



CORE ACTIVITIES

Every intern will complete all of the following activities:

- A. *Shadowing*: Each intern will spend one week of intensive training, shadowing the mentor. The intern will attend every meeting, beginning with the first one of each day and ending with the last, even if it's a development meeting at 6:30 a.m. and a board meeting that concludes at midnight. The intern's task is to observe the what and the how of the job. What habits or strategies, for example, does the mentor use to confront issues and tasks? How does the mentor juggle the urgent interruptions and yet maintain focus on the big picture?

The intern and mentor should choose this week ahead of time. It is important that this assignment be completed in one continuous week, rather than be broken into one day per week for five weeks. The best week is one in the middle of the program, so that this sets the context for the remainder of the intern-mentor interaction.

- B. *Attend a minimum of two professional meetings* with the mentor. Examples could include an area administrators' club, seminar, convention, etc.
- C. *Attend at least two school board meetings*, assuming a minor role in a portion of the agenda.
- D. *Read and discuss with the mentor one book* on the topic of leadership in general or educational leadership in particular. Examples include:
1. *The Art of Leadership*, by Max De Pree
 2. *Total Leaders: Applying the Best Future-Focused Change Strategies to Education*, by Charles J. Schwahn and William G. Spady
 3. *What It Means to be a Principal: Your Guide to Leadership*, by John C. Daresh
 4. *Beginning the Principalship*, by John C. Daresh
 5. *7 Habits of Highly Effective People*, by Stephen Covey
 6. *Principle-Centered People*, by Stephen Covey
 7. *Leading with Vision*, by Larry Lashway
 8. *The Fifth Discipline*, by Peter Senge
 9. *Leadership for the Schoolhouse*, by Thomas Sergiovanni
 10. *Coming Clean About Organizational Change*, by Jerry Patterson
 11. *The Making of a Leader*, by J. Robert Clinton
 12. *Called to Lead*, by Kenneth O. Gangel, editor
 13. *Caring Enough to Lead—Schools and the Sacred Trust*, by Leonard O. Pellicer
- E. *Read and discuss with the mentor a series of typical situations* (cases) an administrator may encounter. These are provided by CSI and are designed to sharpen the intern's problem-solving and decision-making skills.

- F. *Lead a parent group, board, or staff meeting in devotions.*
- G. *Subscribe to one of the following professional journals and discuss articles from it with the mentor:*
1. *Education Canada / Education Week*
 2. *Educational Leadership*
 3. *NAESP / NASSP Bulletin*
 4. *Phi Delta Kappan*
 5. *The Education Digest*
 6. *Inside Private School Management*

ELECTIVES

Each intern is required to complete one assignment from each of the three categories. The intern and mentor may design an alternate activity within any of the categories, tailoring it to meet the specific needs of the school and interests of the intern.

A. Administration:

1. Participate in the orientation meeting for new teachers.
2. Participate in mentoring a first-year teacher, meeting periodically throughout the year.
3. Review and evaluate a school policy that needs to be updated and present a revision to the body that is responsible for approving it.
4. Design and implement an in-service day for the staff or a special program at the school to which parents and community are invited.
5. Review the teacher evaluation program, interview selected teachers or survey all teachers and present a plan to strengthen self-evaluation and peer support in the evaluation process.
6. Participate in the interview process for hiring new teachers.

B. Curriculum:

1. Chair a curriculum study committee, resulting in preparing a proposal for change and presenting it to the body or bodies responsible for approving the change.
2. Design a proposal for a new school program. Examples include a summer study session, the use of volunteers in the school, a service project, or a new student orientation program.
3. Evaluate the results of the school's standardized testing program and present a proposal for curriculum improvement in areas where it appears necessary.
4. Assume responsibility for a specific role in the school's accreditation review.

C. Spokesperson for Christian Education:

1. Meet with or participate in meetings with prospective parents, articulating the philosophy of Christian education and how that comes to life at your school.
2. Participate in making a presentation about Christian education to a parent orientation meeting, a local church, or a local civic service club.

ASSESSMENTS

The intern and mentor give evidence of completing the curriculum by filing mid-term (mid-March) and final (mid-May) reports to the CSI office.