FAYETTEVILLE STATE UNIVERSITY
School of Education
Department of Educational Leadership

Master of School Administration
Degree Program
Handbook and Assessment Manual
Cohort 21
2014-2016
GREETINGS

Welcome to the Master of School Administration (MSA) Degree Program at Fayetteville State University! This experience represents a significant step toward achieving your professional goal of becoming an effective school administrator.

The Master of School Administration Degree Program has as its major purpose the development of competent professional educational leaders to meet the world challenges of the twenty-first century and beyond. To that end, we embrace and champion all opportunities to be on the “cutting edge” of progressive change; and therefore, we are proactive in improving and promoting our students’ academic performance.

Two major themes that include clinical experiences and collaboration have been integrated into each of the major performance domains of the program. Clinical experiences are integral to each of the courses, and collaboration with local educational agencies in the development and execution of the program ensures that the program is attuned to current demands of education. Both themes are critical in the preparation of visionary leaders.

The Department of Education Leadership and Foundations, housed in the School of Education, is charged with the prime responsibility of developing and implementing the MSA Degree Program. The highly qualified and dedicated faculty and staff provide a challenging but productive academic environment for prospective leaders to develop and grow.

This handbook addresses many of the program specifics, and we hope it will be a resource for you as you progress through the program.

NOTE: THE CONTENTS OF THIS MANUAL ARE SUBJECT TO CHANGE. ANY CHANGES TO THE PROGRAM REQUIREMENTS, COURSE SEQUENCE OR PROCEDURAL PROCESSES WILL BE COMMUNICATED TO STUDENTS IN WRITING OR AS PART OF MEETINGS AND TRAININGS.

Dr. Miriam Chitiga, Interim Chair
Department of Educational Leadership
**Introduction**

Fayetteville State University (FSU) is committed to delivering intentional curricular and co-curricular learning experiences that engage students in the development of knowledge, skills, attitudes, and behaviors consistent with FSU’s mission statement. As the unit responsible for the preparation of educational leaders, the School of Education provides engaging curricular and co-curricular experiences designed to maximize the learning of professional education candidates. An integral component of understanding and improving the candidate experience is a coordinated program of assessing candidate learning. Assessment of candidate learning is a university-wide effort, bridging academic units across FSU.

The assessment system requires the methodical collection of information in order to understand, document, and improve candidate learning. The assessment plan makes our expectations explicit and public; sets appropriate criteria and high standards for learning quality; defines how the unit systematically gathers, analyzes, and interprets evidence to determine how well performance matches those expectations and standards; and requires that the unit uses the resulting information to document, explain, and improve performance. Ultimately, the information collected as part of the assessment program serves as a basis for curricular reform, verification of program effectiveness, program development, budgets, and strategic planning.

The purpose of this manual is to make explicit the systematic gathering and analysis procedures for data appropriate to the transition points.

The School of Education program assessment plan is based on four transition points. At each transition point, appropriate direct or indirect measures of candidate achievement may be used. Direct indicators of learning are immediately observable, e.g., pre- and post-testing, capstone courses, oral examinations, internships, portfolio assessments, evaluation of capstone projects, standardized national exams, performance on licensure, certification or professional exams, and juried performances. Indirect indicators of learning are subsequently observable, and include surveys of alumni, employers, and students, success of candidates in subsequent institutional settings, and job placement data. Professional education candidates are assessed by more direct indicators rather than indirect indicators, at transition points one through three, but by indirect indicators at transition point four.

“How Many Do You Need to See? How many effective schools would you have to see to be persuaded of the educability of poor children? If your answer is more than one, then I submit that you have reasons of your own for preferring to believe that pupil performance derives from family background instead of school response to family background. Whether or not we will ever effectively teach the children of the poor is probably far more a matter of politics than of social science and this is as it should be.

“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”

Ron Edmonds (October, 1979)
ALIGNMENT OF STANDARDS AND THEMES

The School of Education’s (SOE) programs and assessment system are aligned to the themes of the SOE Conceptual Framework, the North Carolina Department of Public Instruction (NCDPI) professional program standards, and the National Council for the Accreditation of Teacher Education (NCATE) and Educational Leadership Constituent Council (ELCC) standards. These standards are used as the framework for the SOE assessment instruments (rubrics). Table 1 depicts the alignment between the Conceptual Framework Themes, the NCDPI Standards, and the NCATE Standards.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>North Carolina Department of Public Instruction (NCDPI) Standards</th>
<th>National Council for the Accreditation of Teacher Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technological Competency and Educational Applications</td>
<td>Standard 1: Strategic Leadership Standard 2: Instructional Leadership Standard 5: Managerial Leadership</td>
<td>Standard 1 Visionary Leadership Standard 2 Instructional Leadership</td>
</tr>
</tbody>
</table>

TABLE 1: Alignment of Themes, NCDPI Standards, and NCATE Standards
<table>
<thead>
<tr>
<th>Ethical Responsibility</th>
<th>Standard 1: Strategic Leadership</th>
<th>Standard 2: Instructional Leadership</th>
<th>Standard 5 Ethical Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Leadership</td>
<td><strong>Standard 1: Strategic Leadership</strong>&lt;br&gt;<strong>Standard 2: Instructional Leadership</strong></td>
<td><strong>Standard 2 Instructional Leadership</strong>&lt;br&gt;<strong>Standard 3 Organizational Management</strong></td>
<td><strong>Standard 4 Collaborative Leadership</strong>&lt;br&gt;<strong>Standard 5 Ethical Leadership</strong>&lt;br&gt;<strong>Standard 6 Context</strong></td>
</tr>
<tr>
<td>Communication</td>
<td><strong>Standard 1: Strategic Leadership</strong>&lt;br&gt;<strong>Standard 6: External Development Leadership</strong>&lt;br&gt;<strong>Standard 7: Micro-political Leadership</strong></td>
<td><strong>Standard 4 Collaborative Leadership</strong>&lt;br&gt;<strong>Standard 5 Ethical Leadership</strong>&lt;br&gt;<strong>Standard 6 Context</strong></td>
<td><strong>Standard 4 Collaborative Leadership</strong>&lt;br&gt;<strong>Standard 5 Ethical Leadership</strong>&lt;br&gt;<strong>Standard 6 Context</strong></td>
</tr>
</tbody>
</table>
DEGREE PROGRAM DESCRIPTION

The Fayetteville State Master of School Administration (MSA) program provides aspiring administrators with opportunities to apply theoretical learning acquired in course work to real-life situations as school administrators. The program objectives are to: (a) prepare visionary school leaders for the restructuring of schools and the development of shared accountability for teaching and learning; (b) develop well-rounded school leaders as creative agents for change; (c) develop culturally responsive and open-minded school leaders who have the knowledge and skills needed that reflect the multicultural, political, economic, and social conditions that exist in schools; (d) recruit, select, and prepare school leaders, with a special focus on minorities and women who represent traditionally under-represented groups with a potential for outstanding educational leadership; and (e) provide school leaders with an opportunity to demonstrate knowledge, skills, and abilities through a full-time, year-long internship. All MSA students complete 42 hours of graduate credit, which include six hours of electives.

MSA Curriculum

The MSA curriculum includes problem-based instruction through course artifacts, focused modules, video presentations, field experiences, reflective observations, and the use of instructional technology. Fayetteville State is fully accredited by the Southern Association of Colleges and Schools (SACS) and was reaffirmed during the SACS visitation in March 2011. The School of Education is fully accredited by NCATE and the MSA program was approved by the North Carolina State Department of Instruction and met all standards during the NCATE/DPI visit in April 2007. The revised MSA program, approved by NCDPI and the State Board of Education (SBE) in 2010 was implemented in fall 2010. The total current number of graduates including those graduating in May 2014 is 410.

Fayetteville State’s Master of School Administration program consists of (a) course artifacts, (b) full-time year-long internship (c) a comprehensive examination, (d) leadership development plan, (e) seminars, and (f) a cohort model. The admissions process includes an on-campus interview and a writing sample. The 15 credit-hour internship requirement is offered in three parts. Part I begins in June. Part II begins in the fall, and Part III begins in the spring and ends at the close of that academic year.

Artifacts

In each required MSA course, students complete artifacts that provide students with experiences completing the work of an effective school administrator. These experiences enable students to develop prerequisite skills and attributes necessary for the internship and completion of the Electronic Evidences. Students are expected to perform at the developing level (see Pre-Service Rubric) as determined through faculty evaluation. In some cases due to the nature of the experiences and related elements; a student may, in limited circumstances, perform at the proficient level.
The Internship
The school internship is designed to provide the perspective school administrator with a year-long pre-service experience that will prepare the candidate to effectively transition into an administrative position. The candidate will be required to work with the school leadership in manner that the candidate assumes the roles of a school administrator in increasing responsibility as determined by the candidates’ readiness. The candidate will also attend on-campus classes that are the required component of the internship. These classes meet monthly and may meet more frequently if the need arises. During the internship, there will be three evaluations of the candidate’s performance as intern. These evaluations will be complete jointly by the cooperating principal and the supervising instructor.

The internship occurs during the second year of the program for full-time students. The full-time three semester internship is designed to provide aspiring administrators many opportunities to apply theoretical learning acquired in course work to real-life situations in the real-world of educational administration. At this point, school districts are provided funds by the State of North Carolina to place all MSA students in a full-time year-long internship. Students are required to have an approved leave-of-absence from their school districts and must submit official written documentation by May of the year the internship will begin. Field-based experiences, an action research project, clinical field experiences, reflective seminars, and enrichment activities are the core of the internship.

During the internship, students are required to complete six Electronic Evidences that will be used to grant licensure. This revised licensure process (new to the class of 2012) is product-based and is integrated within the internship experience. 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. Interns are responsible for successfully completing: (a) leadership self-assessment profiles, (b) an action plan, (c) an electronic internship portfolio uploaded to TaskStream, (d) an action research project; (e) log of required participation in assigned mentoring cadres, and (f) an evaluation of the internship. The electronic portfolio records the student’s academic and internship-based experiences. The Pre-Service rubric is the same rubric used to evaluate the electronic evidences required for licensure. These artifacts are aligned with course outcomes as documented in the individual course syllabi. All syllabi will have the artifacts clearly delineated as well as any additional work that is designed to provide the student opportunities to experience the elements of the Pre-Service rubric.

Electronic Evidences
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. The six Electronic Evidences are completed during the year-long internship. Due to the comprehensive nature of these products, due dates will be staggered. The Evidences are submitted electronically in TaskStream and evaluated using the Pre-Service School Executive Rubric. Students are expected to demonstrate proficiency in all of the elements of the Pre-Service Rubric to meet licensure requirements. MSA course work familiarizes students with licensure expectations and additional course work may be assigned to address any performance concerns. In
cases where the student has not demonstrated proficiency with regard to some or all of the Electronic Evidences, the student will be given corrective feedback and opportunities to address said areas in order to meet licensure requirements. It is important to note that the student may earn the MSA, but not be granted licensure.

**Action Research Project**
The Action Research Project is completed under the guidance of a faculty advisor in collaboration with the supervising site-administrator. The Action Research Project is identified during part-one (EDAM 680) of the internship and reinforces practice and problem-based experiences through directed clinical and planned field-based experiences. The Action Research Project demonstrates the candidate’s ability to effectively conduct research designed to improve an aspect of school performance.

**Enrichment Activities**
Participation in planned enrichment activities at Fayetteville State University is one of the major cohort building experiences of the MSA program. All students are required to attend. Each academic year a schedule of activities are provided for both first and second year cohorts. These experiences are extended through opportunities to participate in professional development seminars and workshops provided by regional school districts, inter-and intra-institutional seminars, and other activities related to school administration and educational leadership. Students can actively participate in the planning of university-sponsored professional seminars and workshops. Other opportunities include site visits to school districts with exemplary programs, attendance and participation in business and/or government seminars.

**Support Services**
University student support services are available to all students admitted to the Master of School Administration Degree Program. Students are encouraged to maximize the opportunities available through the Division of Student Affairs. Services include those of the Career Services and Placement Center, Cooperative Education Program, Job Location and Development Program, Counseling Center, testing and assessment services, student health services, and special services for the handicapped.

**Program Completion Timelines**
Students in the Master of School Administration Degree Program are required to complete the program within a two-year period. Students may not vary their program sequence by minimizing or maximizing the number of courses per semester. All pre-requisites courses must be taken prior to enrolling in the internship. Prerequisites for the internship include: **EDAM 650, 651, 652, 660, 661 & 670**.

Students are admitted in cohorts each fall semester. Candidates must pass a comprehensive examination upon completion of appropriate courses.

**Degree Requirements**
All graduate students in the program are required to successfully complete forty-two (42) hours of graduate courses which includes six (6) hours of electives. Cognate electives hours shall be
selected from the list of elective courses approved by the Department of Educational Leadership. Required courses, course descriptions, and the number of hours per course are detailed in the Program Course of Study section.

**Grades Required**

A grade of “A” indicates excellent or superior work; “B” indicates work that is good; “C” indicates that, though the work is marginal, credit will be given for the course. A grade of “I” indicates work that is incomplete but is otherwise satisfactory. No credit will be given for grades of “F” or “W” (withdrawal). Graduate students who receive one course grade of “F” or more than two course grades of “C” will be withdrawn from the program. Only grades of “S” (satisfactory), and “U” (unsatisfactory) are reported as final grades for the internship. The University calculates the grade point average using all grades except “S” and “U”.

**Written Comprehensive Examination**

All candidates must successfully complete a comprehensive examination in the spring of the second year of the program. The five hour written examination consists of essay and case study questions. The examination includes content from the knowledge-base of courses taught in the MSA. The examination is developed and scored by the MSA faculty.

The comprehensive examination is a timed 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 taken in the preceding two years. If a student does not pass all the required sections, the student will be given another opportunity to retake those portions of the exam the candidate failed.

**School Leaders Licensure Process**

Beginning with the class of 2012, all students must successfully produce six Electronic Evidences in order to be granted licensure. The Electronic Evidences are submitted electronically in TaskStream, and evaluated using the Pre-Service School Executive rubric. All elements must be evaluated at the proficient level, any deficiencies must be addressed to receive licensure, and students will be given opportunities for remediation. Course work will be provided to familiarize the student with the expectations and may be assigned additional work to address any performance concerns.

Students are expected to demonstrate proficiency in all of the elements of the Pre-Service rubric to meet licensure requirements.
NORTH CAROLINA

PRINCIPAL

FELLOWS

PROGRAM
The North Carolina Principal Fellows Program is an essential component of the MSA Program. Students who are admitted to the MSA program at FSU and approved by the North Carolina Principal Fellows Commission receive a financial scholarship loan.

The North Carolina Principal Fellows Program is a scholarship loan program funded by North Carolina General Assembly to assist individuals in earning the master’s degree in school administration in preparation for a career in school administration. The award is based upon academic merit, not financial need. Each scholarship loan provides a two-year scholarship to support students who enroll in and complete a full-time two-year master’s degree program in school administration.

Additional information may be retrieved from: http://www.ncpfp.org/
TRANSITION POINTS OF THE MSA PROGRAM

TRANSITION POINT I: ADMISSION TO MASTER OF SCHOOL ADMINISTRATION

The first transition point of the assessment process is admission to Master of School Administration program. This transition point includes several requirements. Students who apply for admission to graduate programs in the School of Education must have a baccalaureate degree from an accredited institution. Students must also have an overall minimum 2.5 grade point average on a 4.00 scale for all undergraduate study, or a minimum 2.75 grade point average on a 4.0 scale for the last sixty (60) hours of study, which may include no more than twelve (12) hours of graduate study. Students must provide a score on the general section of the Graduate Record Examinations (GRE) or the Miller Analogies Test (MAT) taken within the last five years, and submit three letters of recommendation from persons qualified to evaluate their ability to pursue graduate study in education.

DEPARTMENT OF EDUCATIONAL LEADERSHIP

The Department of Educational Leadership provides programs designed to prepare administrators, supervisors, and master teachers as facilitators of learning at all levels in the nation’s schools. School administration programs are offered at the master’s and doctoral (Ed.D.) levels. To be eligible for admission to the MSA program, an applicant must meet the above requirements plus the specific requirements as outlined below:

MASTER OF SCHOOL ADMINISTRATION

The Master of School Administration requires forty-two (42) semester hours of graduate course credits. Designed to prepare school leaders for the nation, this program is envisioned as a catalyst for the development of dynamic visionary school leaders who will mold effective schools to meet the present and future needs of society. These leaders will include, but will not be limited to principals and assistant principals.

PROGRAM REQUIREMENTS

All students enrolled in the Master of School Administration Degree Program will be required to complete forty-two (42) hours of graduate course credits, including six (6) hours of electives selected from business, arts and sciences, or special education. A maximum of six (6) hours of graduate transfer credits with a grade of 3.0 or higher may be accepted towards completion of the degree. Only courses from an accredited institution will be considered. Transfer credits accepted will be applied toward required electives. These courses must be in business, arts and sciences, or special education. Students may choose between two programs of study. The program requires a year-long internship beginning the first semester of their second year. During Summer Session 1 students will take EDAM 680, Internship 1 with the remaining internship requirements addressed in EDAM 690 and 691. Students may also take one elective EDAM 698 which is offered during the summer. In addition to the Graduate School admission requirements listed above, the following must also be met.

1. Three letters of recommendation.
2. Hold a North Carolina “A” or “M” teaching license.
3. Written essay outlining one’s graduate educational goals and professional objectives.
**Other Requirements School of Education**
Students will be admitted in cohorts each fall semester. Candidates must pass a comprehensive examination upon completion of appropriate courses. For additional program information, applicants should contact the program coordinator or department chair.

**Program Requirements, 42 Credits**

**Specialization 21 Credits**

- EDAM 650: Educational Leadership Development Seminar
- EDAM 651: Organizational Development and Diversity for School Leaders
- EDAM 652: School-Based Program Evaluation and Improvement
- EDAM 660: Leadership and Organizational Theories in Schools
- EDAM 661: School Law and Public Policy Issues
- EDAM 670: Resource Management and Schools
- EDAM 671: Leadership for Learning

**Internship, 15 Credits**

- EDAM 680 Internship – Part I*
- EDAM 690 Internship – Part II*
- EDAM 691 Internship – Part III*

*Prerequisites required.

**Electives, 6 credits**

Options

- EDAM 698: Computer Usage for Educational Administrators
- EDUC 680: Special Topics in School Administration

Other graduate level courses – permission required
Transfer credits – must complete required transfer credit approval forms
CHECKLIST FOR ADMISSION TO MSA PROGRAM

Upon receipt of all requirements of Transition Point I: Admission to Master in School Administration, the department chairperson and the Director of MSA Program will determine whether or not the applicant has met the requirements needed for admission the program. The following checklist should serve as a guideline for determining your readiness for admission to the MSA program.

Each of the items listed below is required for admission to the MSA program. The student should verify the requirement is met by indicating the date the requirement is submitted to/processed by the persons and offices indicated below.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Met</th>
<th>Not Met</th>
<th>How to Process/Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Formal graduate application to Fayetteville State University</td>
<td></td>
<td></td>
<td>Access application on line <a href="#">here</a></td>
</tr>
<tr>
<td>2. Undergraduate GPA of 2.75 overall or 3.00 in the last sixty (60) hours of course work.</td>
<td></td>
<td></td>
<td>Contact your undergraduate institution or most recent graduate experience and request all materials be sent to the graduate school <a href="#">here</a>.</td>
</tr>
<tr>
<td>3. A GRE or MAT score taken within the last five years.</td>
<td></td>
<td></td>
<td>Arrange to take the MAT or GRE and or submit scores to the graduate school <a href="#">here</a>.</td>
</tr>
<tr>
<td>4. Three letters of recommendation</td>
<td></td>
<td></td>
<td>Submit with application materials listed above</td>
</tr>
<tr>
<td>5. Hold a North Carolina “A” or “M” teaching license</td>
<td></td>
<td></td>
<td>Submit with application materials listed above</td>
</tr>
<tr>
<td>6. Written essay</td>
<td></td>
<td></td>
<td>Submit with application materials listed above</td>
</tr>
<tr>
<td>7. Completion of personal interview, and writing exercise.</td>
<td></td>
<td></td>
<td>Once the completed application is forwarded and reviewed by the department of Educational Leadership and the MSA program, selected candidates will be contacted to arrange the interviews and writing exercises.</td>
</tr>
</tbody>
</table>
GUIDELINES FOR COMPLETING AND SUBMITTING THE APPLICATION

All applicants must complete the Fayetteville State University Graduate School application. The application is available at http://www.uncfsu.edu/graduatestudies/forms.htm. Please be sure to visit the Graduate School website http://www.uncfsu.edu/graduateschool/index.htm for additional information on financial aid, health requirements, catalogues, and other helpful information.

GUIDELINES FOR COMPLETING THE WRITING SAMPLE – LEADERSHIP REFLECTION

Each applicant will submit a writing sample as part of the application portfolio. The writing sample will be evaluated using the rubric in Appendix D. Specifically the writing sample is designed to provide the applicant with an opportunity to express his or her views on educational leadership for the 21st Century. The writing sample will ask the applicant to discuss how as educational leaders they envision their ability to provide leadership for: (a) student learning and development, (b) teacher empowerment and leadership, (c) community involvement and leadership, (d) organizational management, (e) school culture and safety, and (f) school improvement.

GUIDELINES FOR COMPLETING THE ENTRANCE INTERVIEW

Each applicant completing the Transition Point I of the assessment process must be prepared for an interview with a team of faculty. The interview will be scheduled at a time convenient to the identified interview team. This interview will last approximately 20 – 30 minutes. The purposes of this interview are to:

1. Assess impromptu oral communication skills (e.g., Can the applicant express him/herself clearly and present a reasonable argument? Is her/his speech free from grammatical errors or slang? Does s/he enunciate?)

2. Serve as a process to familiarize the applicant with at least two faculty members from the department in a further attempt to understand the student’s goals, strengths, weaknesses, and any other issue that may further promote an efficient and successful completion of the program.

3. Assess the attainment of dispositional attributes that are identified as key to becoming a successful school administrator, and should be evident through the situational or case study contexts.

The interview team will complete the interview assessment rubric to evaluate the applicant’s interviewing skills and document other issues relevant to a successful tenure in the Master of School Administration program.
PROGRAM COURSES AND SEQUENCE

Year I – Semester 1

EDAM 650 Educational Leadership Development Seminar
EDAM 651 Organizational Development and Diversity for School Leaders (hybrid)
EDAM 652 School-Based Program Evaluation and Improvement (online)

Year I – Semester 2

EDAM 660 Leadership and Organizational Theories in Schools (online)
EDAM 661 School Law and Public Policy Issues
EDAM 670 Resource Management and Schools (hybrid)

Year I – Summer 1

EDAM 680 Internship – Part I
Elective (MSA elective)

Year II – Semester 1

EDAM 671 Leadership for Learning
EDAM 690 Internship – Part II

Year II – Semester 2

EDAM 691 Internship – Part III
Elective (MSA elective)
TRANSITION POINT II: ADMISSION TO SCHOOL ADMINISTRATION INTERNSHIP

REQUIREMENTS

At transition point two – admission to administrative internship – the student should have completed the professional education coursework and is ready to enter the school as an pre-service administrative intern on a full-time basis under supervision. Students must meet the following requirements to be admitted to the administrative internship:

1. an official audit after 18 credit hours
2. maintain a GPA of 3.0 or higher;
3. successful completion of all required field experiences;
4. application for internship, placement request letter, release form;
5. complete all educational leadership courses with a grade of C or better; and
6. complete the all required artifacts.

In addition to the above requirements, the candidate must have completed the following assignments:

1. have reflected favorable disposition scale (Phase I)
2. successfully completed an environmental scan; and
3. have completed the initial components of the action research project.

CHECKLIST FOR ADMISSION TO SCHOOL ADMINISTRATOR INTERNSHIP

Upon receipt of all requirements for admission to the administrative internship, the department chairperson and the Director of MSA program will determine whether or not the candidate has met the requirements needed for admission to the internship. The following checklist will help you identify and track the requirements at Transition Point II and your readiness of admission to the internship. You should indicate the date that you submitted each requirement to the office or individual identified below.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Met</th>
<th>Not Met</th>
<th>How to Process/Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Audit of 18 hours (C of better on all courses)</td>
<td></td>
<td></td>
<td>Conducted by MSA coordinator</td>
</tr>
<tr>
<td>2. GPA of 3.0 or higher</td>
<td></td>
<td></td>
<td>Conducted by MSA coordinator</td>
</tr>
<tr>
<td>3. Completion of Required Field Experiences</td>
<td></td>
<td></td>
<td>Documented in course requirements</td>
</tr>
<tr>
<td>4. Application for Internship</td>
<td></td>
<td></td>
<td>Completed by student and submitted to MSA coordinator.</td>
</tr>
<tr>
<td>5. Internship Placement Request Form</td>
<td></td>
<td></td>
<td>Completed by student and submitted to MSA coordinator.</td>
</tr>
<tr>
<td>6. Release form</td>
<td></td>
<td></td>
<td>Completed by student and submitted to MSA coordinator.</td>
</tr>
</tbody>
</table>

17
TRANSITION POINT III: SCHOOL ADMINISTRATION INTERNSHIP

REQUIREMENTS

INTERNSHIP

The school internship is designed to provide the perspective school administrator a year-long pre-service experience that will prepare the candidate to effectively transition into an administrative position. The candidate will be required to work with the school leadership in manner that the candidate assumes the roles of a school administrator in increasing responsibility as determined by the candidates readiness. The candidate will also attend on-campus classes that are the required component of the internship. These classes meet monthly and may meet more frequently if the need arises. It is required that the Six (6) Electronic Evidences be completed during the internship. During the internship, there will be three evaluations of the candidate’s performance as intern. These evaluations will be complete jointly by the cooperating principal and the supervising instructor.

COMPREHENSIVE EXAMINATION

All candidates shall successfully complete a comprehensive examination in the spring of the second year of the program. The comprehensive examination is a timed written examination designed to provide the candidate the opportunity to demonstrate the necessary scholarly knowledge required to be a successful school administrator. The comprehensive examination will be divided into six sections to reflect the academic course work on the preceding two years. Faculty will evaluate the exam and in the event a student fails to pass all the required sections, the student will be given another opportunity to retake those portions of the exam the candidate failed.

SELECTING ELECTRONIC EVIDENCES

The Electronic Evidences are required of the student to demonstrate proficiency with the elements which comprise the Pre-Service School Executive Standards in North Carolina. Each of the POL’s will be submitted by the student during the internship courses (EDAM 690/691) and evaluated electronically via TASK Stream by the faculty of the Department of Educational Leadership. The student must achieve an evaluation rating of proficient for all of the elements in order to be recommended for licensure as a School Executive in the State of North Carolina. If the student fails to achieve a proficient rating the student will be required to address the deficiencies noted, resubmit the POL and once a proficient rating is achieved will be recommend for licensure. The student will be granted a MSA degree separate from whether the student has satisfactorily met NCDPI licensure requirements. Please see Appendix for each product.
ACTION RESEARCH REQUIREMENTS

The Action Research Project (ARP) demonstrates the candidate’s ability to effectively conduct research designed to improve an aspect of school performance. The ARP must incorporate the basic components below:

Action Research Outline

1. Title
   - The title should clearly and concisely inform the reader of the nature and purpose of your research.
   - Clear titles that define the 1) target audience, 2) issue or topic, and 3) context are very appropriate
   - Example:
     - Improving Freshman Discipline During Transitions in a Comprehensive High School
2. Introduction
   - What benefit did you realize as a result of the study?
   - How did the action research process improve your ability to perform your function?
   - How did the act of studying a real world phenomena improve your ability to lead?
   - How did this make your school better and why?
   - What was your personal motivation to do this particular study?
3. Problem Definition
   - State clearly and specifically the problem you are studying
   - State this in terms of the impact the solution will have on your school in terms of the purpose of the study or state the specific questions you are seeking to answer
4. Purpose of the Study
   - State clearly why the study was important in terms of your setting.
   - Use data from your setting as support i.e., the data gathered from the environmental scan
   - State why this study may have general importance or relevance in the field of education
   - Use a few thoughts/references from your literature review
5. Review of the Literature
   - Usually starts with a brief introduction to the problem and presents the reader with the organizational framework for the review
   - Provides the reader with information that is relevant to the specific study
   - The review will support the questions asked or hypotheses statement(s)
   - Related findings or similar evidence to support the importance of the study
6. Method
   - Restate the questions
   - Design – clearly communicates the type of study
   - Description of the site
   - Describe the setting
   - Describe the participants
   - Describe other contextual variables
• Describe how the data was collected including a description of the instruments if any
  • (If used, a sample of the instrument is placed in the appendix of the study)
  • Clearly and completely explain the data collection and analysis procedures

7. Findings and Discussion
   • Discuss your findings
     • Show how the findings answered your questions
     • What have you learned for this study

8. References
   • Use APA style for all sections of the paper, including the Table of Contents.
   • Include ALL the cited works in the reference section.
   • If you include tables/charts/graphs, follow APA format.

TRANSITION POINT IV: GRADUATES & PROGRAM COMPLETERS

REQUIREMENTS
At transition point four, all candidates (graduates & program completers) will complete exit surveys (see Appendix D) and all employers of the candidates will also be asked to complete surveys. Mentors will be surveyed as well. Data about candidate performance helps the SOE to continue to maintain and develop a quality program. The surveys may be requested by both the Department of Public Instruction and Fayetteville State University.

CONCLUSION
This manual will continue to evolve during your enrollment in the Master of School Administration program at Fayetteville State University. You will be responsible for ensuring that you comply with the requirements in place at the time of your admission. By attending meetings and reading the periodic email updates, you will remain informed about changes that may occur during your matriculation. If you have questions about anything included in this manual, please seek the counsel of your advisor or department chair.
APPENDIX A
Program of Study
Course Descriptions

Course number: EDAM 650
Course name: Educational Leadership Development Seminar
This seminar will be an introductory graduate course in educational leadership for prospective leaders at all levels of the school organization. Elements of effective leadership, standards-informed educational leadership, role conceptions, and personal leadership vision will be presented. Emphasis is placed on the knowledge, skills and dispositions necessary to develop into a successful, innovative educational leader. Students will apply this knowledge to build and enhance their philosophical and theoretical frameworks as a prospective school leaders. Clinical experiences in school and district settings will be required.

Course number: EDAM 651
Course name: Organizational Development and Diversity for School Leaders
This course is designed to study multicultural education and its link to school leadership, cultural understanding, and critical problems related to the organization of schools through the lens of human behavior. A focus is on the preparation of administrators to transform schools by understanding theoretical, sociological, political, and historical elements as they relate to ethnicity, race, socioeconomic status, gender, exceptionality, language, religion, and sexual orientation. Students in this course will engage in personal, professional, and organizational discovery of what is required of educational leaders in an increasingly diverse and connected world. Prerequisite: Must be admitted to the MSA degree program.

Course number: EDAM 652
Course name: School-Based Program Evaluation and Improvement
The focus of this course is to provide the student with a variety of opportunities to apply data analysis procedures using real or simulated school data sets. The student will be introduced to qualitative and quantitative methods and how these tools can be utilized to evaluate and improve school performance and program improvement. The student will use the following data types: student performance, teacher and community survey, and state and or local reports. The student will be required to work with school-based personnel as part of their field experiences to collect, analyze, and interpret relevant school improvement data. The student will be able to analyze the data to facilitate school improvement decision-making and the development of real and simulated school improvement plans.

Course number: EDAM 660
Course name: Leadership and Organizational Theories in Schools
An analysis of the various leadership and organizational theories with a major focus on situational decision-making and its effects. The course explores and tests (through required field-based clinical activities) leadership skills and strategies necessary for effective school leadership. The student engages in an in-depth review of the literature relevant to effective organizational change and analysis as a foundation for the development of change strategies. Field-based clinical experiences will require students to identify issues affecting the school; leadership and organizational theory will frame discussion of the issues. In addition to observation in a variety of school settings, clinical experiences may include participation in board meetings and school advisory boards. Prerequisite: Must be admitted to the MSA degree program and EDAM 650.
**Course number: EDAM 661**
**Course name: School Law and Public Policy Issues**
This course is designed to review laws that pertain to public schools, including constitutional laws, state laws and court decisions that have helped to shape school law. A focus is on the study of court decisions addressing the legal principles affecting education, schools, and school professionals. Constitutional, statute, and administrative laws related to education are examined and analyzed through case studies and the analysis of case law. Students are expected to complete analyses of recent state and federal judicial decisions and legal structures related to responsibility and accountability of school leaders. The course engages the student in an examination of the school system as a policy system and the implementation of these policies by the school leader at the building level. Focus areas include: relationships of local school district policies to state policies, constraints imposed by state policies, implications of the state local system for local control, and effects of community expectations and participation in policy making at the school district and building levels.

**Course number: EDAM 670**
**Course name: Resource Management and Schools**
This course is designed to provide an examination of the theory and practice of human resource management and public school finance in relation to expenditures and resources at the local, state and federal levels of support in school districts. It also provides an examination of social issues that impact the school learning environment, to include gender, quality, multicultural education, diversity; and privatization. It provides an in-depth study of the basic principles of money management in public education and how to manage it. The primary focus is on the management of dollars (fiscal), space (building operations), people (human resources), community resources (engagement) and time. The course addresses the issue of equity and adequacy in funding public schools and advancing the critical importance of data driven decision-making that maximizes learning.

**Course number: EDAM 671**
**Course name: Leadership for Learning**
This course will provide the student with an introduction to the philosophical and social foundations of curriculum in schools. The student will be exposed to those foundational philosophical and social theories that have driven the development of school curricula. The student will be introduced to and utilize school improvement practices that focus on teaching for learning. Special emphasis will be given to researched-based improvement practices that include effective leadership behaviors and teaching pedagogy. The student will participate with other school-based personnel to observe, analyze, and interpret school data to develop learning improvement plans. The student will be able to analyze school-based approaches to teaching for learning and make improvement recommendations in real and simulated school improvement planning situations.

**Course number: EDAM 680**
**Course name: Internship, Part 1**
An exploratory summer field experience will afford opportunities for interns to make site visits to exemplary school sites and programs. This course is a prerequisite to EDAM 690. Interns may also participate in intensive summer staff development and in service programs. Weekly seminars with participating faculty members and joint training with mentors/coaches will be designed to develop individualized and quality internship experiences for EDAM 690 and EDAM 691.
Course number: EDAM 690
Course name: Internship, Part 2
Internship Part II is the first semester of a full time year-long administrative experience. The course provides interns with opportunities to develop insight into administrative processes focusing on skills of observation and diagnosis while shadowing site administrators and mentors/coaches. Weekly seminars with participating faculty members are devoted to analysis and discussion of the intern's field experiences and conferencing with field mentors/coaches.

Course number: EDAM 691
Course name: Internship, Part 3
Internship Part III is the second semester of a full time year-long administrative experience. The course provides interns with opportunities to develop insight into administrative processes focusing on skills of observation and diagnosis while shadowing site administrators and mentors/coaches. Weekly seminars with participating faculty members are devoted to analysis and discussion of the intern's field experiences and conferencing with field mentors/coaches.

Electives

Course number: EDAM 698
Course name: Computer Usage for Educational Administrators
This course is designed to enhance the computer literacy of educational administrators in the field of education and provide exposure to a wide spectrum of electronic technology in administration and a classroom setting. Attention will be paid to technologies that permit access to all branches of education. This will include networks and bulletin boards, interactive voice, visual interactions, data and image transmission, designing and implementing instructional and administrative procedures. Students will be expected to demonstrate knowledge of computer skills in word processing, data management, spreadsheets, graphics and courseware applications and authoring tools.

Course number: EDUC 680
Course name: Special Topics in School Administration
This course examines special topics in the area of school administration and leadership that affect school practices. Selected topics range from varied aspects of school administration and leadership. They include, but are not limited to: 1) School Vision, Mission and Strategic Goals; 2) Teaching for Learning; 3) Understanding Collaborative School Climates; 4) Human and Fiscal Resource Management, 5) Parental and Community Involvement; 6) Leadership development, and 7) Politics and Policy.

Students may also select electives from Teacher Education, School of Business and Economics and the College of Arts and Sciences with the approval of their advisor.

COURSE ARTIFACTS OVERVIEW

The artifacts as required in Transition Point II will provide the student experience in the activities of an effective school administrator. These activities will be course based that may include field experiences to assist the student to participate in school-based activities in a controlled manner. These preparation activities will assist the student to develop a set a prerequisite skills and attributes necessary for the
internship and completion of the Electronic Evidences. The student will be expected to perform at the developing level (see Pre-Service Rubric) as determined through faculty evaluation. In some cases due to the nature of the activity and related elements; a student may, in limited circumstances, perform at the proficient level. It must be noted that it is required that to receive licensure, the student shall receive a score of Proficient for all of the elements in the Pre-Service Rubric.

Artifact 1 Leadership Analysis and Development

This artifact will be assigned in EDAM 650, Educational Leadership Development Seminar. The student will assess and evaluate her/his leadership style. After the assessment and analysis is completed the student will reflect on the findings as evidenced in a written summary. The student will then develop a plan of professional growth designed to address the discoveries noted during the analysis.

Artifact 2 Organizational Development and Diversity

This artifact will be assigned in EDAM 651. The student will be expected to write a multicultural philosophy statement that permeates the entire school community. The philosophy statement should address the following: faculty disposition and recruitment of teachers; multicultural curriculum and pedagogy; community engagement; assessment; and school policies. Develop a professional learning community, with the task of analyzing special education placement policies, trends and statistics in the local school building, local education agency (LEA), state and nation.

Artifact 3 School-Based Program Evaluation and Improvement

This artifact will be assigned in EDAM 652. The student will be expected to analyze various data sets to develop an understanding of the historical, present, and future performance trends in a school. Once the data has be analyzed and understood the student will then develop SMART goals and activities to guide the work of school-based personnel as evidenced in a simulated school improvement plan.

Artifact 4 Leadership and Organizational Theories in Schools

This artifact will be assigned in EDAM 660. The student will be expected to develop a plan of action that could move the school out of the low performing category that uses the knowledge you have gained in the course Leading In Educational Organizations.

Artifact 5 School Law and Public Policy Issues

This artifact will be assigned in EDAM 661. The student will be expected to analyze, and revise policy in accordance with statutory requirements and tort law. The second activity in the course will require the student to develop policy in accordance with statutory requirements and tort law.

Artifact 6 Resource Management and Schools

This artifact will be assigned in EDAM 670. The student will be expected to analyze actual student achievement data and draw valid conclusions with regard to the strengths and gaps in student performance, tends, and disaggregated sub-group performance. Then develop school improvement goals aligned to the analysis. To address realistic financial concerns, the student will develop school improvement activities that are bound by financial constraints. The student will develop a SIP that contains the information required as per the SIP template distributed in class. The student will develop a
school-based human resource plan that will be used to support how teachers and other staff are recruited, hired, orientated, develop professionally and are evaluated. The plan will be consistent with federal, state, and local statutes and policies. The plan will assist school leadership as they strive to employ the most highly qualified professional and support staff focusing on continuous school improvement.

Artifact 7 Leadership for Learning

This artifact will be assigned in EDAM 671. The student will use appropriate 1) student achievement data that has been disaggregated at the teacher and student level, 2) teacher Working Conditions data, and 3) observational data to develop suggested instructional improvements for the selected teacher(s) and school. The improvements will be evidence-based solutions designed to target the identified areas of the teaching and learning process and the professional working conditions present in the school. The focus of the work will be to improve the teaching and learning in the classroom or school.
Six DPI Electronic Evidences  
For MSA Licensure

**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 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.

**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.
APPENDIX B
Fayetteville State University
School of Education
Conceptual Framework Model

“\textit{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. These indicators are constructed to prepare candidates for their roles in learning environments.

Revised and Approved
(SOE Faculty 11/12/2013)  
TEC 3/6/2014

Disclaimer: The Conceptual Framework Themes are aligned alphabetically and not by priority or importance. These indicators are constructed to prepare candidates for their roles in learning environments.
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 the unit’s and institution’s mission and vision of 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 to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. 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>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<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>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<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, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
</tr>
<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>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
</tr>
<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
</tr>
</tbody>
</table>

Themes and Indicators
<table>
<thead>
<tr>
<th>Caring Disposition &amp; Ethical Responsibility (1)</th>
<th>Communicatio n (2)</th>
<th>Knowledgeable &amp; Reflective (3)</th>
<th>Research and Leadership (4)</th>
<th>Respect for Diversity &amp; Individual Worth (5)</th>
<th>Technological Competence &amp; Applications for Student Learning (6)</th>
<th>Working with Families &amp; Communities (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a safe and supportive learning environment</td>
<td>Improve communication and collaboration skills</td>
<td>Possess in-depth knowledge of the content they plan to teach</td>
<td>Strategically review the school’s vision, mission, and goals in the 21st century.</td>
<td>Demonstrate a belief that all students can learn and that student learning is the primary responsibility of the teacher and school stakeholders</td>
<td>Acquire personal technological excellence/competency to support professional development and competency</td>
<td>Recognize and understand the diversity of families and the importance of interacting positively with students and their families</td>
</tr>
<tr>
<td>Facilitate a caring and nurturing climate for all</td>
<td>Model effective oral, written, and non-verbal communication</td>
<td>Demonstrate how to teach the content so that all students can learn</td>
<td>Practice effective leadership skills to improve the profession and contribute to the establishment of positive working conditions</td>
<td>Display respect for the world views of diverse people, wide-ranging family structures, different ability levels, varied economic groups, and different perspectives</td>
<td>Apply and demonstrate competence in the use of innovative technologies for instruction, management, and assessment</td>
<td>Use varied research methods, observation, and inquiry to understand the family and its role in education</td>
</tr>
<tr>
<td>Demonstrate dedication to high levels of ethical and responsible behavior</td>
<td>Design effective linguistic strategies to deliver instruction to diverse students</td>
<td>Use a variety of assessments methods, taking into account the students’ diverse backgrounds and abilities</td>
<td>Advocate for positive change in policy and practice in schools</td>
<td>Implement long and short term plans to accommodate cultural and ability differences when teaching, assessing, and evaluating learners</td>
<td>Effectively use technology for reporting purposes, and communicating with parents/guardians of students</td>
<td>Work with parents, guardians, and/or caregivers, colleagues, local schools, agencies, and communities to support learning and achievement</td>
</tr>
<tr>
<td>Model professional ethical standards at all times using digital technology and social media</td>
<td>Assist students in articulating thoughts and ideas clearly and effectively</td>
<td>Use data assessment outcomes from teaching and learning to align with students’ instructional needs</td>
<td>Assist in determining school budget and professional development</td>
<td>Establish and maintain a positive climate in the learning environment</td>
<td>Apply information literacy skills for evidence-based decision-making, content knowledge, critical thinking, problem solving, and the evaluation of the accuracy and credibility of technological sources</td>
<td>Engage parents, guardians, and/or caregivers from diverse backgrounds in their child’s education and in the school culture</td>
</tr>
<tr>
<td>Demonstrate equity and fairness and promote respect and appreciation of diversity</td>
<td>Apply teaching methodologies and strategies to ensure student progress and learning</td>
<td>Become familiar with systems in the profession that result in the recruitment, induction, support, evaluation, development, and retention</td>
<td>Maintain high expectations for learners and practice responsive pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Caring Disposition &amp; Ethical Responsibility (1)</th>
<th>Communicatio n (2)</th>
<th>Knowledgeable &amp; Reflective (3)</th>
<th>Research and Leadership (4)</th>
<th>Respect for Diversity &amp; Individual Worth (5)</th>
<th>Technological Competence &amp; Applications for Student Learning (6)</th>
<th>Working with Families &amp; Communities (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop positive relationships with parents, guardians, and/or caregivers</td>
<td>Possess in-depth knowledge of the North Carolina Standard Course Of Study (NCSCOS) and professional standards</td>
<td>Conduct action and other types of research and use results to inform practice</td>
<td>Collaborate with a range of support specialists to meet the diverse needs of all students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote and participate in collegial interactions within the educational environment</td>
<td>Use continuous reflection of teaching and assessment to analyze how knowledge gained from past experiences can be used in future teaching, learning, and professional growth</td>
<td></td>
<td></td>
<td>Support and value the traditions, artifacts, symbols, and positive values and norms of the school and community</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate enthusiasm about the field of education by practicing lifelong learning through professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promote global awareness and the interconnectedness of content area/discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring Disposition &amp; Ethical Responsibility (1)</td>
<td>Communicatio n (2)</td>
<td>Knowledgeable &amp; Reflective (3)</td>
<td>Research and Leadership (4)</td>
<td>Respect for Diversity &amp; Individual Worth (5)</td>
<td>Technological Competence &amp; Applications for Student Learning (6)</td>
<td>Working with Families &amp; Communities (7)</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---------------------</td>
<td>--------------------------------</td>
<td>-----------------------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Demonstrate knowledge of the relationship between core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborate within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and sharing this work throughout the professional community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

Masters of School Administration Evaluation Rubric:

North Carolina School Executive
NORTH CAROLINA SCHOOL EXECUTIVE EVALUATION RUBRIC

Pre-service Candidates

Standard 1: Strategic Leadership

School executives will create conditions that result in strategically re-imaging 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.

1a. School Vision, Mission and Strategic Goals: The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the attributes, characteristics, and importance of school vision, mission, and strategic goals; and can apply this understanding to the analysis and critique of existing school plans. AND</td>
<td>Develops his/her own vision of the changing world in the 21st century that schools are preparing children to enter. AND</td>
<td>Works with others to develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff. AND Maintains a focus on the vision and strategic goals throughout the school year. AND</td>
<td>Designs and implements collaborative processes to collect and analyze data, from the North Carolina Teacher Working Conditions Survey and other data sources, about the school’s progress for the periodic review and revision of the school’s vision, mission, and strategic goals.</td>
<td></td>
</tr>
</tbody>
</table>

1b. Leading Change: The school executive articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is knowledgeable of research and theory associated with school change particularly the relationship between school vision, student achievement, and organizational change. AND</td>
<td>Identifies changes necessary for the improvement of student learning. AND</td>
<td>Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process. AND</td>
<td>Adapts/varies leadership style according to the changing needs of the school and community. Effectively communicates the impact of change.</td>
<td></td>
</tr>
</tbody>
</table>
1c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands statutory requirements regarding the School Improvement Plan.</td>
<td>Works with others to facilitate the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives.</td>
<td>Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan.</td>
<td>Works with others to facilitate the successful implementation of the School Improvement Plan aligned to the mission and goals set by the State Board of Education and the local Board of Education.</td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td>Uses the <em>North Carolina Teacher Working Conditions Survey</em> and other data sources to develop a framework for the School Improvement Plan.</td>
<td>AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1d. Distributive Leadership: The school executive creates and utilizes processes to distribute leadership and decision-making throughout the school.</td>
<td>Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school.</td>
<td>Works with others to plan and provide leadership development activities for staff members.</td>
<td>Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles.</td>
<td>Works with others to encourage staff members to accept leadership opportunities beyond the school.</td>
</tr>
<tr>
<td>Emerging Candidate</td>
<td>Developing Candidate</td>
<td>Proficient Candidate</td>
<td>Accomplished Candidate</td>
<td>Not Demonstrated (Comment Required)</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>AND</td>
<td>AND</td>
<td>AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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 on-going peer review of this work, and the sharing of this work throughout the professional community.

### 2a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment:

The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehends literature, research, and theory associated with learning, teaching, curriculum, instruction, and assessment. Is knowledgeable of: the North Carolina Standard Course of Study, state and federal standards for accountability, and best instructional practices. <strong>AND</strong></td>
<td>Draws from a variety of data, including student assessment data, to identify areas of strength and weakness in learning, teaching, curriculum, and instruction. <strong>AND</strong></td>
<td>Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning. Helps organize targeted opportunities for teachers to learn how to teach their subjects well with engaging lessons. Utilizes multiple sources of data, including the Teacher Working Conditions Survey, for the improvement of instruction. <strong>AND</strong></td>
<td>Works with others to ensure that the alignment of learning, teaching, curriculum, instruction, and assessment is focused to maximize student learning. Works with others to create a culture in which it is the responsibility of all staff to make sure that students are successful. Works with others to reflect on data including the Teacher Working Conditions Survey, IGPs, student achievement, and other appropriate sources to create staff development through professional learning communities. Works with others to ensure that students are provided opportunities to learn and utilize best practices in the integrated use of 21st century instructional tools, including technology, to solve problems.</td>
<td></td>
</tr>
</tbody>
</table>
2b. **Focus on Instructional Time:** The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the need for teachers to have daily planning and duty-free lunch periods.</td>
<td>Analyzes/evaluates a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher.</td>
<td>Adheres to legal requirements for planning and instructional time. Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs.</td>
<td>Works with others to ensure that teachers have the legally required amount of daily planning and lunch periods. Works with others to routinely and conscientiously implement processes to protect instructional time. Works with others to develop schedules that provide teachers with collaborative time to promote student learning.</td>
<td></td>
</tr>
<tr>
<td>Is knowledgeable of legal requirements regarding teacher planning time and duty-free lunch periods.</td>
<td>AND</td>
<td>AND</td>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>Is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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.

3a. Focus on Collaborative Work Environment: The school executive understands and acts on the understanding of the positive role that a collaborative work environment can play in the school’s culture.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehends literature, research, and theory associated with organizational climate, particularly as it is manifested in schools. AND Identifies characteristics of a collaborative work environment within the school. Analyzes data from the Teacher Working Conditions Survey and other data sources from parents, students, teachers, and stakeholders to diagnose and evaluate the teaching and learning environment within the school.</td>
<td>Designs strategies for achieving a collaborative and positive work environment within the school. Seeks input from the School Improvement Team and other stakeholders to make decisions. Utilizes data gained from the Teacher Working Conditions Survey and other sources to identify perceptions of the work environment.</td>
<td>Utilizes a collaborative work environment predicated on site-based management and decision-making, a sense of community, and cooperation within the school. Works with others to monitor the implementation and response to school policies and provide feedback to the School Improvement Team for their consideration. Works with others to initiate changes resulting from data gained from the Teacher Working Conditions Survey and other sources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3b. School Culture and Identity:
The school executive develops and uses shared vision, values and goals to define the identity and culture of the school.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands research and scholarship on school culture and its relationship with meaningful school vision, values, and goals.</td>
<td>Articulates how a shared vision, mission, values, beliefs, and goals have defined the identity and culture of the school. AND Articulates the influences of school demographics, equity, and diversity in determining the schools’ mission, vision, and goals.</td>
<td>Uses shared values, beliefs and a shared vision to promote a school culture of learning and success. AND Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan.</td>
<td>Works with others to establish a culture of collaboration, distributed leadership, and continuous improvement in the school which guides the disciplined thought and action of all staff and students. AND Works with others to foster a commitment to diversity and equity in the instructional program.</td>
<td></td>
</tr>
</tbody>
</table>

### 3c. Acknowledges Failures; Celebrates Accomplishments and Rewards:
The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can identify a range of criteria by which school success may be judged and with techniques that have been shown to be effective in recognizing and acknowledging both successes and failures within a school.</td>
<td>Works with others to recognize the importance of acknowledging failures and celebrating accomplishments of the school and staff. AND Works with others to use established criteria for performance as the primary basis for reward and recognition.</td>
<td>Works with others to recognize individual and collective contributions toward attainment of strategic goals.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**3d. Efficacy and Empowerment:** The school executive develops a sense of efficacy and empowerment among staff which influences the school’s identity, culture, and performance.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the importance of building a sense of efficacy and empowerment among staff.</td>
<td>Analyzes school contexts and cultures and identifies areas of both high and low levels of staff efficacy and empowerment.</td>
<td>Identifies strategies for building a sense of efficacy and empowerment among staff.</td>
<td>Works with others to utilize a variety of activities, tools and protocols to develop efficacy and empowerment among staff.</td>
<td>Works with others to actively model and promote a sense of well-being among staff, students, and parents/guardians.</td>
</tr>
<tr>
<td>AND</td>
<td>AND</td>
<td>AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands the importance of developing a sense of well-being among staff, students, and parents/guardians.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 result 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.

4a. Professional Development/Learning Communities: The school executive ensures that the school is a professional learning community.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the importance of developing effective professional learning communities and results-oriented professional development.</td>
<td>Analyzes a school context/community, drawing from sources including the North Carolina Teacher Working Conditions Survey and student achievement data, to develop concrete suggestions or strategies for professional development that reflect characteristics of, and promote the use of, professional learning communities.</td>
<td>Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development. Routinely participates in professional development focused on improving instructional programs and practices.</td>
<td>Works with others to facilitate opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning.</td>
<td></td>
</tr>
</tbody>
</table>
4b. Recruiting, Hiring, Placing and Mentoring of staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
</table>
| Understands theories and research on the recruitment, placement, and mentoring of school staff. | Using a variety of data at the school level:  
- Identifies school needs in recruiting new teachers and staff.  
- Identifies school needs in hiring new teachers and staff  
- Identifies school needs in placing new teachers and staff  
- Identifies school needs in mentoring new teachers and staff. | Supports, mentors, and coaches staff members and emerging teacher leaders. | Works with others to guide the learning community in establishing and implementing data-based goals for enhancing recruitment, employment, retention, mentoring, professional development, and support of all teachers and staff. |  |

4c. Teacher and Staff Evaluation: The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
</table>
| Understands multiple tools and approaches to the evaluation of school staff. | Demonstrates ability to adhere to legal requirements for teacher and staff evaluation. | Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.  
Works with others to implement district and state evaluation policies in a fair and equitable manner. | Works with others to utilize multiple assessments to evaluate teachers and other staff members.  
Works with others to evaluate teachers and other staff in a fair and equitable manner and utilize the results of evaluations to improve instructional practice. |  |
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.

5a. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result in, improved student achievement.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is knowledgeable of ethical budgeting and accounting procedures.</td>
<td>Works with others to utilize input from staff to establish funding priorities and a balanced operational budget for school programs and activities.</td>
<td>Works with others to incorporate the input of the School Improvement Team in budget and resource decisions.</td>
<td>Works with others to design transparent systems to equitably manage human and financial resources.</td>
<td></td>
</tr>
<tr>
<td>Understands the school-based budgeting process as it relates to district, state, and federal guidelines.</td>
<td>AND</td>
<td>AND</td>
<td>AND</td>
<td></td>
</tr>
</tbody>
</table>

5b. Conflict Management and Resolution: The school executive effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands factors that affect conflict and conflict resolution, and is aware of multiple strategies that can be used to resolve or manage conflict in a school setting.</td>
<td>Demonstrates awareness of potential problems and/or areas of conflict within the school that affect students’ learning and achievement.</td>
<td>Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement.</td>
<td>Works with others to provide opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues, particularly those that affect student achievement.</td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td>AND</td>
<td>AND</td>
<td>AND</td>
<td></td>
</tr>
</tbody>
</table>
5c. **Systematic Communication:** The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the importance of open, effective communication in the operation of the school.</td>
<td>Works with others to routinely involve the school improvement team in school wide communications processes.</td>
<td>Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community.</td>
<td>Works with others to ensure that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals.</td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td>Works with others to design a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community.</td>
<td>Works with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5d. **School Expectations for Students and Staff:** The school executive develops and enforces expectations, structures, rules, and procedures for students and staff.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the importance of clear expectations, structures, rules, and procedures for students and staff.</td>
<td>Works with others to collaboratively develop clear expectations, structures, rules, and procedures for students and staff through the School Improvement Team.</td>
<td>Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.</td>
<td>Works with others to systematically monitor issues around compliance with expectations, structures, and rules.</td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td>Understands district and state policy and law related to student conduct, etc.</td>
<td>Works with others to effectively implement district rules and procedures.</td>
<td>Uses staff and student input to resolve issues related to expectations, structures, and rules.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AND</td>
<td></td>
<td>Works with others to regularly review the need for changes to expectations, structures, and rules.</td>
<td></td>
</tr>
</tbody>
</table>
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.

### 6a. Parent and Community Involvement and Outreach:
The school executive designs structures and processes which result in parent and community engagement, support and ownership for the school.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands theory and research on parental and community engagement in schools, and can apply this both to the analysis/examination of school settings and to development of concrete strategies for improving involvement.</td>
<td>Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school. Identifies the positive, culturally-responsive traditions of the school and community.</td>
<td>Works with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school.</td>
<td>Works with others to implement processes that empower parents/guardians and all community stakeholders to make significant decisions.</td>
<td></td>
</tr>
</tbody>
</table>

### 6b. Federal, State and District Mandates:
The school executive designs protocols and processes in order to comply with federal, state, and district mandates.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is knowledgeable of applicable federal, state, and district mandates. Understands district goals and initiatives directed at improving student achievement.</td>
<td>Works with others to design protocols and processes to comply with federal, state, and district mandates. Works with others to develop strategies for implementing district initiatives directed at improving student achievement.</td>
<td>Works with others to ensure compliance with federal, state, and district mandates. Continually assesses the progress of district initiatives and reports results to district-level decision-makers. Works with others to implement district initiatives directed at improving student achievement.</td>
<td>Explains federal, state, and district mandates for the school community so that such mandates are viewed as opportunities for improvement within the school. Works with others to develop district goals and initiatives directed at improving student achievement.</td>
<td></td>
</tr>
</tbody>
</table>
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.

### 7a. School Executive Micro-political Leadership:

The school executive develops systems and relationships to leverage staff expertise and influence in order to affect the school’s identity, culture, and performance.

<table>
<thead>
<tr>
<th>Emerging Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands theories of leadership and interpersonal relations that are relevant and can be applied by the effective school executive.</td>
<td>Develops strategies to maintain high visibility and easy accessibility throughout the school. AND Is aware of the expertise, power and influence of staff members, and demonstrates sensitivity to their personal and professional needs.</td>
<td>Works with others to build systems and relationships that utilize the staff’s diversity, ideological differences, and expertise to realize the school’s goals. AND</td>
<td>Works with others to employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D
Electronic Evidences
For MSA Licensure
#1 Required

Positive Impact on Student Learning and Development

Descriptors of the elements addressed in the evidence: __2a3, 1a1, 1b, 4a1, 6b3, 2a1, 4a2, 2a2, 4c1

Name of Evidence:___ Leadership for 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:

1) Analysis of data (2a3)
2) Development of practices that foster high achievement (1a1, 1b, 4a1, 6b3, 2a1, 4a2)
3) Instructional leadership interaction with teachers (2a2, 4c1)
Positive Impact on Student Learning and Development: Leadership for Learning

Description: 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.

Purpose: The successful completion of this product of learning will demonstrate your ability to lead school-based improvement activities specifically using multiple data sources, collaborating with teachers and other school-based personnel to discuss and analysis of the current instructional system and the development of evidence supported improvement within classrooms.

1) Analysis of Data. To successfully meet the minimum requirements you will analyze the following data sources:

   a. Student Achievement Data - EOG/EOC data for the school, grade-levels (departments), classroom, and student level to discern the achievement trends for each group for whom disaggregated data is available. The data must be from the current year and the two previous years. To support the analysis of recent data, interns will use EVAAS. The analysis will include conclusions and recommendations. The conclusions and recommendations must be linked to select actions and improvements incorporated in the instructional processes used at the school that clearly impact student learning. These actions must be clearly linked to your role and duties at the school. 2a1, 4c1, 6b3

   b. Teacher Data - As a relationship exists between learning, teacher performance, and teacher perceptions concerning the professional environment in which teachers practice, you will also utilize the result of the most recent Teacher Working Conditions Survey to serve as a tool to examine student achievement as a function of how teachers view the leadership of the principal and the degree to which they are involved in leadership activities. In addition other relevant areas include materials used to support instruction and the use of fiscal resources. 2a3, 6b3

   Work product: Your analysis will be in the form of a report that presents your findings so that the evaluator can 1) examine the types of data used, 2) the analysis techniques, 3) conclusions and recommendations.

2) Development of practices that foster high achievement. To successfully meet the minimum requirements you will have worked with teachers and other school personnel in a review of the current instructional program. The review must include:

   a. Survey of Practices – Review the instructional approaches used that the staff has identified as contributing to the current level of performance. Select two specific approaches endorsed by the School Improvement Team. For example, if in the area of reading the school uses a particular reading program, you will name the program and summarize why the staff believes that the use of this approach has resulted in the current level of performance. Specifically, you will lead the discussion to ascertain those aspect of the program that teachers believe
have influenced student performance and why; supporting data must be included. 1b1, 2a1

b. Professional Development – You must provide a review of the type(s) of professional development provided by the school and district, and an analysis of the impact of the professional development in the school. Your review must include documentation of your work with teachers to determine which professional development to offer in the school. You must provide documentation of use of achievement data used to determine the type of professional development implemented and an analysis to determine if the professional development had an impact on student achievement. 2a1, 4a1, 4a2

c. Professional Knowledge - You will participate in meetings at two designated grade levels or department meetings in two subject areas to assess the degree to which teachers are knowledgeable about the relationship between the written, taught, and tested curricula, the use of formative and summative assessment, and matching instruction to the needs of students. You will document your work with teachers as they align their teaching with the North Carolina Standard Course of Study and show improvements in the alignment. 2a1, 4a1, 4a2

d. Improvement Plan - You will lead and assist in the development of specific improvement efforts that are designed to improve those areas identified by the data analysis as in the need of improvement. You must document your role by providing notes and plans for addressing these areas. You will participate in the development and monitoring of an Individual Growth Plan for a teacher. You will work with the principal or designee as you 1) analyze the teacher’s performance data, 2) draft the IGP, 3) be part of the conference for the development of the IGP, 4) monitor the implementation of the IGP by observing the teacher, participating in post conferences, and documenting your suggestions and feedback for improvement. 1a1, 6b3

Work Product: You will prepare a summary report that contains all of the above requirements organized by topic and includes documentation as indicated. In addition to preparing the summary report, you will present your findings to the principal and School Improvement Team to 1) gather their perspective on the accuracy and appropriateness of your findings, and 2) revise your report as per the feedback received as necessary. You will then submit the final report as your final work product.

3) Instructional leadership interaction with teachers – To successfully meet the minimum requirements you will work with teachers to improve learning within individual classrooms, grade levels, teams, or departments. To accomplish this you will:

Evaluation of Teaching for Learning - Participate in the formative and summative evaluation of four designated teachers, one of whom should be a first year teacher where possible, but must have fewer than four years of experiences, and through the use of direct observation of teachers, meeting with teachers to discuss observations, participation in the development of growth plans, assist in the development of recommendations for the improvement of teaching for learning. You will subsequently analyze benchmark or other appropriate formative student achievement to determine the degree to which teachers are improving student learning and to assist in the development and implementation of improvement activities. 4c1
Work Product: Evidence of your work will include the appropriate documents that were developed as a result of the activities in which you engaged, including North Carolina Professional Educator Evaluation documents and notes and documents from informal observations.

Evaluation: Your work will be evaluated using the Positive Impact on Student Learning and Development: Leadership for Learning rubric. The data analysis and development of practices that foster high achievement parts of this product of learning are due by the end of the first semester of your internship. This will allow for an effective evaluation and ample time for you to address any areas needing improvement.
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership for Learning</strong> - Description: 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.</td>
<td>The intern will analyze multiple sources of data.</td>
</tr>
</tbody>
</table>

**Activity cluster 1** - Analyze multiple sources of data to determine the degree to which the school has met stated performance standards.

**Activities**

| Status | Analysis of data – To develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff the intern has documented the analytic steps used to analyze the respective performance outcomes by disaggregating the data across appropriate categories and subgroups. The intern has analyzed the multiple sources of data to show the gaps between stated performance targets and actual performance, examined previous performance data (3 years) to establish trends, and disaggregated the data to support instructional improvement by the following subgroups – race, gender, SES, classification, and teacher. |
| Complete [ ] | Incomplete [ ] |

Comments –

© Theodore S. Kaniuka
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
</table>
| Leadership for Learning -  
Description: 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. | The intern will lead the review of current instructional practices and process to determine their effectiveness. |

**Activity cluster 2** – Lead the review of the school improvement plan to improve student learning

<table>
<thead>
<tr>
<th>Status</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Complete [ ] | Development of practices that foster high achievement -  
The intern has documented in team meeting minutes and teacher observation data evidence that communicates his/her leadership role in facilitating the development of professional learning communities that have systematically focused on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning. |
| Incomplete [ ] |

Comments –

© Theodore S. Kaniuka
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership for Learning</strong> - Description: 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.</td>
<td>The intern will work with teachers to improve learning within individual classrooms, grade levels, teams, or departments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity cluster 3 - Work with teachers to improve learning within individual classrooms, grade levels, or departments.</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional leadership interaction with teachers</strong> - The intern has documented in individual/grade level/team/departmental meeting minutes as evidence that communicates his/her leadership role to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process; 2) worked with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice; and 3) and assisted in providing and participates in results-oriented professional development aimed at improving instructional practice.</td>
<td></td>
</tr>
</tbody>
</table>

| Status | |
| Complete [ ] | Incomplete [ ] |

© Theodore S. Kaniuka
#2 Required

**Teacher Empowerment and Leadership**

Descriptors of the elements addressed in the evidence: ___3a3, 3d1, 1d1, 1d2, 4b, 3a1_______

**Name of Evidence:** __________ Leadership and Teachers for a Collaborative Environment

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:

1) Analysis of data (3a3, 3d1)
2) Involvement in school activities that foster teacher leadership (1d1, 1d2, 4b, 3a1)
Teacher Empowerment and Leadership: 
Leadership and Teachers for a Collaborative Environment

Description: You 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.

Purpose: The successful completion of this product of learning will demonstrate your ability to lead the development of professional learning communities to foster teacher leadership in a collaborative educational environment focusing on the improvement of student achievement.

1) **Data Analysis** – To successfully meet the minimum requirements you will analyze the following data sources as the basis for action:

   Teacher Working Conditions Survey Data - You will work with teachers to analyze the TWC data and other data sources used by the school to document past and the most current teacher perceptions in all domains; record the improvements or changes in perceptions and identify those areas you believe need improvement. By working with teachers to ascertain the areas teachers believe are in need of improvement and collaboratively develop a draft professional development plan. Then share this with the principal to determine appropriateness and utility. The plan will be revised as necessary. Once revised, you will assist in the implementation and evaluation of said improvement strategies. 1d1, 1d2, 3a3

   **Work product:** Your analysis will be in the form of a (plan) report that presents your findings so that the evaluator can 1) examine the types of data used 2) analysis techniques, 3) conclusions and recommendations, and how your actions influenced the utility of the plan. The report must include documentation of your work with teachers in the process of the analysis and determination of areas for improvement, how you worked with the teachers to develop a plan, and must include minutes of meetings, records of the dissemination of the report to the school community, and the plan of action to address areas of concern. Part of the plan must include the continuous improvement cycle showing how the plan was monitored during implementation and that data used to readjust the plan to improve overall performance and goal attainment.

2) **Involvement in school activities that foster teacher leadership** – To successfully meet the minimum requirements you will work with teachers and other school personnel to maximize faculty and staff participation in school-based decision-making through the development of professional learning communities. You must document the following:

   a. Leadership and decision-making roles in the school – You will work with all school staff to assist in the development and implementation of collaborative work systems that foster the meaningful involvement of all school staff in leadership and decision-making roles for instructional improvement, resource allocation, school climate and safety, and community involvement. You must document your role and subsequent participation in the hiring of teachers or other school personnel if and when possible. 1d1, 1d2, 4b1
b. Development of teacher leaders – You will assist teachers as they assume roles of leadership within the school. You must work with teacher teams to identify teachers to lead school-based committees as part of the school improvement process. You must document your work with teachers to identify appropriate, data-driven professional development within the school and larger communities. Professional development must be linked to student performance and once implemented evaluated by you to determine impact. You must document your efforts to sponsor successful teachers for additional professional educational opportunities as administrators or supervisors. 1d1, 1d2, 3d1, 4b1

c. Achieving a collaborative and positive work environment – You must participate as a member of the School Improvement Team and two grade level/department teams to foster effective professional learning communities. You will promote teacher and staff involvement in decision-making. You must provide minutes of these meetings, and documentation of decisions made. 3a1, 3d1

**Work Product:** A summary report that contains all of the above requirements organized by topic. The report will include documentation of team minutes, anecdotal logs, specific work products (schedules, organizational charts, school improvement action plans) that clearly communicate your participation in the planning and implementation of strategies formulated in the meetings that draw upon the teacher’s expertise to improve overall school performance.

Evaluation: Your work will be evaluated using the *Teacher Empowerment and Leadership- Leadership and Teachers for a Collaborative Environment* rubric. The *data analysis* requirement of this product of learning is due by the end of the first semester of your internship. This will allow for an effective evaluation and ample time for you to address any areas needing improvement.
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership and Teachers for a Collaborative Environment</strong> - Description: 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.</td>
<td>The intern will analyze multiple sources of data including the <em>Teachers Working Conditions Survey</em>.</td>
</tr>
<tr>
<td><strong>Activity cluster 1:</strong> Analyze multiple sources of data to determine the degree to which the teachers working in the school are satisfied with their professional environment.</td>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td>Status</td>
<td><strong>Analysis of data</strong> – To develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff the intern has documented the analytic steps used to analyze the data gained from the <em>Teacher Working Conditions Survey</em> and other sources to identify perceptions of the work environment. Using professional learning communities the intern participated in the identification of strategies for building a sense of efficacy and empowerment among staff.</td>
</tr>
<tr>
<td>Complete [ ]</td>
<td>Incomplete [ ]</td>
</tr>
<tr>
<td>Comments –</td>
<td></td>
</tr>
</tbody>
</table>

© Theodore S. Kaniuka
## Teacher Empowerment and Leadership: Leadership and Teachers for a Collaborative Environment

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership and Teachers for a Collaborative Environment</strong> - Description: 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.</td>
<td>The intern will lead the development of professional learning communities to empower, engage, and utilize the professional knowledge of teachers and staff.</td>
</tr>
<tr>
<td><strong>Activity cluster 2: Lead and participate in the development of professional learning communities to maximize faculty and staff participation in school-based decision-making.</strong></td>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td><strong>Involvement in school activities that foster teacher leadership</strong> - The intern has documented in team meeting minutes and appropriate work products 1) how the intern worked with others to encourage teachers and support staff to assume leadership and decision-making roles in the school; 2) supported, mentored, and coached staff members and emerging teacher leaders; and 3) designed strategies for achieving a collaborative and positive work environment within the school.</td>
<td></td>
</tr>
</tbody>
</table>

| Status | Complete [ ] | Incomplete [ ] |

Comments –

© Theodore S. Kaniuka
#3 Required

Community Involvement and Engagement

Descriptors of the elements addressed in the evidence: _______5a1, 3a2, 7a, 5c2, 6a, 5c1__________________

Name of Evidence:  ___ Leadership for Collaboration in the School Community

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:

1) Working with school improvement teams (5a1, 3a2, 7a)
2) Communication with school audiences (5c2, 6a, 5c1)
Community Involvement and Engagement: 
Leadership for Collaboration in the School Community

Description: The interns will work with the school community to ensure that all the stakeholders are engaged and participate in the development and implementation of a school plan that promotes high achievement and well-being for all students.

Purpose: The successful completion of this product of learning will demonstrate your ability to work with stakeholders to make decisions, including resource allocation decisions, that promote high achievement and well-being for all students. You will also demonstrate your ability to work with others to resolve differences of outlook regarding the direction of the school in a manner that reflects sensitivity to diverse perspectives. In addition, you will demonstrate work with others that reflects effective communication practices that nurture a collaborative school community.

1) **Working with school improvement teams** – To successfully meet the minimum requirements you will work with the School Improvement Team as the team plans the direction of the school, including the allocation of resources. Your participation must include:

   Developing and monitoring the plan – You are to participate in a leadership role on the School Improvement Team as the School Improvement Plan is developed and reviewed throughout the year. Central to your work is the utilization of the Teacher Working Condition survey data focusing on improving the teaching and learning environment. The analysis of the TWC will take the form of a plan (consistent with the work in Teacher Improvement and Leadership). The plan will show as stated previously how the data were analyzed and conclusions drawn, suggested performance goals and strategies (focusing on teaching and learning), a set of methods to attain the goals, monitoring and collection of performance data, and subsequent improvements to the plan. You will have to show how your suggestions were reviewed and approved by the principal and your work implementing the plan. 3a2

   **Work product:** You must provide documentation of the following: Your engagement with School Improvement Team during the year, specifically your work using the TWC data to improve the teaching and learning environment. You should include minutes of meetings and your notes from meetings, and write a summary of the resolution of no fewer than four issues involving differences of opinion, including one that involved allocation of resources. You must examine the school budget and how the funds are allocated to support learning. Your analysis must determine if the allocations are consistent with the goals of the SIP and budgetary practices. Attention to supporting the above mentioned work with appropriate financial resources is mandatory. Your summary must include the points of disagreement and the manner of arriving at a solution, as well as describe the how the discussion reflects the stakeholder vision of the school. You must also document the categorical membership participation of the School Improvement Team, and the measures taken to ensure the broad involvement of the community. 5a1, 7a1

2) **Communication with school audiences** – To successfully meet the minimum requirements you
must work with others to build community through communication with stakeholders.

a. Communication in the school community- You are to analyze the communication patterns in the school, noting the formats and the timeliness of communication. You are to work with teachers, administrative staff, parent groups, students, and community representatives to ensure that communication is aligned with the school’s vision and is disseminated effectively to all stakeholders. School events are rich communication venues, and you are to document your participation in no fewer than five events, providing evidence for each of its role in school communication and community building. Document all types of improvement made as a result of the work noted above. 3a2, 5c1, 5c2, 6a1, 7a1

b. Communication for school support- Document two contacts with community groups. Your contacts must be for the purpose of gaining support for a school program and for the purpose of conducting a public service activity. 5c1, 5c2

**Work product:** You must provide an analyze of the school communication patterns, including an accounting of formal and informal communication that is used, and examples of communication used by each group with notation of its intended audience. You must provide documentation of your work with each group noted above, including minutes of meetings and communication plans that address all stakeholders. Specifically, you must analyze the collaborative working environment of the school by surveying staff to determine their perceptions and examine the TWC survey data and provide suggestions for improvement. Additionally, you must examine survey data from parents and when appropriate students to ascertain their perceptions of the school learning environment. Once these perceptions have been ascertained and understood, they need to be incorporated with the over plan mentioned in section 1 (this evidence) and incorporated within the overall school improvement plan.

Evaluation: Your work will be evaluated using the *Community Involvement and Engagement: Leadership for Collaboration in the School Community* rubric. The communication analysis requirement of this product of learning is due by the end of the second semester of your first year. The documentation of your work with communication systems in the school will be due at the end of the first semester of your internship. This will allow for an effective evaluation and ample time for you to address any areas needing improvement.
### Community Involvement and Engagement:
Leadership for Collaboration in the School Community

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership for Collaboration in the School Community</strong> - The interns will work with the school community to ensure that the stakeholders are engaged and participate in the development and implementation of a school plan that promotes high achievement and well-being.</td>
<td>The intern will work with school improvement team to develop an effective communication system that supports and utilizes professional learning communities to improve student learning and staff performance.</td>
</tr>
</tbody>
</table>

#### Activity cluster 1 – Work collaboratively with the school improvement team to develop and refine communication within the overall school community.

<table>
<thead>
<tr>
<th>Status</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete [ ]</td>
<td><strong>Working with school improvement teams</strong> – The intern provided evidence in the form of team minutes and products that the intern 1) gathered input from the School Improvement Team and other stakeholders to make decisions; 2) worked with others to build systems and relationships that utilize the staff’s diversity, ideological differences, and expertise to realize the school’s goals; and 3) worked with others to incorporate the input of the School Improvement Team in budget and resource decisions.</td>
</tr>
<tr>
<td>Incomplete [ ]</td>
<td></td>
</tr>
</tbody>
</table>

© Theodore S. Kaniuka
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership for Collaboration in the School Community</strong> - The interns will work with the school community to ensure that the stakeholders are engaged and participate in the development and implementation of a school plan that promotes high achievement and well-being. Activities to be evaluated are clustered in two areas:</td>
<td>The intern will lead the development of professional learning communities to empower, engage, and utilize the professional knowledge of teachers and staff to effectively communicate within the school community.</td>
</tr>
<tr>
<td><strong>Activity cluster 2</strong> – Lead and participate in the development of collaborative communities to improve communications and engage all stakeholders within the school community.</td>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td><strong>Communication with school audiences</strong> - The intern has documented in team meeting minutes and appropriate work products illustrating that the intern 1) worked with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community; 2) worked with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school; and 3) worked with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community.</td>
</tr>
<tr>
<td>Complete [ ]</td>
<td>Incomplete [ ]</td>
</tr>
</tbody>
</table>

© Theodore S. Kaniuka
#4 Required

Organizational Management

Descriptors of the elements addressed in the evidence: 4c2, 5d2, 6b2, 2b1, 2b2

Name of Evidence: Leadership for Effective and Efficient Operation

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:

1) Policy (4c2, 5d2, 6b2)
2) Organization of the school day (2b1, 2b2)
Organizational Management:
Leadership for Effective and Efficient Operation

Description: 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:

Purpose: The successful completion of this product of learning will demonstrate your ability to work with others to organize the school in compliance with federal, state, and district mandates, as well as to work with others to organize the school so that requirements for instructional time, personnel evaluation, and schedules are fair and adhere to guidelines.

1) Policy – To successfully meet the minimum requirements you will:

   a. Analyze the school schedule and reviewed schedules and procedures relevant to personnel evaluation. You will also identify federal, district and state mandates that govern the school in the following areas: exceptional children’s policy, attendance and grading policies, due process procedures, staff and faculty evaluation, and budget management policies. You will include in the review findings that identify areas needing improvement and your recommendations how to remediate those deficiencies. You must document how you have been involved in the evaluation of school personnel that meets all state, local, and federal personnel standards and requirements. The report must include budget and financial areas. Please see (1b) below for additional clarification. 2b1, 2b2, 4c2

   b. You will then review policy-directed school practices with the school improvement team and the administrative staff to develop strategies by which the school practices may continue to be in compliance with the policy. All policy must be considered within the context of the school. Therefore, an examination of the school’s mission and vision to determine if these guiding statements are consistent with the intent of district, state, and federal policies. If policy noncompliance is noted, you will work with others to 1) determine the reason for the noncompliance, and 2) determine ways in which to achieve compliance. 2b1, 2b2, 5d2, 6b1, 6b2

Work product: Your policy review analysis will compare the school’s practices with policy requirements, and must account for inconsistencies; if noted you must provide School Improvement Team documentation of policy discussions and changes in school practices recommended due to policy requirements. You must provide documentation of your work with others in the school in the form of meeting minutes, agendas, your involvement in the evaluation of personnel, and copies of revised school policy consistent with your findings.

2) Organization of the school day – To successfully meet the minimum requirements you will:

   a. Work with teachers to review the school schedule to assess compliance with planning and instructional time requirements of North Carolina policy. The review must also include special schedules such as modified day and emergency closing schedules. 2b1

   b. Work with teachers to plan schedules that account for the learning needs of diverse students, and to evaluate the effectiveness of a schedule during the school term in order to plan adjustments for the next term, if needed. 2b2
**Work Product:** A summary report describing work with teachers to develop effective schedules. The report must include documentation of the work in the form of revised schedules, minutes of meetings, and recommendations from grade level and department scheduling work sessions.

Evaluation: Your work will be evaluated using the *Organizational Management: Leadership for Effective and Efficient Operation* rubric. The schedule review and documentation of work with others to develop schedules will be due at the end of the first semester of your internship year; additional assessment of the schedule will be due at the end of the second semester of your internship year. This will allow for an effective evaluation and ample time for you to address any areas needing improvement.
## Organizational Management:
### Leadership for Effective and Efficient Operation

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership for Effective and Efficient Operation</strong> - 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.</td>
<td>The intern will work with others to ensure that all appropriate, national, state, and local policies and expectations are implemented effectively within the school.</td>
</tr>
</tbody>
</table>

### Activity cluster 1: Work collaboratively with others to ensure adherence with appropriate policy.

<table>
<thead>
<tr>
<th>Status</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete [ ]</strong></td>
<td><strong>Adherence to Policy</strong> – The intern has documented in team meeting minutes and appropriate work products that the intern 1) worked with others to effectively implement district rules and procedures; 2) worked with others to ensure compliance with federal, state, and district mandates; and 3) worked with others to implement district and state evaluation policies in a fair and equitable manner.</td>
</tr>
<tr>
<td><strong>Incomplete [ ]</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Comments** –
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership for Effective and Efficient Operation</strong> - 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.</td>
<td>The intern will work with others to ensure that the instructional environment is supportive of all teachers to meet the diverse learning needs of all students.</td>
</tr>
<tr>
<td><strong>Activity cluster 2: Lead and participate in the development of an educational environment that is conducive of learning reflecting the diverse needs of teachers and students.</strong></td>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td><strong>Organization of the school day</strong> - The intern has documented in team meeting minutes and appropriate work products that the intern 1) adhered to legal requirements for planning and instructional time; and 2) reviewed scheduling processes and protocols that maximize staff input and address diverse student learning needs.</td>
<td></td>
</tr>
</tbody>
</table>

**Status**

- Complete [ ]
- Incomplete [ ]

**Comments** –

© Theodore S. Kaniuka
#5 Required

School Culture and Safety

Descriptors of the elements addressed in the evidence: _____5d1, 3b1, 3c, 3d2, 5b________________________

Name of Evidence: __________Leadership for a Healthy School Environment

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:

1) Fostering effective school culture (5d1, 3b1, 3c)
2) Developing supportive school climate (3d2, 5b)
School Safety and Culture: Leadership for a Healthy School Environment

Description: You will work with others in the school community to maintain a school culture that is focused on student learning and well-being. You will also work with stakeholders to ensure that the school climate is conducive to the achievement and well-being of students.

Purpose: The successful completion of this product of learning will demonstrate your ability to work with others to establish a school culture that emphasizes the examination and subsequent improvement of the school environment to support excellence in student achievement, overall staff performance and health.

1) Fostering effective school culture – To successfully meet the minimum requirements you will:

a. Promote a school culture of learning and success – You will develop activities that are designed to foster the creation and use of a shared vision, shared beliefs, and shared values that support a healthy school environment that maximizes student achievement and staff performance. To accomplish this you will work with members of the SIT that are responsible for student discipline and staff working conditions to evaluate the current level of school performance. The evaluation must include a determination of the degree to which the team believes that the current processes used to create a safe and orderly school are effective and consistent with the school’s vision, beliefs, and values. If gaps are discovered, working with others, you will develop a plan and/or provide written recommendations to the appropriate members of the SIT or principal.

b. Performance-based reward and recognition – Working with others you will participate in the collection, analysis and use of school-based data to develop a reward and recognition program that supports and promotes high student achievement and staff performance. Evidence of this can be team minutes, agenda, video or other media that illustrates how you assisted and actively participated (lead and organized an awards program) in this process and the results of your efforts. The recognition programs must be systematic and systemic such that they coincide with academic and organizational milestones so that alignment and relevancy are demonstrated. Examples of these activities can be student academic awards programs, volunteer recognitions, and faculty and staff spotlights that all are clearly consistent with the mission and vision of the school and support high student performance and effect working conditions.

c. Clear expectations, structures, rules, and procedures - Working with others you will participate in the collection, analysis, and use of school-based data regarding student achievement, discipline, state and local reports, staff attendance and other relevant measures to develop expectations and processes to maximize human resources. You must provide documentation of your participation with school personnel. This can be accomplished as a member or leader of school improvement committees, grade level teams, and departments. Evidences can include team minutes, operational procedures, revised work processes, and adjustments to the school improvement plan. You must document the communication of clear expectations as you: 1) adhere to the expectations and requirements set forth by the school principal and school district, 2) work with students to address attendance, discipline, achievement expectations, and 3) work with teachers to sustain a professional climate promoting professionalism, continuous improvement, and a focus on the teaching and learning environment. Data must be collected on how you functioned in this role and the results of your interventions and activities must clearly show how your work impacted
performance. Additionally, you must formally gather feedback from the principal and others with regard to: 1) your effectiveness as a communicator, 2) the consistency of how you communicate expectations and 3) how well you support others in achieving these expectations. This can be accomplished by surveying others (school personnel, students, parents) to assist you in developing skills as a communicator and leader. Documentation must/may also include letters, emails, reports, and presentations made to others clearly demonstrating how you have 1) used a variety of communication methods 2) communicated expectations, and 3) made suggestions for changes in or modifications to school processes.

**Work product:** Your product will be a collection of your activities and contributions so that the evaluator can readily determine your role and contribution to each of the above areas. This will be in the form of a reflective narrative with supporting documentation (i.e., minutes, data analysis, and adjustments to the school improvement plan, etc), including the documentation noted above. A key focus here is to analyze student and staff discipline policies for adherence to federal, state, and local laws and policies. You must critically examine the discipline process to determine if both substantive and procedural due process has been adhered to. If you are charged with disciplining students, you must provide clear documentation of your role and decisions, including communications with students, parents, and staff. 5d1 You must furnish school reports and actions consistent with all FERPA and personnel laws. These reports are to be shared with the principal and an action plan developed that illustrates how these findings (ex: improving student discipline, staff working conditions, and recognition activities) were used to support improvement activities. These activities must be implemented using a continuous improvement cycle. The use of the data gathered in Teacher Empowerment and Leadership (EE2), specifically 2(b) shall be used to support the improvement of the overall school culture. The use of multiple sources of data will facilitate the development of an effective school culture by 1) emphasizing data-driven decisions, 2) the use of multiple perspectives and opinions, and 3) empower the school community by involving all stakeholders in the improvement process.

2) **Developing supportive school climate** – To successfully meet the minimum requirements you will work with teachers, other school personnel and parents and others to:

a. Develop a sense of well-being in the school – You will work with others to use the school’s mission, vision, and strategic goals as a guide to create and implement strategies for developing a sense of well-being among staff, students, and parents/guardians. You must provide documentation of the work on one strategy proposed and executed during the year. 3b1, 3d1 The sense of well being will be determined through the use of the data gathered in perception surveys and analysis of the TWC (if appropriate). Once the data is analyzed you will work with others to incorporate your findings in the school’s improvement efforts as listed previously.

b. Resolve problems and/or areas of conflict – Working with others you will show your participation in activities and projects that illustrate how you have actively participated in conflict resolution or problem solving to promote high student achievement and improve faculty and staff working conditions. To accomplish this requirement, you will necessarily need to work with parents, students, and staff. Specifically, you are to document your work in the following areas: mediation of an issue a parent has with the school; a conflict between a student and a teacher; an issue involving a staff member; an issue involving a teacher and
school policy. Documentation will take the form of a plan of action using continuous improvement concepts. 3d2

Work Product: A summary report that contains all of the above requirements organized by topic. The report will include documentation of team minutes, anecdotal logs, specific work products (schedules, organizational charts, school improvement action plans) that clearly demonstrate how you have: 1) participated in the development of the improvements; 2) implemented strategies; and 3) engaged in activities that support the development of a healthy school environment. It is critical that you collect performance data after the implementation of the activities to determine to the degree possible the impact of the revised processes. This data will be used to revise suggested improvements (if adopted) or how that data was considered by the SIT to revise school processes.

Evaluation: Your work will be evaluated using the School Safety and Culture: Leadership for a Healthy School Environment rubric. Due to the integrated nature of the activities associated with continuous school improvement as a whole, many of the required activities will necessarily be evidenced in the completion of other products of learning. However, you are required to specifically and purposefully document the above required activities for this evidence. A reflective piece must be included that illustrates how you have used these experiences to improve your skill in collaborating and communicating with members of the school community. You can use aspects of other work to support meeting the requirements of this evidence, but you are required to develop a separate and complete work product.
### School Safety and Culture:
#### Leadership for a Healthy School Environment

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership for a Healthy School Environment</strong> -</td>
<td>The intern will work with others to ensure the school culture is supportive of teachers and staff to promote high student achievement.</td>
</tr>
<tr>
<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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity cluster 1 – Work with others to establish a school culture that emphasizes high expectations of teachers and students to support high student achievement.</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fostering effective school culture</strong> – The intern has documented in team meeting minutes and appropriate work products that the intern 1) used shared values, beliefs and a shared vision to promote a school culture of learning and success; 2) worked with others to use established criteria for performance as the primary basis for reward and recognition; and 3) worked with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete [ ]</td>
<td>Incomplete [ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments –</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>© Theodore S. Kaniuka</td>
<td></td>
</tr>
</tbody>
</table>
### School Safety and Culture: Leadership for a Healthy School Environment

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership for a Healthy School Environment - 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.</td>
<td>The intern will work with others to ensure that the instructional environment is supportive of all teachers to meet the diverse learning needs of all students.</td>
</tr>
</tbody>
</table>

### Activity cluster 2 – Development of an educational environment that is conducive of learning by resolving conflict and promoting a sense of well-being.

<table>
<thead>
<tr>
<th>Status</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete [ ]</td>
<td>Developing supportive school climate - The intern has documented in team meeting minutes and appropriate work products that the intern 1) identified strategies for developing a sense of well-being among staff, students, and parents/guardians; and 2) worked with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement.</td>
</tr>
<tr>
<td>Incomplete [ ]</td>
<td></td>
</tr>
</tbody>
</table>

Comments –

© Theodore S. Kaniuka
#6 Required

**School Improvement**

Descriptors of the elements addressed in the evidence: 1c2, 3b2, 5a2, 6b2, 1a2, 1c1

**Name of Evidence:** Leadership for Continuous 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 closeted in two areas:

1) Using data in the continuous improvement process (1c2, 3b2, 5a2, 6b2)

2) Vision for the 21st Century (1a2, 1c1)
School Improvement:
Leadership for Continuous School Improvement

Description: You will work with others to develop, implement and evaluate the SIP to ensure that strategies to promote school improvement are effecting student achievement, and that the school program is being continually improved.

Purpose: The successful completion of this product of learning will demonstrate your ability to work with others to establish a school culture that emphasizes the continuous improvement of the instructional program to support high student achievement.

1) **Using data in the continuous improvement process** – To successfully meet the minimum requirements you will:

   a. Continual assessment of district initiatives – You will compile a list of the relevant district initiatives that are being implemented in your school and document the implementation process to assess the level of appropriate involvement, success in achieving desired outcomes, and any adjustments or improvement efforts used to accomplish the initiative(s). This will be shared with the principal and appropriate school personnel as a set of data to be considered as part of the school improvement process. 1c2

   b. Systematically collect, analyze, and use data – Working with others you will participate in the collection, analysis and use of school-based data regarding the school’s progress toward attaining strategic goals and objectives. Clear focus must be on the attainment of 21st Century learning goals consistent with state and local expectations. Team minutes and adjustments to the school improvement plan will document the work. Minutes must illustrate your leadership role in impacting student achievement, i.e., how you have been responsible for accomplishing specific aspects of the SIP in your role as administrator. 1c2

   c. Assess funding and program decisions - Working with others you will participate in the collection, analysis and use of school-based data regarding the school’s use of human and capital resources as a means to improving overall school performance. Team minutes and adjustments to the school improvement plan must be used to document the work. The communication of your work within the school environment must be clearly delineated such that direct actions taken by you are discernable indicating how you impacted decisions that were considered for implemented within the school. 5d2

   d. Diversity and equity - Working with others you will analyze the school’s effectiveness in recognizing the diversity of the student population and staff and ensure that the diverse learning needs of the students are met. Team minutes and adjustments to the school improvement plan must be used to document the work.

**Work product:** Your product will be a report that presents your findings so that the evaluator can readily determine your role and specific contributions to each of the above areas. The narrative must be accompanied by supporting documentation (i.e., minutes, data analysis, and adjustments to the school improvement plan) as noted above. You must
assume a leadership role in the school improvement process and be responsible for influencing improvements that can be directly linked to changes in student performance. You may be a team leader, evaluate instruction and learning outcomes, or organize the activities designated in the SIP to accomplish a goal or set of goals. What is must be clearly delineated as evidence is how your work was used as part of the decision-making process during the development and or revisions to the school improvement plan. 3b2

2) **Vision for the 21st Century** – To successfully meet the minimum requirements you will:

a. Focus on the vision and strategic goals – You will show how you worked with others to define the school’s mission, vision, and strategic goals to through school improvement decisions. Select five decisions and specifically note how each decision is illustrative of the school mission and your role in the process; include team minutes and other types of documentation. These discussions must entail how the school is learning to understand what 21st century learning is, how this understanding is being communicated to all school stakeholders, and how this understanding is being used to drive subsequent decision making relative to school improvement. Critical here is documenting the process of how 21st century learning requirements were used to determine if the school’s vision, mission, and focus for the learning environment is supportive of how the school understands its role in helping students achieve 21st century skills. 1a2

b. Continuous improvement and 21st century concepts – You will work with others to foster continuous improvement efforts and the implementation of 21st Century concepts in the school improvement plan. Document the work with minutes of meetings in which 1) a current school program, and 2) a school practice were reviewed for effectiveness. Documentation must show how data were used, the analysis conducted, the interventions selected, implementation, and evaluation of selected activities. You must repeat this cycle to illustrate your role the lead the continuous improvement efforts. 1c1

**Work Product:** Your product will be a summary report that contains all of the above requirements organized by topic. The report will include documentation of team minutes, anecdotal logs, specific work products (schedules, organizational charts, school improvement action plans) that clearly document how you have participated in the development; implemented strategies; and engaged in activities that support continuous improvement and 21st century concepts such that your role impacting or influencing the decisions concerning student performance are clear and measurable.

Evaluation: Your work will be evaluated using the *School Improvement: Leadership for Continuous School Improvement* rubric. This product of learning is due by the end of your internship. Due to the integrated nature of the activities associated with continuous school improvement as a whole, many of the required activities will necessarily be evidenced in the completion of other products of learning. However, you are required to specifically and purposefully document the above required activities for this EE. You can use aspects or other work to support your meeting the requirements of this EE, but you are required to develop a separate and complete work product.
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership for Continuous School Improvement</strong> - 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.</td>
<td>The intern will work with others to develop and implement a school culture that focuses on continuous improvement to promote high student achievement.</td>
</tr>
<tr>
<td><strong>Activity cluster 1</strong> – Work with others to establish a school culture that emphasizes the continuous improvement of the instructional program to support high student achievement.</td>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td>Status</td>
<td><strong>Using data in the continuous improvement process</strong> – The intern has documented in team meeting minutes and appropriate work products that the intern 1) continually assessed the progress of district initiatives and reports results to district-level decision-makers; 2) worked with others to systematically collect, analyze, and use data regarding the school’s progress toward attaining strategic goals and objectives; 3) worked with others to use feedback and data to assess the success of funding and program decisions; and 3) worked with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan.</td>
</tr>
</tbody>
</table>

Complete [ ]  Incomplete [ ]  

Comments –

© Theodore S. Kaniuka
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership for Continuous School Improvement</strong> - 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.</td>
<td>The intern will work with others to ensure that the instructional environment that focuses on the needs of teachers and students to be successful in the 21st Century.</td>
</tr>
<tr>
<td><strong>Activity cluster 2</strong> – Development of an educational environment that is conducive of learning in the 21st Century.</td>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td><strong>Vision for the 21st Century</strong> - The intern has documented in team meeting minutes and appropriate work products illustrating that the intern 1) maintained a focus on the vision and strategic goals throughout the school year; and 2) worked with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan.</td>
<td></td>
</tr>
</tbody>
</table>

**Status**

- Complete [ ]
- Incomplete [ ]

© Theodore S. Kaniuka
APPENDIX E

ALL forms are on-line at

http://www.uncfsu.edu/xxx/forms.htm

1. MSA PROFESSIONAL DATA COLLECTION FORM
2. MSA INTERVIEW RUBRIC
3. MSA WRITING RUBRIC
4. INTERNSHIP PLAN
5. EXIT SURVEY
Name ________________________________________________________________
(First)                                (Middle)                                (Last)

School District ____________________________________________________________

Position/Title ____________________________________________________________

Address _________________________________________________________________

Home Phone _________________________ Business Phone _________________________

E-Mail Address ____________________________________________________________

Length of time in current position __________________________________________

Describe your role and responsibilities in your current position.
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Describe your present leadership, administrative and management experiences in public education.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

List memberships and offices (local, state, national) in civic, professional, and social organization held during the past five years.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Describe any professional growth experiences you view as necessary to achieve your goals.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
Describe your experiences from other professional development/leadership programs you have participated.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

________________________________________________________

STATEMENT OF COMMITMENT

I understand the requirements for the MSA. I will commit to attend all classes and enrichment activities on the scheduled dates and dedicate the time and involvement to make the program a successful experience.

Signature ________________________________
Structured Interview Instructions

1. The interview team leader and members should review the structured interview questions and decide who will ask which questions. Make a concerted effort to provide a relaxed setting and keep the questions flowing.

2. Upon the completion of the interview, each team member should rate and discuss the results of the candidate’s interview. Each team member will submit an interview rating scale to the team leader. The team leader will be responsible for summarizing the results and submit only one rating for the student.

3. All interview sheets and materials should be turned into department secretary in the Office of Educational Leadership.
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP
INTERVIEW PROTOCOL

Prospective Student _________________________________________ Date __________

Strategic Leadership

1. What is your philosophy of education and what would your school look like?

Instructional Leadership

1. How would you know if the instructional program at a school was effective?

Cultural Leadership

1. What is diversity and does it matter in schools?

Human Resource Leadership

1. How does a principal support teacher development and leadership?

Managerial Leadership

1. Principals are managers of the school, what does it take to be a successful manager?
External Development Leadership

1. How can a principal use the community to improve the school?

Micro-Political Leadership

1. Within schools there are groups and subgroups, what does this mean for a principal?
**Fayetteville State University**  
**MSA Admission Personal Interview**  
**Scoring Rubric**

APPLICANT _________________________________________________

Scoring Instructions: Please use the following criteria to evaluate the applicant’s interview skills. The roman numeral listed under each criteria refer to the components listed on the evaluation sheet.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable-0</th>
<th>Acceptable-2</th>
<th>Target-4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of the Applicant’s Responses</td>
<td>Responses showed limited or no connection to the given topic; frequently undeveloped; barely comprehensible</td>
<td>Responses specifically and coherently addressed the given topics.</td>
<td>Responses were specific, coherent, and included theory and/or research to support ideas.</td>
<td></td>
</tr>
<tr>
<td>Reasoning Communication Skills</td>
<td>Comments were illogical and meaningless; expressed incomplete ideas required interpretation; pronunciation frequently interfered with communication</td>
<td>Comments were logical and meaningful; ideas adequately developed; required minimal interpretation; pronunciation did not interfere with communication</td>
<td>Comments were readily comprehensible; required no interpretation; pronunciation enhanced communication</td>
<td></td>
</tr>
<tr>
<td>Language Use Communication Skills</td>
<td>Use language that is unsuitable; little or no awareness of sentence structure; inaccurate or limited use of vocabulary</td>
<td>Varied range of vocabulary and usage generally accurate and appropriate; control of basic language structure</td>
<td>Wide range of vocabulary and usage generally accurate and appropriate; control of language structure</td>
<td></td>
</tr>
<tr>
<td>Overall Impression</td>
<td>Responses illustrated limited knowledge of the topics; ideas were not expressed in a coherent manner, and related dispositions that would deter professional excellence a school administrator.</td>
<td>Responses illustrated some knowledge of the topics; expressed ideas in a coherent manner, and related dispositions that are appropriate for school administrators.</td>
<td>Responses illustrated knowledge and thoughtful preparation, expressed ideas coherently and thoroughly, and related dispositions that are congruent to those of highly successful school administrators</td>
<td></td>
</tr>
</tbody>
</table>

Score____________________
Fayetteville State University
MSA Admission Personal Interview
Writing Sample

Instructions: This writing sample is intended to determine how you respond to a written prompt in a timed situation. There is no correct answer, however you will be evaluated on the degree to which you answered the question, how you supported your answer, and language mechanics. You have 50 minutes to complete your response. Be sure to save your response when completed. Also, please print a copy and bring that copy to the Educational Leadership office.

Only answer one (1) of the following:

Question 1

Please tell us what personal and professional experiences were the impetuses behind your decision to pursue a degree in School Administration and ultimately become a school administrator?

Question 2

Schools should prepare students for world in which they are to live, how can teachers and school administrators accomplish this in the 21st Century?
Fayetteville State University
MSA Admission Writing
Scoring Rubric

APPLICANT _________________________________________________

Scoring Instructions: Please use the following criteria to evaluate the applicant’s interview skills. The roman numeral listed under each criteria refer to the components listed on the evaluation sheet.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable-0</th>
<th>Acceptable-2</th>
<th>Target-4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of the Applicant’s</td>
<td>Responses showed limited or no connection to the given topic; frequently</td>
<td>Responses specifically and coherently addressed the given topics.</td>
<td>Responses were specific, coherent, and included theory and/or research to support ideas.</td>
<td></td>
</tr>
<tr>
<td>Responses</td>
<td>undeveloped; barely comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking &amp; Reasoning</td>
<td>Comments were illogical and meaningless; expressed incomplete ideas required</td>
<td>Comments were logical and meaningful; ideas adequately developed; required minimal interpretation; pronunciation did not interfere with communication</td>
<td>Comments were readily comprehensible; required no interpretation; pronunciation enhanced communication</td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>interpretation; pronunciation frequently interfered with communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Use</td>
<td>Use language that is unsuitable; little or no awareness of sentence structure;</td>
<td>Varied range of vocabulary and usage generally accurate and appropriate; control of basic language structure</td>
<td>Wide range of vocabulary and usage generally accurate and appropriate; control of language structure</td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>inaccurate or limited use of vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Impression</td>
<td>Responses illustrated limited knowledge of the topics; ideas were not</td>
<td>Responses illustrated some knowledge of the topics; expressed ideas in a coherent manner, and related dispositions that are appropriate for school administrators.</td>
<td>Responses illustrated knowledge and thoughtful preparation, expressed ideas coherently and thoroughly, and related dispositions that are congruent to those of highly successful school administrators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>expressed in a coherent manner, and related dispositions that would deter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>professional excellence a school administrator.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name:__________________________________________BN:____________

Share with us your current school assignment, position and the school district from which you will be granted a leave of absence, beginning fall 2016:

________________________________________________________

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
INTERNSHIP PLAN
2015 – 2016

Intern ________________________________ ID ________________________________

Address ______________________________________________________________________

Home Telephone Number ________________________________________________________

Site Administrator ______________________________________________________________
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 2015, 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 2015-2016 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                                              Date

________________________________________________________
Site Administrator                                                 Date

________________________________________________________
University Supervisor                                                 Date
We are interested in your opinion as a graduate of the Master of School Administration Program at Fayetteville State University. In order to enhance the quality of the program, please answer the following questions. The questionnaire takes approximately 20 minutes to complete and your answers will be strict confidentiality and will be anonymous. You will not be individually identified. Thank you for your participation.

1. Please state your gender ( ) Female ( ) Male

2. Academic Year you are completing your degree _________.

3. Ethnic Information:
( ) African American ( ) Caucasian ( ) Native American ( ) Hispanic ( ) Asian ( ) Other

Questions 4-11 ask you to rate certain aspects of the MSA Program. A scale of 1-5 is used with 1 being the lowest and 5 the highest value assigned. Where applicable fill in the appropriate box. If not applicable leave blank.

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Indicate your perception of the quality of the program faculty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. How do you rate the academic standards of the department?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Evaluate the extent to which you believe the program has kept pace with current trends.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Rate the adequacy of research or professional training opportunities offered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Rate the adequacy of space, technology, facility, and equipment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Rate your level of satisfaction with the internship supervision and guidance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Rate your confidence that the program prepared you for effective school leadership.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Rate your overall satisfaction of the MSA Program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer the following:

12. Have you already secured a position as a school administrator? _________.

13. If yes, was this your first, second or third preference _____________.

14. Is the position within or outside of Cumberland County _________.

A scale of 1-5 is used with 1 being the lowest and 5 the highest value assigned.
Please indicate the value the following courses added during your preparation.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>EDAM 650 <strong>Educational Leadership Development Seminar</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>EDAM 651 <strong>Organizational Development and Diversity for School Leaders</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>EDAM 652 <strong>School-Based Program Evaluation and Improvement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>EDAM 660 <strong>Leadership and Organizational Theories in Schools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>EDAM 661 <strong>School Law and Public Policy Issues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>EDAM 670 <strong>Resource Management and Schools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>EDAM 671 <strong>Leadership for Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>EDAM 680 <strong>Internship Part 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>EDAM 690 <strong>Internship Part 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>EDAM 691 <strong>Internship Part 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>The artifacts assigned in the core courses were effective.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1- Strongly Disagree, 2- Disagree, 3- Somewhat, 4- Agree, 5- Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td>The responsibilities of a school administrator were clearly communicated to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>My primary site-based mentor provided me the necessary experiences to prepare me for an entry-level administrative position.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>My working relationship with my internship supervisor was effective.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>I received positive feedback from faculty on a regular basis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Internship supervisors and faculty showed concern for my professional development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Students were encouraged to collaborate and work together on projects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>I received sufficient training and directives in applying the North Carolina Pre-service School Executive Standards to situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>I was given opportunities to develop and improve my leadership skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>I would recommend others to apply for admission to the MSA Program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Thanks for choosing Fayetteville State University.