Every administrator must know the aspects, elements, and components that comprise the learning community. The objectives of the environmental scan are:

- To develop a deeper understanding of the building/district in which the internship takes place,
- To become familiar with The Georgia School Standards (GSS),
- To use the GSS in order to assess the status of the internship school on each of the standards.

The GSS serves as a tool for school personnel to evaluate themselves on the Standards that Georgia schools need to know, understand, and be able to do. The eight strands have been developed and defined into performance standards, linguistic rubrics, and elements/descriptors to assist school personnel in the process of school improvement (Georgia Department of Education, May 2006). School personnel will assess the following areas:

- Curriculum
- Instruction
- Assessment
- Planning and Organization
- Student, Family, and Community Support
- Professional Learning
- Leadership
- School Culture

Prior to use of the GSS, the intern must also provide in writing the following items in order:

1.) school demographics; highlight demographic strengths and challenges,
2.) school vision and mission statements,
3.) Latest SACS recommendations,
4.) Staff roster by position (do not include names),
5.) Accomplishments related to student learning,
6.) List of special curriculum programs or alternative structuring by grade (Accelerated Reader, Saxon Math, SRA kits, looping, multi-age grouping, block scheduling, inclusion classes, etc.),
7.) Homework policy, make-up policy, and behavior management plan (can use copy of student handbook if these are included in the handbook),
8.) Lesson/Unit format or template,
9.) Intervention documents (Remediation/Enrichment/Acceleration/Pyramids of Intervention) for school day, after-school, summer, extended day/year, etc. (How are students selected? How is it coordinated with the regular academic program? How many participate? What materials are used? What procedures are used to monitor student learning?) May write brief statements to answer these questions.
10.) Description of school/community partners,
11.) Description of PTSA/School Council activities and support.

Organize these items in order, place in a three-ring binder (no larger than 2 inches) before the GSS forms.

Using GSS, observe the school environment for the eight strands. Identify the level of implementation on each strand of the linguistic rubric. Place GSS forms into ring binder.

Summarize the information gathered (items 1-11) relative to the results of your environmental scan in terms of the eight strands; indicate strengths and areas that need improvement.