standards for School Leaders as well as the ISSLC standards and criteria

Responsibilities of the Lead Mentor

Specific lead mentor functions include:

1. Attend annual mentor training sessions with the candidate.
2. Assist in the completion of the internship plan.
3. Assist in providing meaningful clinical experiences related to the Iowa Standards for School Leaders.
4. Conduct regular and frequent meetings with the candidate to affirm relationships and provide timely feedback.
5. Suggest additional experiences for targeted growth areas.
6. Conduct formative and summative evaluations of the candidate's progress.
7. Consult with the University Intern Supervisor in the assignment of a letter grade.

OUT-OF-LEVEL MENTOR

The Role of the Out-of-Level, or Second, Mentor

The role and function of an out-of-level, or second, mentor is to create opportunities for additional clinical experiences at another educational level and/or site as well as an opportunity for the candidate to learn from another leadership style. Internship candidates are expected to broaden as much as possible their building-level clinical experiences since the administrative license granted by the state spans PK-12.

Requirements of the Second Mentor

To the extent possible, the requirements of the second mentor are the same as, or similar to, those of the lead mentor.

Responsibilities of the Second Mentor

Specific out-of-level mentor functions include:

1. Consulting with the lead mentor regarding clinical experiences and candidate progress
2. Conducting regular and frequent meetings with the candidate to affirm relationships and provide feedback on selected clinical experiences
3. Ensuring that clinical experiences not available in the candidate's educational site are appropriate and worthwhile to the total internship experience

A list of recommended activities and experiences will be provided by the University supervisor. Attached is the internship syllabus which will serve as a guide for all of the content and outcomes to ensure a quality experience.

The Electronic Portfolio

The electronic portfolio is an essential component of the educational leadership program. It is a compilation of relevant evidence of the candidate's knowledge, skills and dispositions, based on the Iowa Standards for School Leaders and organized around the thirty-six indicators. It is a showcase of the professional work and accomplishments over the two years of the program. Its purpose is to foster learning and to document growth over time; thus, original insights may be challenged prompting reflection and revision. The portfolio contains work that the candidate has experienced, collected, selected, and reflected upon; it tells the candidate's story.

The portfolio becomes the tangible piece of evidence that represents the candidate's thinking, learning, and experiences from coursework and from the internship, and demonstrates, as well, the range of his or her emerging leadership. It contains a balance of real-world experiences, coursework, and reflection.

The portfolio should contain a summary and evaluation of experiences relating to each of the standards. These should include a description of each activity, the knowledge gained, skill developed, disposition improved, followed by a summary providing highlights of the experience with reflective practice. Reflections may emerge from perceptions of what models, concepts, or theories were effective or not effective; what personal or professional beliefs guided actions and experience; how the culture of the school affected the experience; how real-world experience changed or reinforced long-held personal and/or professional beliefs; and, finally, what has been learned to increase student achievement and school improvement.

Summative entries into the portfolio might include the candidate's assessment of his or her progress toward meeting the Iowa standards during the two-year internship; a clear plan identifying learning objectives for the future, recognizing that growth will continue; and personal and professional goals.

Specific instruction and continued support for the development of the electronic portfolio will be offered in the series of cohort seminars scheduled during the two-year program and by the faculty members during each of the courses.

The final product, presented as part of the capstone activities at the conclusion of the program, holds the candidate accountable for entry-level competency skills necessary to be a successful school leader.

Appendix A: Sample Evaluation Forms

Viterbo University-Iowa Center Educational Leadership Program Mentor Evaluation by Candidate

At the completion of the two years of the internship, the Iowa Center will appreciate each candidate's final assessment of the mentor's completion of his or her expected responsibilities. Specific responsibilities are listed, but any additional comments on performance may be made.

A five-point rating scale is used in recording the candidate's judgment of the mentor's carrying out of responsibilities. Please rate each of the areas listed.

5	4	3	2	1
Excellent	Good	Satisfactory	Adequate	Unsatisfactory

Responsibilities of the Lead Mentor

Specific lead mentor functions include:

1. Attends annual mentor training sessions with the candidate
Comments _____ Rating _____

 2. Assists in the completion of the internship plan
Comments _____ Rating _____

 3. Assists in providing meaningful clinical experiences related to the Iowa Standards for School Leaders
Comments _____ Rating _____

 4. Conducts regular and frequent meetings with the candidate to affirm relationships and provide timely feedback
Comments _____ Rating _____

 5. Suggests additional experiences for targeted growth areas
Comments _____ Rating _____
-

6. Conducts formative and summative evaluations of the candidate's progress
Comments _____ Rating _____

7. Consults with the university internship supervisor in the evaluation of the candidate's performance in
Internship II
Comments _____ Rating _____

8. Additional comments:

Mentor _____

Site _____ Date _____

Candidate (optional) _____

Please return this completed evaluation form to the Iowa Center Coordinator.

**Viterbo University-Iowa Center
Educational Leadership Program
Mentor Evaluation by University Internship Supervisor**

At the completion of the two-year internship, the Iowa Center appreciates each internship supervisor's assessment of the mentor's expected responsibilities. Specific responsibilities are listed but any additional comments on performance may be made.

A five-point rating scale is used in recording the internship advisor's judgment of the mentor's carrying out of responsibilities. Please rate each of the areas listed.

5	4	3	2	1
Excellent	Good	Satisfactory	Adequate	Unsatisfactory

Responsibilities of the Mentor

Specific mentor functions include:

1. Attends annual mentor training sessions with the candidate

Comments

Rating_____

2. Assists in the completion of the internship plans

Comments

Rating_____

3. Assists in providing meaningful clinical experiences for the candidate related to the Iowa Standards for School Leaders

Comments

Rating_____

4. Conducts regular and frequent meetings with the candidate to affirm relationships and provide timely feedback

Comments

Rating_____

5. Suggests additional experiences for targeted growth areas

Comments

Rating_____

6. Conducts formative and summative evaluations of the candidate's progress
Comments _____ *Rating*_____

7. Schedules on-site meetings with internship supervisor and candidate
Comments _____ *Rating*_____

8. Consults with the university intern supervisor in the evaluation of the candidate's performance in
Internship I and Internship II
Comments _____ *Rating*_____

9. Additional comments:

Mentor _____

Site _____ Date _____

Internship Supervisor _____

Please return this completed evaluation form to the Iowa Center Coordinator.

Viterbo University-Iowa Center Educational Leadership Program Internship Supervisor Evaluation by Mentor

At the completion of the two-year internship, the Iowa Center appreciates each mentor's assessment of the university internship supervisor's expected responsibilities. Specific responsibilities are listed, but any additional comments on performance may be made.

A five-point rating scale is used in recording your judgment of the internship supervisor's carrying out of responsibilities. Please rate each of the areas listed.

5	4	3	2	1
Excellent	Good	Satisfactory	Adequate	Unsatisfactory

Responsibilities of the University Internship Supervisor

Specific university internship supervisor responsibilities include the following:

1. Assists the Iowa Center Coordinator in identifying and selecting mentors
Comments _____ *Rating* _____

2. Approves the candidate's short- and long-term internship plans
Comments _____ *Rating* _____

3. Monitors and continuously assesses the candidate's progress toward competency in the standards specific to the internship experience
Comments _____ *Rating* _____

4. Conducts appropriate and regular meetings with the intern
Comments _____ *Rating* _____

5. Conducts two scheduled site visits per semester for a total of 8-12 visits over the two-year internship period; meets jointly with the mentor and the candidate
Comments _____ *Rating* _____

-
6. Reviews and monitors the continuous development of the internship plans
Comments _____ *Rating*_____
7. Communicates with the mentor regarding the progress of the internship
Comments _____ *Rating*_____
8. Assists in making a final assessment regarding the mastery of content and competencies regarding the Iowa Standards for School Leaders, which is evidenced by portfolio reflections and internship clinical experiences
Comments _____ *Rating*_____
9. In consultation with the mentor, provides a letter grade at the end of each internship period
Comments _____ *Rating*_____

Additional Comments:

University Internship Supervisor _____

Site _____ Date _____

Mentor _____

Please return this completed evaluation form to the Iowa Center Coordinator.

**Viterbo University-Iowa Center
Educational Leadership Program
Internship Supervisor Evaluation by Candidate**

At the completion of the two-year internship, the staff of the Iowa Center will appreciate each candidate's assessment of the internship supervisor's completion of his or her expected responsibilities. Specific responsibilities are listed, but any additional comments on performance may be made.

A five-point rating scale is used in recording the candidate's judgment of the internship supervisor's carrying out of responsibilities. Please rate each of the areas listed.

5	4	3	2	1
Excellent	Good	Satisfactory	Adequate	Unsatisfactory

Responsibilities of the University Internship Supervisor

Specific university intern supervisor responsibilities include the following:

1. Assists the Iowa Center Coordinator and the candidate in identifying and selecting mentors, out-of-level mentors, and changes as may be necessary

Comments

Rating _____

2. Continues to support candidates in the internship experience

Comments

Rating _____

3. Approves the candidate's short- and long-term internship plans

Comments

Rating _____

4. Monitors and continuously assesses the candidate's progress toward entry-level competency of the standards specific to the internship experience

Comments

Rating _____

5. Conducts appropriate and regular meetings with the intern

Comments

Rating _____

-
6. Conducts two scheduled site visits per semester for a total of 8-12 visits over the two-year internship period; meets jointly with the mentor and the candidate

Comments

Rating_____

7. Reviews and monitors the continuous development of the e-portfolio

Comments

Rating_____

8. Communicates with the candidate’s advisor and mentor(s) regarding the progress of the internship

Comments

Rating_____

9. Assists in making a final assessment regarding the mastery of content and competencies related to the Iowa Standards for School Leaders, which is evidenced by portfolio reflections and internship clinical experiences

Comments

Rating_____

Additional comments

Internship Supervisor_____

Site_____Date_____

Candidate_____

Please return this completed evaluation form to the Iowa Center Coordinator.

**Viterbo University-Iowa Center
Educational Leadership Program
Candidate’s Evaluation by Mentor
Internship I**

Candidate _____ Date _____

Mentor _____

Site _____

At the completion of Internship I, the candidate will have completed half of the internship toward principal licensure. Please indicate your judgment of your candidate’s progress in his/her internship by using the following scale to rate each of the categories listed.

5	4	3	2	1
Outstanding	Good	Satisfactory	Adequate	Unsatisfactory

I. How effective was the candidate in meeting the requirements and expectations of Viterbo’s Educational Leadership Program in:

A. Progress toward meeting the identified goals in the candidate’s internship plan.

Comments _____

Rating _____

B. Evidence of development toward competency in the Iowa Standards for School Leaders:

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

Comments: _____

Rating _____

2. Promoting the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Comments: _____

Rating _____

3. Promoting the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Comments:

Rating_____

4. Promoting the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Comments:

Rating_____

5. Promoting the success of all students by acting with integrity, fairness, and in an ethical manner.

Comments:

Rating_____

6. Promoting the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Comments:

Rating_____

II. At this midpoint in the internship, how do you perceive the candidate's career commitment to school administration?

Comments:

Rating_____

III. What is your formative rating of this candidate's leadership potential as an effective educational leader?

Comments:

Rating_____

IV. Please provide any additional information that will help the candidate, the internship supervisor, and the advisor identify strengths and weaknesses that should be addressed in Internship II.

Comments:

V. The internship supervisor appreciates your consultation as a grade is assigned for Internship I. As you assess your candidate's progress and development, would you assign a grade of: A _____ AB _____ B _____ BC _____ C _____ D _____ F _____

Mentor's Signature _____

Date: _____

Candidate's Signature _____

*Please review and discuss this evaluation with the University Internship Supervisor.
Please return this completed evaluation form to the Iowa Center Coordinator.*

**Viterbo University-Iowa Center
Educational Leadership Program
Candidate’s Evaluation by Mentor
Internship II**

Candidate _____ Date _____

Mentor _____

Site _____

At the completion of Internship II, the candidate you have mentored will have completed his/her internship toward principal licensure. Please indicate your judgment of the candidate’s performance in his/her internship by using the following scale to rate each of the categories listed.

5	4	3	2	1
Outstanding	Good	Satisfactory	Adequate	Unsatisfactory

I. How effective was the candidate in meeting the requirements and expectations of Viterbo’s Educational Leadership Program in:

A. Meeting the identified goals in the candidate’s internship plan.

Comments

Rating _____

B. Evidence of competency in the Iowa Standards for School Leaders:

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

Comments:

Rating _____

2. Promoting the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Comments:

Rating _____

3. Promoting the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Comments:

Rating_____

4. Promoting the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Comments:

Rating_____

5. Promoting the success of all students by acting with integrity, fairness, and in an ethical manner.

Comments:

Rating_____

6. Promoting the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Comments:

Rating_____

II. How do you perceive the candidate's career commitment to school administration?

Comments

Rating_____

III. What is your summative rating of this candidate's leadership potential as an effective educational leader?

Comments:

Rating_____

IV. Do you recommend that Viterbo University-Iowa Center approve this candidate for the principal endorsement?

Comments:

Yes _____

No _____

V. The internship supervisor appreciates your consultation as a grade is assigned for Internship II. As you assess your candidate's progress and development, would you assign a grade of: A _____ AB _____ BC _____ B _____ C _____ D _____ F _____

Mentor's Signature _____

Date: _____

Candidate's Signature _____

Please review and discuss this evaluation with University Internship Supervisor.
Please return this completed evaluation form to the Iowa Center Coordinator.

**VITERBO UNIVERSITY-IOWA CENTER
EDUCATIONAL LEADERSHIP PROGRAM**

**CANDIDATE’S EVALUATION OF THE INTERNSHIP
AND OF THE PROGRAM**

As you near completion of the Educational Leadership Program, the University staff appreciates an honest evaluation of your internship experiences and the program itself. Please take a few moments to answer each of the questions and provide comments to be considered as we continually work to improve the leadership program. Your confidentiality is assured.

I. How many internship hours have you documented, including clinical activities related to coursework in each of these levels?

PK-5 _____ hours 6-8 _____ hours 9-12 _____ hours other, specify _____ hours

II. How many internship hours have been spent in the areas of special education?

PK-5 _____ hours 6-8 _____ hours 9-12 _____ hours other, specify _____ hours

III. What clinical experiences have you had (a) in the community, (b) in areas of socio-economic diversity or, (c) in cultural, ethnic diversity? Please describe:

IV. We would appreciate your comments on your mentoring experience and on your mentor.

A. Please rate your mentoring experience on a scale of 5-1, with five the highest rating:

Circle 5 4 3 2 1

If your rating is less than 4, how could your experience with your mentor been strengthened?

B. How would you rate your mentor on the same 5-1 scale?

Circle 5 4 3 2 1

C. Would you recommend this mentor for another internship student?

Yes _____ No _____

D. Did you have an out-of-level mentor? Yes _____ No _____

Please describe the level and activities experienced with this mentor.

V. What recommendations would you make for changes in the Educational Leadership Program in these areas:

A. Mentoring and Internship

B. Coursework

C. Communication

D. Requirements

E. Schedules

F. Other suggestions

VI. As we seek to improve the process of developing an electronic portfolio:

A. Were the instructions at the preliminary seminar clear and easy to follow? Please comment.

B. Did your instructors support the development of the portfolio?

Yes _____ No _____

Comments:

C. In what ways was the development of a portfolio a learning activity?

D. How comfortable were you in developing an electronic portfolio?

Very_____ With assistance_____ Not at all_____

VII. Have you been selected for a leadership position for the 2009-2010 school year?

Yes_____ No_____

If yes, in what position and where?

Do you desire a leadership position for the 2009-2010 school year?

Yes_____ No_____

Your responses to these questions designed for continuous program improvement are sincerely appreciated. Any member of the Iowa Center staff will be available to discuss your experiences if you should wish to do so.

Please return this completed evaluation form to the Iowa Center Coordinator.
