

Master of School Administration

Graduate Candidate Handbook

**Preparing Committed, Collaborative, and Competent
Professional Educators**

**University of North Carolina Pembroke
2007-2008**

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Dear MSA Candidates,

Welcome to the MSA Program, a program of advanced study for experienced, career teachers and administrators. As professional educators, we are all life-long learners who value the need for continuous professional development. This is one of the most rewarding aspects of a professional educator. For practicing teachers and entry level administrators, however, professional development tends to be a collection of unrelated workshops. On the other hand, formal study in a graduate program is a time for sustained, systematic reflection on all aspects of a teacher's and administrator's roles. It is a time to rethink the theoretical foundations of practice, probe current research, explore professional literature, deepen content knowledge, forge new connections to the professional community, and create new ways of thinking and doing. It is time to become a stronger teacher and administrator.

Your decision to begin graduate study and earn a master's degree or an add-on licensure is a major commitment. First, it requires the sacrifice of personal time away from family and home, and second, the master's degree or add-on licensure is likely, in most cases, to be the final phase of formal study in your professional career. We respect the personal and professional commitment you are making and honor that commitment with one of our own which is to strive to deliver the highest quality graduate program possible.

We want you to have a deeply rewarding and empowering experience during your program of study. We invite you to join us in shaping that experience by approaching graduate study with a mind open to new ideas, the courage to take risks and ask questions, a willingness to reflect critically, and the desire to promote the learning and well-being of all stakeholders.

Sincerely,

MSA Faculty

2007-2008

MSA Faculty

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School of Education: Conceptual Framework

*Preparing professional educators who are
committed, collaborative, and competent*



Teacher Education Program Vision Statement

By holding ourselves to high standards of professional excellence and professional integrity, by caring for the personal and professional well-being of the teacher candidates in our undergraduate community and the career professionals in our graduate community, we will make sound judgments about the design and delivery of professional development programs in an environment of mutual trust and common commitment to public school children and their families.

The Teacher Education Program Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent and caring communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them to actively influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Teacher Education Program Diversity Position Statement

In congruence with the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience and to graduate students prepared for global citizenry, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial and ethnic differences, and gender issues of differences and who possess the knowledge, skills and dispositions necessary to promote living and learning in a global society. In order to accomplish this, the Teacher Education Program will seek to recruit students from among diverse backgrounds, cultures and races; recruit faculties from among

diverse populations who possess a knowledge base for teaching diverse populations; develop, teach and assess a curriculum that embraces learning and teaching for diverse populations; and, provide (field) experiences and clinical settings, which enable students to test, adapt and adopt paradigms of learning for diverse populations.

Basic Tenets of the Conceptual Framework

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the democratic mission in public education.

Commitment

Public schools exist for the purpose of making equal access a reality for all children regardless of race, ethnicity, socioeconomic status, language, gender, religion, sexual orientation, or exceptionality. Success in school is critical to the quality of future life for individuals as well as the health and vitality of our democratic nation. Therefore, professional educators—classroom teachers, specialists, administrators, and school counselors – significantly influence the shape of that future for P-12 learners in our nation's public schools. Such serious responsibility for the well-being of others requires an equally serious commitment from professional educators on several levels.

First, professional educators must be committed to the mission of public schooling in a culturally diverse, democratic society. Professional educators respect the dignity of all children, their families, their cultures, and their communities and care deeply about each child's academic success, health, and well-being. Second, professional educators must be committed to high standards for students. Professional educators believe that all students can learn and set high expectations for all learners. They create safe, secure, and supportive learning environments designed to meet the needs of diverse learners. Third, professional educators must be committed to high standards for themselves. They are personally invested in their professional work and continuously engaged in critical self-reflection about their own effectiveness at performing that work. They are committed to lifelong learning and continuous professional development over the span of a career. Fourth, professional educators are committed to the profession. They are proud to serve their communities as educational leaders and advocate for the profession in all interactions. They affiliate with various professional organizations at the district, state, and national levels.

Collaboration

Public schooling is a complex social institution involving multiple branches of local, state, and national governments, the general public, special interest groups, numerous national professional organizations, accreditation agencies, business partners, civic organizations, and millions of classroom teachers, administrators, service professionals, specialists, support staff, students and their families. Collaboration among all of the stakeholders in public education is essential for success. The UNCP Teacher Education Program nurtures the development of professional educators who understand the importance of collaboration in the public school culture and who work productively with others in various collaborative endeavors for the welfare of P-12 learners.

Professional educators must collaborate with others in the community of learners. They understand the constructivist principle of creating shared knowledge, learn how to work as a team on group projects in their classes, and develop a repertoire of cooperative learning strategies. Professional educators must learn how to collaborate with other professionals in the school community. They plan collaboratively with cooperating teachers, grade-level teams, resource teachers, curriculum specialists, and embrace opportunities to team teach. Experienced professionals lead collaborative efforts for whole school improvement. Professional educators collaborate with students' families and other caregivers. They understand that the partnership between school and home has a positive impact on the child's success in school. They communicate regularly with parents about what is going on in the school and invite them to actively participate in the school community. Professional educators collaborate with others in the community. They secure partnerships with businesses, civic organizations, nonprofit groups, and committed individuals in the district, state, and nation to support special educational initiatives for the benefit of P-12 learners.

Competence

The UNCP Teacher Education Program prepares professional educators who are competent. They possess the knowledge, skills, and dispositions needed to perform their entry level and advanced roles and responsibilities in the public schools effectively. Competent professional educators promote positive learning outcomes for ALL students. Understanding the critical connections among theory, research, and practice, their work is grounded in a defensible, well-developed conceptual framework based on the tenets of constructivism. Competent professional educators know how to use critical self-reflection on those connections to learn from direct experience and continuously improve their effectiveness. They know how to secure and use various technological resources to enhance student

learning, service delivery, communication, and administration. Competent professional educators embrace cultural diversity. They know the students for whom they are responsible and how to accommodate the needs of diverse learners in a positive, caring environment. They value the role of the family in the child's education and know how to work cooperatively with parents and other caregivers for the child's benefit. Competent professional educators provide leadership wherever it is needed, always alert for opportunities to use their individual strengths to promote public education and those it serves.

Specific guidelines for defining professional competence are prescribed by the NC State Board of Education, as the body authorized to govern licensure credentials for professional educators, and The University of North Carolina Board of Governors, the body authorized to govern the award of academic degrees for the UNC system. NC state licensure requirements are aligned with the professional organization standards of the respective licensure area. Specific guidelines defining professional competence are also prescribed by the National Council for the Accreditation of Teacher Education (NCATE), an external accreditation agency.

In summary, UNC Pembroke prepares *committed*, *collaborative*, and *competent* professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who provide leadership in the classroom, school, and profession.

Toward Collaborative, Competent, and Committed School Leadership

Effective school leaders are builders of supportive and meaningful environments in which students learn and educators feel a deep sense of commitment to ensure that learning occurs. School leaders need a firm grasp of strategic leadership, instructional leadership, managerial leadership, human resource leadership, potential leadership and organizational leadership. One trait that is common to effective school leaders that relates to teacher retention is a demonstrable passion in areas that affect student achievement. More often than not, these leaders attack problems head on; make others feel significant in their commitment to student; and constantly energize instructional improvement.

Teaching working conditions studies clearly indicate that teacher support by the school leadership is critical to a positive school climate and to teacher retention and morale. Throughout different studies, the researchers underscored the following four factors: 1) the vision or philosophy clearly related to student learning, 2) teachers maximized opportunities to explore and consider reform initiatives, 3) teachers contributed to decision making, and 4) school leaders made it possible for teachers to expand their knowledge about the many facets of school change, including classroom practice. The MSA program is grounded in themes, beliefs, research-driven and reflective practices that elevate student learning to its rightful place among the many priorities that compete for school leaders' time and attention.

Collaboration

Unlike years past when principals seldom shared decision-making authority, today's principal must strive to become a masterful collaborator and negotiator. To expand on this point, Dufour (2001) asserts that effective school leaders do not settle for what often passes for collaboration in today's schools. Instead, they insist on creating a climate that brings people together for the purpose of improving professional practice for the collective good of all who impact student learning. Patricia Wasley (1999) compares the role of today's leader with that of an architect who comes to the task with a plan in mind, but soon realizes that other stakeholders benefit from having opportunities to reshape the plan. In other words, Wasley believes that leaders must be able to accommodate and act on multiple perspectives regarding his or her ideas and ideals.

The MSA faculty is committed to the belief that aspiring school leaders must be schooled in the theory and practice of collaboration and skillful in creating settings that welcome and value critical thinking. This commitment is demonstrated through course offerings, action research projects, readings from the literature, building on the expertise of leader practitioners who have successfully honed their skills as perceptive listeners, observers, adapters, and negotiators, and on reflective practice.

By sharing authority, school leaders empower, inspire, and motivate others to discover and believe in shared purpose and mission. Thus, the skills and talents of teachers and staff are applied toward a common end: student learning. This is best accomplished in an environment of open communication, shared responsibilities, accountability at every level, and most of all, mutual trust.

Competence

Competence and competency pertain to the skills and characteristics that people bring to the tasks and what they do that results in successful outcomes for students. As Hallinger and McClary (1992) state, "It is not enough for principals to have a repertoire of behaviors. They must also know how and when to use them; they must systematically monitor their effects on student learning." Echoing this belief, Barth (2001) argues that developing competence occurs inside the school building. It happens through daily interaction between teachers and leaders, when everyone jointly develops curriculum, designs evaluation systems, and tackles complex problems.

Guided by school leadership standards which two organizational bodies have adopted (the North Carolina Department of Public Instruction and the Interstate School Leaders Licensure Consortium), the MSA program prepares candidates to demonstrate competencies across several critical domains: 1) vision of learning, 2) promoting a positive school climate for learning, effective instructional programs, applying best practices, and implementing professional growth plans for staff, 3) managing the operations of the school to maximize teaching and learning within a safe environment, 4) collaborating with families and communities, 5) leading with integrity, ethics, and fairness, and 6) advocating and working within the political, legal, social, cultural and economic contexts.

Having had extensive and diversified experiences in elementary, middle, secondary and higher education, the MSA faculty is able to blend conceptual theories with the everyday practices of effective leadership in schools and school systems. Additionally, the faculty provides opportunities for candidates to interface with knowledgeable practitioners – those leaders whose competence stems from the complex realities of administering schools on a daily basis.

To ensure growth in key leadership areas, the faculty members routinely review the progress of candidates using results from self-assessments, rubric-scored assignments, projects, quizzes and tests, including oral and written communication skills, and the standards-based portfolio project.

Using these varied approaches, the faculty is able to construct a comprehensive picture of each candidate's growth and development as an aspiring school leader. Additionally, the results help the candidates become reflective and proactive: two behaviors that are reiterated, nurtured, and experienced as they matriculate through the program.

Commitment

Commitment refers to the willingness of people to go beyond the expected levels of participation in order to attain goals. Commitment means being emotionally, intellectually, and practically bound to an explicit course of action. In his studies of the variables that promote community involvement in public education, Rouck (2000) noted that community stakeholders expressed an untiring willingness to assist their public schools when the principal frequently communicated a clear vision for increased student achievement.

Such loyalty is necessary to unify everyone around common beliefs about the schooling of children in this society. It is the wise leader, however, who knows that all people do not instantly commit to the abstractions of vision and mission. It is the perceptive leader who knows how to reverse hopelessness so that a critical mass of people emerges to support all that embodies the success of students and staff. Through intensive coursework, action research, and internship experiences, the candidates gain the knowledge and related competencies needed to overcome the ambiguity and uncertainty that sometime derail the best conceived vision and mission statements.

In short, the MSA faculty strives to prepare prospective school leaders to demonstrate high standards of leadership such that competence is projected, reflected, and achieved on a continuing basis.

MSA Standards for Educational Leaders

Note: These Standards and Indicators were adapted from the Educational Leadership Constituent Council (ELCC) and the National Policy Board for Educational Administration as approved by the National Council for the Accreditation of Teacher Education (NCATE) in January of 2002.

Standard 1.0: *Graduates are educational leaders who have the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.*

Indicator 1: Candidates articulate a vision of learning by using relevant knowledge and theories that promote the success of all students.

Indicator 2: Candidates articulate school vision components by demonstrating the skills necessary to implement, support, and communicate a shared commitment to the vision.

Indicator 3: Candidates formulate the initiatives necessary to motivate staff, parents, students, school board and community members to achieve the school or district's vision by involving all stakeholders in collaborative discussions

Indicator 4: Candidates disseminate administrative policies and practices by communicating effectively with all stakeholders concerning implementation and realization of the vision.

Standard 2.0: *Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.*

Indicator 1: Candidates promote positive school culture by using multiple methods and implementing context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socioeconomic) of a school community to improve programs and school culture.

Indicator 2: Candidates maintain a positive culture for learning by capitalizing on multiple aspects of diversity to meet the learning needs of all students in a school or district.

Indicator 3: Candidates promote effective instructional programs by improving curricular materials and pedagogy and assisting school and district personnel in understanding and applying best practices for student learning.

Indicator 4: Candidates apply best practices to student learning by understanding a variety of instructional research methodologies and by analyzing the comparable strengths and weaknesses of each method in order to improve instructional programs by engaging in meaningful activities.

Indicator 5: Candidates design and implement well planned development programs by using and promoting technology and information systems to enrich curriculum and instruction.

Standard 3.0: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Indicator 1: Candidates manage organizations by using research-based knowledge of learning, teaching, student development, organizational development, data management and assessment to optimize learning.

Indicator 2: Candidates manage resources by focusing on effective organization and management of finances, personnel, and materials as well as by giving priority to student learning and safety in the school or district.

Standard 4.0: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Indicator 1: Candidates collaborate with family and community members by supporting the planning and implementation of programs and services for diverse interests and needs to positively affect student learning.

Indicator 2: Candidates respond to diversity (cultural, ethnic, racial, economic, and special interest groups) of the school and the community by monitoring, adjusting, and improving school programs to meet the diverse needs of all students.

Indicator 3: Candidates mobilize community resources by applying community relations models, marketing strategies and processes, data-based decision-making, and communication

theory to craft frameworks for school, family, business, community, government, and higher education partnerships which reflect a comprehensive understanding that schools are an integral part of a larger, diverse community.

Standard 5.0: *Graduates are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.*

Indicator 1: Candidates demonstrate a respect for the rights of others by being sensitive to individual needs in their interactions with students, parents, teachers, and other professionals.

Indicator 2: Candidates act responsibly by making and explaining decisions that promote student success based upon ethical and legal principles, professional integrity, and fairness.

Standard 6.0: *Graduates are educational leaders who have the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.*

Indicator 1: Candidates articulate the policies, laws, and regulations enacted by local, state, and federal authorities affecting schools or districts.

Indicator 2: Candidates analyze and describe the social, economic, and cultural context in a school community or district and possess the ability to explain various theories of change and conflict resolution

Indicator 3: Candidates communicate beyond the school walls and advocate with members of a school community or school board for policies and programs that promote equitable learning opportunities and success for all students.

Interstate School Leaders Licensure Consortium (ISLLC)

Formal leadership in schools and school districts is a complex, multi-faceted task. The ISLLC standards honor that reality. At the same time, they acknowledge that effective leaders often espouse different patterns of beliefs and act differently from the norm in the profession. Effective school leaders are strong educators, anchoring their work on central issues of learning and teaching and school improvement. They are moral agents and social advocates for the children and the communities they serve. Finally, they make strong connections with other people, valuing and caring for others as individuals and as members of the educational community, and to learn together.

Council of Chief State School Officers
State Education Assessment Center
Supported by a grant from The Pew Charitable Trusts

Interstate School Leaders Licensure Consortium: The Guiding Program Standards

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge

The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory

Dispositions

The administrator believes in, values, and is committed to:

- information sources, data collection, and data analysis strategies;
- effective communication;
- effective consensus-building and negotiation skills;
- the educability of all;
- a school vision of high standards of learning;
- continuous school improvement;
- the inclusion of all members of the school community;
- ensuring that students have the knowledge, skills, and values needed to become successful adults;
- a willingness to examine one's own assumptions, beliefs, and practices; and
- doing the work required for high levels of personal and organization performance.

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision of the school is communicated to staff, parents, students, and community;
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities;
- the core beliefs of the school vision are modeled for all stakeholders;
- the vision is developed with and among stakeholders;
- the contributions of community members to the vision are recognized and celebrated;
- progress toward the vision and mission is communicated to all stakeholders;
- the school community is involved in school improvement efforts;
- the vision shapes the educational programs, plans, and activities;
- the vision shapes the educational programs, plans, and actions;
- an implementation plan is developed with objectives and strategies to achieve the vision and goals;
- assessment data related to student learning are used to develop the school vision;
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals;
- barriers to achieving the vision are identified, clarified, and addressed;
- resources are obtained to support the implementation of the mission and goals;
- existing resources are used in support of the vision and goals; and
- the vision and mission are regularly monitored, evaluated, and revised

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

- student growth and development;
- applied learning theories;
- applied motivational theories;
- curriculum design, implementation, evaluation, and refinement;
- principles of effective instruction;
- measurement, evaluation, and assessment strategies;

- diversity and its meaning for educational programs;
- adult learning and professional development models;
- the change process for systems, organizations, and individuals;
- the role of technology in promoting student learning and professional growth; and
- school culture.

Dispositions

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling;
- the proposition that all students can learn;
- the variety of ways in which students can learn;
- life-long learning for self and others;
- professional development as an integral part of school improvement;
- the benefits that diversity brings to the school community;
- a safe and supportive learning environment; and
- preparing students to be contributing members of society.

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the school is organized and aligned for success;
- curricular and extra-curricular programs are implemented, evaluated, and refined;
- curriculum decisions reflect the research, expert teachers, and learned societies;
- the school culture and climate are assessed on a regular basis;
- a variety of sources of information is used to make decisions;
- student learning is assessed using a variety of techniques;
- multiple sources of information regarding performance are used by staff;
- a variety of supervisory and evaluation models is employed;
- all individuals are treated with fairness, dignity, and respect;
- professional development focuses on student learning along with the school vision;
- students and staff feel valued and important;
- the responsibilities and contributions of each individual are acknowledged;
- barriers to student learning are identified, clarified, and addressed;

- diversity is considered in developing learning experiences;
- life-long learning is encouraged and modeled;
- a culture of high expectations for self, student, and staff performance is expected;
- technologies are used in teaching and learning;
- student and staff accomplishments are recognized and celebrated; and
- multiple opportunities to learn are available to all students.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge

The administrator has knowledge and understanding of:

- theories, principles, and organizational models are developed;
- operational procedures at the school and district level;
- principles and issues relating to school safety and security;
- human resources management and development;
- principles and issues relating to fiscal operations of school management;
- principles and issues relating to school facilities and use of space;
- legal issues impacting school operations; and
- current technologies that support management functions.

Dispositions

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching;
- taking risks to improve schools;
- trusting people and their judgments;
- accepting responsibility;
- high-quality standards, expectations, and performances;
- involving stakeholders in management processes; and
- a safe environment.

Performances

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions;
- operational procedures are managed to maximize successful learning;
- emerging trends are recognized, studied, and applied as appropriate;
- operational plans and procedures to achieve the vision and goals are in place;
- collective bargaining and other agreements related to the school are managed;
- the school plant and support systems operate efficiently and effectively;
- time is managed to maximize attainment of organizational goals;
- potential problems and opportunities are identified;
- problems are confronted and resolved in a timely manner;
- financial, human, and material resources are aligned to the goals of schools;
- the school acts entrepreneurally to support continuous improvement;
- organizational systems are regularly monitored and modified as needed;
- stakeholders are involved in decisions affecting schools;
- responsibility is shared to maximize ownership and accountability;
- effective problem-framing and problem solving skills are used;
- effective conflict resolution skills are practiced by all;
- effective group-process and consensus-building skills are used;
- technology is appropriately used and managed;
- fiscal resources are managed responsibly, efficiently, and effectively;
- a safe, clean, and pleasing school environment is created and maintained;
- human resource functions support the attainment of school goals; and
- confidentiality and privacy of school records are maintained.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community;
- the conditions and dynamics of the diverse school community;

- community resources;
- community relations and marketing strategies and processes; and
- models of school, family, business, community, government and higher education

Dispositions

The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community;
- collaboration and communication with families;
- involvement of families and other stakeholders in school decision-making;
- the proposition that diversity enriches the school;
- families as partners in the education of their children;
- the proposition that families have the best interests of their children in mind;
- resources of the family and community needed to ensure the education of students; and
- an informed public.

Performances

The administrator facilitates processes and engages in activities ensuring that:

- community stakeholders are treated equitably;
- community groups to strengthen programs and support school goals;
- community youth family services are integrated with school programs;
- diversity is recognized and valued;
- effective media relations are developed and relations is established;
- public resources and funds are used appropriately and wisely;
- community collaboration is modeled for staff;
- opportunities for staff to develop collaborative skills are provided;
- high visibility and active involvement with the larger community is a priority;
- discussions with community leaders about concerns and needs occurs regularly;
- outreach to business, religious, political, and service sectors is ongoing;
- credence is given to individuals whose values and opinions may differ
- the school and community serve one another as resources; and
- available community resources are secured to help the school achieve goals.

Standard 5

A school administrator is a leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge

The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society;
- various ethical frameworks and perspectives;
- the values of the diverse school community;
- professional codes of ethics;
- the philosophy and history of education;

Dispositions

The administrator believes in, values, and is committed to:

- the ideal of the common good;
- the principles in the Bill of Rights;
- the right of every student to a free, quality education;
- bringing ethical principles to the decision-making process;
- subordinating one's own interest to the good of the school community;
- accepting the consequences for upholding one's principles and actions;
- using the influence of one's office in the service of students and families; and
- development of a caring school community.

Performances

The administrator:

- examines personal and professional values;
- demonstrates a personal and professional code of ethics;
- demonstrates values, beliefs that inspire others to high levels of performance;
- serves as a role model;
- accepts responsibility for school operations;
- considers the impact of one's administrative practices on others;
- uses position to enhance the educational program rather than personal gain;
- treats people fairly, equitably, and with dignity and respect;
- protects the rights and confidentiality of students and staff;

- demonstrates appreciation for the diversity in the school community;
- recognizes and respects the legitimate authority of others;
- examines and considers the prevailing values of the diverse school community;
- expects others in the school community to demonstrate integrity and ethical behavior;
- opens the school to public scrutiny;
- fulfills legal and contractual obligations; and
- applies laws and procedures fairly, wisely, and considerately.

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

The administrator has knowledge and understanding of:

- principles of representative governance that support the system of American schools and the role of public education in developing a democratic society and an economically productive nation;
- the law as related to education and schooling;
- the political, social, cultural and economic systems and processes that impact schools;
- models strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling;
- global issues and forces affecting teaching and learning;
- the dynamics of policy development under our democratic political system; and;
- the importance of diversity and equity in a democratic society.

Dispositions

The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility;
- recognizing a variety of ideas, values, and cultures;
- importance of a continuing dialogue with other decision makers affecting education;

- actively participating in the political context in the service of education; and
- using legal systems to protect student rights and improve student opportunities.

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate benefits students and families;
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate;
- dialogue with representatives of diverse community groups is ongoing;
- the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities;
- public policy is shaped to provide quality education for students; and
- communication is developed with decision makers outside the school community.

THE PROGRAM OF STUDY

“Come to the edge, he said. “We are afraid” they said.

“Come to the edge” he repeated. They came. He pushed. They Flew.”

Guillaume Apollinaire Poet

The Program of Study

This 38-semester hour program is designed to prepare candidates for positions of leadership in elementary, middle, and high school and to fulfill the requirements for obtaining a license in school administration. The program consists of the following curricular components:

1. Strategic leadership—training leaders to think strategically, reflecting and communicating about current educational issues and identifying, and using strategic problem solving and decision-making skills.
2. Instructional leadership—preparing administrator to take a leadership role defining, refining, and implementing the schooling process; developing learning centered school improvement and leadership skills.
3. Organizational leadership—equipping administrator with skills, abilities, and values to work productively within the organization; addressing ethical and societal aspects of leadership.
4. Political leadership—preparing administrator to interact collaboratively with the various publics; investigating politics and legal aspects of education.
5. Managerial leadership—preparing administrator to respond effectively, efficiently, and in a timely manner to the multiplicity of factors involved in the operation of schools; developing an understanding and practicing the application of, school based management skills.

Required Courses

32 Semester Hours

EDN 5660	Applied Educational Research
EDNL 5710	Analyzing Educational Issues
EDNL 5720	School-Based Management
EDNL 5800	Supervision and Instructional Leadership
EDNL 5850	Curriculum Leadership
EDNL 5860	Legal Aspects of Educational Leadership
EDNL 5600	Managing Organizational Change
EDNL 5900	Internship and Seminar in Administration I
EDNL 5950	Internship and Seminar in Administration II

Guided Electives

6 Semester Hours

Each student must complete two (2) three-semester-hour “guided electives” that will be beneficial in expanding her or his understanding of the PreK-12 educational program.

Total: 38 Semester Hours

School Administration Add-on Licensure Program

Program Description

The School Administration Add-on Licensure Program is designed to prepare a select group of experienced educators for positions of administrative leadership in P-12 settings. The resulting earned license as a P-12 school administrator is available as an “add-on” license only to well-qualified candidates who already possess a master’s degree, a teaching license and have minimum school experiences as noted below. The licensure-only protocol for this program reflects the standards for the school administration program, and an appropriate required program of study will be detailed in the successful applicant’s letter of admission. The program is 20-semester credit hours and requires a year-long internship at a participating public school site.

Minimum Admission Requirements

The P-12 school administrator add-on license is available *only to currently licensed* teachers who:

- Hold a master's degree in an *education-related field* from a regionally accredited institution; and
- Have a minimum of three (3) years of teaching experience, or three (3) years of experience as an educational support person (e.g., counselor, media specialist), or a combination of these experiences that total a minimum of three years; OR, hold an appointment (or appointment contract) as an assistant principal.

Suggested Program of Study (pending individualized review of master's transcript)

The add-on license requires completion of 20 semester hours. The suggested hours are as follows:

12 semester hours of course work

- EDNL 573: School Based Management
- EDNL 580: Supervision and Instructional Leadership
- EDNL 587: Managing Organizational Change
- EDNL 586: Legal Aspects of Educational Leadership

8 semester hours of internship requirements

- EDNL 590: Internship and Seminar in Administration I
- EDNL 595: Internship and Seminar in Administration II

MSA PROGRAM

CURRENT ON-CAMPUS COURSE OFFERINGS

Fall Semester

EDN 5660 Applied Educational Research (1st year cohort)

EDNL 5870 Managing Organizational Change (2nd year cohort)

EDNL 5900 Internship and Seminar in Administration I (2nd year cohort)

Spring Semester

EDNL 5730 School Based Management (1st year cohort)

EDNL 5860 Legal Structures in Education (2nd year cohort)

EDNL 5950 Internship and Seminar in Administration II (2nd year cohort)

1st Summer Session

EDNL 5800 Supervision and Instructional Leadership (1st year cohort)

EDNL 5720 Ethical and Societal Aspects of Educational Leadership (2nd year cohort)

2nd Summer Session

EDNL 5850 Curriculum Leadership (1st year cohort)

EDNL 5710 Analyzing Educational Issues (1st year cohort)

Note: Students must complete two (2) individualized guided electives as approved by the advisor. It is suggested that these electives be completed during the first two semesters of the program. The above sequence of courses is strongly suggested.

MSA Required Courses

EDN 5660 Applied Educational Research

Emphasis is on understanding research designs and methods in education including an introduction to elementary statistics, interpreting and critiquing professional research literature, using research findings to validate and modify decisions about teaching and learning, and conducting action research in the classroom, school, and community. Field experience required. *Credit: 3 semester hours.*

EDNL 5710 Analyzing Educational Issues

This course provides opportunities for students to apply critical thinking to current educational topics that cross several disciplines of study, including education, history, philosophy, anthropology, sociology, law, and political science. *Credit: 3 semester hours.*

EDNL 5720 Ethical and Societal Aspects of Educational Leadership

This course examines educational leadership through an analysis of the relationship of personal values and the core values of society to education. There is emphasis on understanding of and sensitivity to the societal dimension of educational decision making. *PREREQ: Completion of 15 hours of graduate coursework. Credit: 3 semester hours.*

EDNL 5730 School-Based Management

This course focuses on school quality and the elements essential to administer and operate schools in a manner that supports quality education. Specific aspects of quality considered include 1) the school as a system and a renewing learning organization, 2) team leadership and school-based decision making, 3) school culture and climate, 4) human and material resources, 5) school reform, and 6) relationships of the state, local district, school, and community. *Credit: 3 semester hours*

EDNL 5800 Supervision and Instructional Leadership

Candidates will focus on developing an understanding of the essential elements of developmental supervision, quality instruction, and effective learning. Particular attention is focused on knowledge and application of effective leadership models and styles for implementing quality instruction.

Candidates develop supervisory skills they can use to strengthen the instructional program in schools by facilitating and supporting the professional development of teachers in order to improve student learning. *Credit: 3 semester hours*

EDNL 5850 Curriculum Leadership

Candidates will focus on developing the knowledge and skills needed to design and implement effective curricula. Emphasis is placed on the importance of ongoing review of curriculum and assessment and the analysis of current data to make appropriate school improvement decisions. Students examine curriculum mapping as one tool for aligning content, skills, and assessment protocol. Candidates will analyze various curricula and consider ways to incorporate “best practices” in the teaching and learning process.

Credit: 3 semester hours

EDNL 5860 Legal Aspects of Educational Leadership

Constitutional, statutory, and case law bases of educational administration; a study of legal provisions and principles relating to education at all levels. Includes research and analysis of laws dealing with pertinent educational topics. *PREREQ: Completion of 15 hours of graduate coursework or permission of program director. Credit: 3 semester hours.*

EDNL 5600 Managing Organizational Change

Managing Organizational Change is designed to develop an understanding of the processes that are necessary for bringing about change and improvement in complex educational organizations. Studying, applying, and evaluating a variety of planning and organizational processes to bring about predetermined educational expectations are the major components of this course. *PREREQ: Completion of 15 hours of graduate coursework or permission of program director. Credit: 3 semester hours.*

EDNL 5900 and 5950 Internship and Seminar in Administration I and II

These two courses are composed of a two-semester internship in a public school setting in order to give the candidates the opportunity to apply, practice and refine the knowledge and skills acquired from course work. During this experience, the candidates will play an active role in identifying and solving a school-related problem and will also engage in the assigned duties of administering the school. The candidate will be required to develop an administrative internship portfolio in accordance with North Carolina and national school leadership standards. Throughout the year, a school-based administrator and a university faculty member supervise the MSA intern. The culminating assignment includes a reflective evaluation and an oral comprehensive exam. *Credit: 4 semester hours each. PREREQ: Completion of 15 hours of graduate work or permission of program director.*

Admission and Program Advisement

Prospective Students

To be admitted to the program, all applicants must submit admission test scores. For the MSA program, the Miller Analogy Test (MAT) is acceptable for admission. This test is offered on the campus of The University of North Carolina at Pembroke in two formats. The printed format is administered on the first Thursday of each month, except holidays. The computerized format is administered each Wednesday.

All testing sessions are held in the Counseling and Testing Center which is located in Suite 243 of the James B. Chavis University Center. The telephone number for the Counseling and Testing Center is 910-521-6202. The FAX number is 910-521-6166. Structured test preparation assistance is also offered by the Regional Center.

Additional Requirements

1. A completed, signed application form and application fee.
2. Three letters of recommendation from professional references. Two must be from professionals that directly supervise the applicant.
3. Official score reports from the examination required for your program.
4. Two official copies of your transcript from every academic institution at which you have earned undergraduate or graduate credits. Even if an undergraduate institution has posted previous work as transfer credit, official transcripts from the institution at which you took the course(s) are required.
5. A copy of all current teaching licenses is required for admission to all programs leading to K-12 teacher licensure.

NOTE: For admission to the MSA program, applicants must verify three years of successful classroom teaching.

Current Students

Each graduate student admitted to a graduate program with provisional or full-standing status is assigned an advisor in his/her program of study. Members of the graduate faculty serve as graduate advisors. Initially, graduate students are expected to meet with their advisor to plan their program of study. Thereafter, they are expected to meet with their advisor each semester. Advisement sessions are scheduled in conjunction with pre-registration. The advisor must authorize each student's eligibility to register.

Academic Progress: Warning, Probation, and Dismissal: The academic progress of each graduate student is monitored on a regular basis by the Dean of the School of Graduate Studies, the student's advisor, and the appropriate program director. A minimum grade point average of 3.0 is required to receive a master's degree. Graduate students who earn a grade of "C" in a graduate course are placed on academic warning. Graduate students who earn a second grade of "C" are placed on academic probation. Graduate students who earn a third grade of "C" are dismissed from their degree programs. Graduate students earning two grades of "C" in the same semester are placed directly on academic probation. An accumulation of nine semester hours of "C" quality work, or a grade of "F," makes a graduate student ineligible to continue graduate studies at UNC Pembroke.

Level of Course Work: All course work applied toward the master's degree must be earned in courses designed for graduate students (numbered 500 and above). No 400-level course work may be applied to the master's degree. No more than three semester hours of graduate credit earned in workshop courses may be applied toward a master's degree.

Time Limits: All course work applied toward the master's degree must have been completed within five years (six years for the School Counseling and Service Agency Counseling Programs) of formal admission to the program. The time requirement is based upon the calendar. For example, if a student enrolls for a Fall Semester graduate course, then this student is one year into his/her time limit at the start of the next fall semester.

Advisement: Each student admitted to full or provisional standing in the program is assigned an advisor in the graduate academic major. Members of the graduate faculty serve as graduate advisors. Initially, graduate students are expected to meet with their advisors to plan their programs of study. Thereafter, they are expected to periodically meet with their advisors for further advisement. Advisement sessions are scheduled each semester in conjunction with pre-registration.

Grading: It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

- A grade of "A" designates that the graduate student's performance has been superior, going above and beyond what is normally expected in a graduate class.
- A grade of "B" designates that the graduate student's performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

- A grade of “C” designates that the graduate student’s performance has been poor and that the student has demonstrated significantly less understanding than what is normally expected in a graduate class. An accumulation of 3 grades of “C” makes the student ineligible to continue graduate studies at UNCP.

For grades of A, B, and C, faculty have the option of assigning a plus (+) or minus (-) in addition to the letter grade, but these do not affect the computation of the grade point average. A grade of “F” designates failure of the course. A graduate student who receives an “F” is ineligible to continue graduate studies at the University. The “I,” or incomplete, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do extra work or to improve a grade. Assigning the “I” grade is at the discretion of the individual instructor. It is the student’s responsibility to request the “I” grade. Generally, the student will have completed most of the work required for the course before the grade of “I” is requested. An incomplete must be removed within one semester (excluding summer term). Otherwise, the University Registrar will automatically convert this grade to an “F.”

Assigning the “I” grade is at the discretion of the individual instructor. It is the student’s responsibility to request the “I” grade. Generally, the student will have completed most of the work required for the course before the grade of “I” is requested. An incomplete must be removed within one semester (excluding summer term). Otherwise, the University Registrar will automatically convert this grade to an “F”.

Academic progress is monitored on a regular basis by the Dean of the School of Graduate Studies, the student’s advisor, and the appropriate coordinator/director. A minimum grade point average of 3.0 is required to receive a master’s degree. An accumulation of nine semester hours in graduate courses with grades of “C,” or a single grade of “F” renders a graduate student ineligible to continue his/her graduate studies at The University of North Carolina at Pembroke.

Admission to, continuation in, and exit from all graduate programs, including the MSA program are coordinated by the Graduate School. Students with questions about a Graduate Program are advised to seek information and/or assistance from this office. To obtain additional information about graduate school, contact the following person:

Dr. Kathleen Hilton, Dean
School of Graduate Studies
(910) 521-6271
grad@uncp.edu

THE MSA INTERNSHIP

*“The illiterate of the 21st century will not be those
who cannot read and write, but those
who cannot learn, unlearn, and relearn.”*

Alvin Toffler

The Internship Year: Fulfilling the Requirements

Placement Requests and Consent Letters

Candidates will find this information useful as they apply for the 2-semester administrative internship. The following two forms are essential in the application process:

1. The Internship Placement Request
2. The Host Administrator Consent Form

Degree-seeking students, as well as those pursuing the add-on license must complete the Internship Placement Request (see Attachment 1). In addition, the intern must write the host administrator a letter requesting permission to complete the internship under his or her supervision. In turn, the host administrator must reply in writing either consenting or not consenting to the placement request. A copy of this letter must be mailed to Dr. Carol Higy, MSA Director no later than **June 1**. Receipt and approval of these documents completes the application process.

Required Clock Hours

Interns employed as classroom teachers are required to complete 500 clock hours during the period of August through May. Those serving as administrators (i.e., assistant principals, curriculum coordinators, full-time leading teachers etc.) must complete a minimum of 1,000 hours.

Completing the Portfolio

1. Engaging in leadership projects/assignments supervised by a host administrator and a faculty member in the MSA department;
2. Logging the amount of time invested in leadership projects/assignments.
3. Reflecting on and writing about one's leadership growth.
4. Selecting and describing 18 artifacts that represent the six ISLLC standards (3 artifacts per standard);
5. Organizing the portfolio according to the following sections 1) personal data, 2) weekly logs and reflections, 3) ISLLC standards and three related artifacts and reflections, 4) an annotated bibliography, a list of invaluable work-related contacts on whom you have relied during the internship semesters
6. End-of-year oral exam and portfolio presentation

The Daily Log

Documenting Hours

- An intern whose regular assignment is teaching may officially begin performing administrative duties and documenting hours after July. During the months of summer vacation, a candidate may only apply 40 hours toward the required minimum. Interns serving in a teaching role are urged to participate extensively in the opening of the new school year.
- Each week, the intern should note at the bottom of the log weekly and cumulative hours.
- The university supervisor will review cumulative hours as a way to ensure that progress is reasonable, steady, and indicative of value-added leadership experiences.

Composing the weekly log may be accomplished using different methods. Most important, the intern should remember to summarize critical tasks each day. Forming this habit will help the intern capture the nuances of events and routine assignments; therefore, the log becomes a useful tool for describing actions and behaviors and projecting alternative responses and solutions.

Reflecting and Writing

Professional reflection has evolved over a significant period of time as a means to strengthen effective educational leadership development and practice. As school administrators engage in the leadership process and then reflect on it, the process offers insight into the various aspects of skills and knowledge that can result in better leadership.

As it relates to the internship process, reflection is a key component of continuous improvement. The process requires the intern to think about what he/she is doing; why he/she is doing it, and what outcomes and lessons are possible. Without the inclusion of written weekly reflections, the portfolio is merely a scrapbook

The Reflective Process

The literature on reflective practice generally suggests a three-step process: 1. description, 2. analysis, and 3. planning.

1. *Description*: Clarify who, what, when, where, and how. Writing clearly about the experience is the foundation for analyzing and planning improvement strategies.
2. *Analysis*: should focus on the most essential information associated with a given situation. It is important to analyze in categories of strengths and weaknesses.

Planning: Focus on a change strategy and the implications of engaging in change. Without a plan to improve weak performance, reflection is merely the act daydreaming.

The administrator is expected to think systematically about his/her performance and practice and learn from the experience. An effective administrator critically examines his/her performance and uses the information to change or enhance performance.

Reflection Steps Summarized

- From the 5-day log of projects, tasks, and assignments, select one situation on which to reflect.
- Recall and describe the essential details.
- Analyze the possible implications of the current situation. The intern should also analyze his or her reaction to the situation and the decisions/actions that followed.
- It is important to analyze the extent to which the experience demonstrate the disposition, knowledge, and performance indicators that comprise the ISLLC Standards. Lastly, the intern should analyze the experience in terms of self-improvement.
- Plan a strategy for changing and improving one's reactions and decisions.
- Each week, compose a 1-2 page (double-spaced) reflective essay, and place it inside the internship portfolio.
- Once a strategy/plan for improvement is determined and discussed with the supervisor (host administrator and/or university supervisor), the intern should implement and continuously monitor the plan.

For additional information on reflective writing that implies one or more ISLLC standards, go to www.education.uiowa.edu/resources/epl/eportfolio/standards.

Developing Artifacts

Artifacts are reliable information, evidence and documentation for assessing the intern's level of progress across several domains of school leadership. Over the course of two semesters, the intern is required to develop products of learning that exemplify what has been explored and experienced. As stated previously, the intern is required to develop three (3) artifacts per standard, or 18 artifacts total.

An artifact could include examples such as these: 1) memoranda written by the intern, a new procedure or policy presented to the faculty and staff, 2) an action plan for recruiting school volunteers, 3) a detailed plan for revising curricula, 4) a letter of appreciation to an elected official or business partner, 5) documentation of a presentation to the staff on a pertinent topic, or 6) verification

of leadership responsibilities on the School Improvement Team. Additional examples of artifacts are listed in the appendix section of the handbook.

Progress Assessment

Early in the semester, the MSA faculty supervisor/professor will visit the host site and conduct a conference with the host administrator and the intern. The purpose of this meeting is to present the goals of the internship year, to recommend possible leadership projects and assignments, and to answer any questions about various roles and responsibilities.

The university supervisor will conduct three (3) site visits each semester. During these visits, the supervisor will review the portfolio and advise the intern on ways to improve the contents as well as the quality of leadership assignments and opportunities.

At the conclusion of the meeting, the university supervisor will prepare a written summary of the visit, obtain signatures from the intern and the host administrator, and distribute copies to each party, including one copy for placement in the MSA program file. As part of each site visit, the university supervisor will expect the intern to provide an update on the following topics:

- current projects/assignments and the connection to ISLLC standards
- recently completed logs, reflection essays, and cumulative hours
- recent challenges, accomplishments, and lessons learned
- self-appraisal of leadership growth (based on the ISLLC Self-assessment Tool)

The Oral Exam

At the completion of the internship year, the candidate is required to present the leadership portfolio to a committee consisting of three individuals: 1) the program director, 2) the university supervisor, and 3) one other MSA faculty member. Using a common core of interview questions, the committee will determine the extent to which the candidate has acquired a thorough understanding of school leadership based across the six ISLLC standards.

During the presentation, the candidate will have ample opportunities to expound on experiences and situations that represent significant “lessons learned” during the year-long internship. The portfolio items (logs, reflection papers, and artifacts) will support and verify the information presented by the intern.

Successful completion of the oral exam and portfolio presentation fulfills the MSA internship requirement.

Appendix

Attachment 1: Internship Placement Request

Applicant Information

Part I.

Name _____ Phone (h) _____ (w) _____

Mailing Address _____
Street/P.O. Box City State Zip

Employment Address _____
Street/P.O. Box City State Zip

Email _____

Part II.

A. I request that my internship begin: F__ Year ____

B. Do you have an "Incomplete" grade in any course? Yes __ No __
Have you completed 15 semester hours in the MSA program. Yes __ No __
Are you currently fulfilling a school action plan? Yes __ No __

C. I request to be assigned to _____ in _____
School School System

School Address _____
Street/P.O. Box City Zip Code

Telephone FAX

D. Name and position of the person with whom I have spoken about supervising my internship.

Name Position

Proposed Site (school or central office)

NOTE: Proposed host administrator MUST complete the Proposed Host Administrator Form

(attached) and mail the form to the UNCP MSA Program Director before the internship request can be considered.

- E. If you are employed at this internship site, have you been approved by your supervisor to perform your internship obligations over and above your employment duties? Yes ___ No ___

NOTE: At a school site, the principal must approve the applicant's request to complete the 500 or 1,000 hour internship course.

- F. If the answer is yes, briefly describe your proposed responsibilities. **NOTE: The responsibilities must be more substantial than supervising lunch duty or monitoring planning periods.**

- G. Briefly describe (attach 1-2 pages to application) the appropriateness of your requested internship setting to your career and educational goals, and the potential professional benefit available at this site.

H, Required Supporting Documentation

Please attach your current professional resume, a letter from you to your host administrator or Human Resource Director (if applicable) requesting permission to be an administrative intern.

Include the reply letter from the host administrator and/or Human Resource Director.

Signature of Applicant

Date

Attachment 2: Host Administrator Agreement

Thank you for your interest in serving as a host administrator for _____ (intern). The internship provides a capstone experience by allowing the intern to engage in supervised practice of knowledge and skills obtained through the course of study in accordance with the Educational Leadership Council and the North Carolina Standards for School Educators. An intern employed as a teacher must complete a minimum of 500 clock hours over two consecutive semesters. For a practicing administrator (i.e., assistant principal, curriculum coordinator, lead teacher etc.), the intern must complete a minimum of 1,000 clock hours during this same period of time.

As the host administrator, you will perform the following important responsibilities: 1) serve as the contact for the intern; 2) evaluate his or her progress; 3) assign the intern meaningful responsibilities; 4) provide constructive feedback; and 4) and monitor the overall process. At announced times (three per semester), the university supervisor will meet with you and the intern to discuss his or her progress and to clarify any questions about the internship process.

Statement of Agreement

1. I will ensure that opportunities to lead, implement, and/or facilitate projects will be assigned to the intern and the clock hours are consistent with the minimum requirements of the MSA program.
2. I will be available to consult with the intern. Yes ___ No ___
3. I will meet with the intern and the university supervisor for the purpose of discussing the process as well as the progress of the intern. Yes ___ No ___
4. I understand my role and agree to serve in this capacity for _____ (name of intern) who will be located at _____ (school of central office)

Signature of Host Administrator

Date

Signature of Director of Human Resources (if applicable)

Date

Signature of MSA Director

Date

Attachment 3: Suggestions for Hosting an Intern

The quality of the internship year depends on the support provided by host administrator and university professor. The following suggestions are intended to make the internship year one of the highlights of the graduate school experience.

- Practice mentoring and coaching skills. The intern's sense of efficacy will reflect your guidance and support.
- Be honest with your feedback. Constructive feedback will help the aspiring administrator focus on areas where growth is needed. Equally important, inform the intern of his or her progress. Encouragement helps!
- Provide time on meeting agendas for the intern to address faculty and other groups.
- Inform stakeholders of the intern's role in the school.
- Expose the intern to a variety of leadership situations, including transportation, food services, supervision, scheduling, and public relations.
- Invite the intern to shadow you while meeting with office staff, central office administrators, teachers, parents, or community members at large.
- Share professional reading and important updates with the intern.
- Meet with the intern to discuss the portfolio. In addition to weekly logs and reflection essays, the intern is required to collect a minimum of 18 artifacts across six standards (three per standard). These items will be critical during the oral comprehensive exam.
- Review and complete the internship assessment instrument. This information should be compiled toward the end of the second semester. If you have questions, contact the university supervisor.
- To the fullest extent possible, meet with the university supervisor during site visits. Use this time to discuss the progress of the intern as well as the process of hosting aspiring school leaders.

Attachment 4: From Activity to Artifact

Activity: Review and analyze the campus ethics.

Artifact: Write a summary and present the findings to an interested audience.

Activity: Participate in ethical decision-making.

Artifact: Develop and submit a process agreement by which all members must follow.

Activity: Review safety/health procedures, reports, and disaster plans.

Artifact: Present findings to appropriate senior administrators, and initiate a plan to revise procedures and plans, if such revisions are needed.

Activity: Review legal obligations of local schools as mandated by federal programs serving K-12 students.

Artifact: Develop a PowerPoint presentation for use in meetings with new faculty and staff whose job responsibilities are driven by federal guidelines.

Activity: Analyze a recent legal issue and its implications for your school or system.

Artifact: Prepare materials based on the analysis, and present the information to an audience of educators, policy makers, or community partners.

Activity: Participate in the development of a campus vision.

Artifact: Develop a plan for brainstorming some aspect of vision building. If possible, lead the brainstorming activity. Submit “reduced-sized” copies of the brainstorming charts.

Activity: Participate in the selection of a survey instrument to assess campus culture.

Artifact: Write and implement a plan for conducting the survey.

Activity: Collect ideas for recognizing teachers and students.

Artifact: Prepare a written summary of the results for presentation in a faculty meeting or to a PTA committee.

Activity: Request to observe a formal job interview.

Artifact: Research personnel policies that governs who participates in job interviews. Make a copy of the policy.

Activity: Conduct a study of personnel turnover for the past five years.

Artifact: Write a report showing the percent turnover based on a specific variable: job category, gender, age etc. If possible, present findings to the local school board.

Activity: Attend PTA and booster club meeting.

Artifact: Write a letter requesting a few minutes on the agenda to address a specific need.

Activity: Plan activities to increase parent involvement.

Artifact: Organize a newsletter committee composed of parents. Prepare a timeline of tasks to complete before publishing the first edition.

Activity: Meet with Chamber of Commerce to discuss loss of jobs in the community.

Artifact: Organize a school-wide committee, and write a plan to market the school.

Activity: Attend a curriculum committee meeting on adopting new textbooks.

Artifact: Write the procedures for adopting a new textbook for a given area of the curriculum.

Activity: Participate in the implementation of a curricular change.

Artifact: Write a strategic plan for implementing these changes.

Activity: Review and review tardy and absentee policies.

Artifact: Develop and present PowerPoint information on responsive student behavior.

Activity: Participate in the location and utilization of computers.

Artifact: Submit a list of steps involved in the implementation to installation process.

Activity: Interview the committee responsible for procedures regarding inclement weather conditions. Summarize and submit written responses.

Artifact: Submit a written summary of the meeting and reflect on the process and the outcomes.

Activity: Participate in the development or action research

Artifact: Develop a topical agenda for a faculty presentation on the topic of action research.

**THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE
Teacher Education Program Graduate Dispositions Survey**

[Version Taken at ENTRY by Candidates Who Are Currently Employed by a School and at EXIT by All]

Dear Graduate Student:

Welcome to the UNCP Graduate Program in Teacher Education. As part of our assessment efforts, we are collecting information on professional dispositions of educators enrolled in our graduate programs.

You will take this version of the dispositions survey at entry into your program of study, and you will take a similar survey as you near the end of your program. This survey is intended to help you identify areas for continuing professional growth.

First Name

Middle Initial

Last Name

Program Area:

- Elementary Education
- Middle Grades Education
- Reading Education
- Art Education
- English Education
- Mathematics Education
- Music Education
- Physical Education
- Social Studies Education
- Science Education
- Masters of Arts in Teaching (please respond to the MAT item below)
- Masters in School Administration
- School Counseling

If you are a MAT Candidate, indicate your Specialization Area in the MAT Program:

- Middle Grades Education
- Art Education
- English Education
- Mathematics Education
- Music Education

- Physical Education
- Social Studies Education
- Science Education

Current Teaching/Administrative/Support Staff Assignment

- Birth-Kindergarten
- Elementary School
- Middle School
- High School
- Community College/Technical College
- Not Applicable (Do not continue; instead, take the survey for candidates who are not currently teaching.)

Graduate Enrollment Status (most semesters):

- Full-time
- Part-time

Gender

- Male
- Female

Race/ethnicity:

- African American
- American Indian
- Asian/Pacific Islander
- Hispanic
- Caucasian
- Other

Name of Program Director

Your preferred email address

Part A: Self-Assessment of Dispositions

Dispositions are habits of mind that shape ways you interact with students and ways you make decisions as an educator. Please read each disposition carefully and mark the response that indicates how you assess yourself at this time. This instrument is intended to help you identify areas for continuing professional growth. Please respond honestly.

DISPOSITONS:

	ALWAYS	MOST OF THE TIME	SOME OF THE TIME	NEVER
I treat all students fairly and equitably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to accommodate the individual needs of all learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I value critical self-reflection as a means of improving my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I regularly use the insights gained from critical self-reflection to improve my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make changes in my practice based on critical self-reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I continually evaluate my knowledge base in the discipline(s) that I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I seek out opportunities to advance my knowledge base in the discipline(s) that I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by reading research literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by conducting action research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am open-minded and flexible and able to embrace change that I believe is positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am willing to take on leadership roles in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am willing to take on leadership roles in professional communities outside of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I seek out opportunities to collaborate with colleagues about ways to improve student learning, the school environment, and/or home-school communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I see myself as a change agent in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My colleagues perceive me to be a change agent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I possess areas of expertise that could benefit others in the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I view my instructional mistakes as opportunities to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My affiliation with and participation in professional communities outside the school are an important part of my professional life.



**Part B1: Critical Reflection and Goal Setting--
Select TWO personal strengths from the above items. Briefly explain why you think these are areas of strength, and provide examples to illustrate these strengths.**

**Part B2: Critical Reflection and Goal Setting--
Select TWO areas for professional growth from the above items. For each area, explain why you think this is an area for growth, and define one or more specific steps you will take to promote growth.**