Fayetteville State University
School of Education
Department of Educational Leadership

EDAM 691- Spring 2015
MSA Syllabus
Internship Part III.
(6 semester hours)

Instructor: Dr. Mary Ombonga
Office Phone: 910-672-1002
Email: mombonga@uncfsu.edu
Office Hours: Tuesday 1:00pm -5:00pm
Thursday 11:00am- 3:00pm
Course Location: Butler Building 342
Course Schedule: Thursdays 3:00 pm-5:50pm

I. FSU POLICY ON ELECTRONIC MAIL: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION: EDAM 691 Internship, Part 3
Internship Part III is the third 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 administratores 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.
III. DISABLED STUDENT SERVICES: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link:
http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

- Ms. Pamela C. Fisher
  Licensed Professional Counselor
  Services
  Spaulding Building, Room 165
  121
  (910) 672-387
  psmith@uncfsu.edu

- Ms. Linda Melvin
  Director, Student Health Services
  Spaulding Building, Room 121
  (910) 672-1454
  lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

- Ms. Victoria Ratliff
  Deputy Title IX Coordinator for Students
  Spaulding Building, Room 155
  (910) 672-1222
  vratliff@uncfsu.edu

V. REQUIRED COURSE MATERIALS:
Internship Manual
Two 3” inch heavy duty view binders with “D” rings or EZ Turn rings
School of Education Conceptual Framework Principles

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

VI. STUDENT LEARNING OUTCOMES

Upon the completion of this course, students will be able to:

1. Complete three electronic evidences (3, 5 &6) required for principal licensure (all six evidences will be completed at the conclusion of internship part III.)
2. Engage in field experiences and clinical internship and synthesize content knowledge with professional skills (ELCC).
3. Practice a wide range of relevant school-based knowledge and leadership skills (ELCC).
4. Take a leadership role in leadership activities as outlined in evidences for principal licensure.

SCHOOL ADMINISTRATOR STANDARDS

A. NCDPI School Executive Standards
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.

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.

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

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

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

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

**Standard 7: Micro-political Leadership** – School executives will build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence in order to realize the school’s vision for success. The executive will also creatively employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.

**Standards for Advanced programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors**

*National Policy Board for Educational Administration*

Information concerning ELLC can be retrieved at this website: [http://www.npbea.org/ELCC/ELCCStandards%20-5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%20-5-02.pdf)

**VII. COURSE REQUIREMENTS AND EVALUATION CRITERIA**

**A. Examinations and Assessments**

Student assessment and evaluation in the course will be based on the following components and weights:

Interns will be evaluated on the quantity and quality of field-based internship experiences, feedback and assessment by the supervising site administrator (principal), attendance, active participation in scheduled seminars with University faculty supervisors, and continued completion of electronic evidences required for licensure. University Graduate Grading will be utilized as:

**B. Evaluation Criteria and Requirements:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
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<tbody>
<tr>
<td>S</td>
<td>Satisfactory (Superior work with all assigned tasks completed).</td>
<td>444-554</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory (marginal work –Not of high quality).</td>
<td>385-443</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (passing average but all course requirements have not been completed).</td>
<td>0-384</td>
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All interns will be expected to: (a) adhere to district level and school-based policies regarding attendance, reporting, work hours, and other responsibilities; (b) report to assigned internship sites for the entire instructional day as determined by district policies; and (c) attend all scheduled seminars.
The maximum points for each required activity will be:

Upload Evidence Three 150
Upload Evidence Five 150
Upload Evidence Six 150
Attendance (10 points per class) 80
Preparation/Participation 24

Total possible points: 554 points
Grading: http://catalog.uncfsu.edu/g/academicregulations/gradingpolicies.htm

VIII. STUDENT OUTCOMES/RESPONSIBILITIES

The following criteria will be used in judging the quality of a student’s work and in determining a student’s grade in this course.

1) Class Attendance and Participation – this course will follow the university attendance policy. Students missing three or more classes will be dropped from the class and required to have a conference with the professor before being allowed to return to class. Time in class is critical. Students are expected to attend every class. If you will be late or absent, please email or call me in advance.

2) Electronic devices: Please refrain from utilizing electronic devices while in class. If you need to be contacted in case of an emergency, please make sure that your phone is on vibrate.

Directions for Completing Assignments:
All Assignments should use APA 6th edition format (Manual of the American Psychological Association), be typed using 12 point font and double-spaced.

Upload evidences in TaskStream by specified deadlines. Use “I” statements, provide proof or artifacts of work (meeting minutes, PEPs from trainings, emails, etc…), include reflections (what you learned) and make connections to MSA coursework.

For expectations regarding academic integrity, please consult the reference below for the Fayetteville State University Code of Student Conduct:


IX. TEACHING STRATEGIES

This course will be conducted in a participatory learning-centered environment. Strategies include dialogue, small groups, lecture, discussion, student presentations, written reflection, and research.
# X. PLANNED COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Pre-Class Assignments</th>
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| January 15, 2015 (1) (CAMPUS) | **Course Overview**  
Comprehensive Examination  
Application and Study Guide Review  
Spring Evidences to complete (3, 5, 6)  
Detailed Review – Model Coversheets Evidences (3, 5, 6)  
Review DPI Feedback on Evidences  
Review requirements for Action Research Project  
Internship Log  
Important Dates | **Evidence deadlines:**  
Evidence Three: February 26, 2015  
Evidence Five: March 19, 2015  
Evidence Six: April 09, 2015 |
| January 22, 2015 | Participate in the development of a newsletter, connected message and/or website message  
**Individual/Group Work on Evidence Three** | Document development and meeting with principal  
Comprehensive Exam Preparation |
| January 29, 2015 (CAMPUS) | **Meeting with Principal – Budget Development and Resource Decisions**  
**Individual/Group Work on Evidence Three** | Comprehensive Exam Preparation |
| February 5, 2015(2) | **Class discussion:** Development of Staff Event/Activity that promotes staff diversity and/or utilizes diverse staff experiences/expertise  
**Action Plan Development Discussion**  
**Case Study: Parent Communication**  
**Budget Allotments and Staffing Plans**  
**Develop Coversheets for Evidences**  
**Completion of Evidences and coversheets**  
**Individual Conferences: Evidence Three**  
7:45pm-8:10pm  
8:10pm-8:35pm | Compile email artifacts, meeting minutes, flyers that confirm participation in at least 5 school events  
Bring completed/signed fall internship logs to class  
Bring Action Research ideas  
Be prepared to discuss  
Bring flash drive to each class |

_Syllabus_  
**EDAM 691**  
Spring 2015
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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| February 12, 2015 (3) (CAMPUS) | MSA Comprehensive Examination Review  
Case Study: Student Discipline  
Individual Conferences: Evidence Three  
6:50pm-7:15pm  
7:15pm-7:40pm  
7:40pm-8:05pm  
8:05pm-8:30pm |
|              | Document leadership of student mediation                                         |
| February 19, 2015 (CAMPUS) | MSA Comprehensive Examination preparation/Group study                             |
|              | Study group/Revise for comprehensive exams                                       |
| **February 21, 2015** | MSA Comprehensive Examination  
9:00am-2:30pm                                                                          |
| February 26, 2015 (4) revised no class tonight, but individual conferences | Discussion: Development of School-based reward and recognition programs  
Completion of Evidences and coversheets  
Individual Conferences: Evidence Five  
6:50pm-7:15pm  
7:15pm-7:40pm  
7:40pm-8:05pm  
8:05pm-8:30pm |
|              | Document management of student discipline                                         |
|              | **Upload Evidence Three in Task stream – due today**                              |
| March 5, 2015(4)(CAMPUS) | Detailed review of Evidence Five and Model Coversheets  
Action Plan Development  
Individual/Group Work on Evidence Five |
|              | Create documentation of work to develop a duty roster                             |
| March 12, 2015 | **University Spring Break**                                                       |
| March 19, 2015 (5) CAMPUS | Case Studies: Teacher Evaluation  
Case Study: School Climate (JM)  
Discussion: Bring documentation of participation in fire drills, lockdown drills, tornado drills, etc…  
Individual Conferences: Evidence Six  
6:50pm-7:15pm  
7:15pm-7:40pm  
7:40pm-8:05pm  
8:05pm-8:30pm |
|              | **Upload Evidence Five in Task stream – due today**                                |
| March 26, 2015 | Action Plan Development  
Work on Evidence Six                                                               |
<p>|              | Facilitate Teacher leadership related to instructional                              |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2, 2015</td>
<td>Individual/Group Work on Evidence Six</td>
<td>Improve school climate, safety, or community involvement. Be prepared to share in class.</td>
</tr>
<tr>
<td>April 9, 2015</td>
<td>Participate in Mid-year SIT review Identify Strategies to Improve Student Drop Off/Pick Up (Traffic Flow) Individual/Group Work on Evidence Six</td>
<td>Upload Evidence Six in Task Stream – due today (All six evidences should now be uploaded.)</td>
</tr>
<tr>
<td>April 16, 2015</td>
<td>Best Practices for Addressing Achievement Gaps SMART Goals (Ncpublicschools.org/Accountability.org) Individual/Group Work on Evidence Six</td>
<td>In class Discussion: Board Policy Analysis (if time) Dispositions – Task Stream NC Accountability.org, Individual Conferences as needed Action Plan Intern of the Year Award Awards Ceremony – 6pm Action Plan Presentations due Case Study – If Time Complete Action Research Projects Intern Evaluations from Principals are due</td>
</tr>
<tr>
<td>April 23, 2015</td>
<td>Assistant Principal Responsibilities Case Studies</td>
<td>Practicing Administrators’ Seminar / Panel Discussion Complete Action Research Projects</td>
</tr>
<tr>
<td>April 30, 2015</td>
<td>Action Research Presentations 10 min power point presentation Last day of class</td>
<td>Action Plan due today</td>
</tr>
<tr>
<td>May 5, 2014</td>
<td>Grades Due Graduation: May 09, 2015 – 9am</td>
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</tr>
</tbody>
</table>

This is a tentative class schedule and may when necessary be changed to address special topics, circumstances, or provide additional support.

**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
   a. The title should clearly and concisely inform the reader of the nature and purpose of your research.
   b. Clear titles that define the 1) target audience, 2) issue or topic, and 3) context are very appropriate
   c. Example:
   d. Improving Freshman Discipline During Transitions in a Comprehensive High School
   e. Action Research Outline

2. Introduction
   a. What benefit did you realize as a result of the study?
   b. How did the action research process improve your ability to perform your function?
   c. How did the act of studying a real world phenomena improve your ability to lead?
   d. How did this make your school better and why?
   e. What was your personal motivation to do this particular study?

3. Problem Definition
   a. State clearly and specifically the problem you are studying
   b. 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
   a. State clearly why the study was important in terms of your setting.
   b. Use data from your setting as support i.e., the data gathered from the environmental scan
   c. State why this study may have general importance or relevance in the field of education
   d. Use a few thoughts/references from your literature review

5. Review of the Literature
   a. Usually starts with a brief introduction to the problem and presents the reader with the organizational framework for the review
   b. Provides the reader with information that is relevant to the specific study
   c. The review will support the questions asked or hypotheses statement(s)
   d. Related findings or similar evidence to support the importance of the study

6. Method
   a. Restate the questions
   b. Design – clearly communicates the type of study
   c. Description of the site
   d. Describe the setting
   e. Describe the participants
   f. Describe other contextual variables
g. Describe how the data was collected including a description of the instruments if any
h. (If used, a sample of the instrument is placed in the appendix of the study)
i. Clearly and completely explain the data collection and analysis procedures

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

8. References

9. Use APA style for all sections of the paper, including the Table of Contents

10. Include ALL the cited works in the reference section

11. If you include tables/charts/graphs, make sure to follow APA format
Evidence One: Positive Impact on Student Learning
Interns will work with others to plan and assess data-driven instructional programs that reflect high expectations for staff and students, and are aligned with district initiatives. Activities to be evaluated are clustered in three areas: Analysis of data, Development of practices that foster high achievement, and Instructional leadership interaction with teachers.

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

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

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

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

Evidence Six: School Improvement
The interns will work with others to ensure that strategies to promote school improvement are routinely reviewed for effectiveness, and that the school program is systematically aligned with goals of the school. The activities to be evaluated are

#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.
#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. 3b1 5d1

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. 3c1

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. 3b1 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. 5d1

**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. 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.

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.
#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.

**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.