

# **MSA Internship Manual**

**2023-2024**

**East Carolina University  
College of Education  
Department of Educational Leadership**



**Revised — Spring 2023**

## 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. 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 (ELCC 1.3), and make a significant contribution to this vision and process as he/she refines his/her leadership skills (ELCC 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 fall and spring semesters. Part-time candidates complete their internship summer 1 & 2, fall and spring semesters. The gateway to begin the internship 1st summer session, students must have a minimum of a B in each course taken and completed the SLPs associated with these courses. Exceptions may be made by the MSA Coordinator.

## CHAPTER 2: ROLES AND RESPONSIBILITIES

### **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 (see Appendix A).

#### *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 to know where copies of the policy manuals are kept so that they can be referenced at any time. If an intern is assigned specific tasks that are covered by policies, it is a good idea to make a personal copy of these 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 him/her. Second, an intern reports to the principal of the school in which he/she works. 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 him/herself 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 him/her to ensure that the internship provides opportunities to learn on-the-job and linkage with the university through seminars, portfolio development, journals, and a comprehensive exam.

### *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.

### **The Intern's Calendar**

North Carolina state legislation requires a significant, yearlong, full-time internship for candidates enrolled in the MSA program in Educational Leadership. At ECU the internship carries fifteen (15) semester hours of credit over four semesters. Part time interns enroll in LEED 6921 (1<sup>st</sup> summer session), LEED 6922 (2<sup>nd</sup> summer session), LEED 6924 (fall) and LEED 6925 (spring). See Appendix O for significant dates for interns.

The internship is designed for candidates who have completed at least 15 semester hours of course work. Full-time MSA candidates complete 18 semester hours of course work during the first year and undertake the internship during the second year of study.

### **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 is an automatic dismissal from the MSA program.

### **Completion of MSA Internship--Time Requirement**

The 1,000-hour administrative experience requirement of the internship for interns employed with a school system or full-time 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, 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. Although the ECU faculty strongly recommends one of the two previously mentioned options, they recognize that this arrangement may be necessary for some candidates. 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 during two summer sessions and a fall and spring semester and (2) complete 400 supplemental hours at the discretion of their university supervisor.

### **Internship Site Issues**

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 N) to accept on site responsibility for the supervision of the intern.

Site supervisors receive guidance and comprehensive information through a site-supervisor manual, site visits by the University supervisor, and emails. Site-supervisors are highly encouraged to attend a fall meeting at 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 he/she 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 he/she evaluates performance, reflects on experiences and plans future development. Interns will make sure their site supervisors have a copy of the North Carolina School Executive Standards (NCSES) (see Appendix B) and the Educational Leadership Constituents Council (ELCC) (see Appendix C). Professional evaluation of North Carolina school executives for pre-service candidates (NCSEER) and MSA internship portfolio requirements are aligned with the NCSES and ELCC Standards.

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 Educational Leadership Constituents Council (ELCC) 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, ELCC, 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 and comprehensive exam, which is based on the 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 his/her 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 derailers 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:

- learning the NCSES and ELCC standards
- provide for a discussion of ideas related to a specific leadership text
- provide for exchange of information among interns
- 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 (ELCC 5.1) about diversity issues such as religion, culture, race, language, and socio-economic status (ELCC 5.3). 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 O 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 G.

**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. <sup>[1]</sup><sub>[SEP]</sub>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 ELCC 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 required experiences found in Appendix O
- Artifact for two Shadowing Experiences found in Appendix K.
- North Carolina School Executive Standards pre and post self-assessment (specific guidelines are provided on Taskstream).
- Monthly reflections on the 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 (NOTE - THIS SECTION MAY BE CHANGING – DO NOT ACT ON THESE ITEMS YET)**

You are expected to enroll yourself as an Author in the MSA Internship 2023-2024 folio on TaskStream so that you can submit work for evaluation. Our internship program self-enrollment code is: **license2024**. 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: license2024**
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 2023-2024 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):

You are advised that, immediately after the file uploads, you will be taken to [the Standards Wizard](#) to select standards applicable to your work. For the internship we will be using the **NC - NCSES Competencies and Standards for School Administrators.**

- 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.

### **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 him or her 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.
  - 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.
  - 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 I).

**Seminar activities** include attendance and participation at *each* of the 8 seminars. Dates for all seminars, from September – April, can be found in Appendix O. 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 Task Stream and in this handbook.

**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 successfully complete all requirements for the degree including course work, comprehensive examinations, 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](http://www.ecu.edu/cs-educ/leed/Current.cfm) - <http://www.ecu.edu/cs-educ/leed/Current.cfm>). 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 candidates 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: AASA Code of Ethics

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and candidates. To these ends, the administrator subscribes to the following statements of standards.

The educational leader:

- Makes the well being of students the fundamental value of all decision-making and actions.
- Fulfills professional responsibilities with honesty and integrity.
- Supports the principle of due process and protects the civil and human rights of all individuals.
- Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
- Implements the governing board of education's policies and administrative rules and regulations.
- Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
- Avoids using positions for personal gain through political, social, religious, economic, or other influences.
- Accepts academic degrees of professional certification only from duly accredited institutions.
- Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
- Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to the contract.



**North Carolina Standards for School Executives**  
**Standards for Principal and Assistant Principal Evaluation**

Public education's changed mission dictates the need for a new type of school leader – an executive instead of an administrator. No longer are school leaders just maintaining the status quo by managing complex operations, but just like their colleagues in business, they must be able to create schools as organizations that can learn and change quickly if they are to improve performance. Schools need executives who are adept at creating systems for change and at building relationships with and across staff that not only tap into the collective knowledge and insight they possess but powerful relationships that also stir their passions for their work with children. Out of these relationships the executive must create among staff a common shared understanding for the purpose of the work of the school, its values that direct its action, and commitment and ownership of a set of beliefs and goals that focus everyone's decision making. The staff's common understanding of the school's identity empowers them to seek and build powerful alliances and partnerships with students, parents and community stakeholders in order to enhance their ability to produce increased student achievement. The successful work of the new executive will only be realized in the creation of a culture in which leadership is distributed and encouraged with teachers, which consists of open, honest communication, which is focused on the use of data, teamwork, research-based best practices, and which uses modern tools to drive ethical and principled, goal-oriented action. This culture of disciplined thought and action is rooted in the ability of the relationships among all stakeholders to build a trusting, transparent environment that reduces all stakeholders' sense of vulnerability as they address the challenges of transformational change.

**Philosophical Foundations of the Standards**

The standards are predicated on the following beliefs:

Today schools must have proactive school executives who possess a great sense of urgency. The goal of school leadership is to transform schools so that large-scale, sustainable, continuous improvement becomes built in to their mode of operation. The moral purpose of school leadership is to create schools in which all students learn, the gap between high and low performance is greatly diminished and what students learn will prepare them for success in their futures, not ours. Leadership is not a position or a person. It is a practice that must be embedded in all job roles at all levels of the school district. The work of leadership is about working with, for and through people. It is a social act. Whether we are discussing instructional leadership, change leadership or leadership as learning, people are always the medium for the leader. Leadership is not about doing everything oneself but it is always about creating processes and systems that will cause everything to happen. Leadership is about the executive's ability to select

and develop a strong executive staff whose complementary strengths promote excellence in all seven functions of leadership identified in this document.

The concept of leadership is extremely complex and systemic in nature. Isolating the parts of leadership completely misses the power of the whole. It is not just knowing what to do, but why to do it, how to do it and when to do it. Within a school district there are nested leadership systems (local boards of education, central office, school, and classroom). For the organization to be successful these systems must be aligned and supportive, and function as a team. Leadership is about setting direction, aligning and motivating people to implement positive sustained improvement. Leaders bring their “person” to the practice of leadership. Matching the context of leadership to the “person” of the individual is important to the success of the leader.

### **Intended Purposes of the Standards**

The North Carolina School Executive Standards have been developed as a guide for principals and assistant principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. Although there are many influences on a school executive’s development, these standards will serve as an important tool for principals and assistant principals as they consider their growth and development as executives leading schools in the 21st century. Taken as a whole these standards, practices and competencies are overwhelming. One might ask, “How can one person possess all of these?” The answer is, one person cannot. It is, therefore, imperative that a school executive understands the importance of building an executive team that has complementary skills. The more diversity that exists on the team the more likely the team will be to demonstrate high performance in all critical function areas. The main responsibility of the school executive is to create aligned systems of leadership throughout the school and its community. In addition, these standards will serve other audiences and purposes. These standards will: Inform higher education programs in developing the content and requirements of school executive degree programs; focus the goals and objectives of districts as they support, monitor and evaluate their school executives; Guide professional development for school executives; Serve as a tool in developing coaching and mentoring programs for school executives.

### **Organization of the Standards**

Each standard is formatted as follows:

**Standard:** The standard is the broad category of the executive’s knowledge and skills.

**Summary:** The summary more fully describes the content and rationale of each Standard.

**Practices:** The practices are statements of what one would see an effective executive doing in each Standard. The lists of practices are not meant to be exhaustive.

**Artifacts:** The artifacts are evidence of the quality of the executive’s work or places where evidence can be found in each Standard. Collectively they could be the

components of a performance portfolio. The lists of artifacts are not meant to be exhaustive.

**Competencies:** Although not articulated, there are many obvious competencies inherent in the practices of each critical leadership function. This document concludes with a list of those competencies which may not be obvious but that support practice in multiple leadership functions.

### **The Seven Standards of Executive Leadership and Their Connection**

Relevant national reports and research in the field focused on identifying the practices of leadership that impact student achievement were considered in the development of these standards. Particularly helpful were the Maryland Instructional Leadership Framework, and work by the Wallace Foundation, the Mid-continental Regional Education Laboratory, the Charlotte Advocates for Education and the Southern Regional Education Board. Work by the National Staff Development Council, the National Association of Secondary School Principals, the National Association of Elementary School Principals, the National Middle School Association, the Interstate School Leader Licensure Consortium, and the National Policy Board for Educational Administration Education Leadership Constituent Council were also considered in the development of these standards. Additionally, input was solicited from stakeholders and leaders in the field.

The seven critical standards used as the framework for the North Carolina School Executive Standards are borrowed from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principals* (2003). Unlike many current efforts that look at all of the things principals “might” or “should” do, this study examined what principals actually do. As such, it is grounded in practice, exploits story and narrative, and supports the distribution of leadership rather than the “hero leader.” North Carolina’s Standards for School Executives are interrelated and connect in executives’ practice. They are not intended to isolate competencies or practices. Executives’ abilities in each standard will impact their ability to perform effectively in other standard areas. For example, the ability of an executive to evaluate and develop staff will directly impact the school’s ability to reach its goals and will also impact the norms of the culture of the school. School executives are responsible for ensuring that leadership happens in all seven critical areas, but they don’t have to provide it.

### **Standard 1: Strategic Leadership**

**Summary:** School executives will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

**Practices:** The school executive practices effective strategic leadership when he or she:

- 1.1 Is able to share a vision of the changing world in the 21st century that schools are preparing children to enter;
- 1.2 Systematically challenges the status quo by leading change with potentially beneficial outcomes;
- 1.3 Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented;
- 1.4 Utilizes data from the NC Teacher Working Conditions Survey in developing the framework for continual improvement in the School Improvement Plan;
- 1.5 Is a driving force behind major initiatives that help students acquire 21st century skills;
- 1.6 Creates with all stakeholders a vision for the school that captures peoples' attention and imagination;
- 1.7 Creates processes that provide for the periodic review and revision of the school's vision, mission, and strategic goals by all school stakeholders;
- 1.8 Creates processes to ensure the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school;
- 1.9 Adheres to statutory requirements regarding the School Improvement Plan;
- 1.10 Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives;
- 1.11 Facilitates the successful execution of the school improvement plan aligned to the mission and goals set by the State Board of Education;
- 1.12 Facilitates the implementation of state education policy inside the school's classrooms;
- 1.13 Facilitates the setting of high, concrete goals and the expectations that all students meet them;
- 1.14 Communicates strong professional beliefs about schools, teaching, and learning that reflect latest research and best practice in preparing students for success in college or in work;
- 1.15 Creates processes to distribute leadership throughout the school.

**Artifacts:**

- Degree to which school improvement plan strategies are implemented, assessed and modified
- Evidence of an effectively functioning, elected School Improvement Team
- NC Teacher Working Conditions Survey
- School improvement plan, its alignment with district and state strategic priorities, and a plan for growth on items of concern as evidenced in the NC TWC Survey
- The degree to which staff can articulate the school's direction and focus Student testing data

**Standard 2: Instructional Leadership**

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

**Practices:** The school executive practices effective instructional leadership when he or she:

2.1 Focuses his or her own and others' attention persistently and publicly on learning and teaching by initiating and guiding conversations about instruction and student learning that are oriented towards high expectations and concrete goals;

2.2 Creates an environment of practiced distributive leadership and teacher empowerment;

2.3 Demonstrates 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;

2.4 Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program;

2.5 Creates processes and schedules that facilitate the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge;

2.6 Challenges staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students;

2.7 Creates processes for collecting and using student test data and other formative data from other sources for the improvement of instruction;

2.8 Creates processes for identifying, benchmarking and providing students access to a variety of 21<sup>st</sup> century instructional tools (e.g., technology) and best practices for meeting diverse student needs;

2.9 Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;

2.10 Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction;

2.11 Creates processes that protect teachers from issues and influences that would detract from their instructional time;

2.12 Systematically and frequently observes in classrooms and engages in conversation with students about their learning.

**Artifacts:**

- School improvement plan
- NC Teacher Working Conditions Survey
- Student achievement data
- Dropout data
- Teacher retention data
- Documented use of formative assessment instruments to impact instruction
- Development and communication of goal oriented personalized education plans for identified students (ESOL, exceptional children, Level I and Level II children)
- Evidence of the team development and evaluation of classroom lessons

**Standard 3: Cultural Leadership**

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

**Practices:** The school executive practices effective cultural leadership when he or she:

3.1 Creates a collaborative work environment predicated on site-based management that supports the “team” as the basic unit of learning and decision-making within the school and promotes cohesion and cooperation among staff;

3.2 Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with teachers, staff, parents, and students and then operates from those beliefs;

3.3 Influences the evolution of the culture to support the continuous improvement of the school as outlined in the school improvement plan;

3.4 Systematically develops and uses shared values, beliefs and a shared vision to establish a school identity that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff and students;

3.5 Systematically and fairly acknowledges failures and celebrates accomplishments of the school and staff;

3.6 Visibly supports the positive, culturally responsive traditions of the school community;

3.7 Promotes a sense of well-being among staff, students and parents;

3.8 Builds a sense of efficacy and empowerment among staff that result in a “can do” attitude when faced with challenges;

3.9 Empowers staff to recommend creative 21<sup>st</sup> century concepts for school improvement.

**Artifacts:**

- Work of Professional Learning Communities within and tangential to the school
- Documented use of the SIT in decision making throughout the year
- NC Teacher Working Conditions Survey
- School improvement plan
- Teacher retention data
- Student achievement data
- Awards structure developed by school

**Standard 4: Human Resource Leadership**

**Summary:** School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place that result in the recruitment, induction, support, evaluation, development and retention of a high performing staff. The school executive must engage and empower accomplished

teachers in a distributive leadership manner, including support of teachers in day-to-day decisions such as discipline, communication with parents, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluation of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

**Practices:** The school executive practices effective human resource leadership when he or she:

4.1 Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and for 21st century student learning;

4.2 Models the importance of continued adult learning by engaging in activities to develop personal knowledge and skill along with expanded self – awareness;

4.3 Communicates a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy;

4.4 Creates processes for teachers to assume leadership and decision making roles within the school that foster their career development;

4.5 Creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school;

4.6 Uses the results of the Teacher Working Conditions Survey to create and maintain a positive work environment for teachers and other staff;

4.7 Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve performance;

4.8 Provides for results-oriented professional development that is aligned with identified 21<sup>st</sup> century curricular, instructional, and assessment needs, is connected to school improvement goals and is differentiated based on staff needs;

4.9 Continuously searches for the best placement and utilization of staff to fully benefit from their strengths;

4.10 Is systematically and personally involved in the school’s professional activities.

**Artifacts:**

- School improvement plan
- NC Teacher Working Conditions Survey – with special emphasis on the leadership and empowerment domains



- Copy of master school schedule documenting the time provided for individual and collaborative planning for every teacher
- Number of National Board Certified teachers
- Teacher retention data
- Number of teachers pursuing school executive credentials, National Board Certification, or advanced licensure in their teaching areas
- Records of school visits for the purpose of adult learning
- Record of professional development provided staff and an assessment of the impact of professional development on student learning
- Mentor records, beginning teacher feedback, and documentation of correlation of assignment of mentor to mentee
- Copies of professional growth plans
- Student achievement data

### **Standard 5: Managerial Leadership**

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

**Practices:** The school executive practices effective managerial leadership when he or she:

5.1 Creates processes to provide for a balanced operational budget for school programs and activities;

5.2 Creates processes to recruit and retain a high quality workforce in the school that meets the diverse needs of students;

5.3 Creates processes to identify and solve, resolve, dissolve or absolve school-based problems/ conflicts in a fair, democratic way;

5.4 Designs a system of communication that provides for the timely, responsible sharing of information to, from, and with school and district staff;

5.5 Designs scheduling processes and protocols that maximize staff input and addresses diverse student learning needs;

5.6 Develops a master schedule for the school to maximize student learning by providing for individual and on-going collaborative planning for every teacher;

5.7 Collaboratively develops and enforces clear expectations, structures, rules and procedures for students and staff.

**Artifacts:**

- NC Teacher Working Conditions Survey
- School Improvement Plan
- External reviews, such as budget
- Copies of master schedules/procedures
- Communication of safety procedures and behavioral expectations throughout the school community

### **Standard 6: External Development Leadership**

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

**Practices:** The school executive practices effective external development leadership when he or she:

6.1 Implements processes that empower parents and other stakeholders to make significant decisions;

6.2 Creates systems that engage all community stakeholders in a shared responsibility for student and school success;

6.3 Designs protocols and processes that ensure compliance with state and district mandates;

6.4 Creates opportunities to advocate for the school in the community and with parents;

6.5 Communicates the school’s accomplishments to the district office and public media in accordance with LEA policies;

6.6 Garner fiscal, intellectual and human resources from the community that support the 21st century learning agenda of the school;

6.7 Builds relationships with individuals and groups to support specific aspects of the learning improvement agenda and also as a source of general good will.

**Artifacts:**

- PTSA participation
- PTSA meeting agendas, bulletins, etc.

- Parent attendance at school improvement team meetings
- Survey results from parents
- Evidence of visible support from community
- Booster club participation
- Number of school volunteers
- Plan for shaping the school's image throughout the community
- PTSA membership
- Evidence of business partnerships and projects involving business partners

### **Standard 7: Micropolitical Leadership**

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

**Practices:** The school executive practices effective micropolitical leadership when he or she:

7.1 Uses the School Improvement Team to make decisions and provides opportunities for staff to be involved in developing school policies;

7.2 Creates an environment and mechanisms to ensure all internal stakeholder voices are heard and respected;

7.3 Creates processes and protocols to buffer and mediate staff interests;

7.4 Is easily accessible to teachers and staff;

7.5 Designs transparent systems to equitably manage human and financial resources;

7.6 Demonstrates sensitivity to personal needs of staff;

7.7 Demonstrates awareness of informal groups and relationships among school staff and utilizes these as a positive resource;

7.8 Demonstrates awareness of hidden and potentially discordant issues in the school;

7.9 Encourages people to express opinions contrary to those of authority;

7.10 Demonstrates ability to predict what could go wrong from day to day;

7.11 Uses performance as the primary criterion for reward and advancement;

7.12 Maintains high visibility throughout the school;

7.13 Maintains open, vertical and horizontal communications throughout the school community.

**Artifacts:**

- NC Teacher Working Conditions Survey
- Teacher retention data
- Dissemination of clear norms and ground rules
- Evidence of ability to confront ideological conflict and then reach consensus
- Evidence of shared decision-making
- Evidence of use of a decision matrix
- Evidence of a school that operates through teams
- Evidence of distributed leadership

**Competencies**

A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices. Factual knowledge is simply “knowing” content; experiential knowledge is the knowledge one gains from understanding – it is knowing the when and why. Skills bring structure to experiential knowledge. It is when one can put their accumulated knowledge into a series of steps that – if followed – will lead to practice. There are many competencies that are obviously inherent in the successful performance of all of the practices listed under each of the seven critical functions of leadership.

The principal may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but can effectively and efficiently execute them. Although the principal may not personally possess them all, he or she is still responsible for their effective use in the various leadership practices. The competencies listed below are not so obvious in the practices, can be applied to multiple practices and are absolutely essential for all school executives to possess to ensure their success. For example, the competency conflict management is important in Micropolitical Leadership, Strategic Leadership, Cultural Leadership, and perhaps one could argue that this competency is necessary in all seven Standards. These competencies are listed here to emphasize their importance and to make sure they are incorporated into the development of school executives.

1. **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives.
2. **Change Management** – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.

3. **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.
4. **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative thinking.
5. **Customer Focus** – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.
6. **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.
7. **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.
8. **Emotional Intelligence** – Is able to manage oneself through self awareness and self management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.
9. **Environmental Awareness** – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions.
10. **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy.
11. **Judgment** – Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information.
12. **Organizational Ability** – Effectively plans and schedules one's own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects.
13. **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.
14. **Personal Responsibility for Performance** – Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one's own achievements.
15. **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.
16. **Results Orientation** – Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals.
17. **Sensitivity** – Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates to people of varying ethnic, cultural, and religious backgrounds.

- 18. Systems Thinking** – Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team.
- 19. Technology** – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.
- 20. 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.
- 21. Visionary** – Encourages Imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.

## **APPENDIX C: ELCC BUILDING---LEVEL STANDARDS –adopted in 2011**

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

### **ELCC STANDARD 1 ELEMENTS:**

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

### **ELCC STANDARD 2 ELEMENTS:**

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring

that teacher and organizational time is focused to support high-quality instruction and student learning.

#### ELCC STANDARD 3 ELEMENTS:

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

#### ELCC STANDARD 4 ELEMENTS:

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school;



and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

#### ELCC STANDARD 5 ELEMENTS:

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

#### ELCC STANDARD 6 ELEMENTS:

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

#### ELCC STANDARD 7 ELEMENTS:

ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop

professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

ELCC 7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

ELCC 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

**APPENDIX D: ALIGNMENT OF ELCC STANDARDS >> NCSES STANDARDS >>  
NCSEER PRESERVICE STANDARDS**

| ELCC Standards  | NCSES Standards   | NCSEER preservice  |
|-----------------|---|--|
| ELCC Standard 1 | Standard 1<br>Strategic leadership  | 1a. School Vision, Mission and Strategic Goals<br>1b. Leading change<br>1c. School improvement plan  |
| ELCC Standard 2 | Standard 2.<br>Instructional Leadership<br>Standard 4.<br>Human Resource Leadership                                   | 2a. Focus on learning and Teaching, Curriculum and Assessment<br>2b. Focus on Instructional Time<br>4a. Professional Development/Learning Communities<br>4b. Hiring, Placing and Mentoring of Staff<br>4c. Teacher and Staff Evaluation<br>5b. Conflict Management and Resolution<br>6a. Parent and Community Involvement and Outreach |
| ELCC Standard 3 | Standard 3.<br>Cultural Leadership<br>Standard 5.<br>Managerial Leadership  | 1d. Distributive Leadership<br>2b. Focus on Instructional Time<br>3a. Focus on Collaborative Work Environment<br>3b. School Culture and Identity<br>3d. Efficacy and Empowerment<br>5a. School Resources and Budget<br>5c. Systemic Communication<br>5d. School Expectations for Students and Staff                                    |
| ELCC Standard 4 | Standard 3.<br>Cultural Leadership and<br>Standard 6.<br>External Development   | 2a. Focus on learning and Teaching, Curriculum and Assessment<br>3a. Focus on Collaborative Work Environment<br>3b. School Culture and Identity<br>5b. Conflict Management and Resolution<br>5c. Systemic Communication<br>6a. Parent and Community Involvement and Outreach<br>7a. School Executive Micropolitical Leadership         |
| ELCC Standard 5 | Standard 3.<br>Cultural Leadership<br>Standard 6.<br>External Development<br>Standard 7.<br>Micropolitical Leadership | 2b. Focus on Instructional Time<br>3c Acknowledges Failures; Celebrates Accomplishments and Rewards<br>4c. Teacher and Staff Evaluation<br>5b. Conflict Management and Resolution<br>5d. School Expectations for Students and Staff<br>6b. Federal, State and District Mandates<br>7a. School Executive Micro-political Leadership     |

|                            |  |  |
|----------------------------|--|--|
| <p>ELCC<br/>Standard 6</p> | <p>Standard 1.<br/>Strategic<br/>Leadership<br/>Standard 6.<br/>External<br/>Development</p>   | <p>1b. Leading change<br/>1c. School improvement plan<br/>6b. Federal, State and District Mandates</p>       |
| <p>ELCC<br/>Standard 7</p> | <p>Each NCSE<br/>Standard<br/>delineates<br/>practices of what<br/>one would see in<br/>an effective<br/>executive doing in<br/>each standard.</p> | <p>Each NCSEER delineates indicators that describe the practices that an MSA candidate should experience</p> |

**APPENDIX E: MSA ASSESSMENT CENTER (MSAAC) SKILLS**

| <b>Code Educational Leadership</b> |  |
|------------------------------------|--|
| <b>SID</b>                         | <b>Setting Instructional Direction</b>   |
| SID-1                              | Articulates a vision related to teaching and learning  |
| SID-2                              | Articulates high performance expectations for self or others   |
| SID-3                              | Encourages improvement in teaching and learning  |
| SID-4                              | Sets clear measurable objectives   |
| SID-5                              | Generates enthusiasm toward common goals   |
| SID-6                              | Seeks to develop alliances outside the school to support high quality teaching and learning                      |
| SID-7                              | Acknowledges achievement or accomplishments  |
| SID-8                              | Seeks commitment to a course of action   |
| <b>T</b>                           | <b>Teamwork</b>  |
| T-1                                | Supports the ideas of team members   |
| T-2                                | Encourages team members to share ideas   |
| T-3                                | Contributes ideas toward accomplishing the team's goals  |
| T-4                                | Assists in performing the operational tasks of the team  |
| T-5                                | Seeks input from team members  |
| T-6                                | Acts to maintain direction or focus to achieve the team's goals  |
| T-7                                | Seeks consensus among team members   |
| <b>S</b>                           | <b>Sensitivity</b>   |
| S-1                                | Interacts professionally and tactfully with others   |
| S-2                                | Elicits perceptions, feelings, or concerns of others   |
| S-3                                | Voices disagreement without creating unnecessary conflict  |
| S-4                                | Communicates necessary information to appropriate persons in a timely manner                                     |
| S-5                                | Expresses written, verbal, and/or non-verbal recognition of feelings, needs, or concerns in responding to others |

| <b>Code Resolving Complex Problems</b> |   |
|--|---|
| <b>J</b>                               | <b>Judgment</b>   |
| J-1                                    | Takes action within the bounds of appropriate priority                  |
| J-2                                    | Acts with caution in approaching an unfamiliar person or situation      |
| J-3                                    | Analyzes information to determine the important elements of a situation |
| J-4                                    | Communicates a clear rationale for a decision                           |
| J-5                                    | Seeks additional information  |
| J-6                                    | Uses information sources that are relevant to an issue                  |
| J-7                                    | Asks follow-up questions to clarify information                         |
| J-8                                    | Seeks to identify the cause of a problem                                |
| J-9                                    | Sees relationships among issues   |
| <b>RO</b>                              | <b>Results Orientation</b>  |
| RO-1                                   | Takes action to move issues toward closure                              |
| RO-2                                   | Initiates action for improvement  |
| RO-3                                   | Determines the criteria that indicate a problem or issue is resolved    |

|           |   |
|-----------|---|
| RO-4      | Considers the implications of a decision before taking action |
| RO-5      | Makes decisions on the basis of information                   |
| RO-6      | Relates individual issues to the larger picture               |
| <b>OA</b> | <b>Organizational Ability</b>                                 |
| OA-1      | Delegates responsibilities to others                          |
| OA-2      | Plans to monitor delegated responsibilities                   |
| OA-3      | Develops action plans   |
| OA-4      | Monitors progress   |
| OA-5      | Establishes timelines, schedules, or milestones               |
| OA-6      | Prepares for meetings   |
| OA-7      | Uses available resources                                      |

| <b>Code</b> | <b>Communication Skills</b>                                 |
|-------------|---|
| <b>WC</b>   | <b>Written Communication</b>                                |
| WC-1        | Writes concisely  |
| WC-2        | Demonstrates technical proficiency in writing               |
| WC-3        | Expresses ideas clearly in writing                          |
| WC-4        | Writes appropriately for different audiences                |
| <b>OC</b>   | <b>Oral Communication</b>                                   |
| OC-1        | Demonstrates effective presentation skills                  |
| OC-2        | Speaks articulately   |
| OC-3        | Uses proper grammar, pronunciation, diction, and syntax     |
| OC-4        | Tailors message to meet the needs of unique audiences       |
| OC-5        | Clearly presents thoughts and ideas in small group settings |

| <b>Code</b> | <b>Developing Self and Others</b>   |
|-------------|---|
| <b>DO</b>   | <b>Development of Others</b>  |
| DO-1        | Shares expertise gained through experience                                |
| DO-2        | Encourages others to change behaviors that inhibit professional growth    |
| DO-3        | Recommends specific developmental strategies                              |
| DO-4        | Asks others for their perceptions of their professional development needs |
| DO-5        | Seeks agreement on specific actions to be taken for developmental growth  |
| <b>OSW</b>  | <b>Understanding Own Strengths and Weaknesses</b>                         |
| OSW-1       | Recognizes own strengths  |
| OSW-2       | Recognizes own developmental needs  |

**APPENDIX F: SAMPLE OF WEBFOLIO: ARTIFACT COVER SHEET**

(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 \_\_\_\_\_

|   |
|---|
| <p><b>Identification of Item Being Placed in Portfolio:</b></p> <ol style="list-style-type: none"><li><b>1. Eisenhower Professional Development Grant Activity Proposal</b></li><li><b>2. Email announcing the approval of grant proposal</b></li></ol>   |
| <p><b>Description of Problem/Issue:</b><br/>Seeking the opportunity and monetary support for grade-level staff development</p>  |
| <p><b>Description of Your Action:</b><br/>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.</p>   |
| <p><b>Reflections on your involvement and your leadership practice. Include lessons learned and identify further learning needs:</b><br/>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.</p> |
| <p>Link to primary North Carolina School Executive <b><i>Practice:</i></b><br/>Creates processes that ensure the strategic allocation of resources to meet instructional goals and support teacher needs.</p>   |
| <p><b><i>Link to School Executive Competencies applied:</i></b><br/><i>Technology, budgeting, and systems thinking.</i></p>   |

## APPENDIX G: JOURNAL SAMPLE

### Weekly Dates:

February 18-22, 2021

### 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

| weekly total | cumulative hours |
|--------------|------------------|
| 41.5 hours   | 552.5 hours      |

### ⚠️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 H: SEMINAR REFLECTION TEMPLATE

### Monthly Seminar Reflection

Topic of the month:

MSA student's name:

University Professor:

1. Briefly summarize the topic for the month and tell what you personally learned about the topic. Be sure to reference the assigned articles and readings. (1-2 paragraphs):

2. Briefly describe your interactions with various stakeholder 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. Reflect on any school/district data you found related to this topic. (1-2 paragraphs):

3. Briefly describe how, if you were the principal, you would address the issue to encourage cultural diversity in your school. Explain in some specific detail strategies you would use. (1-2 paragraphs)

## APPENDIX I: EVALUATION RUBRIC

The evaluation of candidate performance during the internship will be based on four requirements: (1) attendance and active engagement in seminar activities, (2) observations of the supervising professor and supervising principal, (3) completion of a portfolio (including summative activity) which documents professional growth, and (4) completion of an oral examination based on the portfolio. 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.

**EVALUATION RUBRIC (CONTINUED)**

| <b>Above Expected Performance—A</b>  |  |  |
|--|--|--|
| <b>Seminar Activities</b>  | <b>Observation</b>   | <b>Portfolio</b>   |
| <p>The candidate has attended <u>all scheduled</u> 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 activities provided before attending each meeting.</p> <p><b>ELCC 7.1 &amp; 7.2</b><br/><b>ELCC standards 1, 2, 3, 4, 5, 6</b></p> | <p>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).</p> <p><b>ELCC 7.1, 7.2, 7.3</b><br/><b>ELCC standards 1, 2, 3, 4, 5, 6</b></p> | <p>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 <b>significant learning</b> 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.</p> <p><b>ELCC 7.1 &amp; 7.2</b><br/><b>ELCC standards 1, 2, 3, 4, 5, 6</b></p> |

| <b>Expected Performance—B</b>  |   |   |
|--|---|---|
| <b>Seminar Activities</b>  | <b>Observation</b>  | <b>Portfolio</b>  |
| <p>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.</p> <p><b>ELCC 7.1 &amp; 7.2</b><br/><b>ELCC standards 1, 2, 3, 4, 5, 6</b></p> | <p>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).</p> <p><b>ELCC 7.1, 7.2, 7.3</b><br/><b>ELCC standards 1, 2, 3, 4, 5, 6</b></p> | <p>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.</p> <p><b>ELCC 7.1 &amp; 7.2</b><br/><b>ELCC standards 1, 2, 3, 4, 5, 6</b></p> |

| <b>Below Expected Performance—C</b>  |   |   |
|--|---|---|
| <b>Seminar Activities</b>  | <b>Observation</b>  | <b>Portfolio</b>  |
| <p>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</p> | <p>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</p> | <p>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</p> |

|  |   |  |
|--|---|--|
| <p>own learning. The intern did not complete most of the reading or activities prior to seminar.</p> <p><b>ELCC 7.1 &amp; 7.2</b><br/><b>ELCC standards 1, 2, 3, 4, 5, 6</b></p> | <p>manner by the supervising principal (orally and in writing).</p> <p><b>ELCC 7.1, 7.2, 7.3</b><br/><b>ELCC standards 1, 2, 3, 4, 5, 6</b></p> | <p>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.</p> <p><b>ELCC 7.1 &amp; 7.2</b><br/><b>ELCC standards 1, 2, 3, 4, 5, 6</b></p> |
|--|---|--|

**Unacceptable Performance—F**

| <b>Seminar Activities</b>   | <b>Observation</b>   | <b>Portfolio</b>  |
|---|--|---|
| <p>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.</p> <p><b>ELCC 7.1 &amp; 7.2</b><br/><b>ELCC standards 1, 2, 3, 4, 5, 6</b></p> | <p>The candidate has been minimally engaged in administrative activity at the school site, did not interact 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).\</p> <p><b>ELCC 7.1, 7.2, 7.3</b><br/><b>ELCC standards 1, 2, 3, 4, 5, 6</b></p> | <p>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.</p> <p><b>ELCC 7.1 &amp; 7.2</b><br/><b>ELCC standards 1, 2, 3, 4, 5, 6</b></p> |

## APPENDIX J: 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 (ELCC 3.1, 3.3) and curriculum development (ELCC 2.2) 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 use Task Stream to record their cover sheet, reflection and artifact for each experience. The site supervisor agrees that s/he 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.

Artifacts will be attached for each experience in Taskstream. Artifacts should be legible, high quality documents that support the reflection. Screenshots are often difficult to read and should not be submitted as artifacts. Photographs, if submitted, should include a caption that supports the reflection.

**\*Please note: Experiences 3, 6, and 9 take at least one semester to complete. These experiences should not be submitted before February .**

### **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. (ELCC 3.3, NCSEER 3d2, 5d1).

**\*[3]** Attend PLC meetings for at least one semester outside the intern’s core area of expertise and current assignment. For example, a 3<sup>rd</sup> grade teacher could work with a Kindergarten PLC. A History teacher could work with a Math PLC. (ELCC 2.4, NCEER 2a2).

[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.(ELCC 2.4, NCEER 2a2).

[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 1<sup>st</sup> grade teacher could observe a 5<sup>th</sup> 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. (ELCC 2.3, NCEER 4c1).



\*[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. (ELCC 1.3, NCEER 1b1).

[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. (ELCC 3.2, NCEER 5a2).

[8] Attend an special circumstances IEP Exceptional Children's Program meeting. This may include a Manifestation Determination or an admission meeting to EC Services. (ELCC 6.1, NCEER 6b3).

\*[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. (ELCC 6.1, NCEER 6b3).

[10] Work with the administration on the creation/modification of a school master academic schedule. (ELCC 3.5, NCEER 2b1).

[11] Interview with a custodial staff member, cafeteria staff member, and bus driver to help understand his/her job and the challenges he/she faces. (ELCC 3.4, NCEER 5d2).

[12] Work with stakeholders in the organization of a school wide or other family/community event. (ELCC 4.3, NCEER 6a1).

[13] Attend at least one school board meeting. (ELCC 6.2, NCEER 6b2, 7).

[14] Analyze and dissect school data and share the results with a relevant stakeholder (i.e., principal, PTA, PLC, SIT) .(NCEER 8).

### **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 K: SHADOWING

\*\*Shadowing must be completed at building levels different from the intern's current placement. For example, an intern at a middle school will shadow an elementary principal and a high school principal.

\*\*Fall shadowing must be completed no later than October 31.

\*\*Spring shadowing must be completed no later than February 28.

### 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

- Create an agreement of understanding with the administrator of the school to be visited
- Arrange with present school administrator to undertake shadowing experience
- Establish clear outcomes
- Communicate plan to all affected staff and others
- Initiate plan ... undertake the shadowing
- Evaluate outcomes

### Tips for shadows

- 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 your 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

## Shadowing Template

Cover Sheet

Intern's name \_\_\_\_\_

Assigned school/building level \_\_\_\_\_

School visited/building level \_\_\_\_\_

Principal's name \_\_\_\_\_

Date of visit \_\_\_\_\_

Time of visit \_\_\_\_\_AM to \_\_\_\_\_PM

| <b>TIME OF DAY<br/>(AM or PM)</b> | <b>Setting/Event</b> | <b>Reflective Notes (What is the<br/>administrator doing?)</b> |
|-----------------------------------|----------------------|--|
|                                   |                      |  |
|                                   |                      |  |
|                                   |                      |  |
|                                   |                      |  |
|                                   |                      |  |
|                                   |                      |  |
|                                   |                      |  |

## Summary Reflection

Describe three (3) key findings/issues/insights from your visit. Be sure to explain how your day-long experience impacted your leadership skills and abilities. Write a two (2) page summary explaining your visit. Please write in paragraph form.

**Opening Paragraph:** Identify principal, name of school, time, date of visit.

**Next Paragraph (s):** Provide an overview of one finding/issue/insight. Use a minimum of one NCSES Competency and one NCSES Practice to provide a context for reflecting on the finding/issue/insight.

**Next Paragraph (s):** Provide an overview of one finding/issue/insight. Use a minimum of one NCSES Competency and one NCSES Practice to provide a context for reflecting on the finding/issue/insight.

**Next Paragraph (s):** Provide an overview of one finding/issue/insight. Use a minimum of one NCSES Competency and one NCSES Practice to provide a context for reflecting on the finding/issue/insight.

**Concluding Paragraph (s):** Provide a **reflection** on how the findings/issues/insights influenced your leadership skills and abilities. Be sure to address the following questions:

- 1) Did the day's activities change your thinking, behaviors and/or actions? If so, please explain.
- 2) What did you learn about the role of the principal in the school you visited?
- 3) How would you summarize the motives behind the principal's decision making? 4) What would you do differently (if anything) if you were the principal?
- 5) What similarities did you notice in leadership styles and/or actions between your principal and the shadowed principal?
- 6) What questions do you still have about the principal's role in school leadership?



**Educational Leadership**

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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 ask for your 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 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 2023) and summative (spring 2024) 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



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**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 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](mailto:joneskare15@ecu.edu) with any questions or concerns.*

**APPENDIX M: 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 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, he/she 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 final (“summative”) assessment regarding whether or not he/she 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/PMC Intern’s performance during the Practicum and write comments where appropriate.

**Principal Licensure Candidate Professional Expectations**

|   |         |             |
|---|---------|-------------|
| 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 |



|  |   |  |
|--|---|--|
| Understands and balances his/her role and its evolving complexity at the site.   | ___ Met   | ___ Not Met  |
| Develops appropriate and direct working relationships with his/her mentor.       | ___ Met   | ___ Not Met  |
| Develops appropriate working relationships with site-based constituencies.       | ___ Met   | ___ Not Met  |
| Communicates effectively verbally, in writing, and in professional presentations | ___ Met   | ___ Not Met  |
| <b>VISION</b>  |   |  |
| <b>Competency</b>  | <b>Descriptor</b>   | <b>Ratings/Comments</b>  |
| Environmental Awareness  | <ul style="list-style-type: none"> <li>○ Is aware and informed of external and internal trends and issues with potential impacts on policies, practices, and procedures.</li> <li>○ Develops appropriate working relationships with site-based constituencies.</li> <li>○ Designs strategies for achieving a collaborative and positive work environment within the school.</li> <li>○ Seeks input from the School Improvement Team and other stakeholders to make decisions.</li> <li>○ Utilizes data gained from the <i>TWC Survey</i> and other sources to identify perceptions of the work environment.</li> </ul>              | <p>Assessment of Progress:<br/>         ___ Emerging/Developing<br/>         ___ Proficient<br/>         ___ Not Observed</p> <p>End of Semester Status:<br/>         ___ Met ___ Not Met</p> <p>Comments:</p> |
| Global Perspective   | <ul style="list-style-type: none"> <li>○ Understands the competitive nature of the new global economy</li> <li>○ Is clear about the knowledge and skills students will need to be successful in this economy.</li> <li>○ Understands the importance of cooperation and cross-cultural understanding</li> <li>○ Is clear about the knowledge and skills students will need to be global citizens</li> <li>○ Seeks, and responds to ideas and suggestions for improvement</li> <li>○ Works with others to build systems and relationships that utilize diversity, ideological differences, and expertise to realize goals.</li> </ul> | <p>Assessment of Progress:<br/>         ___ Emerging/Developing<br/>         ___ Proficient<br/>         ___ Not Observed</p> <p>End of Semester Status:<br/>         ___ Met ___ Not Met</p> <p>Comments:</p> |
| Systems Thinking   | <ul style="list-style-type: none"> <li>○ Understands the interrelationships and impacts of school and district influences, systems and external stakeholders</li> </ul>   | <p>Assessment of Progress:<br/>         ___ Emerging/Developing<br/>         ___ Proficient<br/>         ___ Not Observed</p> <p>End of Semester Status:</p>   |

|                      |   |  |
|----------------------|---|--|
|                      | <ul style="list-style-type: none"> <li>○ Applies that understanding to advancing the achievement of the school or team</li> <li>○ Develops appropriate and direct working relationship with mentor.</li> <li>○ Works with others to systematically consider new and better ways of leading for improved student achievement for all and engages stakeholders in the change process.</li> <li>○ 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.</li> </ul> | <p>____ Met    ____ Not Met</p> <p>Comments:</p>   |
| <p>Visionary</p>     | <ul style="list-style-type: none"> <li>○ Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students</li> <li>○ Uses shared values, beliefs and a shared vision to promote a school culture of learning and success.</li> <li>○ Works with others to develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff.</li> <li>○ Maintains a focus on the vision and strategic goals throughout the school year.</li> </ul>                     | <p>Assessment of Progress:<br/> ____ Emerging/Developing<br/> ____ Proficient<br/> ____ Not Observed</p> <p>End of Semester Status:<br/> ____ Met    ____ Not Met</p> <p>Comments:</p> |
| <b>RELATIONSHIPS</b> |   |  |
| <b>Competency</b>    | <b>Descriptor</b>   | <b>Ratings/Comments</b>  |
| <p>Communication</p> | <ul style="list-style-type: none"> <li>○ Effectively listens to others</li> <li>○ Clearly and effectively presents and understands information orally and in writing</li> <li>○ Acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21<sup>st</sup> century objectives</li> <li>○ Communicates effectively verbally, in writing, in professional presentations, and invites dialogue around educational trends and issues.</li> <li>○ Effectively engages staff and community in the change process</li> </ul>                                      | <p>Assessment of Progress:<br/> ____ Emerging/Developing<br/> ____ Proficient<br/> ____ Not Observed</p> <p>End of Semester Status:<br/> ____ Met    ____ Not Met</p> <p>Comments:</p> |

|                     |  |  |
|---------------------|--|--|
|                     | <p>in a manner that ensures their support of the change and its successful implementation</p> <ul style="list-style-type: none"> <li>○ Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community.</li> <li>○ 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.</li> <li>○ Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.</li> <li>○ Works with others to effectively implement district rules and procedures.</li> </ul> |  |
| Conflict Management | <ul style="list-style-type: none"> <li>○ Anticipates or seeks to resolve disagreements and complaints in a constructive manner</li> <li>○ Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement</li> </ul>   | <p>Assessment of Progress:<br/> <input type="checkbox"/> Emerging/Developing<br/> <input type="checkbox"/> Proficient<br/> <input type="checkbox"/> Not Observed<br/> End of Semester Status:<br/> <input type="checkbox"/> Met    <input type="checkbox"/> Not Met<br/> Comments:</p> |
| Cultural Awareness  | <ul style="list-style-type: none"> <li>○ Understands and embraces differences within and between cultures</li> <li>○ Relates to people of varying ethnic, cultural, and religious backgrounds</li> <li>○ Visibly supports the positive, culturally-responsive traditions of the school community</li> <li>○ Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan</li> </ul>   | <p>Assessment of Progress:<br/> <input type="checkbox"/> Emerging/Developing<br/> <input type="checkbox"/> Proficient<br/> <input type="checkbox"/> Not Observed<br/> End of Semester Status:<br/> <input type="checkbox"/> Met    <input type="checkbox"/> Not Met<br/> Comments:</p> |
| Customer Focus      | <ul style="list-style-type: none"> <li>○ Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly</li> <li>○ Supports, mentors, and coaches staff members and emerging teacher leaders.</li> <li>○ Works with others to provide formal feedback to teachers concerning the effectiveness of</li> </ul>   | <p>Assessment of Progress:<br/> <input type="checkbox"/> Emerging/Developing<br/> <input type="checkbox"/> Proficient<br/> <input type="checkbox"/> Not Observed<br/> End of Semester Status:<br/> <input type="checkbox"/> Met    <input type="checkbox"/> Not Met<br/> Comments:</p> |

|                           |  |  |
|---------------------------|--|--|
|                           | <p>their classroom instruction and ways to improve their instructional practice.</p> <ul style="list-style-type: none"> <li>○ Works with others to implement district and state evaluation policies in a fair and equitable manner.</li> </ul>   |  |
| <b>EMPOWERMENT</b>        |  |  |
| <b>Competency</b>         | <b>Descriptor</b>  | <b>Ratings/Comments</b>  |
| Dialogue/<br>Inquiry      | <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Works with others to focus on the alignment of learning, teaching, curriculum, instruction, and assessment for student learning.</li> <li>○ Helps organize targeted opportunities for teachers to learn how to teach their subjects well with engaging lessons.</li> <li>○ Utilizes multiple sources of data, including the <i>Teacher Working Conditions Survey</i>, for the improvement of instruction.</li> <li>○ Empowers staff to assume leadership and decision-making roles.</li> <li>○ Encourages teachers and support staff to assume leadership and decision-making roles.</li> </ul> | <p>Assessment of Progress:<br/> <input type="checkbox"/> Emerging/Developing<br/> <input type="checkbox"/> Proficient<br/> <input type="checkbox"/> Not Observed<br/> End of Semester Status:<br/> <input type="checkbox"/> Met    <input type="checkbox"/> Not Met</p> <p>Comments:</p> |
| Sensitivity               | <ul style="list-style-type: none"> <li>○ Effectively perceives the needs and concerns of others;</li> <li>○ Deals tactfully with others in emotionally stressful situations.</li> <li>○ Knows what information to communicate and to whom</li> <li>○ Designs strategies for achieving a collaborative and positive work environment within the school</li> </ul>   | <p>Assessment of Progress:<br/> <input type="checkbox"/> Emerging/Developing<br/> <input type="checkbox"/> Proficient<br/> <input type="checkbox"/> Not Observed<br/> End of Semester Status:<br/> <input type="checkbox"/> Met    <input type="checkbox"/> Not Met</p> <p>Comments:</p> |
| Emotional<br>Intelligence | <ul style="list-style-type: none"> <li>○ Manages oneself through self awareness</li> <li>○ Manages relationships through empathy and social awareness</li> <li>○ Seeks input from the School Improvement Team and other stakeholders to make decisions.</li> </ul>   | <p>Assessment of Progress:<br/> <input type="checkbox"/> Emerging/Developing<br/> <input type="checkbox"/> Proficient<br/> <input type="checkbox"/> Not Observed<br/> End of Semester Status:<br/> <input type="checkbox"/> Met    <input type="checkbox"/> Not Met</p> <p>Comments:</p> |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>○ Utilizes data gained from the <i>TWC Survey</i> and other sources to identify perceptions of the work environment.</li> <li>○ Identifies strategies for building a sense of efficacy and empowerment among staff.</li> <li>○ Identifies strategies for developing a sense of well-being among staff, students, and parents/guardians</li> </ul> |  |
|--|--|--|

**ETHICS**

| Competency                              | Descriptor  | Ratings/Comments   |
|---|---|--|
| Judgment                                | <ul style="list-style-type: none"> <li>○ Effectively reaches logical conclusions and making high quality decisions based on available information</li> <li>○ Gives priority and caution to significant issues</li> <li>○ Analyzes and interprets complex information</li> <li>○ Works with others to incorporate the input of the School Improvement Team in budget and resource decisions.</li> <li>○ Works with others to use feedback and data to assess the success of funding and program decisions</li> </ul> | Assessment of Progress:<br>_____ Emerging/Developing<br>_____ Proficient<br>_____ Not Observed<br>End of Semester Status:<br>_____ Met    _____ Not Met<br>Comments: |
| Personal Ethics and Values              | <ul style="list-style-type: none"> <li>○ Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.</li> </ul>  | Assessment of Progress:<br>_____ Emerging/Developing<br>_____ Proficient<br>_____ Not Observed<br>End of Semester Status:<br>_____ Met    _____ Not Met<br>Comments: |
| Personal Responsibility for Performance | <ul style="list-style-type: none"> <li>○ Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths</li> <li>○ Prompt (arriving at work and attending meetings and other work-related activities).</li> <li>○ Appropriate appearance</li> <li>○ Responsible/Dependable (e.g., following through on professional commitments made, taking the initiative to get things done)</li> </ul>   | Assessment of Progress:<br>_____ Emerging/Developing<br>_____ Proficient<br>_____ Not Observed<br>End of Semester Status:<br>_____ Met    _____ Not Met<br>Comments: |

**CHANGE**

| Competency | Descriptor | Ratings/Comments |
|------------|------------|------------------|
|------------|------------|------------------|

|                            |   |  |
|----------------------------|---|--|
| <p>Change Management</p>   | <ul style="list-style-type: none"> <li>○ Anticipates or seeks to resolve confrontation, disagreements, or complaints in a constructive manner</li> <li>○ Works with others to ensure compliance with federal, state, and district mandates.</li> <li>○ Continually assesses progress of district initiatives and reports results to decision-makers.</li> <li>○ Works with others to implement district initiatives directed at improving student achievement.</li> <li>○ 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.</li> <li>○ Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan.</li> <li>○ Works with others to systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives</li> </ul> | <p>Assessment of Progress:<br/> <input type="checkbox"/> Emerging/Developing<br/> <input type="checkbox"/> Proficient<br/> <input type="checkbox"/> Not Observed<br/> End of Semester Status:<br/> <input type="checkbox"/> Met    <input type="checkbox"/> Not Met<br/> Comments:</p> |
| <p>Creative Thinking</p>   | <ul style="list-style-type: none"> <li>○ Engages in and fosters an environment for others to engage in innovative thinking</li> <li>○ Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development.</li> <li>○ Routinely participates in professional development focused on improving instructional programs and practices</li> </ul>  | <p>Assessment of Progress:<br/> <input type="checkbox"/> Emerging/Developing<br/> <input type="checkbox"/> Proficient<br/> <input type="checkbox"/> Not Observed<br/> End of Semester Status:<br/> <input type="checkbox"/> Met    <input type="checkbox"/> Not Met<br/> Comments:</p> |
| <p>Results Orientation</p> | <ul style="list-style-type: none"> <li>○ Effectively assumes responsibility.</li> <li>○ Recognizes when a decision is required. Takes prompt action as issues emerge</li> <li>○ Resolves short-term issues while balancing them against long-term goals</li> <li>○ Works with others to use established criteria for</li> </ul>   | <p>Assessment of Progress:<br/> <input type="checkbox"/> Emerging/Developing<br/> <input type="checkbox"/> Proficient<br/> <input type="checkbox"/> Not Observed<br/> End of Semester Status:<br/> <input type="checkbox"/> Met    <input type="checkbox"/> Not Met<br/> Comments:</p> |

|                        |   |  |
|------------------------|---|--|
|                        | <p>performance as the primary basis for reward and recognition.</p> <ul style="list-style-type: none"> <li>○ Works with others to ensure compliance with federal, state, and district mandates.</li> <li>○ Continually assesses the progress of district initiatives and reports results to district-level decision-makers.</li> <li>○ Works with others to implement district initiatives directed at improving student achievement</li> </ul> |  |
| <b>MANAGEMENT</b>      |   |  |
| <b>Competency</b>      | <b>Descriptor</b>   | <b>Ratings/Comments</b>  |
| Delegation             | <ul style="list-style-type: none"> <li>○ 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</li> </ul>   | <p>Assessment of Progress:<br/> <input type="checkbox"/> Emerging/Developing<br/> <input type="checkbox"/> Proficient<br/> <input type="checkbox"/> Not Observed<br/> End of Semester Status:<br/> <input type="checkbox"/> Met    <input type="checkbox"/> Not Met<br/> Comments:</p> |
| Organizational Ability | <ul style="list-style-type: none"> <li>○ Effectively plans and schedules one's own and the work of others so that resources are used appropriately</li> <li>○ Adheres to legal requirements for planning and instructional time.</li> <li>○ Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs</li> </ul>  | <p>Assessment of Progress:<br/> <input type="checkbox"/> Emerging/Developing<br/> <input type="checkbox"/> Proficient<br/> <input type="checkbox"/> Not Observed<br/> End of Semester Status:<br/> <input type="checkbox"/> Met    <input type="checkbox"/> Not Met<br/> Comments:</p> |
| Responsiveness         | <ul style="list-style-type: none"> <li>○ Does not leave issues, inquiries or requirements for information go unattended</li> <li>○ Creates a clearly delineated structure for responding to requests/situations in an expedient manner</li> </ul>   | <p>Assessment of Progress:<br/> <input type="checkbox"/> Emerging/Developing<br/> <input type="checkbox"/> Proficient<br/> <input type="checkbox"/> Not Observed<br/> End of Semester Status:<br/> <input type="checkbox"/> Met    <input type="checkbox"/> Not Met<br/> Comments:</p> |
| Time Management        | <ul style="list-style-type: none"> <li>○ Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results</li> <li>○ Runs effective meetings</li> </ul>   | <p>Assessment of Progress:<br/> <input type="checkbox"/> Emerging/Developing<br/> <input type="checkbox"/> Proficient<br/> <input type="checkbox"/> Not Observed<br/> End of Semester Status:<br/> <input type="checkbox"/> Met    <input type="checkbox"/> Not Met<br/> Comments:</p> |
| <b>TECHNOLOGY</b>      |   |  |

| Competency | Descriptor  | Ratings/Comments   |
|------------|---|--|
| Technology | <ul style="list-style-type: none"> <li>○ Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction</li> </ul> | _____ Emerging/Developing<br>_____ Proficient<br>_____ Not Observed<br>Comments: |

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

| Individual (Printed)  | Signature | Date |
|---|-----------|------|
| Candidate   |           |      |
| LEA Official (Principal/Mentor)                             |           |      |
| IHE Official (ECU Internship Supervisor or MSA Coordinator) |           |      |
| Candidate Comments (optional):                              |           |      |
| LEA Comments (optional):                                    |           |      |
| IHE Comments (optional):                                    |           |      |



**APPENDIX N: NCDPI SUMMATIVE ASSESSMENT**

NCDPI Certificate of Competency  
(Summative Assessment)

Candidate Name: \_\_\_\_\_ Banner ID#: \_\_\_\_\_  
 Site Supervisor/Principal Name: \_\_\_\_\_ LEA/District: \_\_\_\_\_  
 East Carolina University Program Coordinator: \_\_\_\_\_

*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.***

| VISION                  |  |                          |
|-------------------------|--|--------------------------|
| Competency              | Descriptor   | Ratings/Comments         |
| Environmental Awareness | <ul style="list-style-type: none"> <li>○ Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions</li> </ul>  | ____ Met    ____ Not Met |
| Global Perspective      | <ul style="list-style-type: none"> <li>○ Understands the competitive nature of the new global economy</li> <li>○ Is clear about the knowledge and skills students will need to be successful in this economy.</li> <li>○ Understands the importance of cooperation and cross-cultural understanding</li> <li>○ Is clear about the knowledge and skills students will need to be global citizens</li> </ul> | ____ Met    ____ Not Met |
| Systems Thinking        | <ul style="list-style-type: none"> <li>○ Understands the interrelationships and impacts of school and district influences, systems and external stakeholders</li> <li>○ Applies that understanding to advancing the achievement of the school or team</li> </ul>   | ____ Met    ____ Not Met |
| Visionary               | <ul style="list-style-type: none"> <li>○ Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students</li> </ul>  | ____ Met    ____ Not Met |
| RELATIONSHIPS           |  |                          |
| Competency              | Descriptor   | Ratings/Comments         |
| Communication           | <ul style="list-style-type: none"> <li>○ Effectively listens to others</li> <li>○ Clearly and effectively presents and understands information orally and in writing</li> <li>○ Acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21<sup>st</sup> century objectives</li> </ul>  | ____ Met    ____ Not Met |

|                        | <ul style="list-style-type: none"> <li>Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation</li> </ul>  |                          |
|------------------------|---|--------------------------|
| Conflict Management    | <ul style="list-style-type: none"> <li>Anticipates or seeks to resolve confrontation, disagreements, or complaints in a constructive manner</li> </ul>  | ____ Met    ____ Not Met |
| Cultural Awareness     | <ul style="list-style-type: none"> <li>Understands and embraces differences within and between cultures</li> <li>Relates to people of varying ethnic, cultural, and religious backgrounds</li> <li>Visibly supports the positive, culturally-responsive traditions of the school community</li> </ul> | ____ Met    ____ Not Met |
| Customer Focus         | <ul style="list-style-type: none"> <li>Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly</li> </ul>  | ____ Met    ____ Not Met |
| <i>EMPOWERMENT</i>     |   |                          |
| Competency             | Descriptor  | Ratings/Comments         |
| Dialogue/Inquiry       | <ul style="list-style-type: none"> <li>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</li> </ul>  | ____ Met    ____ Not Met |
| Sensitivity            | <ul style="list-style-type: none"> <li>Effectively perceives the needs and concerns of others;</li> <li>Deals tactfully with others in emotionally stressful situation or in conflict</li> <li>Knows what information to communicate and to whom</li> </ul>   | ____ Met    ____ Not Met |
| Emotional Intelligence | <ul style="list-style-type: none"> <li>Is able to manage oneself through self awareness and self management</li> <li>Is able to manage relationships through empathy, social awareness and relationship management</li> </ul>   | ____ Met    ____ Not Met |
| <i>ETHICS</i>          |   |                          |
| Competency             | Descriptor  | Ratings/Comments         |
| Judgment               | <ul style="list-style-type: none"> <li>Effectively reaches logical conclusions and making high quality decisions based on available information</li> <li>Gives priority and caution to significant issues</li> <li>Analyzes and interprets complex information</li> </ul>                             | ____ Met    ____ Not Met |

|   |  |                         |
|---|--|-------------------------|
| Personal Ethics and Values              | <ul style="list-style-type: none"> <li>○ Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.</li> </ul>   | ___ Met ___ Not Met     |
| Personal Responsibility for Performance | <ul style="list-style-type: none"> <li>○ Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths</li> </ul>  | ___ Met ___ Not Met     |
| <i>CHANGE</i>                           |  |                         |
| <b>Competency</b>                       | <b>Descriptor</b>  | <b>Ratings/Comments</b> |
| Change Management                       | <ul style="list-style-type: none"> <li>○ Anticipates or seeks to resolve confrontation, disagreements, or complaints in a constructive manner</li> </ul>   | ___ Met ___ Not Met     |
| Creative Thinking                       | <ul style="list-style-type: none"> <li>○ Engages in and fosters an environment for others to engage in innovative thinking</li> </ul>  | ___ Met ___ Not Met     |
| Results Orientation                     | <ul style="list-style-type: none"> <li>○ Effectively assumes responsibility.</li> <li>○ Recognizes when a decision is required</li> <li>○ Takes prompt action as issues emerge</li> <li>○ Resolves short-term issues while balancing them against long-term goals</li> </ul> | ___ Met ___ Not Met     |
| <i>MANAGEMENT</i>                       |  |                         |
| <b>Competency</b>                       | <b>Descriptor</b>  | <b>Ratings/Comments</b> |
| Delegation                              | <ul style="list-style-type: none"> <li>○ 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</li> </ul>  | ___ Met ___ Not Met     |
| Organizational Ability                  | <ul style="list-style-type: none"> <li>○ Effectively plans and schedules one's own and the work of others so that resources are used appropriately</li> </ul>  | ___ Met ___ Not Met     |
| Responsiveness                          | <ul style="list-style-type: none"> <li>○ Does not leave issues, inquiries or requirements for information go unattended</li> <li>○ Creates a clearly delineated structure for responding to requests/situations in an expedient manner</li> </ul>                            | ___ Met ___ Not Met     |
| Time Management                         | <ul style="list-style-type: none"> <li>○ Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results</li> <li>○ Runs effective meetings</li> </ul>  | ___ Met ___ Not Met     |
| <i>TECHNOLOGY</i>                       |  |                         |
| <b>Competency</b>                       | <b>Descriptor</b>  | <b>Ratings/Comments</b> |
| Technology                              | <ul style="list-style-type: none"> <li>○ Effectively utilizes the latest technologies to continuously improve the management</li> </ul>  | ___ Met ___ Not Met     |

|  |   |  |
|--|---|--|
|  | of the school and enhance student instruction |  |
|--|---|--|

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

| Individual (Printed Name)                          | Signature | Date |
|--|-----------|------|
| Candidate  |           |      |
| Site Supervisor (Principal) Official               |           |      |
| ECU Official (MSA Coordinator or Department Chair) |           |      |
| Candidate Comments (optional):                     |           |      |
| Site Supervisor Comments (optional):               |           |      |
| MSA Coordinator Comments (optional):               |           |      |



**APPENDIX O:  
2023-2024 SIGNIFICANT DATES FOR MSA INTERNS**

Synchronous sessions in **BOLD**

|                               |   |
|-------------------------------|---|
| May 11                        | <b>MSA Internship Orientation, 5:30 p.m.</b>  |
| May 15                        | Upload signed letter of Agreement on TaskStream<br>Begin documenting internship hours   |
| May 19                        | Complete NCSES Pre-Assessment on TaskStream<br>Journal due to University Supervisor (activities May 15 – May 19)  |
| May 29                        | Journal due to University Supervisor (activities May 22 – May 26)   |
| <b>June – July</b>            | <b>University Supervisor 1:1 visit with Intern &amp; Principal</b>  |
| June 12                       | Journal due to University Supervisor (activities May 29 – June 9)   |
| June 26                       | Journal due to University Supervisor (activities June 12 – June 23)   |
| July 10                       | Journal due to University Supervisor (activities June 26 – July 7)  |
| <b>July 14</b>                | <b>Seminar on campus at ECU 10AM to 3PM – Location TDB</b>  |
| July 24                       | Journal due to University Supervisor (activities July 10 – July 21)   |
| August 7                      | Journal due to University Supervisor (activities July 24 – Aug 4)<br>NCDPI Formative Assessment Due (signed by principal and intern)<br>Post Growth Plan on TaskStream (completed in LEED 6907) |
| <b>August 15</b><br>(week of) | <b>Small-group virtual meeting with university supervisor</b>   |
| August 21                     | Journal due to University Supervisor (activities Aug 7 – Aug 18)  |
| <b>Sept. – Oct.</b>           | <b>University Supervisor 1:1 visit with Intern &amp; Principal</b>  |
| September 5                   | Journal entries posted (activities through Sept 1)<br>One required experience/artifact posted   |
| <b>September 21</b>           | <b>Virtual Whole-Group Intern Seminar</b>   |
| October 2                     | Journal entries posted (activities through Sept 29)<br>Two required experiences/artifacts posted  |
| <b>October 14</b>             | <b>Seminar on campus at ECU 10AM to 3PM – Location TDB</b>  |
| October 30                    | Journal entries posted (activities through Oct 27)  |

|                                 |   |
|---------------------------------|---|
|                                 | Two required experiences/artifacts posted<br>Fall shadowing experience posted   |
| <b>November 13</b><br>(week of) | <b>Small-group virtual meeting with university supervisor</b>   |
| December 4                      | Journal entries posted (activities through Dec 1)<br>Two required experiences/artifacts posted  |
| <b>December 11</b><br>(week of) | <b>Small-group virtual meeting with university supervisor</b>   |
| January 8                       | Journal entries posted (activities through Jan 5)<br>Two required experiences/artifacts posted  |
| January 18                      | <b>Virtual Whole-Group Intern Seminar</b>   |
| February 5                      | Journal entries posted (activities through Feb 2)<br>Two required experiences/artifacts posted  |
| <b>February 12</b><br>(week of) | <b>Small-group virtual meeting with university supervisor</b>   |
| March – April                   | University Supervisor visit with Intern & Supervising Principal   |
| March 4                         | Journal entries posted (activities through March 1)<br>Two required experiences/artifacts posted<br>Spring shadowing experience posted  |
| <b>March 11</b><br>(week of)    | <b>Small-group virtual meeting with university supervisor</b>   |
| April 5                         | Entire <u>completed</u> internship portfolio posted on Task Stream<br>Final Journal entries posted (activities through March 29)<br>Two required experiences/artifacts posted<br>Summative assessment signed by principal and intern<br>Resume<br>NCSES Post-Assessment in Taskstream |
| <b>April 13</b>                 | <b>Seminar on campus at ECU 10AM to 3PM – Location TDB</b>  |
| <b>May 3</b>                    | <b>Commencement</b>   |