FAYETTEVILLE STATE UNIVERSITY
School of Education
Department of Educational Leadership

Master of School Administration Program
Internship Manual
2014-2015

Contact: Dr. Miriam Chitiga < mchitiga@uncfsu.edu > Interim Department Chair
Dr. Ted Kaniuka < tkaniuka@uncfsu.edu > Assistant Department Chair
“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

Disclaimer: The Conceptual Framework Themes are aligned alphabetically and not by priority or importance.

Description
The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable
about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that undergirds our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen both the unit and institution’s mission and vision of preparing a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool for learning and know how to utilize it to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their
The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
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<tr>
<td>Communication (2)</td>
<td>Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
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<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
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<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to inform practice and to participate in research to expand their knowledge bases.</td>
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<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
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<tr>
<td>Technological Competence and Educational Applications (6)</td>
<td>Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management.</td>
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<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand the contemporary family and communities and use that knowledge to help students learn, achieve, and succeed in life.</td>
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</table>
School of Education’s Vision and Mission statements

**Vision Statement:**
The School of Education will build upon its proud legacy of strong undergraduate and graduate academic programs designed to prepare effective and high quality teachers and other educational leaders and professionals to positively impact the lives of 21st Century children, local educational agencies, communities, and organizations for global competitiveness.

**Mission Statement:** The School of Education prepares knowledgeable, reflective, and caring professionals in the fields of education, research, and service. Completers, prepared by highly qualified faculty and through participation in prescribed activities, cutting edge instructional practices offered through multiple modes of delivery, on-going assessments, and field-based internships, have the knowledge, skills, and dispositions to support student learning within a framework of family and community and are able to participate in a diverse, technological, and global society. The SOE proudly prepares transformational educators and leaders through licensure only options and degrees at the bachelor’s, master’s, and doctoral levels for the southeastern region of the state, nation, and the global community.

**2014-2015 Strategic Priorities:**

**Priority 1: Ensure Academic Quality:** To prepare candidates as teachers, leaders, or other school professionals for licensure and program completion, resulting in high quality professionals who promote academic growth for a diverse and global student population; the process is monitored through an assessment system that ensures all program completers meet program learning outcomes at an acceptable or proficient level.

**Priority 2: Increase Degree Attainment:** To provide leadership and resources, including personnel and facilities, resulting in increased enrollment and persistence rate (retention and graduation) across all programs.

**Priority 3: Increase Educational Support Services:** To deliver instruction and provide academic support, including intensive advisement, tutoring, research guidance and supervision, and effective field experiences and clinical practice necessary to enable teacher candidates, educational leaders, and other school professionals to develop and demonstrate the knowledge, skills, and professional dispositions necessary to enhance student learning and success.

**Priority 4: Increase Research and Professional Development:** To strengthen research activities and productivity for SOE professionals, including cross-disciplinary collaborations, resulting in best practices in scholarship, service, and teaching that includes self-assessment of teaching effectiveness as measured by the quality and rate of candidate and completer performance.

**Priority 5: Enhance Community Engagement:** To increase the delivery of educational services to P-12 children, parents, and educators - primarily in the southeastern region of the state - so as to enhance student learning, teaching quality, school leadership, and the lives of the people of North Carolina, the United States, and the global community.
**Priority 6: Ensure Continuous Improvement:** To promote continuous improvement in academic programs, instruction, academic support, research, and community outreach through effective planning, assessment, and use of assessment results for improvement

**MSA Internship**

The MSA program is housed within the Department of Educational Leadership (EDLE). The department prepares knowledgeable, reflective, and caring professionals in the fields of education, research, and service. It offers two graduate programs, namely, the Doctor of Education and Master of School Administration (MSA) degrees. As a service to the School of Education, the department also offers three undergraduate pre-service, foundational teacher education courses. Completers, prepared by highly qualified faculty and through participation in prescribed activities, cutting edge instructional practices offered through multiple modes of delivery, on-going assessments, and field-based internships, have the knowledge, skills, and dispositions necessary to support student learning, within a framework of family and community, through participation in a diverse, technological, and global society. The EDLE proudly prepares transformational educators and leaders at the undergraduate, master’s and doctoral levels for the southeastern region of the state, nation, and the global community.

I. **Introduction**

    Fayetteville State University (FSU) students complete the internship in their second year in the Master of School Administration program. All students are required to complete a full-time, year-long internship. During the internship year, all students must take an official leave-of-absence from their respective school districts.

    Field-based experiences, an action research project, reflective seminars, and enrichment activities are the core of the internship. Students must complete the six (6) electronic evidences that are required by the North Carolina Department of Public Instruction (NCDPI) and FSU in order to be recommended for principal licensure. Students must receive a score of proficient on all the elements in the Pre Service School Executive Standards (appendix). Students engage in supervised field-based experiences at public school sites.

II. **Purpose of the Internship**

    The overall purpose of the full time internship in school administration is to provide aspiring administrators with opportunities to apply theoretical learning acquired in course work to real-life situations as school administrators. FSU interns are expected to document their participation in specific school activities that address practices critical to the success of a school leader. Specifically, interns: (a) observe the functions of administrators; (b) assume leadership roles in planning, implementing, and evaluating selected educational leadership activities; (c) apply theoretical learning acquired in course work to the real world of practice, and (d) gain knowledge and skills in educational leadership.

    University supervisors will hold five (5) face-to-face meetings with assigned interns during the semester. The supervisors will visit assigned interns at school sites four (4) times during the course of the semester. University supervisors maintain a log of school visits to be submitted to the department at the end of each semester to verify completion of requirements.
III. Selection and Placement

All school site administrators must be licensed by the state of North Carolina as principals during the time they supervise FSU interns. The selection of school site administrators is a collaborative process between Fayetteville State University and the participating local education agencies (LEAs). The LEAs select and assign internship sites based on individual student requests and qualifications, feedback from the MSA Director regarding the performance of the interns, and specific needs expressed by either the LEA or Fayetteville State University. In general, interns are placed in settings that expose them to a grade level (elementary, middle or high school) and setting (urban, suburban or rural) that differs from their current experience. LEAs are provided with a resume and each intern’s assignment preference. Special requests/preferences are detailed in the internship assignment interest survey.

In February/March, the MSA Director develops an internship packet that is sent to the Associate/Assistant Superintendent and Superintendent of the LEA. The packet includes a cover letter to the LEA superintendent (appendix) that requests that the students listed on the internship placement form (appendix) be placed as interns at the requested grade levels beginning in June. The MSA Director reviews specific placement requests with the Associate/Assistant Superintendent. All first year MSA students complete an internship assignment interest survey and a current resume. Both the interest survey and resume are sent to the LEA as part of the internship packet. Additionally, both the student and the MSA Director complete a letter requesting a leave of absence (appendix) during the internship year. Placement information is also forwarded to the FSU Director of the Office of Teacher Education.

On or before June 1st, all interns are notified of their placements and required to visit their schools during the first week of June.

IV. Expectations

1. Expectations for Site Administrators

- Facilitate the induction of the intern into the school site.
- Validate the intern’s work and attendance.
- Meet with the university supervisor to discuss and agree upon the growth plan for the intern.
- Provide the intern with the experiences detailed in the internship manual and NCDPI electronic portfolio.
- Complete a mid-year evaluation of the intern using the evaluation instrument developed by the MSA program.
- Attend the School of Education Recognition/Awards Program with intern
- Sign internship log at the conclusion of each of the three parts of the internship (summer, fall and spring)
2. **Expectations for Interns**

In order to be eligible to start the administrative internship, students must have completed the first year of coursework and submitted an internship interest survey.

- Adhere to district/school policy regarding professional attire, attendance, work hours, duties, and other responsibilities.
- Assume leadership roles in planning, implementing, and evaluating selected educational leadership experiences.
- Apply theoretical learning acquired in coursework to real world experiences.
- Complete leadership self-assessment profiles (EDAM 650).
- Complete an environmental scan – historical analysis of the school including student performance, teacher working conditions, and other data points.
- Develop a leadership growth plan based on the pre-service school executive standards.
- Develop an action plan (EDAM 650), action research proposal and an action research project (EDAM 680/EDAM 690/EDAM 691).
- Complete electronic internship portfolio based on six evidences (appendix) and upload to TASK Stream.
- Complete an evaluation of the internship.
- Develop and maintain a log of required participation in assigned internship experiences
- Attend the School of Education Recognition/Awards Program with site administrator.

**Internship log**

Interns should complete weekly internship logs. Logs should be signed by the site administrator at the conclusion of each of the three parts of the internship (summer, fall and spring). Logs should include:

<table>
<thead>
<tr>
<th>Date of Activity</th>
<th>Brief Description of Activity</th>
<th># of Hours Spent on the Activity</th>
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</table>

3. **Expectations for University Supervisors**

- Develop a leadership growth plan based on the DPI pre-service school executive standards (EDAM 650).
- Collaborate with the MSA Director regarding intern placements.
- Extend the intern’s familiarity and involvement with administrative tasks at assigned internship sites.
- Plan and design reflective experiences for interns that meet state standards and competencies.
- Provide seminars/workshops related to issues in school administration and educational leadership.
• Analyze and discuss the intern’s field experiences.
• Communicate regularly with site supervisors about the intern’s progress.
• Visit the internship site four times annually.
• Review intern’s electronic portfolio for licensure.
• Assign intern a grade for internship and portfolio.

V. Intern’s Calendar
Interns work at least 12 days during June/July and document via weekly internship log. Students are expected to work all days that school is in session. Interns take a three part 15 credit internship class - EDAM 680, EDAM 690, and EDAM 691. All interns also attend bi-monthly/monthly reflective seminars at Fayetteville State. Additionally interns are expected to attend group work on evidences one afternoon a week at FSU. Interns complete 1025 hours during the internship year. Interns log 825 hours at the internship site and 200 hours at the discretion of the university supervisor. Interns confer with the site administrator and university supervisor and receive approval for the last work day for the internship.

VI. Evaluations
1. Evaluation of Intern’s Performance
The quality of the internship experiences are evaluated separately by the intern, site administrator and university supervisor. Interns are evaluated by the site administrator using the NCDPI Pre-service School Executive Standards: Strategic Leadership, Instructional Leadership, Cultural Leadership, Human Resource Leadership, Managerial Leadership, External Development Leadership and Micro-political Leadership (see appendix). The university supervisor conducts evaluations of the intern as outlined in the course syllabus. The site administrator and the university supervisor confer about evaluations as needed. Interns have an opportunity to conduct a self-assessment and as a graduation requirement, interns complete an exit questionnaire.

2. Comprehensive Examinations
All MSA students must successfully complete a comprehensive examination in the spring of the second year of the program. The comprehensive examination is a timed six hour written examination designed to provide the candidate with the opportunity to demonstrate the necessary scholarly knowledge required to be a successful school administrator. The comprehensive examination is divided into six sections to reflect the academic course work from the preceding two years. The comprehensive examination addresses the required MSA courses (not including the internship and elective courses). The exam is comprised of two parts: an on-demand written section and a performance driven oral presentation.
VII. Required Internship Experiences

Fayetteville State University
Required Internship Experiences

Students should engage in completion of the following experiences. These experiences are based on the six evidences required for licensure:

1. Conduct data analysis of disaggregated student achievement data and teacher data. (Su)
2. Analyze the impact of professional development in the school. (Su/Fall)
3. Participate in grade level or department meetings. Lead and participate in the development of professional learning communities. (Su/Fall/Spring)
4. Lead and assist with the development of specific improvement efforts (School Improvement Plan). (Su/Fall)
5. Participate in the development and monitoring of a Professional Development Plan for a teacher. (Fall)
6. Conduct peer observations of classroom teachers utilizing the North Carolina Professional Educator Evaluation documents and McRel. (Fall/Spring)
7. Participate in the hiring of teachers or other school personnel if possible. (Su)
8. Document and analyze formal and informal school communication patterns. (Fall/Sp)
9. Evaluate the effectiveness of the school schedule and compliance with state guidelines. (Su)
10. Identify federal, district and state mandates that govern the school. (Su)
11. Conduct a policy analysis: Review school and district policies and compare the school’s practices with policy requirements. (Su)
12. Develop activities that are designed to foster the creation and use of a shared vision, shared beliefs and shared values. (Su/Fall)
13. Develop a school-based reward and recognition program that supports and promotes high student achievement. (Fall)
14. Analyze student and staff discipline policies and processes for adherence to federal, state, and local laws/policies. (Su)
15. Provide documentation of role with student discipline decisions. (Fall/Sp)
16. Demonstrate involvement in conflict resolution/problem solving experiences that promote high student achievement and improve faculty and staff working conditions. (Fall/Sp)
17. Review school strategies for effectiveness and alignment with the goals of the school. (Fall/Sp)
18. Compile a list of the relevant district initiatives that are being implemented in the school and document the implementation process. (Su/Fall)
19. Participate in the collection, and analysis of human and capital resources as a means of improving overall school performance. (Su/Sp)
20. Analyze the school’s effectiveness in supporting the diversity of the staff and student population. (Sp)
Su- summer
Sp - spring

VIII. Electronic Portfolio/Licensure

The electronic portfolio records the interns’ entire academic and internship-based experiences. The portfolio is the primary instrument used to determine whether the student has gained the skills and dispositions necessary to obtain licensure in the State of North Carolina. The Pre-Service Executive Rubric (appendix) is used to evaluate the electronic evidences required for licensure. Interns are expected to demonstrate proficiency in all of the elements of the Pre-Service rubric to meet NCDPI licensure requirements. The six Electronic Evidences are completed during the year-long internship. Other important elements include completing required coursework, and the successful completion of the comprehensive examination. Students must apply for assistant principal/principal licensure through the FSU Office of Teacher Education. The Office of Teacher Education submits the application to the Department of Public Instruction.
Standard 1: Strategic Leadership - School executives will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

Standard 2: Instructional Leadership - School executives set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the ongoing peer review of this work, and the sharing of this work throughout the professional community.

Standard 3: Cultural Leadership - School executives will understand and act on the understanding of the important role a school’s culture plays in contributing to the exemplary performance of the school. School executives must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to “re-culture” the school if needed to align with school’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school’s efforts to achieve individual and collective goals.

Standard 4: Human Resource Leadership - School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place which results in recruitment, induction, support, evaluation, development, and retention of high performing staff. The school executive must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

Standard 5: Managerial Leadership - School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem-solving, communicating expectations, and scheduling that result in organizing the work routines in the building. The school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of everyday life is critical for staff to be able to focus its energy on improvement.

Standard 6: External Development Leadership - A school executive will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community, and business representatives to participate as “stockholders” in the school such that continued investment of resources and good will are not left to chance.

Standard 7: Micro-political Leadership - School executives will build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence in order to realize the school’s vision for success. The executive will also creatively employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.
<table>
<thead>
<tr>
<th>ELCC</th>
<th>NCDPI</th>
<th>SLO/SOE</th>
</tr>
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<tbody>
<tr>
<td>The program provides significant field experiences and clinical</td>
<td>Standards 1, 2, 6</td>
<td>I, II (1-7)</td>
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<tr>
<td>internship practice for candidates within a school environment to</td>
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<td>synthesize and apply the content knowledge and develop professional</td>
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<td>skills identified in the other Educational Leadership Building-Level</td>
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<td>Program Standards through authentic, school-based leadership</td>
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<tr>
<td>experiences.</td>
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<td>Field experiences and clinical internship demonstrate a wide range</td>
<td>Standards 1, 3, 6</td>
<td>I, VII (4)</td>
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<td>of opportunities for candidate responsibility in leading, facilitating,</td>
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<td>and making decisions typical of those made by educational leaders</td>
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<td>within a school environment.</td>
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<tr>
<td>Field experiences and clinical internship involve candidates in</td>
<td>Standards 2, 3, 4</td>
<td>I, IV (7)</td>
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<td>many direct interactions with school staff, students, parents, and</td>
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<td>school community leaders.</td>
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<td>Candidates are provided with opportunities to gain experiences in</td>
<td></td>
<td>I, IV (5)</td>
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<td>two or more types of school settings (e.g. elementary, middle,</td>
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<td></td>
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<td>high, urban, suburban, rural, virtual, and alternative schools) to</td>
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<td>practice a wide range of relevant, school-based knowledge and</td>
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<td>leadership skills.</td>
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<td>Candidates are provided with many opportunities to interact with a</td>
<td>Standard 6</td>
<td>I, IV (5), (7)</td>
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<tr>
<td>variety of community organizations.</td>
<td></td>
<td></td>
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<tr>
<td>Candidates are able to take a leadership role in more than one</td>
<td>Standards 1, 5,</td>
<td>I, III, IV, V</td>
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<td>capstone leadership activity (as identified in the other ELCC</td>
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<tr>
<td>Building-Level Standards) with supervised assistance from an On-Site Mentor that maximizes their leadership practice and refines their school level leadership skills.</td>
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<tr>
<td>Candidates are provided a sustained school internship with field experiences over an extended period of time.</td>
<td>I (1-7)</td>
<td></td>
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<td>Verbal or written instructions by the supervising institution are well-rounded and comprehensive in providing on-site mentors with guidance in their ongoing supervision and evaluation of intern candidates</td>
<td>VI</td>
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<tr>
<td>The program provides a comprehensive explanation of strategies for ensuring that on-site mentors are qualified as school-based educational leaders</td>
<td>Standard 7</td>
<td>IV</td>
</tr>
</tbody>
</table>
Evidence One: Positive Impact on Student Learning
Interns will work with others to plan and assess data-driven instructional programs that reflect high expectations for staff and students, and are aligned with district initiatives. Activities to be evaluated are clustered in three areas: Analysis of data, Development of practices that foster high achievement, and Instructional leadership interaction with teachers.

Evidence Two: Teacher Empowerment and Leadership
Interns will work with others within the context determined through analysis of the Teacher Working Conditions Survey and other data to promote a climate of teacher leadership and collaborative decision-making in the school. Activities to be evaluated are clustered in two areas: Analysis of data and Involvement in school activities that foster teacher leadership.

Evidence Three: Community Involvement and Engagement
The interns will work with the school community to ensure that communication is effective and conducive to participation of all stakeholders in the implementation of a school plan that promotes high achievement and well-being. Activities to be evaluated are clustered in two areas: Working with school improvement teams and Communication with school audiences.

Evidence Four: Organizational Management
The interns will work with others in the school community to ensure compliance with polices that govern the school, and to ensure that the school day is organized for learning. Activities to be evaluated are clustered in two areas: Policy and Organization of the school day.

Evidence Five: School Culture and Safety
The interns will work with others in the school community to maintain a school culture that is focused on student learning and well-being. The interns will also work with stakeholders to ensure that the school climate is conducive to the achievement and well-being of students. Activities to be evaluated are clustered in two areas: Fostering effective school culture and developing supportive school climate.

Evidence Six: School Improvement
The interns will work with others to ensure that strategies to promote school improvement are routinely reviewed for effectiveness, and that the school program is systematically aligned with goals of the school. The activities to be evaluated are clustered in two areas: Using data in the continuous improvement process and Vision for the 21st Century.
Ms. Betty Musselwhite  
Associate Superintendent  
Cumberland County Schools  
2465 Gillespie Street  
Fayetteville, NC 28306

Dear Ms. Musselwhite:

Fayetteville State University’s Master of School Administration (MSA) provides the opportunity for full-time advanced study that leads to state licensure in educational leadership for public school administrators. We are pleased to inform you that Cohort 19 will complete all prerequisites for the full-time internship in May 2013. In June 2013, they will be prepared to begin their full-time internship. It is for this reason that we are asking for your support and assistance in the placement of these students.

Under the guidance of experienced administrators, the internship is designed to provide interns with opportunities to gain requisite knowledge, skills and competencies in administrative processes. The internship is a year-long, full-time experience that spans one summer and two semesters. Therefore, students who are currently full-time employees request leaves of absence for the 2013-2014 school year in order to complete the internship. As you are aware, state funding is currently available for placement of all MSA interns. If there are special circumstances that you would like to have considered for a student, I can certainly discuss that with you or your designee.

Enclosed please find a list of students who have requested placement in your school district. We have also included a resume for each student. The internship dates are June 3, 2013-June 10, 2014 (last day of school). For the summer session, interns must be on site for twelve days. The specific days are to be arranged by the site principal, the intern and the university supervisor. These days must be planned after the end of the intern’s current contract period. Each intern and the supervising principal will collaboratively develop a detail internship plan for the year-long internship. We request that the interns’ experiences be comprehensive and that the supervising principals have a desire to teach aspiring school leaders. The MSA Internship Manual outlines the required experiences that interns should engage in so that they are able to meet the requirements for licensure.

Please complete and return the enclosed Internship Placement Form indicating your willingness to assign interns. If at all possible, please complete and return this form by May 10, 2014 so that our faculty will be better able to complete the necessary collaborative agreements and develop plans for the summer portion of the internship. In the column labeled Placement Site, the interns have made requests in order of preference. Please accommodate these requests if at all possible. It is anticipated that this may not always be feasible, but we appreciate the efforts to do so.

February 28, 2014
Thank you for your willingness to assist Fayetteville State University in preparing outstanding educational leaders. We look forward to continuing our partnership efforts for the improvement of teaching and learning with the Cumberland County Schools.

Sincerely,

Miriam Chitiga, PhD
Associate Professor and Interim Chair
Department of Educational Leadership
Butler Building, Suite 340
Fayetteville State University
1200 Murchison Road
Fayetteville, NC 28301
(Office) 910-672-1636   (Fax) 910-672-1636
mchitiga@uncfsu.edu

Cc: Dr. Frank Till Jr., Superintendent
February 28, 2014

Dr. Joseph Locklear  
Associate Superintendent  
Human Resources  
Cumberland County Schools  
2465 Gillespie Street  
Fayetteville, NC 28306

Dear Dr. Locklear:

This is to confirm that (name of student) is currently enrolled in the Master of School Administration program at Fayetteville State University. A component of the degree program requires the completion of a full-time, year-long internship. During the internship year, all students must take an official leave-of-absence from their respective school districts. Mr. or Ms. (name of student) will need to take a leave of absence for the academic year 2013-2014. Should you have additional questions, please feel free to contact me at 910-672-1274.

Sincerely,

Miriam Chitiga, PhD  
Associate Professor and Interim Chair  
Department of Educational Leadership  
G. L. Butler Building, Suite 340-A  
Fayetteville State University  
1200 Murchison Road  
Fayetteville, NC 28301  
(office) 910-672-1731 (fax) 910-672-2075  
tkaniuka@uncfsu.edu

Cc: File
**FAYETTEVILLE STATE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**

**INTERNSHIP PLACEMENT FORM**  
**2014-2015**

School District______________________________________________________________

Address ___________________________________________________________________

District Placement Coordinator_________________________________________________

Telephone ____________________ Fax _________________ Email _______________________

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<th>INTERN REQUESTED</th>
<th>PLACEMENT SITE</th>
<th>PRINCIPAL</th>
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FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION
INTERNSHIP ASSIGNMENT INTEREST SURVEY
Master of School Administration Program
2014-2015

Name: ___________________________________________ Banner ID: ____________________

Share with us your current school assignment, position and the school district from which you will be
granted a leave of absence, beginning fall 2014:

____________________________________________________________________________________

Are you employed currently as an assistant principal with a provisional 012 license?

__________yes         ___________no

Please share with us your internship interest in two or three school districts.

1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________

Please indicate your interest in specific grade levels (elementary, middle, high).

1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________

Please indicate specific schools of interest:

1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________

I understand that this is an interest survey and will be used as only one element in the process of
determining internship assignments.

__________________________________________ / __________________________
Signature                                                                      Date
FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION
INTERNSHIP PLAN
2014 – 2015

Intern’s Name: ______________________  Banner ID: ______________________

Address: __________________________________________________________________

Home phone number: _____________________  Cell phone: _____________________

Site Administrator: __________________________________________________________________

School Address: __________________________________________________________________

Telephone Number: __________________________________________________________________

PURPOSE
The purpose of this Internship Plan is to describe the expectations for the intern, site administrator, and university supervisor. Additionally, this plan describes the type of experiences and activities that meet the knowledge, skills and competencies of the North Carolina Standards Board for School Administrators and the competencies for school administrators necessary for meeting licensure requirements by the North Carolina Department of Public Instruction. Attached please find a list of required internship experiences. These experiences are based on the six evidences required for licensure. Also attached are selection and placement procedures, expectations for site administrators, interns and university supervisors, the internship log, the intern’s calendar and expectations for evaluating the intern’s performance. Amendments and revisions may be made to this agreement during the period of the implementation of the plan with the joint approval of the Intern, Site Administrator, and University Supervisor.

LENGTH OF INTERNSHIP AGREEMENT/INTERN CALENDAR: This contract shall commence in May 2013, and includes enrollment in a three part internship: EDAM 680, EDAM 690, and EDAM 691. The internship period shall end on the last calendar day of the 2014-2015 academic year for the school to which the intern is assigned. Interns confer with the site administrator and university supervisor and receive approval for the last work day for the internship. All interns also attend bi-monthly/monthly reflective seminars at Fayetteville State. Additionally, interns should be permitted to attend group work on evidences one afternoon a week. Interns work at least 12 days during June/July and document via weekly internship log. Interns complete 1025 hours during the internship year. Interns log 825 hours at the internship site and 200 hours at the discretion of the university supervisor.

EVALUATION
The quality of the internship activities and experiences are evaluated separately by the intern, the site administrator, and the university supervisor. Interns are evaluated by the site administrator using the NCDPI Pre-service School Executive Standards. The university supervisor conducts evaluations of the intern as outlined in the course syllabus. The site administrator and the university supervisor confer about evaluations as needed. Interns have an opportunity to conduct a self-assessment and as a graduation requirement, interns complete an exit questionnaire.

Intern’s signature  Date  Site Administrator’s signature  Date

_________________________________________________________

University Supervisor’s signature  Date
MSA Intern’s Field Placement Observation/Site Visit Checklist

University supervisor should mark the appropriate evidence where the intern has either demonstrated and or completed activities or in the process of completing. A collaborative exit conference with the intern and the school site mentor should occur at the conclusion of each of the four formal visits.

<table>
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<th>EVIDENCES</th>
<th>DESCRPTORS</th>
<th>Site Visit</th>
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<tr>
<td>Evidence One: Positive Impact on Student Learning</td>
<td>Interns will work with others to plan and assess data-driven instructional programs that reflect high expectations for staff and students, and are aligned with district initiatives. Activities to be evaluated are clustered in three areas: Analysis of data, Development of practices that foster high achievement, and Instructional leadership interaction with teachers.</td>
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<td>Evidence Two: Teacher Empowerment and Leadership</td>
<td>Interns will work with others within the context determined through analysis of the Teacher Working Conditions Survey and other data to promote a climate of teacher leadership and collaborative decision-making in the school. Activities to be evaluated are clustered in two areas: Analysis of data and Involvement in school activities that foster teacher leadership.</td>
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<td>Evidence Three: Community Involvement and Engagement</td>
<td>The interns will work with the school community to ensure that communication is effective and conducive to participation of all stakeholders in the implementation of a school plan that promotes high achievement and well-being. Activities to be evaluated are clustered in two areas: Working with school improvement teams and Communication with school audiences.</td>
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<td>Evidence Four: Organizational Management</td>
<td>The interns will work with others in the school community to ensure compliance with policies that govern the school, and to ensure that the school day is organized for learning. Activities to be evaluated are clustered in two areas: Policy and Organization of the school day.</td>
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<td>Evidence Five: School Culture and Safety</td>
<td>The interns will work with others in the school community to maintain a school culture that is focused on student learning and well-being. The interns will also work with stakeholders to ensure that the school climate is conducive to the achievement and well-being of students. Activities</td>
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Evidence Six: School Improvement

The interns will work with others to ensure that strategies to promote school improvement are routinely reviewed for effectiveness, and that the school program is systematically aligned with goals of the school. The activities to be evaluated are clustered in two areas: Using data in the continuous improvement process and Vision for the 21st Century.

All parties must sign after each of the four formal visits.

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<th>Intern’s Signature</th>
<th>Mentor’s Signature</th>
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University Supervisor

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If a request for a change in placement is intern initiated, the request is first communicated to the site administrator, then the university supervisor. The university supervisor communicates the concerns to the MSA Director. The MSA Director contacts the LEA associate or assistant superintendent regarding the intern’s concerns. The associate or assistant superintendent schedules a meeting with the site administrator and the intern to address the concerns.

If the request for a change in placement is initiated by the site administrator, the request is first communicated to the university supervisor. The university supervisor communicates the concerns to the MSA Director. The MSA Director contacts the LEA associate or assistant superintendent regarding the site administrator’s concerns. The associate or assistant superintendent schedules a meeting with the site administrator and the intern to address the concerns.

The final arbiter in this process is the school district unless the placement is proven to be a threat to the health or well-being of the student. In all cases, information about a request for a change in placement or a request for an appeal are submitted to the department chair, associate dean, and the PDS coordinator.