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CHAPTER 1: GUIDELINES

Introduction

An intensive internship is the culminating activity for the Master of School Administration candidates at East Carolina University. This yearlong internship provides the time for candidates to apply theory and knowledge about school leadership learned in the classroom. This on-the-job training provides opportunities for interns to develop and refine leadership skills as they contribute to the total school program.

In developing these orientation materials, it is our intent to explain the basic purpose for this internship experience, internship expectations, and the additional requirements for this university program that leads to licensure by the state of North Carolina. A clear understanding of these parameters will encourage the establishment of productive working relationships within the school setting and ultimately enhance the experience.

The faculty of the Department of Educational Leadership developed this manual. It has been updated and revised a number of times.

Purpose of the Internship

The purpose of the internship is to blend the theoretical and research-based content of course offerings with the practical day-to-day experiences of school leadership. Ultimately, the internship affords candidates a realistic notion of school administration and allows candidates to learn from past experiences while they develop an appreciation for reflective practice.

In order to reap the full benefits of internship learning opportunities, an intern must be directly involved in the many diverse activities a principal encounters on a daily basis. An intern is expected to examine the overall school vision, become immersed in the school’s improvement process (NELP 1.2), and make a significant contribution to this vision and process as the intern refines their leadership skills (NELP 2.1). It is expected that, upon successful completion of the program, an intern will be prepared to assume a school leadership position.

Eligibility for Internship

The intent is that an internship should follow study of leadership theory, change theory, education law, ethics, curriculum, communication and other topics in order for that knowledge base to be tested in practical application. Full-time and part-time MSA candidates complete their internships during the second year of a two-year program. Full-time candidates complete their internship during the fall and spring semesters. Part-time candidates complete their internship during the summer 1 & 2, fall and spring semesters. In order to begin the internship, students must have a minimum of a B in each course taken and successfully completed the SLPs associated with these courses. Exceptions may be made by the MSA Coordinator.
Role of the Intern

Administrative interns may or may not be formally employed by their host school system. In either case, while functioning as interns, candidates are held to the same standards of conduct as other professional employees. They are expected to establish professional relationships with administrators and school faculty, become familiar with and act in accordance with local school board policy, maintain professional appearance, and abide by the American Association of School Administrators (AASA) Code of Ethics.

Local School Board Policy

One of an intern’s first responsibilities is to locate and study the local school board policy manual. An intern will be expected to follow school board policy at all times. It is essential to know what is covered by those policies and where the policy manual can be found so that it can be referenced at any time. If an intern is assigned specific tasks that are covered by policies, it is a good idea to note and regularly review those policies.

Professional Relationships

When engaged in an internship, a candidate is responsible to and interacts with a number of individuals who serve in various roles. An understanding of these various roles and relationships must be clarified.

First, an intern is considered an employee of the local school system. The same laws, rules, and regulations that apply to other professional school system personnel bind the intern. Second, an intern reports to the principal of the school in which they work. The principal may delegate some intern supervisory responsibility to an assistant principal. In these circumstances, the intern would report to the assistant principal. For additional clarification of the intern’s roles and responsibilities on the administrative team, the intern should ask the supervising principal. Finally, an intern enjoys a professional relationship with the faculty similar to an assistant principal-teacher relationship.

In addition, an intern is a candidate at East Carolina University (ECU) and conducts themself as a professional representative of the university as well as the local school system. An intern is also responsible to the university supervisor who works with the intern to ensure that the internship provides opportunities to learn on-the-job and linkage with the university through seminars, portfolio development, including requirement experiences and shadowing, and journals.
Professional Appearance

Interns must follow the administrative dress code for the district in which they serve. A safe standard to follow is the dress of other administrators in the school district. If something is questionable, the safest and wisest position to take is to be conservative.

Completion of MSA Internship – Adequate Progress

Students must maintain a minimum of a B average in the MSA program. A score lower than a B in any internship course will result in dismissal from the internship and the program. A score of a C in two or more courses (excluding the internship) can result in dismissal from the MSA program. A score of an F in any MSA course results in automatic dismissal from the MSA program. Detailed information on evaluation of the internship can be found in Appendix A.

Completion of MSA Internship--Time Requirement

The 1,000-hour administrative experience requirement of the internship for interns employed with a school system MSA Candidates is two-fold: (1) interns must log a minimum of 600 directed administrative hours during the academic year (including summer months), and (2) will complete 400 supplemental hours at the discretion of their university supervisor. Interns will consult with their site supervisor, a licensed practicing principal, to determine the completion date of the internship and receive approval from their university supervisor. MSA interns not employed with a school system must log 1000 hours of administrative experience at a school with their site supervisor and received approval from their university supervisor.

MSA administrative interns can fulfill this time requirement in one of the following two ways:

I. Part-Time MSA Candidates Employed in a Full-Time Administrative Position

These interns are employed by a school district in an administrative position five days a week. Although these candidates enjoy full-time employment with full-time administrative responsibilities in positions such as Assistant Principal, Principal, Dean of Students, Head of School, the reflective internship experience provided through seminars, journaling, collection of artifacts, and professional leadership portfolio development will enrich their practice and enhance their administrative skills. It is essential that full-time administrative interns work closely with their site supervisor to determine how they will experience a wide variety of administrative responsibilities. In addition, full-time administrative interns will need to work with their university supervisors to determine the frequency of journal submissions. Occasionally, these candidates may be granted leave to take a morning or afternoon course on campus with full-time candidates.
II. Part-Time MSA Candidates Employed in a Teaching Position (Extended Interns)

Extended interns hold regular teaching positions in a school system and undertake an internship in addition to their teaching responsibilities. While full-time interns and administrative employees easily invest at least one thousand hours in their administrative experiences, “extended” interns who log administrative hours while they continue to teach must monitor their hours more carefully. It is essential that extended interns work closely with their site supervisor to determine how they will experience a wide variety of administrative responsibilities. The 1,000-hour administrative experience requirement of the internship is two-fold: (1) interns must log a minimum of 600 directed administrative hours over the course of two summer sessions and a fall and spring semester and (2) complete 400 supplemental hours at the discretion of their university supervisor.

Internship Site Calendar/Schedule

All interns must be sensitive to the calendars of their host district and that of the university. Because it is important for them to experience the opening and closing of the school year, most interns will follow the school district’s calendar whether or not they are under contract. Full-time MSA candidates receiving the state stipend are expected to complete a minimum of ten months in the district. Interns will follow the holidays and vacation days set by the local school district. Interns will follow the ECU calendar with respect to internship seminar dates, the schedule for courses being taken, and graduation ceremonies.

All interns will follow the workday schedule required of professional personnel in the school as determined by local school board policy.

Role of the Site Supervisor

The field experiences provide on-the-job training and opportunities for interns to develop and refine leadership skills as they provide a service to a school and are coached by a site supervisor, a licensed and practicing school principal. The site supervisor must agree in writing to accept on site responsibility for the supervision of the intern. The site supervisor assumes responsibility for the specific assignments given an intern. It is expected that these assignments will cover the range of duties and responsibilities of an assistant principal or a principal. The university supervisor will meet with the intern’s site supervisor early in the school year to discuss assignments and encourage the site supervisor to assign a wide range of tasks. The university will provide a required and recommend list of possible tasks/duties/experiences at this time. The site supervisor must agree in writing (see Appendix G) to accept on site responsibility for the supervision of the intern. Site supervisors receive guidance and comprehensive information through a site supervisor manual, as well as site visits and email communication with the University supervisor. Site supervisors are highly encouraged to attend a fall meeting with ECU to discuss coaching and internship progress. Site
supervisors also complete a formative and summative assessment on the intern’s performance and provide the assessment results to the university supervisor and MSA advisor.

The site supervisor should be informed of the intern’s development pre-assessment early in the relationship so that the site supervisor can assign appropriate responsibilities and tasks. Knowledge of an intern’s strengths, potential derailers and development goals will enable the site supervisor and university supervisor to assist the intern as they evaluate performance, reflect on experiences and plan future development. MSA Internship Portfolio requirements are aligned with the North Carolina School Executive Standards (NCSES) and National Educational Leadership Preparation Standards (NELP).

A site supervisor is expected to assist the intern in becoming fully absorbed in the life of the school. An intern is expected to participate actively, as would an assistant principal, in the total school program.

A site supervisor works collaboratively with the intern and the university supervisor to assess the intern’s progress and ensure development of essential leadership skills. At the end of the internship, the site supervisor will evaluate the intern’s progress using evaluation instruments provided by the university supervisor.

**Role of the University Supervisor**

The university supervisor works with a superintendent of schools for placement of an intern in a specific school. The university supervisor works with the site supervisor and intern to assure that roles and responsibilities are clear. During the internship the university supervisor serves in a number of roles: supervisor, advocate, and evaluator.

The university supervisor makes on-site visits to an intern during the internship. Interns are also expected to interact electronically with the supervisor on a regular basis. The university supervisor confers with a site supervisor (in person and electronically) about the progress the intern is making; similarly, the university supervisor confers with an intern about the individual’s growth as an educational leader. Additional conferences are scheduled on campus as needed.

The university supervisors will facilitate a minimum of 8 seminars for all interns during the academic year. These seminars are focused on the North Carolina School Executive Standards (NCSES) and National Educational Leadership Preparation (NELP) Program Recognition Standards and the learning experiences of interns. Each seminar will provide interns with an opportunity to discuss problems and issues they have encountered. Seminars will focus on the NCSES, NELP, leadership topics, diversity topics, and artifacts interns collect related to internship experiences. A major component of each seminar will be a meeting of the individual university supervisors’ group of interns. Site supervisors are invited to attend and participate in these seminars.
Toward the conclusion of the internship, the university supervisor, in consultation with the site supervisor, assesses the progress of an intern. The university supervisor assumes responsibility for the assignment of the final grade based on the intern’s portfolio (see Final Evaluation of an Intern's Performance in Chapter 4).
CHAPTER 3: THE LEADERSHIP DEVELOPMENT PROCESS

Self-Assessment and the Growth Plan for the Internship

Effective development occurs in stages beginning with assessment, moves through on-the-job experiences, and culminates in reflection. After an evaluation of progress, the development cycle begins again.

Prior to beginning of the internship, all interns are expected to assess their level of knowledge and skill. This assessment along with data and information gathered from previous courses, particularly LEED 6901 should be used in LEED 6907 in the creation of a growth plan. The format for the growth plan is posted on Taskstream.

Development planning focuses on building areas of strength and dealing with areas that might potentially derail an intern. It is essential that interns create their growth plan around their assessed strengths and potential derailleurs within the context of the tasks and responsibilities they are assigned. In addition, the plan should be connected to the school’s improvement plan.

It is appropriate for an intern to revise the growth plan during the internship year; however, revisions should result from documented growth or a significant change in assigned responsibilities. Interns should discuss their growth plans with their site supervisor and the university supervisor very early in the internship. Revisions in the growth plan should also be reviewed with the intern's site supervisor and university supervisor.

Internship Seminars

At the first seminar, interns will meet with their university supervisor and will be introduced to the development of artifacts and reflection teams. Throughout the academic year, interns engage in a series of academic seminars. These seminars serve a number of purposes: to focus on learning the NCSES and NELP; to provide for a discussion of ideas related to a specific leadership text; to provide for exchange of information among interns; to allow interns to share artifacts, their reflections about learning linked to artifacts and feedback; and to assess candidate progress. Seminar activities also include learning theory (NELP 2.1) about diversity issues such as religion, culture, race, language, poverty, gay, lesbian, and sexual orientation (NELP 2.1). The final seminar provides an opportunity for interns to focus on a completed webfolio and performance review.

University supervisors assume major responsibility for scheduling and conducting the seminars. A schedule for seminars and other intern activities is provided at the beginning of the internship (see Appendix J for intern calendar of significant events).
Reflecting and Keeping a Journal

An important factor in your growth plan will be your ability to learn from your experiences and observations. Keeping a journal is essential in this process. The journal is a place for you to record your competency/skill development and what is happening to you. You have a plan that will assist you in developing your leadership skills. It is important to reflect on those learning experiences and to record them. The journal is a place to tie all your learning experiences together in one place. You will find that writing in your journal and putting your feelings and perceptions into words will further enhance your learning experience.

Please note that the journal is structured to allow you to:

- identify the time and date of the learning event,
- describe briefly the situation and identify the competencies/skills involved, and
- record your reflection.

At the end of each day, set aside 15 minutes to reflect on your growth plan and ask yourself if you learned anything from an assignment, site supervisor, hardship, development activity, or off-the-job experience. If you did, write about it briefly in your journal. A sample journal entry can be found in Appendix C.

Journal Reflections. It is recommended that you log your activities on a daily basis. Use the "save" option on TaskStream every time you add information to your journal. Once a week you are asked to complete a reflection on two experiences. In the reflection section of the journal you will find a "cue" to help frame your reflections. Pay close attention to the instruction and include the NCSES language in your reflections.

Here is an example of how to take the "practice language" and turn it into your leadership language. Note the use of bold, numbering and parenthesis in the example.

Note: Each Positive Experience and Growth Experience need to include:

---Only one competency (written within the text, in bold text and (c) afterwards)

---Only one practice (written within the text, in bold text and Standard and Practice Number afterward)

Positive Experience: This week I was able to demonstrate instructional leadership when working with a third-grade teacher and EC teacher by giving feedback on their lessons and delivery of the curriculum to students. This was done in an informal observation requested by the teacher. I was also able to work in the EC classroom helping her with new students and putting a system that would work for her and her TA. It was during this time that I was able to demonstrate knowledge of 21st century curriculum, instruction and assessment by leading or participating in meetings.
with teachers and parents where these topics are discussed, and or holding frequent formal or informal conversations with students, staff and parents around these topics (Instructional Leadership 2.3). I used sensitivity (c) towards these teachers and gave them support since they were both reaching out for help. This was a very positive experience and help me understand more of how to balance my knowledge and leadership to work together with teachers in the building as a colleague and collaborator.

**Growth Experience:** This week I was able to provide guidance and use sound judgment (c) in a situation that has been on going with a student this year. This ongoing growth experience has been with a student that has extreme behaviors. As a result, I needed help from a specialist to work with him. I wish I had realized the need for the behavioral specialist sooner. This student had two behaviors this week that gave us the opportunity to collaboratively develops and enforces expectations, structures, rules and procedures for staff and the student in this case (Managerial Leadership 5.7.) As a result of this experience, in the future I will be better prepared about the timing of using a behavioral intervention plan and when to seek help from a specialist.

The goal is to weave the "language of the NCSES practices" into your own leadership language. By doing this, they will become part of your practice over time. When you submit your journals you need to "click" on the NCSES practices and competencies found in the Standards tab of TaskStream. Click on Standards tab - select NCSES Practices and Competencies and click on the practices and competencies you mention in your reflections.

Your journal will be valuable when you want to share your experiences with your supervising professor and colleagues during the reflection team meetings at seminars.

**The Internship Leadership Webfolio**

Professional portfolios mean different things to different people. While completion of a portfolio is a requirement, for the purposes of this internship, the NCSES and NELP Standards and the faculty in the Department of Educational Leadership define the Internship Leadership Portfolio as a collection of evidence that documents an acceptable level of knowledge, skill and understanding as defined. The contents of the Leadership Portfolio must be maintained in electronic format on TaskStream and therefore from this point forward will be referred to as a “webfolio”. The following sections are provided and described on TaskStream:
• An up-to-date resume – including professional background, experience, and aspirations.
• Growth Plan for the Internship with amendments throughout the year.
• Journal of daily activities and hours devoted to administrative activities. There must be weekly reflections on these activities dealing with what went well and what needs to be changed (specific guidelines are provided on Taskstream).
• Monthly reflection on diversity issues in the intern’s school. This will culminate in a paper on the reflections.
• Artifacts for the fourteen (14) experiences found in Appendix E.
• Artifact for two Shadowing Experiences found in Appendix F.
• North Carolina School Executive Standards pre and post self-assessment (specific guidelines are provided on Taskstream).
• Monthly reflections on the diversity seminar experience.

In addition to the Leadership Webfolio, an intern may want to continue to gather useful professional resources in the following ways:

**Professional resource file**: It is always helpful to collect resource materials, ideas, helpful tips, articles, curriculum materials, etc. They should be filed in a way that allows them to be located easily as needs arise.

**Professional library**: An annotated bibliography of professional books that are or will be helpful later as an administrator, provide a basis for a personal professional library. Textbooks from MSA courses are an appropriate beginning for one’s professional library. Throughout the internship, other resources will be available, and bibliographic information will provide a means of obtaining them for a personal collection should the need arise.

**Taskstream**

You are expected to enroll yourself as an Author in the MSA Internship 2021-2022 folio on TaskStream so that you can submit work for evaluation. Our internship program self-enrollment code is: internship2022. To self-enroll follow the following steps on TaskStream:

1. Click the **Self-enrollment code** button at the bottom of the home page. *If you are already enrolled in a number of programs, you may need to scroll to see this*
2. Enter the program code you were provided. Be sure not to enter any additional spaces. **The code is: internship2022**
3. Click the **Search** button. If you have entered a valid program code for your learning community, you should see information about the program.
4. If this is the appropriate program, click the **Enroll** button. You will then be notified that you were successfully enrolled into the program.

Once you are enrolled you are ready to start working on the internship webfolio. You should see the program listed under **Work on a DRF Program** on your Taskstream.
home page. To start working, click on the MSA Internship 2020-2021 webfolio. Click Start working on your new program.

Adding and uploading work to TaskStream
After selecting your internship program from your home page, you will see a structure tree in the left frame of your work screen. This tree displays all of the requirements that are associated with the internship folio.

To add work to your internship folio:
1. Click the name of the appropriate requirement in the left-hand structure tree. The workspace for that requirement opens in the main, right-hand frame.
2. Click any of the buttons in the Add toolbar at the bottom of the page. You can enter text, add an image, add standards, and attach files, web links, and/or Taskstream work. Please note that some of these buttons may not be available, depending on how your internship was set by ECU.

To upload a file (as an attachment) into Taskstream:
1. Click the Attachments button in the Add toolbar. You are navigated to an Add/Edit Attachments screen.
2. Click the Browse or Choose File button (depending on your browser) on the left side of the screen. Find your work on your computer.
3. (Optional) Name File (or leave blank, and your DRF will reference the original file name) and/or add a Description. Names and Descriptions can help you and your instructor(s) recall the purpose of these attachments.
4. Check the box to Attach Standards to this file. For the internship we will be using the NC - NCSES Competencies and Standards for School Administrators.
5. Click the Add File button. You can add as many attachments as you need, however there is a maximum file size of 50 MB for each attachment.
6. If you chose to Attach Standards to this file (Step 4, above):
   a. Click the OK button to continue. You are temporarily navigated away from the DRF, to the Standards Wizard.
   b. Select a set of standards, and click the Go button to navigate to a list of specific related standards.
   c. Click the Go to Next Level button for any standard and, from the list provided, check as many specific aspects of this standard (practice, competency, or skill) as apply to your uploaded file.
   d. Click the Save and Select from a Different Set button.
   e. Continue until you have attached all applicable standards.
   f. When you are finished attaching standards, click the Return to button.
   g. When you are done with all attachments, click on the Save and Return button to go back to the work area for this internship folio.
Submitting your work for evaluation
When you determine that you are ready to submit your work for evaluation, click the Submit Work button for that assignment.
   a. You will need to select your Evaluator before clicking the Send for Evaluation button; your evaluator is your internship supervisor
   b. Either enter a comment to send to your Evaluator and click the Send Comments button, OR click the Skip Sending Comments button to submit your work without any comments

Once your work has been submitted for evaluation, it will automatically be locked and a lock icon will appear next to it. This will prevent you from adding additional work, or editing existing work.

If you would like to see this process demonstrated, click this link or copy and paste it into your Internet browser to view a flash video:
http://www.taskstream.com/Main/help/demos/AddSubmit/default.htm

You will need speakers or headsets to hear the audio.

Revising work after submission
Work is locked when it is submitted for evaluation. The work is unlocked when either the submission is canceled or when an Evaluator sends the work back for revision. If the evaluation process has not yet begun, you can cancel your own work submission and revise your work.

If the evaluation process has already begun, you will need to contact your Evaluator or instructor, to ask them to send your work back for revision. Once your work is unlocked, you will be able to edit the content of your work using the Add toolbar or the Edit/Manage buttons for each content section. After making the appropriate changes, you can resubmit your work for evaluation.

Checking your evaluations
Access the Scores/Results tab of your DRF Program to see if your work has been evaluated. The evaluation page contains a chart displaying five columns:
   ▪ Description displays the structure of your internship webfolio.
   ▪ Status displays the progress of work submissions.
   ▪ Actions may contain an Edit Work or Submit Work button, if there is work in that requirement/category to be edited or submitted.
     o Once you click the Submit Work button, it will record the date the work has been submitted and the name of the evaluator.
   ▪ Results displays the evaluation score.
     o Click the View Report button in this column for a detailed evaluation.
   ▪ History allows you to view the history of submissions and comments on each assignment.

You will not see a score until an Evaluator has selected to return that score to you.
CHAPTER 4: FINAL STEPS

Final Evaluation of an Intern’s Performance

The internship assessment is an evaluation of three requirements of an intensive year-long internship: (1) attendance and active engagement in seminar activities; (2) observations by the university supervisor and the site supervisor, a licensed and practicing school principal; and (3) completion of a webfolio (including summative activity) which documents professional growth. At the conclusion of each semester, an intern is assessed by use of the Evaluation Rubric (see Appendix A).

Seminar activities include attendance and participation at each of the 8 seminars. Dates for all seminars, from September – April, can be found in Appendix J. Interns will be provided with readings, videos, and/or other material to be reviewed before attending seminar. Reflections on each diversity seminar will be included in the next month’s journal reflections. A Seminar Diversity Reflection template is provided in TaskStream and in Appendix D.

Observations include school visits, e-mail correspondence with site supervisor, and formative and summative data from the site supervisor. Throughout the year, the university supervisor seeks feedback from the site supervisor, the intern, and other school district administrators regarding the effectiveness of the internship program. This will include a formative and summative assessment from the site supervisor using the DPI assessment instrument. At the time of the university supervisor’s final visit to the school, the site supervisor and the intern evaluate not only the intern’s progress, but also the effectiveness of the internship program.

Webfolio includes documentation of a minimum of 600 hours of quality work in a school in an administrative capacity. Work must be in a variety of leadership activities throughout the year. Work recorded in the internship webfolio journal must be accurate and occur during the semesters of the internship. Activities completed prior to the start of the Internship course will not count towards internship hours. Falsifying the internship journal, required experiences, or reflections is a violation of ECU’s Academic Integrity Policy.

https://osrr.ecu.edu/policies-procedures/

Recommendation for Licensure

As a partial requirement for candidates to be recommended for licensure they must successful complete all requirements for the degree including coursework, webfolio, and computer proficiency.

The primary requirement for licensure is successful completion of the six (6) service leadership projects related to the Leadership Evidences (see Service Leadership Handbook). A team of faculty in the Department of Educational Leadership will review
the completed projects and determine if the candidates have demonstrated a level of "proficient" in all the identified descriptors for the North Carolina School Executive Standards. In addition, the licensure application should include the NCDPI Summative Certificate of Competency demonstrating that the candidate met NCSES competencies and signed by the site supervisor, the candidate, and the ECU MSA coordinator.

Candidates apply for licensure through the Department of Educational Leadership at East Carolina University. They must complete an application form and submit a money order, certified check, or personal check. The candidate’s application must also include a summative assessment of the candidate’s skills as evaluated by the site principal, agreed to by the candidate, and signed in agreement by a representative of the Department of Educational Administration. The Department of Educational Leadership assumes responsibility for securing a copy of the candidate’s transcript containing all courses and grades required for licensure.

Please note that any incomplete grade must be removed before one can graduate and be recommended for licensure.
APPENDIX A: EVALUATION RUBRIC

The evaluation of candidate performance during the internship will be based on three requirements: (1) attendance and active engagement in seminar activities, (2) observations of the supervising professor and supervising principal, (3) completion of a portfolio which documents professional growth. Please see the rubric included in this Appendix for more details.

- **Seminar activities** include attendance at each seminar, including completing any assigned readings or activities prior to the seminar, and participation in discussions. Candidates are required to get their supervisor’s permission to miss a seminar prior to the absence. Candidates are responsible for the completion of make-up work if unable to attend a seminar.

- **Observations** include school visits, e-mail correspondence with supervising professor, and data from supervising principals. If the supervising professor is unable to download electronic correspondence, candidates must provide a hard copy.

- **Webfolio** includes the completion of a webfolio (including the summative activity) in accordance with the guidelines in the Internship Manual and documentation of a minimum of 600 hours of quality work in a school in an administrative capacity. The internship requires 1000 hours.
### Above Expected Performance—A

<table>
<thead>
<tr>
<th>Seminar Activities</th>
<th>Observation</th>
<th>Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate has attended all scheduled seminars (or provided documentation for absence and completed all expected make-up work), demonstrated a high level of learning and reflection, actively participated in the discussions following presentations of artifacts by peers and made insightful comments regarding their learning/reflections, and used the sharing of information and reflections to significantly increase own learning. The intern has completed all readings or other activites provided before attending each meeting.</td>
<td>The candidate has demonstrated engagement in administrative activity at the school site, interacted with the supervising professor electronically to provide journals and other information, provided journal entries that demonstrated significant learning was occurring, and been evaluated in a positive manner by the supervising principal (orally and in writing).</td>
<td>The candidate has created a portfolio that included the information listed in the MSA Internship Manual, included artifacts that clearly show significant learning related to each NCSE Standard, included summative activity that clearly demonstrates significant learning across the performance indicators for each standard, and had included a journal that documents between 600 and 1,000 hours of direct administrative experience. The intern submits all portfolio artifacts on or before the deadlines stated in the MSA Intern Manual. The portfolio uses professional language and includes proper spelling and punctuation.</td>
</tr>
</tbody>
</table>

### Expected Performance—B

<table>
<thead>
<tr>
<th>Seminar Activities</th>
<th>Observation</th>
<th>Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate has attended most of the scheduled seminars, demonstrated learning and reflection, participated in the discussions following presentations of artifacts by peers, and used the sharing of information and reflections to increase own learning. The intern has completed all readings or other activities provided before attending each meeting.</td>
<td>The candidate has been engaged in administrative activity at the school site, interacted with the supervising professor electronically to provide journals, provided journal entries that demonstrated learning was occurring, and been evaluated in a generally positive manner by the supervising principal (orally and in writing).</td>
<td>The candidate has created a portfolio that included the information listed in the MSA Internship Manual, included artifacts that show learning related to each NCSE Standard, included summative activity that demonstrated learning across the performance indicators, and has included a journal that documents between 500 hours of direct administrative experience. The intern submits most portfolio artifacts on or before the deadlines stated in the MSA Intern Manual. The portfolio uses professional language and includes proper spelling and punctuation.</td>
</tr>
</tbody>
</table>
# Below Expected Performance—C

<table>
<thead>
<tr>
<th>Seminar Activities</th>
<th>Observation</th>
<th>Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate attended some of the scheduled seminars (but did not make-up all of the missed sessions), demonstrated some learning and reflection, generally participated in the discussions following presentations of artifacts by peers, and generally used the sharing of information and reflections to increase own learning. The intern did not complete most of the reading or activities prior to seminar.</td>
<td>The candidate has been generally engaged in administrative activity at the school site, interacted, after reminders, with the supervising professor electronically to share journals entries, provided journal entries that demonstrated some learning was occurring, and has been evaluated in a generally positive manner by the supervising principal (orally and in writing).</td>
<td>The candidate has created a portfolio that included the information listed in the MSA Internship Manual, included artifacts that show learning generally related to each NCSE Standard, included Summative Activity that demonstrated limited learning across the performance indicators, and has included a journal that documents between 500 hours of direct administrative experience. The intern repeatedly submits portfolio artifacts after the deadlines provided in the MSA Intern Manual. The intern does not use professional language, proper spelling or grammar.</td>
</tr>
</tbody>
</table>

# Unacceptable Performance—F

<table>
<thead>
<tr>
<th>Seminar Activities</th>
<th>Observation</th>
<th>Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate attended scheduled seminars sporadically (did not make-up any of the missed sessions), demonstrated little learning and reflection, sporadically participated in the discussions following presentations of artifacts by peers, and did not use the sharing of information and reflections to increase own learning.</td>
<td>The candidate has been minimally engaged in administrative activity at the school site, did not interacted with the supervising professor electronically, did not provide journal entries that demonstrated learning was occurring, and was not evaluated in a positive manner by the supervising principal (orally and in writing).</td>
<td>The candidate has created a portfolio that did not include the information listed in the MSA Internship Manual, did not include artifacts showing learning related to NCSE Standard, included Summative Activity that demonstrated little learning across the performance indicators, and included a journal that documents less than 500 hours of direct administrative experience.</td>
</tr>
</tbody>
</table>
(This is an artifact cover sheet written by a former MSA intern, is exhibited here as an example of an artifact analysis and should not be viewed as a model. Every candidate’s analysis will be unique and individual.)

**Name** ____________________________________________

<table>
<thead>
<tr>
<th>Identification of Item Being Placed in Portfolio:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eisenhower Professional Development Grant Activity Proposal</td>
</tr>
<tr>
<td>2. Email announcing the approval of grant proposal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of Problem/Issue:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking the opportunity and monetary support for grade-level staff development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of Your Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning of the school year in a grade-level planning meeting, it was suggested that we all attend a grade-level retreat. We wanted to focus on one of the core learning areas: math, reading or writing. After further discussion we decided we wanted to attend the “AIMS by Design, Notable Numbers” workshop. Our next concern was how we would obtain funding for our staff development. My colleagues requested I share our desire with our principal. He advised me to try writing an Eisenhower grant proposal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflections on your involvement and your leadership practice. Include lessons learned and identify further learning needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>During this experience, I learned that funding is available for all types of projects. I also learning that obtaining funding is not so complex and that employees are willing to participate in projects if they are accessible. This was a professional growth experience for the grade level. It was extremely rewarding for me because I was able to provide this retreat for my colleagues. This was not your average staff development; it was a retreat on an NC waterfront. During the retreat each teacher was able to relax, attend training, receive a lot of supplemental materials and renew credit, and break away from our daily work environments.</td>
</tr>
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<table>
<thead>
<tr>
<th>Link to primary North Carolina School Executive <strong>Practice</strong>:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates processes that ensure the strategic allocation of resources to meet instructional goals and support teacher needs.</td>
</tr>
</tbody>
</table>

**Link to School Executive Competencies applied:**
*Technology, budgeting, and systems thinking.*
APPENDIX C: JOURNAL SAMPLE

Weekly Dates:
February 18-22, 2020

Times (hours)
Wednesday: 7 am to 6:30 pm (11.5 hours)
Thursday: 7 am to 5 pm (10 hours)

Cumulative hours
List your weekly total hours and your total cumulative hours in this internship

<table>
<thead>
<tr>
<th>weekly total</th>
<th>cumulative hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.5 hours</td>
<td>552.5 hours</td>
</tr>
</tbody>
</table>

Description of Situation
List and briefly describe your internship experiences by using action verbs illustrating your actions in these experiences.

Daily:

- Supervise bus loading and unloading
- Investigate and assign consequences for discipline referrals for sixth and seventh grade students

Wednesday:

- Observed 7th grade Enrichment/Remediation groups
- Attend the 7th grade math PLC to check on the PLCs progress (observed them creating a pretest for upcoming unit)
- Post conference with a 8th grade math teacher and discussed some things she needs to incorporate in her classroom (daily objectives)
- Attend the SIT meeting where I shared data and general observations from our recent fire drills and lock down drills and shared some basics about teacher interface with EVAAS
- Suspend a homeless student and notify parents/case manager to determine a date for a MDT meeting with an FBA/BIP and possible change in placement
- Call and calm down a parent who had called the superintendent and stated she was getting a lawyer because she felt her sixth grade son was being bullied
Thursday:

- Took notes and asked questions at a conference and subsequent investigation into a student that sexually assaulted another student on bus
- Help other AP file the paperwork to move for a long-term suspension with a recommendation for alternative school
- File paperwork with County Youth Services to refer a student with multiple suspensions for their structured day program
- Attend an IEP meeting as LEA Rep
- Investigate theft of a teachers cell phone

**Primary North Carolina School Executive Standard and Practice:**
Select a standard practice listed on the form

**School Executive Competencies applied:**
Select a competency listed on the form

**Weekly Reflection**
Weekly reflection: Focus on this week’s actions performed and/or observed. Reflect one positive experience and one opportunity for growth. The format for this week’s reflection should be two paragraphs.

For positive experiences: What performance went well? Why was it positive? What would you improve on in the future? Use a minimum of one NCSES Competency and one NCSES practice to provide a context for reflecting on this week’s experiences. (Place each practice, and competency you identify in a parenthesis)

For opportunity for growth: What performance did not go well and why? What would you improve on in the future? Use a minimum of one NCSES Competency and one NCSES practice to provide a context for reflecting on this week’s experiences. (Place each practice, and competency you identify in a parenthesis.)

Positive Experience: A sixth grade parent went directly to the superintendent about her sixth grade son being bullied. She did send a very threatening and derogatory email to the school principal as well. By the time this reached my desk as the 6th grade administrator, I needed to quickly investigate the parent’s claims and diffuse the situation since she was indicating she would be contacting a lawyer for her son’s ongoing bullying (she claimed her son was being called a "faggot" all day, every day for three weeks). After talking to the teachers and the student, I quickly discovered that a group of boys had called the young man "gay" minutes before the last bell the day before. I also found out this was the first instance of the group of boys targeting him and that the harshest word used was "gay". I also found that the son was well adjusted and had many friends based on observations at lunch and in the halls. When I called the mom, I had a clear picture of the accusations and of what actually occurred. The parent wanted the boys suspended immediately when the incident occurred and I was able to explain that the other boys' consequence was protected by confidentiality and that because we investigated thoroughly, I was able to assign consequences whether the boys admitted to the verbal abuse or not because I had questioned her son,
witnesses, and teachers. I gave the mom directions on how to access the student code of conduct and the bullying policy that the school board passed and that we use as a school to assign consequences and to define bullying. I also was able to get the mom to see that I was on her son's side and that we do take bullying seriously at our school. I was able to explain how we educate students about bullying through a grade-level assembly and then monthly follow-up lessons (6.4 Creates opportunities to advocate for the school in the community and with parents). As she got off the phone, she said she felt better about the situation and felt that I was handling the situation (communication). I did follow up with another phone call home after the situation had been completely resolved at the school and asked her to call back if she had additional questions about the situation. I also reported my conversations and actions to my principal who relayed them to the appropriate county level personnel. The parent did not call back or call the county office.

Room for growth: A custodian we have had some trouble with is assigned the mobile units and they haven't been vacuumed in over two weeks. I found this out on Tuesday this week but the custodian was at bus training Monday through Wednesday. I also knew that this would probably mean a letter of reprimand because he told one of the mobile unit teachers he didn't have time and brought her a vacuum to do it herself. Instead of handling it immediately by talking to the custodian at the beginning of the day on Thursday so that the rooms would get vacuumed, I waited until I had time to write the letter of reprimand on Friday and could talk to the principal. In writing the letter of reprimand, I realized that vacuuming is not on the duty sheet; it simply says "clean mobile 218 and 219". I feel like I should have exhibited more responsiveness in the situation and handled it quicker and more efficiently. Now it is going to take some more research to see where vacuuming is listed as a duty that must be performed twice a week. Otherwise, we cannot be specific enough in the letter. I will finish researching and talk to the custodian to resolve this issue (5.7 Collaboratively develops and enforces clear expectations, structures, rules, and procedures for staff).
APPENDIX D: DIVERSITY REFLECTION TEMPLATE

Monthly Diversity Reflection

Diversity topic of the month: ____________________________ Month: ____________
School: ____________________________ District: ____________________________
MSA student's name: ____________________________ Principal's name: ____________________________
University Professor/ Supervisor: ____________________________

1. Briefly summarize the diversity topic for the month and tell what you personally learned about the topic (1-2 paragraphs):

2. Briefly describe your interactions with various cultural groups related to the topic of the month by describing what you saw, what you heard, and what you learned this month at your school site about this topic (1-2 paragraphs): Include how it relates to one or more of the following:

   • Organization of the school—This includes the administrative structure and the way it relates to diversity, and the use of physical space in planning schools and arranging classrooms.
   • School policies and procedures—This refers to those policies and practices that impact on the delivery of services to students from diverse backgrounds.
   • Community involvement—This is concerned with the institutional approach to community involvement in which families and communities are expected to find ways to become involved in the school, rather than the school seeking connections with families and communities.

3. Briefly describe how, if you were the principal, you would address the issue to encourage cultural diversity in your school. (1-2 paragraphs). Explain in some detail strategies you would use. Elaborate on one or more of the strategies below:

   • Examine how stereotypes are developed, barriers created, and misunderstandings magnified.
   • Allow staff and students to examine their own bias and focus on how they perceive differences.
   • Build awareness of how cultural differences can profoundly impact others.
   • Motivate staff and students to change their behavior and attitude toward others.
APPENDIX E: INTERN EXPERIENCES

While it is understood that the scope and sequence of experiences included in the role of a school leader is expansive, the ability of an intern to develop skills in the running of a safe and orderly school (NELP 3.3, 6.1) and curriculum development (NELP 4.1) relative to pertinent test data is paramount. What follows is a list of experiences deemed central to a successful, effective internship experience. The list includes **fourteen (14) required experiences** and other suggested activities. Interns will use TaskStream to record their cover sheet, reflection and artifact for each experience. The site supervisor agrees that they will provide the intern opportunities to complete the fourteen (14) required experiences. It is desired that the site supervisor will add their experiences and knowledge to each in assisting the successful intern.

In addition each intern will be expected to shadow **two** principals in schools that are a different “building level” than their assigned school. These shadowing experiences should be for a minimum of one school day. The intern will be provided guidelines for this experience and reflection. (See Appendicies in this Manual)
**Required Experiences**

[1] Complete the NCEES tutorial prior to completing any observations described below. The self-paced course is “NC Teacher Evaluation: Understanding the Process.” Directions for enrolling and completing the course are found at: [https://rt3nc.org/pddir/docs/NDCPI%20Managing%20Courses_User%20View.pdf](https://rt3nc.org/pddir/docs/NDCPI%20Managing%20Courses_User%20View.pdf)

[2] Participate in the student discipline process with various levels of infractions. One infraction must occur on the bus and one must occur elsewhere on the school campus. In the reflection include the impact of the referral the student, parents, and relevant staff members.

[3] Attend PLC meetings for at least one semester outside the intern’s core area of expertise and current assignment. For example, a 3rd grade teacher could work with a Kindergarten PLC. A History teacher could work with a Math PLC.

[4] Participate in a teacher observation using the NCEES Instrument for a teacher in an elective area (Arts, Health/PE, CTE, World Languages, etc). This is a complete observation cycle including a pre-observation meeting, an observation of at least 30 minutes and a post-observation conference.

[5] Participate in a teacher observation using the NCEES Instrument for a teacher in a core instructional area different than the intern’s current assignment. For example, an English teacher could observe a Science teacher or a 1st grade teacher could observe a 5th grade teacher. This is a complete observation cycle including a pre-observation meeting, an observation of at least 30 minutes and a post-observation conference.

[6] Be a member of the School Improvement Team, or attend all meetings, throughout the school year. Reflect on the year’s activities and learnings.

[7] Participate in a budget/fiscal management planning meeting with the school principal and bookkeeper. Be sure to include the following: requesting, receiving, and expending of federal, state, local, and other funds.

[8] Attend an special circumstances IEP Exceptional Children's Program meeting. This may include a Manifestation Determination or an admission meeting to EC Services.

[9] Follow a student through the MTSS Process for a minimum of one semester. This includes attending all relevant meetings and collecting documentation and artifacts of the student’s progress in the process.

[10] Work with the administration on the creation/modification of a school master academic schedule.

[11] Interview with a custodial staff member and bus driver to help understand their job and the challenges they face.

[12] Work with stakeholders in the organization of a school wide or other family/community event.

[13] Attend at least one school board meeting in person.

[14] Analyze and dissect school data and share the results with a relevant stakeholder (i.e., principal, PTA, PLC, SIT).
Other Suggested Activities

- Participate in the hiring, inducting, and mentoring of new teachers and staff.
- Facilitate a results-oriented professional development activity that is connected to school improvement goals and is differentiated based on staff needs.
- Participate in a facility needs assessment and periodic facility evaluations to improve emergency/response maintenance, routine maintenance, preventive maintenance and predictive maintenance. Interview the district’s maintenance director to discuss these issues.
- Assist with the registration of a new student.
- Interview the individual who works with the management of student records. Understand the process and confidentiality of records.
- Participate in the development of the teacher duty schedule.
- Be actively involved with a fire drill and inclement weather drill.
- Review the school’s student handbook, and participate in the revision process.
- Review the school’s teacher handbook, and participate in the revision process.
- Attend at least 2 different types of extra-curricular activities in your school.
- Attend at least 2 different types of co-curricular activities in your school.
APPENDIX F: SHADOWING

**What is Shadowing**
- A powerful professional learning tool where one person, staying close and unobtrusive (like a shadow), observes another (a host) over a period of time.
- A strategy for observing the components of another person’s job and the strategies they employ in each circumstance.
- A process that results in the creating of an objective record of what is occurring. This is a non-evaluative description (behavioral account) of the observed person’s activities throughout that period of time.
- An opportunity for the observer to reflect and then when appropriate to ask questions that explore what has been observed.

**Guidelines**
1. Create an agreement of understanding with the administrator of the school to be visited
2. Arrange with present school administrator to undertake shadowing experience
3. Establish clear outcomes
4. Communicate plan to all affected staff and others
5. Initiate plan … undertake the shadowing
6. Evaluate outcomes

**Tips**
- Look for the connections in all aspects of the work.
- Look at the core capabilities in action … how does this person work?
- Watch process as well as the task
- Note the informal roles and interactions
- Try to mirror the way the person is acting when appropriate.
- The most valuable parts of the learning experience are ones where you are in unfamiliar territory. Look for situations that surprise you or challenge your thinking.
- You will learn most by observing, listening, recording and then reflecting with your host after the shadowing experience or shortly thereafter.
- Confidentiality and security issues may mean that the individual is either prohibited or restricted access to some situations or information.
**What the Host Should Do**
- Prepare staff, students and all others who will be involved
- Do not allow the presence of the shadow to disrupt normal routines
- Keep shadowing and socializing separate
- Save explanations and discussion until appropriate time(s)
- Prepare for an alternate option if a confidential interview unexpectedly occurs
- Process the experience together and provide advice for further learning in areas raised in the discussion

**Reflection**
- What did you learn about the role of the principal in the setting you visited?
- What did you observe that was similar to or different from your school?
- How would you summarize the motives behind the principal’s decision making?
- What questions do you still have about your observations?
- How did this experience influence your leadership skills and abilities?
Sample Shadowing Reflection

Brief Schedule
Before School- monitoring students parking lot
First Hour- morning announcements, conferenced with a student, talked with assistant principal, talked with school social worker and guidance counselor about an upcoming SSST meeting, talked with assistant principal about STAR students
Second Hour- checked emails and voicemails, supervised halls during class change, chatted with students, talked with the school’s resource officer,
Third Hour- class walkthroughs, popped in and checked on a teacher that had been out sick, attended IEP meeting
Fourth Hour- monitored lunch
Fifth Hour- conferenced with teacher about homework, called parent to follow up on his conversation with teacher about the amount of homework,
Sixth Hour- checked and responded to emails and voicemails, walked the halls, observed in an English class
Seventh Hour- monitored dismissal, meeting with GEARUP coordinator afterschool

Detailed Schedule

On October 20, 2016, I shadowed, observed, and interviewed the principal, Mr. M, at ABC High School. Mr. M lives out of the county in which he works so he commutes about an hour to school in the mornings. On this day, his day began at approximately 7:15a.m. He started his day by monitoring students in the student parking lot. Mr. M was waiting for a student to arrive that had been reported doing donuts in the student parking lot; however this student never came to school. At 8:00a.m., he went to his office to share the school’s morning announcements over the loud speaker. When he arrived to his office, a student was waiting for him in the front office. After the announcements, he talked with her in his office. The young lady had been written up for not completing assignments and was being sent to CHOICE. CHOICE is a program the school has implemented to help students that are struggling in a class. They have to report to CHOICE during their free lunch period. She was trying to plea her argument of why she had not completed assignments and felt the teacher did not like her so she should not have to go to CHOICE. Mr. M talked with her about the assignment policy for her teacher’s class and they talked about why she had not been completing her work. He listened to her side of the story but in the end explained that CHOICE was only for 30minutes and she had to only go for a week. She saw by the end of their conversation that by attending CHOICE it would help her get assignments completed and pull her grade up in math class. After walking the young
lady to class so she would not be counted tardy, he had to meet with the school’s social worker and guidance counselor. They were having a SSST meeting that morning and she had a few questions about a few students that they had been monitoring with attendance issues. At the end of this meeting, the assistant principal popped in and talked briefly with Mr. M about STAR students and needing certificates and gift bags for them. They also looked at what materials they had left and talked about what they needed to purchase to continue making more bags.

Once the office had settled down for the morning, Mr. M checked voicemails and emails. At approximately 9:25a.m., his alarm went off on his phone. He explained that he had his phone set for each period change of the day so that he could be visible to students as they were changing classes. He expressed that being visible throughout the day keeps many disciplinary issues at bay. During this time, Mr. M spoke to students, reminded them to take their caps off in the building, and congratulated members of the girls’ volleyball team for winning their conference championship. After the period change, he spoke with the school’s resource officer about checking the outside camera by the gym to see what was causing it be so blurry. He also told him that the young man that had been reported doing donuts in the student parking did not come to school so for him to be on the lookout for him the next day. Mr. M explained that this was not the first time this student had been in trouble for not following the student parking lot rules. Since this was his second offense, the student will not be able to drive to school for two weeks. The next time he was reported for breaking the parking lot rules, he would not be able to drive to school the remainder of the year.

Mr. M started his daily classroom walk throughs at 10:00a.m. During this time, he observed teachers but also conferenced with students about what they were learning. The principal used an iPad program called Classroom Walkthroughs to make notes about the observation. At the end of the visit, he was able to email the report to the teacher with feedback. He even joked and kidded around with the students. Mr. M also stopped in to check on a teacher that had been out the day before sick. He just wanted to make sure he was feeling better. It was very evident that he had built a positive relationship with his staff and students and that they respected him. During this time, the school secretary radioed Mr. M to report to the EC department. The chair of the EC department was working on modifying a student’s IEP that had been placed on homebound. She needed clarification from Mr. M about the amount of time the homebound teacher would be going to the home to work with him. She also was trying to make sure that they had everything in GradPoint set up for him to graduate at the end of the school year. Mr. M explained that the mother of this child had been very difficult to work with since this child was in elementary school and that they felt she was doing the work and taking his online test for him at home through GradPoint. They also discussed the IEP of a new student from out of state. The student had recently attended a football game after school which was a concern to staff members knowing his background. The student’s IEP states that he has to have
a one on one mentor during the day. It does not state anything about him not being able to attend after school events without his mentor or parent. They were going to call the district office to see what options they had for this student being on campus after school hours without a mentor or parent.

At approximately 11:05 a.m., the entire school went to lunch. The students have one hour for lunch. During this hour, students can eat lunch; go to different areas in the school such as the library, computer lab, gym, clubs, academic tutoring, or athletic tutoring. No area can have more than 30 students at one time. All staff members monitor different areas during lunch. Mr. M walked through the gym and checked on students in academic tutoring. He explained that when a student athlete participating on a team and his grade point average falls below a certain point they have to attend academic tutoring for 30 minutes during their lunch period. Mr. M said that they had seen great success with this program. After checking on these students he spent the remainder of the lunch period in the cafeteria. He stated staff visibility in different locations throughout the building helped with discipline issues. During lunch, Mr. M visited with students.

After lunch, he returned to his office around 12:15 to address an issue that had been brought to his attention from a parent during a conference earlier in the week. A parent had been in to talk with Mr. M about his daughter’s AP English teacher giving 3 and 4 hours of homework a night. Mr. M had scheduled a conference with the AP English teacher to discuss this issue. He explained that this was the teacher’s first year teaching. He talked with the teacher and had him explain what he gives students for homework on a nightly basis. After listening to the teacher, he went over the county’s homework policy with the teacher. He also explained that the amount of homework he was given was way too much for his students and he needed to pump the breaks just a little. He pointed out to the teacher that this was not the only AP class these students had homework in each night. They discussed what he could do differently. The principal also suggested he collaborate with another AP English teacher in the department to see what they give for homework. After the conference, the principal explained that the teacher was an outstanding first year teacher but just had not thought about the amount of homework he was giving. He also explained he was not a principal that liked to micromanage but after talking with parent and listening to the amount of homework that was being given it needed to be addressed. Immediately after the conference with the teacher, Mr. M called the parent to let him know he had addressed the homework issue with the teacher and thanked him for bringing it to his attention. He also told the parent if he did not see a change in the amount of homework to let him know.

The last hour of the day was spent checking and responding to emails, walking the hallways and observing in an English class of a teacher on an action plan. He explained that they had been working together to improve classroom management, student engagement, and delivery of instruction. While observing in the classroom, it
was very evident and easy to identify the areas of needs and things she needed to work on. After his observation, he returned to the office to give the announcements for the end of the day. He then walked to the back of the building so he could monitor students leaving the building and heading to the student parking lot. He then went out to the student parking lot and directed traffic as the students left the parking lot. Mr. M then returned to his office to meet with the GearUP coordinator to go over the plans for the upcoming parent meeting. Mr. M made a list of things she needed to set up in the school’s cafeteria for the meeting. After the meeting, Mr. M checked emails, voicemails, and conferenced with the assistant principal about discipline issues on the bus she had addressed that day. They explained for the most part discipline issues were kept to a minimal and nothing ever major. They reported that in the last two years there had only been one fight. They credited this to the fact that the school resource officer was always visible around campus and that he spent time talking and conferencing with students. Mr. M was able to end his day at 4:30p.m. which he said was very unusual due to after school sporting events and meetings. A meeting he was scheduled to attend had been canceled.

**Reflection**
During my visit at ABC High School, it was very evident that there is an atmosphere of respect among staff and students. It was apparent that ABC High School is successful due to Mr. M leadership. By observing his interactions with students, staff, and parents it is clear that he has invested a lot of time and energy into building a close and positive relationship with all stakeholders. He has set high expectations for his students. His goal is for every student to know that they can do great things. He does not want his students settling for average and has instilled in his teachers to set high expectations for all students. During classroom observations, it was clear that learning and teaching takes priority. I carried away from this experience, the importance of building positive relationships. Due to the relationships and expectations he has set makes his job a lot easier because teachers want to work hard, students want to learn, and the community wants to support his vision.
DURING THIS SHADOWING EXPERIENCE, I WAS ABLE TO COMPARE AND CONTRAST AN ELEMENTARY SCHOOL AND A HIGH SCHOOL. THE SCHOOL I WORK AT SERVES 675 STUDENTS AND THIS HIGH SCHOOL SERVES 345 STUDENTS. ALTHOUGH THERE IS A BIG DIFFERENCE IN THE AGE OF THE STUDENTS AND THE SIZE OF THE SCHOOL, I WAS SURPRISED HOW THE TWO WERE A LOT ALIKE. THE FIRST LESSON I LEARNED WAS NO MATTER WHAT THE BUILDING LEVEL, BUILDING RELATIONSHIPS WITH ALL STAKESHOLDERS IS VERY IMPORTANT TO THE SUCCESS OF THE SCHOOL. STUDENTS NO MATTER THEIR AGE WILL WORK HARD AND DO THEIR BEST WHEN THEY KNOW SOMEONE BELIEVES IN THEM. SECONDLY, THE DAY TO DAY DAILY ROUTINES ARE THE SAME OF ANY PRINCIPAL REGARDLESS OF BUILDING LEVEL. SINCE MY ONLY EXPERIENCE HAS BEEN IN AN ELEMENTARY SCHOOL, I HAVE ALWAYS BEEN CONCERNED ABOUT WORKING IN A HIGH SCHOOL. THIS EXPERIENCE PUT MY MIND TO REST. I DISCOVERED FROM OBSERVING AND TALKING WITH THE PRINCIPAL THAT I DO NOT HAVE
to be an expert in each curriculum area that as an educator I can identify good teaching. He shared when I have questions about a curriculum area or how to help teachers I can then examine the curriculum. Just like on an elementary level, in a high school you look for student engagement, classroom management, essential questions, high order thing, anchor charts, etc.

This was a very valuable experience. As a future principal leader it is my goal to be a transition leader at any level that has the vision, drive, and a commitment to achieve that vision and the skills to make it happen. I recognize the power of any group or organization starts and end with all stakeholders and real change must come from the inside out. In fact, talented, devoted people who are dedicated to a common goal are unstoppable. I believe teamwork is about sharing responsibilities and accomplishing what individually is beyond reach. It is much like a choir, if everyone sings the same note you cannot have harmony or beautiful music. Within a team, each person has a unique note to sing. This combination with many voices, just like a band with many instruments, can make beautiful music. In a leadership role regardless of the building level, I saw how I can still acknowledge each person’s uniqueness in order to ensure a harmonious working environment that supports the vision, student growth and success.
Dear MSA Supervising Principal and Superintendent,

The purpose of this letter is to notify you that (candidate name) is ready to start their administrative internship for the Masters of School Administration (MSA) degree at East Carolina University (ECU) and to gage your level of support in providing a supportive environment for this candidate’s internship. The internship experiences require candidates to work with the principal and other stakeholders to practice and apply their leadership skills within a service leadership framework.

The support provided by the principal and superintendent is essential for MSA candidates as they immerse themselves into their internship. Attached is a document entitled “MSA Letter of Agreement and Support”. This letter of support helps to establish guidelines of agreement for the MSA candidate, the principal, and the superintendent. This letter of agreement serves as mutual understanding that a district and school setting will be, as much as possible, a supportive environment for the MSA candidate.

MSA candidates bring a variety of experiences and capabilities with them and we recognize that integrating them into the school’s mission and getting them “plugged into” the overall school operations can be a challenge. Throughout their program of study we will also ask you to complete a formative (summer 2021) and summative (spring 2022) assessment on this candidate. More information about this will be forthcoming.

Our MSA candidates understand that they have much to learn, and they must work hard at aligning themselves and their activities with their school’s mission and vision. We hope to provide a strong support team for each candidate and acknowledge that clear communication among everyone will be essential to their ultimate success!

Our faculty members are committed to maintaining purposeful relationships with educators in the region by responding to specific areas of need. We appreciate the strong partnership with your school system, and welcome your feedback and further input regarding areas where we can be of service.

Sincerely,

Marjorie C. Ringler, EdD
Chair, Dept. of Educational Leadership

Karen D. Jones, PhD
MSA Program Coordinator
Master of School Administration – School Leadership Internship
Letter of Agreement and Support with Principal and Superintendent
MSA Candidate

I appreciate the opportunity to complete my internship at ______________________
School (school code ______) in __________________ County (county code ______),
and look forward to working with my support team (principal site supervisor and
university supervisor) and aligning my efforts with the school’s mission and vision.

Intern’s Name:___________________________________________
Intern’s Signature:_______________________________________
Date:_________ Banner ID:_________ email:____________________________

Supervising Principal

I have read the site supervisor manual, including the required, and other suggested
experiences and activities and will work to provide guidance and assistance to the
school administrator intern as much as possible.

Principal’s Name:_________________________________________
Principal’s Signature:_____________________________________
Date:_________ email:____________________________

Superintendent’s Approval

I will work to provide a supportive environment for the MSA candidate’s leadership
training, as much as possible.

Name:____________________________________________________
Superintendent's Signature:_______________________________
Date:_________ email:____________________________

Please contact Karen Jones at joneskare15@ecu.edu with any questions or concerns.
APPENDIX H: DPI FORMATIVE EVALUATION

Formative Assessment

Candidate Name: ______________________  Principal Name: ______________________

Internship Supervisor: ______________________  Internship supervisor email: ______________________

Please complete by the start of the internship and upload signed copy to Taskstream. If there is a site change for the internship, the assessment must be submitted by both the “old” site supervisor and the “new” site supervisor.

In addition to all other state and institutional requirements, to be recommended for licensure, the candidate must MEET each of the competencies identified in this document.

This form is to be completed and formally shared with the intern by the site-based principal/mentor who has assumed the responsibility for supervising the administrative intern. We sincerely appreciate the assistance you have provided in serving as a mentor and the contribution you have made to the success and effectiveness of the internship program.

In the student’s initial semesters, the student will receive a formative assessment of progress with accompanying feedback in order to help to improve the student's performance toward meeting each competency for licensure. This formative document serves as a bridge between the electronic portfolio categorized as Emerging/Developing, Proficient and the “Certificate of Competency” categorized as Met/Not Met.

At the conclusion of the internship, the student will receive a summative assessment regarding whether or not the student has “met” or “not met” each competency. In addition to fulfilling all other state and institutional requirements including a proficient six cluster electronic portfolio, to be recommended for licensure, the candidate must meet each and every one of the competencies identified in this document.

Please place a check beside the descriptor that best describes the MSA intern’s performance during the internship and write comments where appropriate.

Principal Licensure Candidate Professional Expectations

<p>| Prompt (arriving at work and attending meetings and other work-related activities). | ____ Met | ____ Not Met |
| Professional appearance. | ____ Met | ____ Not Met |
| Responsible/Dependable (e.g., following through on professional commitments made, taking the initiative to get things done, when appropriate) | ____ Met | ____ Not Met |</p>
<table>
<thead>
<tr>
<th>Competency</th>
<th>Descriptor</th>
<th>Ratings/Comments</th>
</tr>
</thead>
</table>
| environmental awareness | o Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions  
o Develops appropriate working relationships with site-based constituencies.  
o Designs strategies for achieving a collaborative and positive work environment within the school.  
o Seeks input from the School Improvement Team and other stakeholders to make decisions.  
o Utilizes data gained from the Teacher Working Conditions Survey and other sources to identify perceptions of the work environment. | Assessment of Progress:  
_____ Emerging/Developing  
_____ Proficient  
_____ Not Observed  

End of Semester Status:  
_____ Met  
_____ Not Met  

Comments: |
| vision | | |
| global perspective | o Understands the competitive nature of the new global economy  
o Is clear about the knowledge and skills students will need to be successful in this economy.  
o Understands the importance of cooperation and cross-cultural understanding  
o Is clear about the knowledge and skills students will need to be global citizens  
o Is open to, seeks, and responds to ideas and suggestions for improvement  
o Works with others to build systems and relationships that utilize the staff’s diversity, ideological differences, and expertise to realize the school’s goals. | Assessment of Progress:  
_____ Emerging/Developing  
_____ Proficient  
_____ Not Observed  

End of Semester Status:  
_____ Met  
_____ Not Met  

Comments: |
<table>
<thead>
<tr>
<th>Competency</th>
<th>Descriptor</th>
<th>Assessment of Progress:</th>
<th>End of Semester Status:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems Thinking</td>
<td>o Understands the interrelationships and impacts of school and district influences, systems and external stakeholders &lt;br&gt;o Applies that understanding to advancing the achievement of the school or team &lt;br&gt;o Develops appropriate and direct working relationships with their mentor. &lt;br&gt;o 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. &lt;br&gt;o 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>_____ Emerging/Developing _____ Proficient _____ Not Observed</td>
<td>_____ Met _____ Not Met</td>
<td>_____ Met _____ Not Met</td>
</tr>
<tr>
<td>Visionary</td>
<td>o Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students &lt;br&gt;o Uses shared values, beliefs and a shared vision to promote a school culture of learning and success. &lt;br&gt;o Works with others to develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff. &lt;br&gt;o Maintains a focus on the vision and strategic goals throughout the school year.</td>
<td>_____ Emerging/Developing _____ Proficient _____ Not Observed</td>
<td>_____ Met _____ Not Met</td>
<td>_____ Met _____ Not Met</td>
</tr>
<tr>
<td>RELATIONSHIPS</td>
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<tr>
<td>Competency</td>
<td>Descriptor</td>
<td>Ratings/Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>o Effectively listens to others &lt;br&gt;o Clearly and effectively presents and understands information orally and in writing &lt;br&gt;o Acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives &lt;br&gt;o Communicates effectively verbally, in writing, in professional</td>
<td>Assessment of Progress:</td>
<td>_____ Met _____ Not Met</td>
<td>Comments:</td>
</tr>
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<td></td>
<td></td>
<td>_____ Emerging/Developing</td>
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</table>
presentations, and invites dialogue around educational trends and issues.
- Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.
- Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community.
- 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.
- Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.
- Works with others to effectively implement district rules and procedures.

| Conflict Management | Assessment of Progress:  
|  | ____ Emerging/ Developing  
|  | ____ Proficient  
|  | ____ Not Observed  
|  | End of Semester Status:  
|  | ____ Met ____ Not Met  
|  | Comments: |

- Anticipates or seeks to resolve confrontation, disagreements, or complaints in a constructive manner.
- Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement.

| Cultural Awareness | Assessment of Progress:  
|  | ____ Emerging/ Developing  
|  | ____ Proficient  
|  | ____ Not Observed  
|  | End of Semester Status:  
|  | ____ Met ____ Not Met  
|  | Comments: |

- Understands and embraces differences within and between cultures.
- Relates to people of varying ethnic, cultural, and religious backgrounds.
- Visibly supports the positive, culturally-responsive traditions of the school community.
- Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan.

| Customer Focus | Assessment of Progress:  
|  | ____ Emerging/ Developing  
|  | ____ Proficient  
|  | ____ Not Observed  
|  | End of Semester Status: |

- Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.

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39
<table>
<thead>
<tr>
<th>EMPOWERMENT</th>
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<tbody>
<tr>
<td><strong>Competency</strong></td>
<td><strong>Descriptor</strong></td>
<td><strong>Ratings/Comments</strong></td>
</tr>
</tbody>
</table>
| **Dialogue/Inquiry** | - Supports, mentors, and coaches staff members and emerging teacher leaders.  
- 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. | ____ Met  ____ Not Met  
Comments: |
| **EMPOWERMENT** | **Descriptor** | **Ratings/Comments** |
| **Dialogue/Inquiry** | - Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance  
- 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.  
- Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles.  
- Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school. | Assessment of Progress:  
_____ Emerging/Developing  
_____ Proficient  
_____ Not Observed  
End of Semester Status:  
_____ Met  _____ Not Met  
Comments: |
| **Sensitivity** | - Effectively perceives the needs and concerns of others;  
- Deals tactfully with others in emotionally stressful situation or in conflict  
- Knows what information to communicate and to whom | Assessment of Progress:  
_____ Emerging/Developing  
_____ Proficient  
_____ Not Observed  
End of Semester Status:  
_____ Met  _____ Not Met  
Comments: |
<table>
<thead>
<tr>
<th>Emotional Intelligence</th>
<th>Designs strategies for achieving a collaborative and positive work environment within the school</th>
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<tbody>
<tr>
<td></td>
<td>Is able to manage oneself through self awareness and self management</td>
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<tr>
<td></td>
<td>Is able to manage relationships through empathy, social awareness and relationship management</td>
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<td></td>
<td>Seeks input from the School Improvement Team and other stakeholders to make decisions.</td>
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<td></td>
<td>Utilizes data gained from the Teacher Working Conditions Survey and other sources to identify perceptions of the work environment.</td>
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<tr>
<td></td>
<td>Identifies strategies for building a sense of efficacy and empowerment among staff.</td>
</tr>
<tr>
<td></td>
<td>Identifies strategies for developing a sense of well-being among staff, students, and parents/guardians</td>
</tr>
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</table>

**ETHICS**

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<tr>
<th>Competency</th>
<th>Descriptor</th>
<th>Ratings/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judgment</td>
<td>Effectively reaches logical conclusions and making high quality decisions based on available information</td>
<td>Assessment of Progress:  _____ Emerging/Developing  _____ Proficient  _____ Not Observed</td>
</tr>
<tr>
<td></td>
<td>Gives priority and caution to significant issues</td>
<td>End of Semester Status:  _____ Met  _____ Not Met</td>
</tr>
<tr>
<td></td>
<td>Analyzes and interprets complex information</td>
<td>Comments:</td>
</tr>
<tr>
<td></td>
<td>Works with others to incorporate the input of the School Improvement Team in budget and resource decisions.</td>
<td></td>
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<tr>
<td></td>
<td>Works with others to use feedback and data to assess the success of funding and program decisions</td>
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</tr>
<tr>
<td>Personal Ethics and Values</td>
<td>Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.</td>
<td>Assessment of Progress:  _____ Emerging/Developing  _____ Proficient  _____ Not Observed</td>
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<td></td>
<td></td>
<td>End of Semester Status:  _____ Met  _____ Not Met</td>
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<td></td>
<td>Comments:</td>
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</tbody>
</table>
### Personal Responsibility for Performance

- Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths
- Prompt (arriving at work and attending meetings and other work-related activities).
- Appropriate appearance
- Responsible/Dependable (e.g., following through on professional commitments made, taking the initiative to get things done, when appropriate)

### CHANGE

<table>
<thead>
<tr>
<th>Competency</th>
<th>Descriptor</th>
<th>Ratings/Comments</th>
</tr>
</thead>
</table>
| Change Management| - Anticipates or seeks to resolve confrontation, disagreements, or complaints in a constructive manner  
|                  | - 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.  
|                  | - 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.  
|                  | - Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan.  
|                  | - Works with others to systematically collect, analyze, and use data regarding the school’s progress toward attaining strategic goals and objectives |

### Creative Thinking

- Engages in and fosters an environment for others to engage in innovative thinking
- Works with others to provide structures for and implement the

### Assessment of Progress:
- _____ Emerging/Developing
- _____ Proficient
- _____ Not Observed

### End of Semester Status:
- ____ Met  ____ Not Met

### Comments:
<table>
<thead>
<tr>
<th>Competency</th>
<th>Descriptor</th>
<th>Ratings/Comments</th>
</tr>
</thead>
</table>
| Delegation       | Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school | Assessment of Progress:  
……………………………….Emerging/Developing  
……………………………….Proficient  
……………………………….Not Observed  
End of Semester Status:  
……………………………….Met  
……………………………….Not Met  
Comments:  |
| Organizational Ability | Effectively plans and schedules one's own and the work of others so that resources are used appropriately  
……………………………….Adheres to legal requirements for planning and instructional time.  
……………………………….Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs | Assessment of Progress:  
……………………………….Emerging/Developing  
……………………………….Proficient  
……………………………….Not Observed  
End of Semester Status:  
……………………………….Met  
……………………………….Not Met  
Comments:  |
### Responsiveness
- Does not leave issues, inquiries or requirements for information go unattended
- Creates a clearly delineated structure for responding to requests/situations in an expedient manner

**Assessment of Progress:**
- [ ] Emerging/Developing
- [ ] Proficient
- [ ] Not Observed

**End of Semester Status:**
- [ ] Met
- [ ] Not Met

**Comments:**

### Time Management
- Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results
- Runs effective meetings

**Assessment of Progress:**
- [ ] Emerging/Developing
- [ ] Proficient
- [ ] Not Observed

**End of Semester Status:**
- [ ] Met
- [ ] Not Met

**Comments:**

### TECHNOLOGY Competency

<table>
<thead>
<tr>
<th>Competency</th>
<th>Descriptor</th>
<th>Ratings/Comments</th>
</tr>
</thead>
</table>
| Technology            | Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction | [ ] Emerging/Developing
[ ] Proficient
[ ] Not Observed
Comments: |

**Note:** The candidate's signature does not imply agreement with the ratings.

<table>
<thead>
<tr>
<th>Individual (Printed)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site Supervisor (Principal) Official</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECU Official (MSA Coordinator)</td>
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<td></td>
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</tbody>
</table>

**Candidate Comments (optional):**

**Site Supervisor Comments (optional):**

**MSA Coordinator Comments (optional):**
In addition to all other state and institutional requirements, to be recommended for licensure, the candidate must MEET each of the competencies identified in this document.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Descriptor</th>
<th>Ratings/Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>VISION</strong></td>
<td></td>
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</tr>
<tr>
<td>Environmental Awareness</td>
<td>o Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions</td>
<td>____ Met     ____ Not Met</td>
</tr>
<tr>
<td>Global Perspective</td>
<td>o Understands the competitive nature of the new global economy</td>
<td>____ Met     ____ Not Met</td>
</tr>
<tr>
<td></td>
<td>o Is clear about the knowledge and skills students will need to be successful in this economy.</td>
<td></td>
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<tr>
<td></td>
<td>o Understands the importance of cooperation and cross-cultural understanding</td>
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<tr>
<td></td>
<td>o Is clear about the knowledge and skills students will need to be global citizens</td>
<td></td>
</tr>
<tr>
<td>Systems Thinking</td>
<td>o Understands the interrelationships and impacts of school and district influences, systems and external stakeholders</td>
<td>____ Met     ____ Not Met</td>
</tr>
<tr>
<td></td>
<td>o Applies that understanding to advancing the achievement of the school or team</td>
<td></td>
</tr>
<tr>
<td>Visionary</td>
<td>o Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students</td>
<td>____ Met     ____ Not Met</td>
</tr>
<tr>
<td><strong>RELATIONSHIPS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>o Effectively listens to others</td>
<td>____ Met     ____ Not Met</td>
</tr>
<tr>
<td></td>
<td>o Clearly and effectively presents and understands information orally and in writing</td>
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<tr>
<td></td>
<td>o Acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives</td>
<td></td>
</tr>
</tbody>
</table>
**Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation**

**Conflict Management**
- Anticipates or seeks to resolve confrontation, disagreements, or complaints in a constructive manner
  - Met\[\] Not Met

**Cultural Awareness**
- Understands and embraces differences within and between cultures
- Relates to people of varying ethnic, cultural, and religious backgrounds
- Visibly supports the positive, culturally-responsive traditions of the school community
  - Met\[\] Not Met

**Customer Focus**
- Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly
  - Met\[\] Not Met

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### EMPOWERMENT

<table>
<thead>
<tr>
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<th>Descriptor</th>
<th>Ratings/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue/Inquiry</td>
<td>Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance</td>
<td>Met[] Not Met</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>Effectively perceives the needs and concerns of others;</td>
<td>Met[] Not Met</td>
</tr>
<tr>
<td></td>
<td>Deals tactfully with others in emotionally stressful situation or in conflict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knows what information to communicate and to whom</td>
<td></td>
</tr>
<tr>
<td>Emotional</td>
<td>Is able to manage oneself through self awareness and self management</td>
<td>Met[] Not Met</td>
</tr>
<tr>
<td>Intelligence</td>
<td>Is able to manage relationships through empathy, social awareness and relationship management</td>
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</tr>
</tbody>
</table>

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### ETHICS

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<tr>
<th>Competency</th>
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<th>Ratings/Comments</th>
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<tr>
<td>Judgment</td>
<td>Effectively reaches logical conclusions and making high quality decisions based on available information</td>
<td>Met[] Not Met</td>
</tr>
<tr>
<td></td>
<td>Gives priority and caution to significant issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyzes and interprets complex information</td>
<td></td>
</tr>
<tr>
<td>Competency</td>
<td>Descriptor</td>
<td>Ratings/Comments</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Personal Ethics and Values</strong></td>
<td>〇 Consistently exhibits high standards in the areas of honesty, integrity,</td>
<td>____ Met ____ Not Met</td>
</tr>
<tr>
<td></td>
<td>〇 fairness, stewardship, trust, respect, and confidentiality.</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Responsibility for Performance</strong></td>
<td>〇 Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths</td>
<td>____ Met ____ Not Met</td>
</tr>
<tr>
<td><strong>CHANGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency</td>
<td>Descriptor</td>
<td></td>
</tr>
<tr>
<td>Change Management</td>
<td>〇 Anticipates or seeks to resolve confrontation, disagreements, or complaints in a constructive manner</td>
<td>____ Met ____ Not Met</td>
</tr>
<tr>
<td>Creative Thinking</td>
<td>〇 Engages in and fosters an environment for others to engage in innovative thinking</td>
<td>____ Met ____ Not Met</td>
</tr>
<tr>
<td>Results Orientation</td>
<td>〇 Effectively assumes responsibility.</td>
<td>____ Met ____ Not Met</td>
</tr>
<tr>
<td></td>
<td>〇 Recognizes when a decision is required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>〇 Takes prompt action as issues emerge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>〇 Resolves short-term issues while balancing them against long-term goals</td>
<td></td>
</tr>
<tr>
<td><strong>MANAGEMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency</td>
<td>Descriptor</td>
<td></td>
</tr>
<tr>
<td>Delegation</td>
<td>〇 Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school</td>
<td>____ Met ____ Not Met</td>
</tr>
<tr>
<td>Organizational Ability</td>
<td>〇 Effectively plans and schedules one’s own and the work of others so that resources are used appropriately</td>
<td>____ Met ____ Not Met</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>〇 Does not leave issues, inquiries or requirements for information go unattended</td>
<td>____ Met ____ Not Met</td>
</tr>
<tr>
<td></td>
<td>〇 Creates a clearly delineated structure for responding to requests/situations in an expedient manner</td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>〇 Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results</td>
<td>____ Met ____ Not Met</td>
</tr>
<tr>
<td></td>
<td>〇 Runs effective meetings</td>
<td></td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency</td>
<td>Descriptor</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>〇 Effectively utilizes the latest technologies to continuously improve the management</td>
<td>____ Met ____ Not Met</td>
</tr>
</tbody>
</table>

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of the school and enhance student instruction

Note: The candidate’s signature does not imply agreement with the ratings.

<table>
<thead>
<tr>
<th>Individual (Printed Name)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site Supervisor (Principal) Official</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECU Official (MSA Coordinator)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate Comments (optional):

Site Supervisor Comments (optional):

MSA Coordinator Comments (optional):
### APPENDIX J: 2021-2022 SIGNIFICANT DATES FOR MSA INTERNS

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 10</td>
<td>MSA Internship Orientation, 5:30 p.m.</td>
</tr>
<tr>
<td>May 14</td>
<td>Self-enroll in MSA Internship 2021-2022 on TaskStream</td>
</tr>
<tr>
<td></td>
<td>Upload signed letter of Agreement on TaskStream</td>
</tr>
<tr>
<td>May 25</td>
<td>Complete NCSES Pre-Assessment on TaskStream</td>
</tr>
<tr>
<td></td>
<td>First journal due to University Supervisor (May 17 – May 21)</td>
</tr>
<tr>
<td>June – July</td>
<td>University Supervisor visit with Intern &amp; Supervising Principal</td>
</tr>
<tr>
<td>June 8</td>
<td>Journal due to University Supervisor (May 24- June 4)</td>
</tr>
<tr>
<td>June 22</td>
<td>Journal due to University Supervisor (June 7 – June 18)</td>
</tr>
<tr>
<td>July 6</td>
<td>Journal due to University Supervisor (June 21 – July 2)</td>
</tr>
<tr>
<td>July 20</td>
<td>Journal due to University Supervisor (July 5 – July 16)</td>
</tr>
<tr>
<td>August 3</td>
<td>Journal due to University Supervisor (July 19 – July 30)</td>
</tr>
<tr>
<td></td>
<td>NCDPI Formative Assessment Due (signed by principal and intern)</td>
</tr>
<tr>
<td></td>
<td>Post Growth Plan on TaskStream (completed in LEED 6907)</td>
</tr>
<tr>
<td>August 17</td>
<td>Journal due to University Supervisor (Aug 2 – Aug 13)</td>
</tr>
<tr>
<td>Aug. – Sept.</td>
<td>University Supervisor visit with Intern &amp; Supervising Principal</td>
</tr>
<tr>
<td>September 7</td>
<td>Journal entries posted (Aug 16 – Sept 3)</td>
</tr>
<tr>
<td></td>
<td>One required experience/artifact posted</td>
</tr>
<tr>
<td>September 14</td>
<td>Intern Seminar</td>
</tr>
<tr>
<td>October 5</td>
<td>Journal entries</td>
</tr>
<tr>
<td></td>
<td>Two required experiences/artifacts posted</td>
</tr>
<tr>
<td>October 12</td>
<td>Intern Seminar</td>
</tr>
<tr>
<td>November 2</td>
<td>Journal entries</td>
</tr>
<tr>
<td></td>
<td>Two required experiences/artifacts posted</td>
</tr>
<tr>
<td>November 9</td>
<td>Intern Seminar</td>
</tr>
<tr>
<td>December 7</td>
<td>Journal entries</td>
</tr>
<tr>
<td></td>
<td>Two required experiences/artifacts posted</td>
</tr>
<tr>
<td></td>
<td>Fall shadowing experience posted</td>
</tr>
<tr>
<td>December 14</td>
<td>Intern Seminar</td>
</tr>
<tr>
<td>January 8</td>
<td>Journal entries</td>
</tr>
<tr>
<td></td>
<td>Two required experiences/artifacts posted</td>
</tr>
<tr>
<td>January 15-11th</td>
<td>Intern Seminar</td>
</tr>
<tr>
<td>February 1</td>
<td>Journal entries</td>
</tr>
<tr>
<td></td>
<td>Two required experiences/artifacts posted</td>
</tr>
<tr>
<td>February 8</td>
<td>Intern Seminar</td>
</tr>
<tr>
<td>March – April</td>
<td>University Supervisor visit with Intern &amp; Supervising Principal</td>
</tr>
<tr>
<td>March 1</td>
<td>Journal entries</td>
</tr>
<tr>
<td></td>
<td>Two required experiences/artifacts posted</td>
</tr>
<tr>
<td>March 8</td>
<td>Intern Seminar</td>
</tr>
</tbody>
</table>
April 5
 Entire completed internship portfolio posted on Task Stream
 Final Journal entries posted
 Two required experiences/artifacts posted
 Spring shadowing experience posted

April 12
 **Intern Seminar**

May 6
 Commencement for 2021-2022 Interns