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# **PART I. OVERVIEW**

The purpose of this handbook is to provide answers to questions about the school executive internship year, including all requirements, application procedures, and prerequisites. The resource contains detailed explanations about roles, responsibilities, minimum hours, governing state and national standards, and course evidences and artifacts. The first important step is to the read this handbook in its entirety.

This six-semester hour, two-part course (EDNL 5900 and EDNL 5950) is a planned administrative assignment that extends over two semesters and coincides with school district calendars. Authentic by design, the internship year offers the best vantage point for learning the basics of K-12 school leadership.

Successful completion of the internship is based on demonstrated knowledge (academic and practical) across state and national standards. Two sets of aligned standards frame the internship content: 1) North Carolina Standards for School Executives (NCSSE) and the Professional Standards for Educational Leaders (PSEL). Refer to pages 10-14 for additional information on standards and competencies. All students (MSA degree and “add-on” certificate) must fulfill the six-hour internship requirement.

**Eligibility**

To enroll in the internship courses (EDNL 5900/fall and EDNL 5950/spring), the prospective intern must have completed a minimum of 15-semester hours, including the following prerequisites:

EDNL 5800: Supervision and Instructional Leadership

EDNL 5860: Legal Aspects of Educational Leadership

EDNL 5730: School-based Management

EDNL 5880: Leading School Improvement and Organizational Change

EDNL 5030: Engaging Families, Schools, and Communities

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| The internship application must be submitted to the Program Director before permission is granted to register for EDNL 5900. The application procedures appear on pages 25-27.  **NOTE**: Beginning in the fall of 2020, a student must have earned a minimum of 24-semeter hours of prerequisite courses prior to the fall semester of the internship. |

In addition to activities assigned by the host administrator/principal, the intern must fulfill the following:

* submit weekly internship activities (logs and reflective summaries);
* submit required e-portfolio/Taskstream items;
* participate in monthly seminars;
* complete two shadowing assignments and submit a summary of each experience; and
* complete an oral exam interview

**Benefits of the Internship**

A well-planned internship will provide future school leaders opportunities to . . .

* participate in wide variety of operational and instructional aspects of school leadership;
* observe and reflect on instances of leadership theory (e.g., distributive leadership);
* research local policies pursuant to federal, state, and local programs, including funding sources;
* participate in rich discussions and problem-solving conversations with teachers, staff, and other school administrators;
* identify community systems of school and student support and advocacy;
* engage in strategic planning, mission building, and goal-setting processes; and
* learn from and shadow seasoned host administrators/principals and university faculty.

A well-designed internship experience will provide challenging assignments, coupled with immediate feedback from the host administrator. Ideally, he or she should “scaffold” assignments, thus allowing sufficient time for the intern to ask questions, to observe, and to listen. For example, interviewing the school bookkeeper would be of little benefit to the intern without knowing the bookkeeper’s job description.

**PART II. ROLES AND RESPONSIBILITIES**

**Intern**

UNCP students who enroll in the internship courses are considered part-time interns, meaning they must fit the requirements into their regular working schedules, or other responsibilities/obligations. The time commitment is extensive, yet the experience is rewarding and lesson-enriched. From the outset, it is imperative to build a positive relationship with the host administrator (principal or central office administrator) and the university supervisor, since considerable guidance is needed throughout the year. When questions or concerns arise, the intern must rely on these individuals to help problem solve. Among the specific expectations of the intern are the following.

* Carefully read the syllabi for EDNL 5900 (fall) and 5950 (spring).
* Become familiar with important school documents (e.g, student and faculty handbooks, the school improvement plan, school safety plan, etc.).
* Share contact information with the host administrator.
* Inform the host administrator of all internship requirements.
* Provide the host administrator with a copy of the internship handbook.
* Keep the host administrator abreast of internship hours.
* When absent from school, notify the university supervisor. Exceptions apply to events/meetings authorized by the school, or school system.
* Accept all assignments and responsibilities with gratitude and professionalism.
* Adhere to the highest standards of ethical practice. Attention to appearance, attire, and professionalism is paramount.
* When in doubt, seek advice from the host administrator and/or the university supervisor.
* Complete all internship assignments in accordance with this handbook.
* Continuously seek opportunities for professional and personal growth.

**University Supervisor**

In addition to their teaching responsibilities, MSA faculty members will provide overall internship supervision by performing the following responsibilities.

* According to the EDNL 5900/5950, answer interns’ questions regarding all requirements.
* Establish dates for submitting weekly assignments, shadowing summaries, standards-based artifacts, and other Taskstream assignments.
* Assess the collection of artifacts using the appropriate rubric.
* Meet with the host administrator to explain the internship requirements, as well as the host supervisor’s responsibilities.
* Answer all questions pertaining to the fall and spring evaluation procedures.
* Arrange a calendar for campus visits (a minimum of two per semester).
* Clarify expectations for campus visitations.
* Support leadership development by reviewing weekly assignments and providing feedback.
* Participate in and lead seminar sessions.
* When the need arises, assist interns and/or host administrators in the use of Taskstream technology.
* Assign semester grades, based on multiple criteria: quality of artifacts, substantial participation in seminars, feedback from host administrators, campus visits, and the university supervisor’s determination of leadership development.
* Promptly respond to questions and/or concerns of the host administrator.
* Mentor, coach, and challenge the intern.
* Keep the interns abreast of changes in MSA requirements, university policies, and important deadlines.
* Inform the MSA Program Director of any problems affecting the intern’s success.

**Host Administrator**

The host administrator refers to the on-site supervisor of the intern. In most situations, the principal serves in this role; however, it is not uncommon for a central office administrator to perform the duties of the host administrator. Regardless of the position, the host administrator plays a pivotal role in the intern’s leadership development, especially in the selection of assignments and the delegation of responsibilities.

Unlike daily conversations with an assistant principal, the host administrator must “teach” the intern about the actual work of leading a school. The “teaching” is not a linear, theoretical roadmap; therefore, the host administrator should maximize opportunities for job shadowing, observing in a variety of settings, and reflecting on “lessons learned.”

The role of the host administrator is to support the intern through coaching, modeling, listening, observing, and encouraging. The following suggestions will help to ensure a high-quality internship year.

* Become familiar with the UNCP MSA program.
* Welcome the intern to the school family. Inform faculty and staff of the intern’s role and responsibilities.
* Provide ample shadowing opportunities.
* Review the criteria for the fall and spring evaluation of the intern.
* Inform the MSA Program Director of any changes in the assignment of the intern. Complete (sign) any documentation related to assignment changes.
* Meet with university supervisor to discuss the intern’s areas of strength and areas for improvement.
* Review weekly logs, giving attention to balanced leadership engagement. Always ask the question, “How can I help you?”
* Align leadership assignments with the North Carolina Standards for School Executives.
* Sign the weekly log.
* When appropriate, discuss your own internship experience with the intern.
* Challenge the intern with innovative assignments. Repetitive duties provide little, if any opportunities for leadership growth.
* When feasible, delegate short-term projects to the intern.
* If problems arise relative to the performance of the intern, inform and involve the university supervisor.
* Allow time for the intern to shadow in two other schools (within the school district).

**Internship Restrictions**

Unless the following responsibilities are conditions of the intern’s employment with the school, he or she is restricted from the following:

* signing student suspension forms, or other documents covered by the Family Educational Rights and Privacy Act (FERPA);
* serving as chairperson of any committee (e.g., IEP committee, employee interview committee, etc.)
* reviewing any records (student or employee) covered by federal, state, and/or local privacy laws;
* observing a teacher who is on an action plan; and
* serving in the role of campus administrator in the absence of the principal and/or the assistant principal.

**PART III. INTERNSHIP REQUIREMENTS**

**Internship Hours**

Depending on the employment category, the minimum hours will vary. Below are the details.

* Full-time Classroom Teacher: 500 hours
* School-based Instructional Support (e.g., instructional coach, athletic director): 750 hours
* Full-time Administrator (e.g. assistant principal, district-level administrator): 1,000 hours

**Summer Hours**

The following stipulations make it to obtain up to **50** hours during the summer preceding the fall semester of the internship. Earning summer hours is not a requirement of the internship.

* The internship assignments must be under the direct supervision of a host administrator.
* The student must have obtained approval to enroll in the internship year prior to earning summer hours. Approval is granted by the MSA Program Director.
* Accumulated hours and a three-page reflection must be submitted to the MSA Program Director during the first week of fall classes.
* The intern should spend considerable time shadowing the host administrator.
* Additional activities might include the following:
* master schedule planning
* reviewing bus routes
* “Back to school” planning for parents and students
* data gathering and analysis
* buildings and grounds inspection
* student handbook and/or webpage editing

**Taskstream/Eportfolio**

Taskstream is an assessment management tool that gives students access to a rich set of capabilities that support personalized learning in meaningful ways.

Each semester, all undergraduate and graduate students enrolled in a licensure program must purchase a subscription to access Taskstream. The amount is included in student fees. Once activated, students are able to upload a variety of standards-based evidences, artifacts, and other assignments that require analyses by faculty members. For MSA interns, the Taskstream requirements appear on page 17. For additional information about Taskstream, go to <https://www.watermarkinsights.com>.

**Weekly Log and Reflective Summary**

Each week, the intern must prepare and submit a five-day log of leadership activities and a reflective essay. Both the intern and the host administrator must sign the log prior to submitting the material to the university supervisor, who will explain submission deadlines and other details.

**Monthly Seminar**

Seminars provide opportunities to discuss and probe specific leadership topics. The participants present invaluable topics and information, pose practical questions, and offer first-hand perspectives and experiences related to given topics. The assumption is that peer collaboration and reflective practice will help the interns draw meaning from “on-the-ground” activities assigned and guided by host administrators. Seminar attendance is required and monitored.

**Standards-based Artifacts**

The intern is required to select seven leadership experiences/opportunities from which he or she has gleaned important insights, leadership lessons, and/or new ideas/strategies for leading others toward shared purpose and goals. Using the form on page 20, the intern will describe each artifact and its relationship to the NCSSE, PSEL, and the NCSSE Competencies. The university supervisor will assess each artifact, offer feedback, and record the results in Taskstream. Consulting regularly with the university supervisor will help the intern better understand the process for developing artifacts. Suggestions for artifacts appear at the end of each NCSSE. Go to [**http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/princ-asst-princ-standards.pdf**](http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/princ-asst-princ-standards.pdf)**.**

**Oral Exam Interview**

Toward the end of the spring semester of EDNL 5950, the interns will participate in a 50-minute oral exam interview, during which time the university supervisors will pose questions on a range of topics, including state and national standards, critical issues in public education, legal issues, school improvement planning, and curricular topics, and stakeholder engagement. The goal is to provide a forum for interns to demonstrate their cumulative knowledge of school leadership, given the MSA program of study.

**Academic Progress**

Academic progress is monitored by the School of Graduate Studies, university supervisors, faculty advisors, and the MSA Program Director. Remaining in good standing requires a GPA of 3.0. The internship grade (per semester) will reflect seminar participation, quality of artifacts and weekly assignments, and evaluative feedback from host administrators.

**School Executive Shadowing**

An effective way to learn an unfamiliar job/role is to shadow a well-experienced individual performing the job/role of interest to the novice/learner. In the fields of medicine, business, industry and trades shadowing enjoys a long history of success and often leads to career advancement. With that in mind, students enrolled in EDNL 5900/5950 will fulfill two day-long shadowing activities prior to completing the oral exam. The shadowing process begins by selecting two schools with grade spans different from the assigned school.

Example: Mr. Smith is employed at New View Elementary School (grades K-5) where he is also completing the school executive internship. To fulfill the internship shadowing requirement, Mr. Smith must shadow in a middle school and a high school.

During the shadowing experience, the intern is expected to observe the host administrator perform the routines of leading, managing, and operating a school. Most important, the intern must shadow the principal, not his or her designee.

Before Shadowing

* Meet with host administrator and explain the purpose of the shadowing requirement.
* Inquire about any school board policies pertaining to job shadowing. Follow the procedures.
* Select two schools in which to shadow.
* At different times, meet with each principal to explain the shadowing requirement.
* Obtain approval in writing, and provide copies to the host administrator and to the university supervisor.

During Shadowing

* Observe the principal’s approach and communication style. How is he or she received by others?
* Observe how the principal influences decisions, interactions, and/or conversations (e.g., explains a discipline policy to a parent, conducts a variety of meetings, engages with students, etc.).
* Analyze the principal’s use of time? What determines his or her priorities?
* Pay attention to the principal’s level of knowledge, energy, temperament, patience, persistence, etc.
* Analyze his or her organizational and time-management skills.

After Shadowing

* For each school, summarize (approximately 200 words) three key events that represent new insights and lessons (See page 22).
* Submit summaries to the university supervisor and obtain approval to upload in Taskstream. Submission dates will vary, depending on each university supervisor.
* Upon completion of each shadowing experience, debrief the experience with each principal, as well as the host administrator.

**PART IV: STANDARDS AND COMPETENCIES**

**North Carolina Standards for School Executives (NCSSE)**

**Standard 1: Strategic Leadership**

**NCSSE.1:** Strategic Leadership  
**NCSSE.1.a:** School Vision, Mission and Strategic Goals

**NCSSE.1.b:** Leading Change  
**NCSSE.1.c:** School Improvement Plan  
**NCSSE.1.d:** Distributive Leadership

**Standard 2: Instructional Leadership**

**NCSSE.2:** Instructional Leadership  
**NCSSE.2.a:** Focus on Learning and Teaching, Curriculum, Instruction and Assessment

**NCSSE.2.b:** Focus on Instructional Time

**Standard 3: Cultural Leadership**

**NCSSE.3:** Cultural Leadership  
**NCSSE.3.a:** Focus on Collaborative Work Environment  
**NCSSE.3.b:** School Culture and Identity  
**NCSSE.3.c:** Acknowledges Failures; Celebrates Accomplishments and Rewards

**NCSSE.3.d:** Efficacy and Empowerment

**Standard 4: Human Resource Leadership**

**NCSSE.4:** Human Resource Leadership  
**NCSSE.4.a:** Professional Development/Learning Communities

**NCSSE.4.b:** Recruiting, Hiring, Placing, and Mentoring of staff

**NCSSE.4.c:** Teacher and Staff Evaluation

**Standard 5: Managerial Leadership**

**NCSSE.5:** Managerial Leadership  
**NCSSE.5.a:** School Resources and Budget  
**NCSSE.5.b:** Conflict Management and Resolution

**NCSSE.5.c:** Systematic Communication  
**NCSSE.5.d:** School Expectations for Students and Staff

**Standard 6: External Development Leadership**

**NCSSE.6:** External Development Leadership  
**NCSSE.6.a:** Parent and Community Involvement and Outreach

**NCSSE.6.b:** Federal, State and District Mandates

**Standard 7: Micro-political Leadership**

**NCSSE.7:** Micro-political Leadership

**NCSSE. 7a**: The school executive develops systems and relationships to leverage staff expertise and influence in order to affect the school’s identity, culture, and performance.

**Go to** [**http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/princ-asst-princ-standards.pdf**](http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/princ-asst-princ-standards.pdf)

**NORTH CAROLINA SCHOOL EXECUTIVE COMPETENCIES**

In addition to the development of formal and practical knowledge of state and national leadership standards, interns must strive for continuous growth in the following SBE-approved competencies.

**Communication:** effectively listens to others; clearly presents orally and in writing. Acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives.

**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.

**Conflict Management**: anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.

**Creative Thinking**: engages in and fosters an environment for others to engage in innovative thinking.

**Customer Focus**: understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.

**Delegation:** effectively assigns tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school.

**Dialogue/Inquiry**: creates a risk-free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance.

**Emotional Intelligence**: manages oneself through self-awareness and self-management, and manages relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.

**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.

**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.

**Judgment**: reaches logical conclusions and makes high-quality decisions based on available information. Gives priority and caution to significant issues and analyzes and interprets complex information.

**Organizational Ability**: effectively plans and schedules one’s own and the work of others so that resources are used appropriately, such as scheduling activities and establishing procedures to monitor projects.

**Personal Ethics and Values**: consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.

**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.

**Responsiveness:** completes inquiries or requirements for information. Creates a clearly delineated structure for responding to requests/situations in an expedient manner.

**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.

**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.

**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.

**Technology**: effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.

**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.

**Visionary**: encourages “imagineering” by creating an environment to capture stakeholder dreams of what the school could become for all.

**PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS/PSEL**

**Standard 1: Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

**Standard 2: Ethics and Professional Norms**

Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being**.**

**Standard 3: Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being**.**

**Standard 4: Curriculum, Instruction, and Assessment**

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being**.**

**Standard 5: Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

**Standard 6: Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being**.**

**Standard 7: Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professionals to promote each student’s academic success and well-being**.**

**Standard 8: Meaningful Engagement of Families and Communities**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

**Standard 9: Operations and Management**

Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

**Standard 10: School Improvement**

Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

**Go to** [**https://ccsso.org/resource-library/professional-standards-educational-leaders**](https://ccsso.org/resource-library/professional-standards-educational-leaders)

**NCSSE AND PSEL ALIGNMENT**

|  |  |  |
| --- | --- | --- |
| **NCSSE** | **PSEL** | **Activities** |
| **Standard 1: Strategic Leadership**:  School executives will create conditions that re-image the school’s vision, mission, and goals. Understanding that schools prepare students for an unpredictable future, the leader creates a climate of inquiry that challenges the school community to re-purpose itself by building on its core values and beliefs. | **Standard 1: Mission, Vision, and Core Values:** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and of each student.  **Standard 10: School Improvement**  Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being. | Observe several meetings of the school improvement team and identify efforts aimed at goal attainment and progress monitoring.  Identify examples of the mission statement “in action.” Suggest ways to align the mission statement with daily practices. |
| **Standard 2: Instructional Leadership:** School executives will set high standards for the professional practice of 21st century instruction that result in a no-nonsense, accountable environment. The school executive must be knowledgeable of best practices and use this knowledge to create collaborative structures for the design of highly engaging work for students, the on-going peer review of this work and the sharing of this work throughout the professional community. | **Standard 4: Curriculum, Instruction, and Assessment:** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.  **Standard 2: Ethics and Professional Norms:** Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being. | Survey teachers on the effectiveness of PLC’s. Share the findings, giving attention to improvement goals.  Coordinate a series of data analysis workshop. Observe improvements in their analytical skills and understanding. |
| **Standard 3: Cultural Leadership**:  School executives will understand school culture and its effects on performance. He or she values the traditions, artifacts, symbols and norms of the school and community that result in a sense of identity and pride. A school executive must “reculture” the school to align with school improvement goals. Cultural leadership suggests making connects with traditions and norms to achieve individual and collective goals. | **Standard 3: Equity and Cultural Responsiveness:** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.  **Standard 7: Professional Community for Teachers and Staff:** Effective educational leaders foster a professional community of teachers and staff to promote each student’s academic success and well-being. | Using a survey tool, determine teachers’ understanding of a culturally-responsive school and classroom. Disseminate the findings with teachers.  Facilitate discussions on the meaning of the term, culturally responsive.  Poll teachers regarding their teaching values, meaning what matters to them with respect to the profession of teaching. Determine the best way to share the findings. |
| **Standard 4: Human Resource Leadership:** School executives will ensure that the school is a professional learning community and processes are in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing staff. The school executive must empower teachers in a distributive leadership manner, and be consistent in evaluation procedures. The school executive must help teachers and staff plan their career paths and support district succession. | **Standard 6: Professional Capacity of School Personnel:** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being. | Observe meetings of the Beginning Teacher Support Program, giving attention to improving classroom practice (e.g., student discipline, differentiated learning, etc.).  Gather information on the “hard-to-fill” positions in the school system and plans to recruit teachers in these areas.  Become familiar with the standards for evaluating student support services personnel. |
| **Standard 5: Managerial Leadership:**  School executives will ensure that processes and systems are in place for budgeting, problem solving, communicating expectations and scheduling. The school executive monitors the budget and strives to include all teachers and staff in budget decisions. | **Standard 9: Operations and Management:** Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being. | With the principal, conduct a risk-management assessment.    Conduct a cost analysis study of the current school improvement plan. Share the results with the principal and school improvement team. |
| **Standard 6: External Leadership:**  A school executive will design processes that result in community engagement, support, and ownership, acknowledging that schools no longer react but build community. The leader creates opportunities for parents, community and business representatives to participate and invest in the school. | **Standard 8: Meaningful Engagement of Families and Community:** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being**.** | Survey teachers on their efforts to engage parents and the community. Share strategies with all teachers.  Review the school’s website with attention helpful resources for families. |
| **Standard 7: Micro-political Leadership:** The school executive builds relationships that utilize the staff’s diversity. The executive will employ an awareness of staff members’ professional needs, issues, and interests to build social cohesion and to facilitate distributed governance and shared decision-making. | **Standard 3: Equity and Cultural Responsiveness:** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being. | Identify examples of teacher cohesion with respect to improving school and student achievement.  Attend several PLC meetings, focusing on efforts to maximize each teacher’s strengths. Share findings with the principal. |

**ATTACHMENTS**

**Taskstream/Eportfolio Requirements**

|  |  |  |
| --- | --- | --- |
| **Item** | **Due Date** | **Taskstream Submission** |
| Weekly Logs and Reflections | see university supervisor | Yes |
| Artifacts 1 and 2  Artifacts 3 and 4 | November and April | Yes |
| Mid-point Evaluation by Host Administrator and University Supervisor | Fall and Spring | Yes |
| Resume and Mock Letter of Position Interest | Fall | Yes |
| Individual Oral Exam | Spring | Yes |
| Two six-hour shadowing summaries | Fall and Spring | Yes |
| Campus Visitation Report  (Completed by University Supervisor) | varying dates | Yes |
| Oral Exam Interview | Spring | Yes |
| MSA Student Survey | Spring | Yes |
| PSEL Self-assessment | Fall and Spring | Yes |
| **Six Licensure Evidences** | | |
| EDNL 5850/Curriculum Leadership  *Positive Impact on Student Learning* | see university supervisor | Yes |
| EDNL 5800/Supervision and Instructional Leadership  *Teacher Empowerment* | see university supervisor | Yes |
| EDNL 5030/Engaging Families, Schools, and Communities  *Community Involvement and Engagement* | see university supervisor | Yes |
| EDNL 5880Supervision and Instructional Leadership  *School Improvement* | see university supervisor | Yes |
| EDNL 5730/School-based Management  Organizational Management | see university supervisor | Yes |
| EDNL 5860/Legal Aspects of Educational Leadership  *School and Culture Safety* | see university supervisor | Yes |

**Weekly Internship Log**

**Week Beginning: Week Ending:**

|  |  |  |  |
| --- | --- | --- | --- |
| **DAY** | **TIME INVESTMENT**  **(hours and minutes)** | **ASSIGNMENT DESCRIPTION**  **(25-40 words)** | **NCSSE Alignment**  **(indicate the category and number)** |
| MON |  |  |  |
| TUES |  |  |  |
| WED |  |  |  |
| THURS |  |  |  |
| FRI |  |  |  |
| EXAMPLE  MON-FRI  (combine hours) | EXAMPLE  2 hours (week total) | EXAMPLE  Monitored bus drivers as they implemented new safety procedures. | EXAMPLE  Managerial Leadership/  Standard 5 |
| Weekly Total:  YTD Cumulative:  Intern’s Signature:  Host Administrator’s Signature: | | | |

**Weekly Reflection Example**

Lately, I find myself somewhere between joy and doubt. Oddly, this shifting state of mind is new to me. Granted, learning to lead is more stressful than I had imagined, mainly because teaching children is much easier than working with adults. Even when I am doubtful, I also know that leadership is my calling.

I enjoy parent conferences, even when frustrated parents show up at my office (without an appointment), as was the case yesterday at 7:30 a.m. Our parents are poor, bewildered, and pretty much hopeless. Is it any wonder why our test scores are so low? Helping teachers change their attitudes toward contrary families is beyond gratifying. Yes, for the past few days, I have made terrific strides in Standard 6 (External Leadership), and through hard work and new skill sets, maybe I can help end school failure. So much of the school’s success depends on parents and families.

So why am I feeling successful these days? Could it be my hard work, loving the challenge, or having a principal who believes in pushing and prodding me. I would say that each factor is helping me know that I want to be a school leader, and more than that, I want to lead in tough situations; in schools where finding and keeping good teachers is painstaking work.

With a challenging week facing me (campus visit by the Superintendent and the Board of Education), I must put forth my best skills, inviting parents and teachers to spend time with these visitors. Standard 6 is my “stretch” area, which is a good thing.

**Standards-based Artifact Template**

**Directions**: Complete the following areas (1-4), limiting the information to 75 words. Carefully think about the artifact in relationship to the NC Standards for School Executives and the competencies and align accordingly.

|  |  |
| --- | --- |
| Artifact Title and Description  (e.g., completed Master Schedule) | Primary Standard:  Secondary Standard:  Major Competency Area: |
| 1. Describe the assignment/responsibility related to the artifact. | |
| 1. Elaborate on the skills and/or knowledge required to perform the assignment/responsibility. | |
| 1. Explain how the assignment/responsibility impacts students, teachers, staff, and/or the entire school? | |
| 1. Answer the question, “What would I do differently?” | |

**Standards-based Artifact Rubric**

|  |  |  |
| --- | --- | --- |
| **Basic**  **1** | **Advanced**  **2** | **Exemplary**  **3** |
| **The artifact demonstrates** . . .   1. some understanding of primary and secondary standards, and the relationship to the assignment/activity; 2. little more than listing a few basic skills needed for the assignment; 3. generalized statements regarding the causes of situations/problems; 4. minimal use of NCSSE terminology in the artifact description; 5. an observation (only) of a specific situation/setting/event; and 6. general statement about artifact benefits. | **The artifact demonstrates** . . .   1. clear understanding of primary and secondary standards, and the relationship to the assignment/activity; 2. the application of skills and knowledge specific to the assignment/activity; 3. some critical analysis of underlying causes of situations/problems; 4. correct usage of a NCSSE terms in the required areas of the artifact description; 5. initiative in providing a recommendation to improve a situation; and 6. specific and significant “lessons learned.” | **The artifact demonstrates** . . .   1. clear understanding of primary and secondary standards, and the relationship to the assignment/activity; 2. the application of skills and knowledge that significantly enhance the assignment/activity; 3. insightful analysis of underlying causes of situations/problems; 4. correct usage of NCSSE terms throughout the artifact description; 5. leadership in implementing a recommendation to improve a situation; and 6. specific and significant “lessons learned,” with brief action steps provided. |

**Shadowing Documentation**

Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Shadowing Experience (check one): 1\_\_\_\_ 2\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Direction**s: As you “shadow” the principal, note your observations and impressions in the following table. Using your notes, highlight and describe three significant insights and submit a two-page summary to your university supervisor**.** In the summary, answer the question, “What do I want to mirror?”

|  |  |  |
| --- | --- | --- |
| **Time of Day**  **(morning, afternoon, after school, etc.)** | **Setting/Event** | **Reflective Notes** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Evidence Requirements for NC Licensing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course** | **MSA**  **Degree Pathway** | **Evidence** | **License Only Pathway** | **Evidence** |
| EDN 5660: Applied Educational Research | Yes | No | No | No |
| EDNL 5030: Engaging Families, Schools and Communities | Yes | Yes | Yes | Yes |
| EDNL 5710: Analyzing Educational Issues | Yes | No | No | No |
| EDNL 5720: Ethical & Societal Aspects of Educational Leadership | Yes | No | No | No |
| EDNL 5730: School Based Management | Yes | Yes | Yes | Yes |
| EDNL 5800: Supervision & Instruction Leadership | Yes | Yes | Yes | Yes |
| EDNL 5850: Curriculum Leadership | Yes | Yes | Yes | Yes |
| EDNL 5860: Legal Aspects of Educational Leadership | Yes | Yes | Yes | Yes |
| EDNL 5880: Leading School Improvement and Organizational Change | Yes | Yes | Yes | Yes |
| EDNL 5900: Internship & Seminar in Educational Leadership I | Yes | Yes | Yes | Artifacts |
| EDNL 5950: Internship & Seminar in Educational Leadership II |  | Yes | Yes | Artifacts |
| Two 3-semester hour guided electives | Yes | No | No | No |
| License only: 24 semester hours  MSA Degree: 39 semester hours | | | | |

**Evidence, NCSSE Descriptor, and Course Relationship**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Evidence Category** | **NCSSE Descriptor** | | | | | | | **Course** |
| **Category Title** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **Title** |
| Positive Impact on Student Learning | 1b1 | 2a1  2a2  2a3 |  | 4a1  4a2  4c1 |  |  |  | EDNL 5850:  Curriculum Leadership |
| Teacher Empowerment | 1d1  1d2 |  | 3d1 | 4b1 |  |  |  | EDNL 5800: Supervision and Instructional Leadership |
| Community Involvement and Engagement |  |  |  |  | 5b1  5c1  5c2 | 6a1 |  | EDNL 5030: Engaging Families, Schools, and Communities |
| Organizational Management |  | 2b1  2b2 |  | 4c2 | 5a1  5a2  5c1  5c2  5d1  5d2 | 6b1 |  | EDNL 5730: School-based Management |
| School Culture and Safety |  |  | 3a1  313  3b1  3c1  3d2 |  | 5b1 |  | 7a1 | EDNL 5860:  Legal Aspects of Educational Leadership |
| School Improvement | 1a1  1a2  1c1  1c2 |  | 3b2 |  |  | 6b2  6b3 |  | EDNL 5880:  Leading School Improvement and Organizational Change |

**Internship Application**

**Directions**: Return the completed application to the Program Director, Dr. Olivia Oxendine no later than (date to be determined). Submit by email (and mail) to the following address:

Dr. Olivia Oxendine, MSA Program Director

Education Building, Room 313

UNC Pembroke

1 University Drive

Pembroke, North Carolina 28372

olivia.oxendine@uncp.edu

910.521.6894 (office)

910.315.8983 (cellular)

## PERSONAL INFORMATION

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ID #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_UNCP Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Type: Add-on \_\_\_\_\_ MSA Degree\_\_\_\_\_

Current Position\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(teacher/subject and/or grade, school counselor, assistant principal, instructional coach, etc.)

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_District:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Indicate the name of the principal, or central office administrator (host administrator) under whom you wish you complete the internship.

Principal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_District:\_\_\_\_\_\_\_\_\_\_\_\_\_Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Central Office Administrator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. **PREREQUISITE COURSES**

For each completed course, indicate the earned letter grade and the term and year of completion.

|  |  |  |
| --- | --- | --- |
| **Course** | **Grade** | **Semester/Year** |
| EDNL 5800: Supervision and Instructional Leadership |  |  |
| EDNL 5860: Legal Aspects of Educational Leadership |  |  |
| EDNL 5730: School-based Management |  |  |
| EDNL 5880: Leading School Improvement and Organizational Change |  |  |
| EDNL 5030: Engaging Families, Schools, and Communities |  |  |

* 1. **REMAINING MSA COURSEWORK**

**After completing the internship year**, how many semester hours must you earn to complete your program of study \_\_\_\_\_

* 1. **ASSURANCE STATEMENTS**

**Student**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have met with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and explained the requirements of the MSA internship and the responsibilities of the host administrator/principal. Together, we have reviewed this handbook and discussed a preliminary plan for developing and deepening my knowledge of school leadership. Having this opportunity will help me prepare for an entry-level position in school administration. In summary, I have received approval (see Part B) from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to complete this year-long requirement under his/her supervision. To the fullest of my ability, I will strive to excel in all areas of this internship.

**NOTE**: Before submitting this application to the MSA Program Director, provide all signatures noted below.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Host Administrator**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ agree to supervise \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during 2019-2020, and to facilitate his/her completion of the internship requirements, and to fulfill my responsibilities, as described in this handbook. I understand that rigorous state and national standards frame the UNC Pembroke MSA Program, and to that end, I will provide a variety of leadership opportunities to achieve these standards. In addition, I will invest quality time offering the intern constructive feedback and other resources to enhance his or her preparation for an entry-level position in school administration.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Superintendent/Designee**

This signature verifies that the applicant is in good standing with the cooperating school district.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. **MSA PROGRAM DIRECTOR**

I have carefully reviewed this application, giving attention to the completion of prerequisite courses, the earned letter grades, remaining courses (past the internship year), and the assurances signed by all parties; therefore, I approve the applicant’s request to begin the MSA internship in the fall semester of \_\_\_\_\_\_\_\_.

Yes: \_\_\_\_ No:\_\_\_\_

Reason(s) for denying the application.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**END OF APPLICATION**

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