

SAMPLE EDUCATIONAL LEADERSHIP EXPERIENCES CONSIDERED FOR ALTERNATE PATHWAY 2 (240 Clock Hours)

When documenting the 240 clock hours required for obtaining Educational Leadership via alternate pathway 2, the activities listed below are examples that **could** be considered. Leadership experiences **are required** to align with [leadership standards outlined in Bulletin 125](#) and **documented** with the leadership portfolio containing artifacts that support each experience in the form of agendas, sign-in sheets, pictures, copies of presentations, etc. The documented experiences should include a variety of activities as the portfolio is essentially substituting for a master's degree in educational leadership.

Description of Activity
Led an instructional committee that is part of a structured audit or re-examination with the potential re-crafting of a school's vision or mission, perhaps in preparation for renewal of accreditation by a regional accreditation agency (e.g. SACS) or review by the state department of education. PE 1, 3
Led a district principals' meeting and/or a state leadership conference and made a presentation on effective change practices. PE 6
Led the development, scheduling, and implementation of a special activity at the school. (e.g. open house, student orientation, teacher orientation, literacy initiative, new instructional strategy, school wide fundraising, career night, etc.). PE 2, 4
Led the school leadership team in conducting and analyzing purchases to determine alignment with student needs. PE 3
Led the school's preparation for a technical assistance visit by a comprehensive school reform group such as High Schools that Work, Making Middle Grades Work, Teacher Advancement Program. Worked with the school coordinator to assemble the needed documentation and develop the schedule. PE 2, 3
Led a faculty study team in analyzing root causes of poor achievement in core areas such as literacy and numeracy; formulated and implemented a set of actions and assessed the results. PE 2, 5
Led a faculty study team in examining the effectiveness of lower level courses in advancing student achievement based on results; developed and implemented a plan of action for teaching these students at higher standards. PE 2, 3, 5
Led an articulation project with a feeder school in which the expectations to which the students were held in lower grades are shared with upper grade teachers, so that teachers can hold students to more rigorous expectations as they advance from grade to grade. PE 1, 2, 3
Observed classrooms for evidence that faculty members have both high expectations for all students and provide consistent academic support to those who need it so they can be successful at an advanced level. Cite specific examples observed throughout the school. PE 1, 2, 5
Observed classroom lessons with the principal and used the district's observational documents and processes to participate in providing feedback to teachers about the extent to which their instruction is standards-based and engaging to students. PE 2
Led a professional development session on a new research-validated instructional strategy aligned with the school improvement plan. Follow up by coaching and providing feedback to a small group of teachers as they embed the new strategy into their instructional program. PE 1, 2, 6
Led a series of interviews with students focusing on their perceptions of the instructional strategies used by their teachers. Summarize conclusions for the principal. PE 2, 4
Selected or evaluated staff development professionals to learn effective staff development strategies to train teachers. PE 2, 4
Participated in designing a survey for teachers to identify the types of direct assistance teachers desire from supervisors and from fellow teachers to support student learning, distributed the survey, collected and analyzed data. PE 3
Participated in the development and/or delivery of a professional development workshop focused on the implementation of research-based teaching strategies to meet the learning needs of students in your school. PE 2, 3
Led a series of interviews with teachers focusing on their perceptions of a proposed program of innovation in the school. Summarize conclusions for the principal. PE 2, 3, 4

Planned and/or implemented a student mentoring program to provide caring adult role models. This includes activities such as the training of adult role models, the development and revision of program resources, and the monitoring of mentoring sessions with feedback to adult role models as needed. PE 3, 4
Planned, administered, analyzed and shared the results of a student satisfaction survey with appropriate groups. PE 2, 4
Planned and implemented a process for teachers to share information gained at professional development meetings with appropriate members of the school staff. (e.g. professional development sessions, team meeting, web-based sharing system). PE 3, 4
Participated in the development of the master schedule and/or the scheduling of students. PE 3
Prepared and/or delivered an explanation of the master schedule to the administration and faculty. PE 1, 4
Developed a schedule that provides teams of teachers with common planning time together to review student data and adjust instructional delivery to meet student needs. PE 1, 2, 3, 4
Developed and implemented a schedule that provides time to provide literacy and numeracy interventions (RTI) to identified students. PE 1, 2, 3, 4, 5
Led the development (department level; grade level or whole school) of a grant application. PE 3
Served as project administrator or manager over a school resource (i.e. grant budget, inventory, shared computer lab, etc.) PE 3
Conducted coaching activities with teachers such as classroom observations with follow-up to debrief, model lessons to demonstrate effective practices, and/or lesson plan review and feedback to improve instructional planning. PE 2, 4
Served as a district coordinator, school curriculum coordinator, content leader, master teacher, etc. PE 1, 2, 3, 4
Served as a mentor teacher for new teachers or a supervising teacher for student teachers – Limited to 100 clock hours. PE 1, 2, 3, 4
Served successfully as a school assistant principal or principal in an approved school system. PE 1, 2, 3, 4, 5, 6