Educational Leadership
Candidate Mentor Handbook

The University of Tennessee at Martin
Dear Mentor:

All of us at The University of Tennessee at Martin are appreciative of your help with the Educational Leadership program. Without your assistance, we would not have such a program. More importantly, without your assistance, future instructional leaders would not be adequately prepared. We hope that the experience will be mutually beneficial. Many site mentors enjoy discussing their administrative style with a candidate: it gives them an opportunity to reflect and consider their own behavior. Additionally, the candidate will be a worker for you, another willing pair of hands.

Part of what the candidate does will involve studying and observing. However, the candidate also needs to be actively involved. As the program progresses, there should be increasing opportunities for responsibility and decision-making. You will see more rapid growth and usefulness to you with the candidate, if you, or other administrators in your building, will take the time early to structure experiences for him/her -- for instance, sharing what to look for in a parent conference, allowing the mentee to observe, and debriefing the conference afterward. Through early, structured experiences, the candidate rapidly learns about your procedures, judgment, and problem solving strategies, and can then practice from this model in more independent activities. Occasional problems occur when these early, structured experiences are not in place. A candidate with long standing as a teacher will not automatically know what to do in an administrative role. For example, assigning a candidate to supervise a student activity without establishing some administrative guidelines for the candidate to follow can result in unpleasant consequences.

The mentor will be asked to participate in the formative evaluation of the student. As the candidate completes activities, the mentor may be asked to verify the completion of those activities. In the spirit of assisting your candidate with his/her professional growth, please provide feedback!

Please contact us with questions or if we can be of help. We look forward to working with you!

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Introduction

The field experiences, practicum, and action research project represent a cooperative effort between school districts and the university. This document is designed to make clear the responsibilities of the student, the site mentor(s), and LEA panel and UTM Educational Leadership Program faculty. These and other learning opportunities are possibly the most important aspects of the preparation of leaders. An increasing body of research shows that it is during the field experience and practicum that the prospective leader develops the model of the type of administrator he or she will become. Through the field experience and practicum, the prospective principal works with one or more mentors to practice the skills, knowledge and attitudes developed through the instructional portion of the administrative credentialing program. In addition, the candidate is exposed to practical aspects of administration, which cannot be taught in a theoretical setting.
Field experiences and practicum provide:

For the candidate
- Fulfillment of a requirement in the leadership credential program
- An opportunity to experience the role of a principal and decide if he/she wishes to pursue the role as a career
- An opportunity to discover his/her own strengths and weaknesses and a chance to work on building strengths and addressing weaknesses
- An opportunity to assume increasing responsibility and gain confidence in leadership tasks

For the mentor(s)
- A chance to "pass the torch," sharing experience and expertise with the next generation of instructional leaders, and to have real influence on their learning
- Additional assistance from a person with fresh ideas, enthusiasm and background from recent academic coursework

For the university supervisor
- An opportunity to have close contact with the "real world" of instructional leadership

PURPOSE

Supervised, on-the-job field experiences and practicum throughout an academic program are well accepted as an important part of a professional's training. It is through such experiences that aspiring leaders practice the skills, knowledge, and attitudes learned in the classroom.

The mentor plays a key role in this practice by selecting and structuring the experiences from which the mentee can benefit, and allowing him/her to build competence in a "safe" educational leadership environment. Directed selective experience increases the likelihood that mistakes will be kept to a minimum, and that the consequences of mistakes will not be severe. The candidate can begin slowly, can observe and practice, and as he/she becomes more confident and competent, can tackle increasingly complex and difficult situations.

One purpose of the field experiences and practicum is to provide the candidate with the opportunity to gain experience in applying theories, procedures, and skills to real situations. An equally important second purpose, however, is to provide the candidate with an opportunity to place these in the context of the school, and to add the information and develop the skills which are not included in formal university instruction. Just as the student teacher learns from the master teacher a great deal about the social norms of teaching, so the candidate learns, consciously and unconsciously, the behavior and deportment expected of an instructional leader. Thus, the mentor is doing more than selecting and structuring the candidate's learning; he or she, along with other administrators in the building, is serving as a model for the candidate to emulate.

A final purpose of the field experiences and practicum is to be a screening device for certification. In order to be eligible for an instructional leader license, the candidate must receive a passing grade. The site mentor and the university supervisor will discuss whether the student has satisfactorily demonstrated the attitudes and abilities that qualify him/her for entry into the profession. Nonetheless, the decision regarding completion of the educational leadership program will reside with the university supervisor.
Candidates Who Are Full-Time Employees
It is challenging for a candidate who is employed full-time to fulfill the field experience and practicum requirements and to gain a real appreciation for what it is to be an instructional leader. It is helpful if the candidate can observe and participate in the rhythm of an administrator's day. The candidate is strongly encouraged to make arrangements to devote some full days to observing and working with an administrator.

Candidates may find that being "teacher-in-charge" or substitute principal will be advantageous, as it provides additional opportunities to practice leadership skills and decision-making. Those who have been teacher-in-charge or substitute principal have found that this enriches the clinical experience immensely.

Candidates should be prepared to devote preparation time, lunches and evenings to leadership experiences. Supervision of after-school and evening student activities is a normal and expected part of the secondary leadership experience, as is lunch supervision in an elementary school. Occasionally, issues may evolve that take extended time to resolve, and the use of professional or personal leave is often the only way that a candidate can gain the uninterrupted full days necessary to handle a problem situation from beginning to end.

**It is the candidate’s responsibility to negotiate and schedule time.** Arrangements made in one school may not be allowed in another. **Candidates should not assume that release time will be available, even if it has been previously available for other students. This is entirely at the discretion of the district, and in some districts, at the discretion of the building principal. The candidate should discuss his/her needs with the mentor, and accept the decision made by the mentor.**

**Responsibilities**
Each of the three parties involved in the field experience and practicum -- the candidate, the site mentor and the university supervisor -- has a particular role to fulfill. Each role involves specific responsibilities.

**For the candidate, responsibilities include:**
- Arranging for a site
- Planning activities with the mentor & IHE
- Communicating with the mentor on a regular basis
- Communicating with the university supervisor as arranged
- Attending seminar meetings online
- Completing activities in a conscientious and ethical manner
- Learning by asking questions and giving/receiving feedback
- Initiating involvement in activities
- Requesting experiences which will maximize internship learning
- Documenting electronically field experiences and practicum
- Completing all portfolio requirements

**For the mentor, responsibilities include:**
- Planning activities with the candidate
- Arranging access for the candidate to other instructional leaders and tasks
- Coordinating direct supervision of the candidate
- Formative evaluation of the candidate
For the university supervisor, responsibilities include:
- Notifying the district office of the Interns and preferred sites
- Verifying that the experiences for the candidate are appropriate
- Supervising the candidate’s field experiences and practicum
- Completing formative and summative evaluations of the candidate
- Submitting candidate grades
- Verifying completion for certification requirements

To provide the best possible experience for the candidate it is suggested that the administrator:
- Meet with the candidate on a regular basis.
- As time progresses, let the student take increasing responsibility.
- Continually discuss and monitor progress in meeting the performance standards.
- Discuss instructional leadership with the student.
- Let the candidate know what your values are.
- Give the candidate feedback.
- Recognize the candidate's good work, and what can be done to improve.
- Involve the candidate in more than routine administrative matters.

Examples might be:
- Analyze student achievement test results.
- Update (or write) a procedures manual.
- Evaluate the school curriculum.
- Gather information on a new instructional method.
- Develop a handbook for substitute teachers.
- Analyze student attendance patterns.
- Publicize a school event.

Think back to when you were a new administrator. What didn't you know that you wish you had known? Involve the candidate in those areas.

Activity Plan Agreement
The principal is responsible for the operation of the entire school. That responsibility and role include a wide variety of activities. The candidate is expected to become familiar with all or most of these activities.

The candidate will designate in advance the activities in which he/she will be involved, subject to approval of the mentor and university supervisor, to demonstrate mastery of the TIL and ISSLC standards.

Candidates will identify specific activities designed to broaden their knowledge and experience base within each standard.
The candidate should begin by meeting with the mentor and providing a draft of proposed activity plans for the field experiences and practicum. During the meeting each activity plan should be reviewed and modified as needed, although the plans are subject to the approval of all three parties at the actual time of contracting. All parties will receive a copy. As candidates complete activities, they will notify and discuss these with their university supervisor, and check those that have been completed.

Have an enjoyable and successful learning experience.
The UTM Educational Leadership Program aligns with several Leadership Standards

On the final pages of this document are the performance standards developed by the Tennessee Instructional Leaders (TILS), Council for the Accreditation of Educator Preparation (CAEP), Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC), Educational Leadership Constituent Council Standards for School District Leadership (ELCC), and The University of Tennessee at Martin Conceptual Framework (UTMCF).

**Tennessee Instructional Leadership Standards (TILS)**

The UTM Educational Leadership Program is aligned with the Tennessee Standards for Instructional Leaders (TILS). The TILS standards include the following:

**Standard A: Instructional Leadership for Continuous Improvement** – An ethical and effective instructional leader facilitates professional practice the continually improves student learning.

Indicators:

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

**Standard B: Culture for Teaching and Learning** – An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognized and celebrates improved educator and student performance related to school vision and goals.

**Standard C: Professional Learning and Growth** - An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

1. Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the *Tennessee Standards for Professional Learning*.

5. Collaborates with others to induct, support, retain, and grow/extend effective educators based on evidence of student and educator outcomes.

6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the *Tennessee Teacher Leadership Standards*.


**Standard D: Resource Management:** An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

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

**Council for the Accreditation of Educator Preparation (CAEP)** - The UTM Educational Leadership Program is aligned with the Council for the Accreditation of Educator Preparation (CAEP) Standards for advanced programs. The CAEP standards include the following:

**Standard 1** – The provider ensures that candidates develop a deep understanding of the critical concepts and principals of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

**Standard 2** – The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

**Standard 3** – The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for certification where applicable. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

**Standard 4** – The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

**Standard 5** – The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.
Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC)
The UTM Educational Leadership Program is aligned with the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC). The ISLLC standards include the following:

**Standard 1** – An education leader promotes 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.

**Functions:**
- a. Collaboratively develop and implement a shared vision and mission.
- b. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- c. Create and implement plans to achieve goals.
- d. Promote continuous and sustainable improvement.
- e. Monitor and evaluate progress and revise plans.

**Standard 2** – An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Functions:**
- a. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
- b. Create a comprehensive, rigorous, and coherent curricular program.
- c. Create a personalized and motivating learning environment for students.
- d. Supervise instruction.
- e. Develop assessment and accountability systems to monitor student progress.
- f. Develop the instructional and leadership capacity of staff.
- g. Maximize time spent on quality instruction.
- h. Promote the use of the most effective and appropriate technologies to support teaching and learning.
- i. Monitor and evaluate the impact of the instructional program.

**Standard 3** – An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

**Functions:**
- a. Monitor and evaluate the management and operational systems.
- b. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
- c. Promote and protect the welfare and safety of students and staff.
- d. Develop the capacity for distributed leadership.
- e. Ensure teacher and organizational time is focused to support quality instruction and 3, 4, student learning.

**Standard 4** – An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
Functions:

a. Collect and analyze data and information pertinent to the educational environment.
b. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.
c. Build and sustain positive relationships with families and caregivers.
d. Build and sustain productive relationships with community partners.

Standard 5 – An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Functions:

a. Ensure a system of accountability for every student’s academic and social success.
b. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
c. Safeguard the values of democracy, equity, and diversity.
d. Consider and evaluate the potential moral and legal consequences of decision-making.
e. Promote social justice and ensure the individual student needs inform all aspects of schooling.

Standard 6 – An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

Functions:

a. Advocate for children, families, and caregivers.
b. Act to influence local, district, state and national decisions affecting student learning.
c. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

The UTM Educational Leadership Program is aligned with the Educational Leadership Constituent Council Standards for School District Leadership (ELCC). The ELCC standards include the following:

Standard 1.0 – A building level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

Standard Elements

1.1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
1.1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
1.1.3 Candidates understand and can promote continual and sustainable school improvement.
1.1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
Standard 2.0 - A building level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional school program; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

Standard Elements

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust and personalized learning environment with high expectations for students.
2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning within a school environment.

Standard 3.0 - A building level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal and technological resources in a school environment; promoting and protecting the welfare and safety of school, students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

Standard Elements

3.1 Candidates understand and can monitor and evaluate the school management and operational systems.
3.2 Candidates understand and can efficiently use human, fiscal and technological resources in a school environment.
3.3 Candidates understand and can promote and protect the welfare and safety of school, students and staff within the school.
3.4 Candidates understand and can develop school capacity for distributed leadership.
3.5 Candidates understand and can ensure that teacher and organizational time is focused to support high-quality instruction and student learning.

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

Standard Elements

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resource within the school community.

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

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

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

**Standard Elements**

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

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

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

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

**Standard Elements**

6.1 Candidates understand and can advocate for school students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state and national decisions affecting student learning in a school environment.

6.3 Candidates understand and can anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

**Standard 7.0** - A building level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

**Standard Elements**
7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practices for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9-12 hours per week) internship that includes field experiences with a school-based environment.

7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

University of Tennessee at Martin Conceptual Framework (UTMCF)
The Graduate Faculty of the University of Tennessee at Martin Department of Educational Studies has adopted the theme “Professional Educators as Leaders and Enhancers of Human Development” to represent its goal in continuing an educator’s professional development. The advanced program goals are depicted as four keys that the graduate faculty feels will unlock each candidate’s potential. The keys are linked together by a solid ring representing the faculty’s commitment to diversity, technology and assessment. The candidate is expected to master the outcomes upon completion of his/her individual program.

They include:

Key 1 Knowledge, Skills and Application – Candidates will exhibit an understanding of:
how all students develop and learn;
their area of expertise and appreciate how knowledge in this area is created, organized, linked to other disciplines and applied to real-world settings;
how to create multiple paths, including use of information technology, to the subjects they teach to develop problem-solving abilities in students;
how to adjust practice based on observation and knowledge of students’ interests, abilities, skills, knowledge, family circumstances and peer relationships;
how to be a “change agent.”

Key 2 Human Relations – Candidates will:
engage all groups of students to ensure a disciplined learning environment;
organize instruction to allow the schools’ goals for all students to be met;
engage all students in appropriate behavior in and out of the classroom;
be prepared for contributing to the effectiveness of the school through collaboration with other professionals on instructional policy, curriculum development and staff development;
work collaboratively and creatively with parents and community resource personnel, engaging them productively in the work of the school.

Key 3 Inquiry – Candidates will:
stay abreast of current research, and when appropriate, incorporate new findings in their practice;
make decisions grounded in both the literature and their experience;
apply the practice of data collection, observation and reflective thinking;
use information technology in designing and executing a plan for research;
read and interpret published research of others;
apply the research findings appropriately to an educational setting for the benefit of all students.

**Key 4 Professional and Ethical Behavior** – Candidates will:
serve as a role model to students and educational colleagues while serving as professional liaison to members of the community;
employ respect for and understanding of cultural diversity as the responsibilities of the profession are modeled;
exhibit academic integrity in the study and presentation of curricula content;
cultivate the ability to cope with the unexpected and act wisely in the face of uncertainty;
understand the importance of engagement in lifelong learning so that they demonstrate and encourage the same in all students;
take advantage of available resources and participation in professional development opportunities for continuous learning.

**National Educational Technology Standards for Administrators (NETS-A).** The UTM Educational Leadership Program is aligned with the Technology Standards for Administrators (NETS-A). The NET-S were developed by the Collaborative for Technology Standards for School Administrators (TSSA Collaborative). The NETS-A standards include the following:

1. **Visionary Leadership**
   Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:
   a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
   b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
   c. advocate on local, state, and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. **Digital-Age Learning Culture**
   Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:
   a. ensure instructional innovation focused on continuous improvement of digital-age learning
   b. model and promote the frequent and effective use of technology for learning
   c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
   d. ensure effective practice in the study of technology and its infusion across the curriculum
   e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration

3. **Excellence in Professional Practice**
   Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:
   a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
b. facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology
c. promote and model effective communication and collaboration among stakeholders using digital-age tools
d. stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic Improvement
Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:
   a. lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
   b. collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
   c. recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
   d. establish and leverage strategic partnerships to support systemic improvement
   e. establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship
Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:
   a. ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
   b. promote, model, and establish policies for safe, legal, and ethical use of digital information and technology
   c. promote and model responsible social interactions related to the use of technology and information
   d. model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

Mentor Criteria

To qualify as a Mentor for the UTM Educational Leadership Program (ELP), the prospective candidate must possess the following criteria:

- Sincere desire to build a constructive, positive relationship with the ELP candidate
- Ability to listen
- Sensitivity to people of different educational, economic, cultural and racial background
- Positive attitude
- Compassion/understanding
- Dependability
- Ability to recommend alternatives and options
- Openness to learning
- Sense of humor
- Integrity
- Leadership
- Organizational skills

A Mentor for the ELP must:

- Hold high standards for the mentee
- Be willing to have regular one-on-one meetings
- Be willing to have unscheduled meetings with the mentee
- Attend UTM seminars
- Complete mentee evaluations and other documents as required by the ELP

Additionally, the Mentor must exhibit competence in the Tennessee Instructional Leadership Standards.
LEA Mentor Recommendation

The following exemplary practitioners from ______________________ School District meet the attached criteria and are therefore eligible to serve as a mentor in the University of Tennessee at Martin Educational Leadership Program. This recommendation is based on yearly performance appraisal.

Name ____________________________________________________________

School ____________________________________________________________

Position __________________________________________________________

Name ____________________________________________________________

School ____________________________________________________________

Position __________________________________________________________

Name ____________________________________________________________

School ____________________________________________________________

Position __________________________________________________________

Signed by LEA Designee

Name ____________________________________________________________

Title _____________________________________________________________

Date _____________________________________________________________