EDUCATIONAL LEADERSHIP PROGRAM

MASTER OF SCHOOL ADMINISTRATION (MSA)

PROGRAM MANUAL

2011-2012

Preparing Leaders in Education
for
Equity and Excellence
in a
Democratic Society
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*With respect to equal employment and educational opportunity, it is the policy of University of North Carolina at Chapel Hill and the School of Education not to discriminate on the basis of age, sex, race, color, national origin, religion, disability, or sexual orientation.*
I. INTRODUCTION

There are two Master of School Administration Programs (MSA) at the University of North Carolina at Chapel Hill: the MSA On-Campus Program and the MSA FLEX Off-Campus Program. The main difference is in the way coursework is offered. Both prepare individuals to lead schools and other educational organizations. Both programs include three distinct dimensions: (1) **Awareness**, i.e. acquiring concepts, information, definitions, and procedures; (2) **Understanding**, i.e. interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context; and (3) **Capability**, i.e. applying knowledge and skills to specific problems of practice (NPBEA, 2002, p.9). While most of those who complete either program move into administrative positions at the school-site level, some assume roles within state, regional, or national organizations that focus on educational professional development, research, or policy-making. The completion of either MSA program leads to eligibility for licensure from the North Carolina State Department of Public Instruction and qualifies one for administrative certification in most states.

As the centerpiece of the University of North Carolina at Chapel Hill’s Educational Leadership Programs, the courses and field experiences of the MSA reflect the stated mission of the Educational Leadership faculty:

> Leadership for equity, social justice, and academic excellence is the conceptual framework for the educational leadership program at the University of North Carolina at Chapel Hill. While we believe that school leaders must be proficient in a wide variety of technical skills and tasks to be successful educational administrators, we are first and foremost concerned with the agenda of constructing democratic learning communities that are positioned in the larger society to support an agenda of social action that removes all forms of injustice. To this end, we are committed to fashioning and infusing our courses with critically reflective curricula and methodologies that stimulate students to think beyond current behavioral and conceptual boundaries in order to study, research, and implement leadership practices that will fundamentally and holistically change schools in ways and in manners that are consistent with this vision.

MSA On-Campus Coordinator – Dr. James Veitch
[http://soe.unc.edu/academics/msa/](http://soe.unc.edu/academics/msa/)

MSA FLEX OFF-Campus Coordinator – Dr. Stanley Schainker
[http://soe.unc.edu/academics/msa_flex/](http://soe.unc.edu/academics/msa_flex/)
II. The Master’s in School Administration

Purpose

The MSA programs at UNC-Chapel Hill produce school leaders with the knowledge, skill, and commitment to assure student success while increasing the level of academic expectations and performance for all students in North Carolina schools and also the nation. While the program provides administrators for elementary and secondary schools, it also models an exemplary approach to professional preparation for the evolving field of educational leadership. The MSA On-Campus program is a full-time program and therefore is designed primarily to accommodate the needs of “in-residence” students. The MSA FLEX Off-Campus program is expressly designed to accommodate the needs of working educational practitioners.

All prospective students must hold the degree of Bachelor of Arts or Bachelor of Science from an accredited college or university in this country or its equivalent—based on a four-year curriculum—in an institution outside the United States. A grade point average of 3.2 in the candidate’s undergraduate work is desirable. GREs are not required for admission, but may be submitted optionally by the candidate. Successful applicants typically have a minimum of three years of school-based professional experience. Admission is competitive, and students are selected on the basis of their professional experience, intellectual and leadership potential, and academic preparation.

The MSA in Educational Leadership requires 42 credit hours of study, which includes 30 hours in the major (with a concentration in curriculum and instruction) and 12 hours in a field-based internship and internship seminar. Subject to their advisor’s approval, students may transfer a maximum of 9 credit hours. The transfer credits must have been taken at the graduate level, for a grade, within the past five years, and may not have been used to fulfill the requirements for another master’s degree.

Successful completion of the MSA program and passing scores on required state tests qualify graduates for licensure as school administrators in North Carolina and most other states.
Both MSA Programs consists of 42 credit hours as follows:

**MSA On-Campus Program**
(42 credits)

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<tr>
<th>Semester One—Fall 2011</th>
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<td>Special Populations</td>
<td>Internship Seminar</td>
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<td>Problems in Supervisory Practice</td>
<td>Internship &amp; Supervision (3-6 credits)</td>
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<td>Problems in Ed Leadership I</td>
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<td>Personnel Admin &amp; The Law</td>
<td>Internship Seminar</td>
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<td>Managing Schools</td>
<td>Internship &amp; Supervision (3-6 credits)</td>
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<td>Problems in Education II</td>
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<td>Curriculum Leadership</td>
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**MSA FLEX Off-Campus Program**
(42 credits)

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<td>Practice Group Dynamics</td>
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<td>Curriculum Leadership</td>
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<td>Internship &amp; Supervision (3-6 credits)</td>
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In addition, students must successfully complete a major synthesis paper upon completion of their formal coursework. This culminating activity includes both an oral and written presentation to the faculty.

Students are presented with a case study and must successfully integrate and apply various concepts and information from core courses and work-related experiences.
Program Courses

**EDUC 635** Problems in Educational Administration – I
**EDUC 631** Program Development for Special Populations
**EDUC 633** Social Context of Educational Leadership
**EDUC 632** Problems of Supervisory Practice
**EDUC 634** Curriculum Leadership
**EDUC 731** Problems in Educational Leadership – II
**EDUC 637** Personnel Administration and the Law
**EDUC 636** School-Based Inquiry and Reform
**EDUC 638** Managing Schools Within a District Context
**EDUC 732** Group Dynamics, Decision-Making, and Problem Solving (*MSA FLEX Off-Campus Program Only*)
**EDUC 736** Supervised Internship in Educational Administration
**EDUC 738** Supervised Internship in Educational Administration
**EDUC 735** Related Internship Seminar
**EDUC 737** Related Internship Seminar
**EDUC XXX** Elective (*MSA On-Campus Program Only*)

Technology is integrated throughout the seven educational leadership and three instructional leadership courses.

For current course descriptions, visit: [http://soe.unc.edu/academics/msa/pos.php](http://soe.unc.edu/academics/msa/pos.php)

Enhancement Activities

All MSA students are expected to participate in a minimum of ten enhancement activities during the course of their first year. Suggested activities include the following:

(i) UNC-SOE William C. Friday Lecture
(ii) UNC-SOE Teaching Fellows Annual Let’s Talk Race Conference
(iii) North Carolina Association of School Administrators (NCASA) Annual Conference
(iv) Closing the Achievement Gap Annual Conference
(v) Principal Fellows Professional Development Activities
(vi) North Carolina State Board of Education Meeting
(vii) Local Board of Education Meeting (Chapel Hill, Durham, Wake, etc.)
(viii) House or Senate Education Committee Meeting
(ix) PEP School Law Symposium
(x) UNC-SOE Brown Bag Series
(xi) Other book talks, presentations, seminars, lectures, speakers, etc.
III. MSA PROGRAM – INTERNSHIP EXPERIENCE

Purpose

The internship experience is a carefully planned, administrative assignment for a full school year (public school calendar). Each student must demonstrate his/her ability to coordinate intellectual and performance skills in school administration. Planning for the internship will involve the student, his/her program advisor, field supervisor, and intern professor. Supervision and evaluation of the internship experiences will be based upon the student's performance in basic competencies as defined by the program faculty and both national and State standards. The major purpose of internship is to provide students a meaningful learning experience by engaging in numerous activities designed to refine administrative behavior and improve schools as learning institutions for children. It also provides (along with a simultaneous university-based seminar) assistance in drawing relationships between field experiences and academic work by facilitating students’ abilities to integrate theory and practice, increase their understanding of the work realities challenging school administrators, improve their administrative leadership skills, and facilitate their progress toward certification in the principalship. Students should also share their journals of administrative activities. When possible, cooperating school districts should provide interns with enriching experiences by funding travel to professional workshops and conferences.

The internship has two major components: the completion of a comprehensive, structured internship and a yearlong seminar that integrates these internship experiences.

A) The Internship

It will be important for each student and his/her advisor to begin an exploratory discussion that will eventually assist in shaping the internship. Those discussions pertaining to the internship should cover the amount of time devoted to internship activities, the location, district expectations and/or restrictions on the intern, responsibilities, the nature of the supervisory assistance that will be provided, and evaluation procedures.

MSA On-Campus Program
Each MSA On-Campus student completes a full-year (10 months), full-time, paid internship in a public K-12 educational setting, traditionally as an assistant principal intern in a public school. Generally, students are present at the internship site four days per week (Monday, Tuesday, Thursday, and Friday). On Wednesdays, interns participate in the internship seminar.

MSA FLEX Off-Campus Program
Many students in the MSA FLEX program may have administrative responsibilities, employment duties, or even salary levels that prohibit an uninterrupted two-semester internship obligation. In light of this distinct possibility, the structuring of the MSA internship may require some creative planning. For example, the internship may be composed of summer sessions of administrative assignments.
Another example might entail the assignment of some part-time administrative responsibilities in a building on a regular part-time basis i.e., release time, for a specified amount of time. In any case, students participating in this part-time internship experience will be expected to spend – and document – a minimum of 360 hours working on administrative tasks. Please note, however, that each MSA FLEX Off-Campus student has a choice of completing a part-time or full-time internship. Please contact Dr. Stanley Schainker, sschaink@email.unc.edu, for more information on the internship for MSA FLEX students.

*Important* The internship is for an entire school year, 10 months. MSA On-Campus students are advised to start by August 1st so that their internship will be completed by May 1st of the following year. Also, it is important to have the internship agreement/contract signed by the School District Representative. When meeting with the School District Representative, it would be wise to inquire about particular requirements the school district might have for interns. Each school district has different requirements, and it is the student’s responsibility to find out what they are and to meet them. Failure to do so may delay the start date of a student’s internship.

B) Internship Seminar
Interns participate in a yearlong reflective internship seminar that complements the field activity. The seminar relates internship experiences and applications about instructional leadership and supervision, evaluation of teaching/learning processes, and ways in which school-based leaders can support excellence in education. This collaborative activity also relates theory to internship experiences and applications of school management practices, such as planning, personnel and student related issues. Conducted in a seminar format, this course is designed to help students engage in reflective practice and apply internship experiences to the future challenges of educational leaders. Students will also share their journals of administrative activities. Occasionally, scheduling conflicts require the absence of an intern on a regular school workday. In that event, the intern will inform his/her mentor of the need to be absent from the building. Simultaneous university-based internship seminars will provide interns with opportunities to share experiences, develop concepts, and broaden their knowledge of school administration.

C) Internship Description
During their internship year, MSA students participate in a supervised internship for 6 credits (3 per semester) and an internship seminar for 6 credits (3 per semester). These courses are:

EDUC 735: Internship Seminar Fall Semester = 3 credit hours
EDUC 736: Internship Practicum Fall Semester = 3-6 credit hours
EDUC 737: Internship Seminar Spring Semester = 3 credit hours
EDUC 738: Internship Practicum Spring Semester = 3-6 credit hours
Important descriptive components of the internship are as follows:

- A university faculty member and a cooperating mentor will coordinate the internship for each intern individually. An internship advisory committee (consisting of area Superintendents, mentor Principals, and MSA Alumni) meets bi-annually to assist in the administration of the internship program.

- The internship is a carefully planned administrative assignment, during which each student must demonstrate his/her ability to coordinate intellectual and performance skills in school administration (i.e., portfolio).

- Planning for the internship will involve the student, the university-based supervisor, and the site-based mentor. Supervision and evaluation of the internship experiences will be based upon the student's performance in the competencies as defined by the program faculty.

- MSA On-Campus students are present at the internship site four days per week. Wednesdays are reserved for a yearlong reflective seminar that complements the field activity.

- The MSA internship experience occurs under conditions of appropriate supervision. Site-based mentors (typically school principals) must hold a valid administrative credential and subscribe to the mentor guidelines in section E below. The university-based supervisor provides a minimum of six on-site contacts (three per semester) with each intern and mentor.

- When possible, cooperating school districts should provide interns with enriching experiences by funding travel to professional workshops and conferences.

D) Guidelines for Site-Based Mentors

The task of mentoring an administrative intern carries with it several “differences” and implies a supervisory, professional relationship that is often new to mentors. This relationship transcends, for example, the typical association between a principal and an experienced assistant principal. As such, we highlight below the most important “differences” as we see them, based upon UNC, ISLLC, and DPI requirements, as well as our past supervisory experiences with interns and mentors at school sites.

- **The professional development of the intern requires a heightened awareness on the part of the principal mentor.** While interns provide additional administrative support to the schools to which they have been assigned, they are there, first and foremost, to focus on their own professional growth.
• **The principal mentor must be sensitive to the paradoxes associated with the internship experience.** Interns need opportunities to “stand back” and observe how experienced school administrators deal with tough problems, but they also need “hands on” experiences working on concrete projects of their own to learn their craft. They need to be pushed beyond their “comfort zones” but not forced into situations so difficult that they will be “over their heads.” They need to be exposed to a wide variety of leadership areas and issues but not “spread so thin” that their efforts are diffused and their learning is limited.

• **The principal mentor is willing to spend more time talking with an intern than he or she normally would spend with an experienced assistant.** Frequent conversations must take place in which the mentor helps the intern to reflect on and learn from his/her professional experiences and in which the mentor openly reflects on and analyzes the effectiveness of his/her own experiences. Timely, constructive feedback throughout the year regarding the intern’s professional performance is not only appropriate, but also is essential.

• **The principal mentor needs to be open to the idea that, while a particular operating style and leadership philosophy has served him or her well over the years, the intern is trying to develop his/her own style and philosophy.** What has “worked” for a principal mentor might not work for the intern, and the mentor should not attempt to force a particular approach on the intern.

• **The principal/mentor meets with the intern’s School of Education supervisor a minimum of six times during the year (three times per semester) to discuss the intern’s progress.** If the principal/mentor believes that the intern is having “significant” problems or has any serious concerns about the intern’s performance, the principal should feel free to contact the supervisor at any time.

• **The intern should have a “legitimate” work space.** Normally, this means that the principal/mentor assigns a relatively private area to the intern that is conducive to doing productive work. This suggests that the intern will have desk space for his/her exclusive use, an easily accessible telephone, and some locked drawers in either a desk or a filing cabinet. While not ideal, interns often share space in the offices of administrators or other school support staff.

• **The principal/mentor recognizes that interns have other UNC-Chapel Hill obligations beyond working in a school.** Interns will need to be “released” for Internship Seminars and other professional development activities scheduled throughout the year (typically on Wednesdays) by the School of Education faculty.
• The principal/mentor understands that interns are responsible for the preparation of a professional portfolio as a requirement of the MSA program. In order for them to complete this important assignment, interns need the assistance and support of their principal/mentor. All interns must ultimately demonstrate proficiency in all competency areas identified by UNC, ISLLC, and the State of North Carolina (see Appendices B, C and D).

Finally, the principal/mentor should attend a special reception in the Spring to celebrate the intern’s accomplishments and completion of the MSA program – and the mentor’s role in the intern’s professional development.
E) Mentor Letter

Dear Mentor of an MSA Intern,

On behalf of the Master’s in School Administration (MSA) program at the University of North Carolina at Chapel Hill, we thank you for your willingness to serve in an ongoing mentorship role for an administrative internship during the 2008-2009 academic year. We are grateful for the additional time and effort that we know is required on your part and are confident that your intern will serve you and your students increasingly well.

Each intern has been assigned a supervising UNC faculty member, each of whom has educational experiences that include classroom teaching and educational administration. Each supervisor will be visiting you and your intern a minimum of three times each semester for the purpose of observing and ultimately evaluating the intern’s performance at the site. During each of these visitations, the supervisor will spend some time with the intern individually. The supervisor will also want to spend some time with you individually and will appreciate at those times your candid assessment of the intern’s progress: areas of strength, suggested growth areas, and other observations you may have that relate to enhancing his or her contributions to the position and the profession. Often, the UNC supervisor, the intern, and you will also meet together briefly as a group. All interns are responsible for scheduling a mutually convenient time for all visitations.

Each UNC MSA intern is responsible for compiling a “MSA Portfolio for Evaluation” as one element of the internship experience. This portfolio will eventually contain goals for the year, reflections, artifacts, and other items that document his/her skills. Each intern will develop three major goals for the year. One of these goals will relate to curriculum; one will relate to an area of professional strength; and one will relate to a professional growth area, i.e., an area in which the intern is not highly capable or confident at this point in the internship. In light of the mission of UNC-Chapel Hill's MSA Program, one of the three goals must address an area of social justice and equity.

These goals will necessarily connect with some aspect of the 14 competencies of the UNC-based seminar in instructional leadership, supervision, and school building management; the ten North Carolina Performance Domains for the Principalship; and the six Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders.

During the supervisor’s first visit, the intern and supervisor will discuss these goals; all interns are or will soon be in the process of reflecting upon these and will approach you for assistance and approval.

Again, please accept our appreciation for your contributions to the professional growth of the UNC interns and to the MSA program here at UNC. In the absence of experienced, reflective practitioners such as yourself who are mindful of the need to provide field-based experiences to interns, the preparation of administrators would be highly problematic, and the pool of capable and thoughtful educational leaders would suffer dramatically. We look forward to visiting you and your site, and to working with you personally. Thank you again for your assistance.
F) Choosing Your Internship Site(s)

Your MSA professors and your internship supervisors have prepared this guide in an effort to assist you in understanding and assessing the importance of the several factors that MSA students ordinarily consider in choosing an internship. We have based the guide on our collective experiences and internship supervision experiences in the UNC-CH program. We are optimistic that your internship experience will be a meaningful one in which you make significant contributions to the setting(s) that you choose.

There are several variables associated with one’s choice of an internship site. We recommend that you familiarize yourself with them and reflect upon them. Forewarned is forewarned. Though the variables in the decision-making process tend to be common to all interns, it is important to note that different individuals will likely place a different weighting on each variable. This may result in two individuals having the same information at hand and arriving at very different conclusions about the best options for each of them. That being said, the most common variables associated with an internship are your choice of grade level, the “match” between you and your mentor, the number of internship settings during the year, the location of possible internship settings, and the specific characteristics of the site itself. Below, we offer some commentary about each of these variables.

We also want you to know that we do not all necessarily share the same perspectives on some of these variables and are not collectively attempting to influence your choice. We are all available individually over the course of the year to discuss your internship approach and to provide our individual perspectives. Ultimately, the choice that you make needs to suit your personal needs and professional growth objectives; the choice is, accordingly, yours.

Grade level. You have a choice of elementary school, middle school, or high school. Some interns choose an internship at a level in which they have knowledge and teaching experience—and have little or no interest in an internship experience at any other level. Some interns will consciously choose a different level than that in which they have experience; this latter group may do so for either professional growth reasons or because they see that choice as increasing their “marketability” when job-seeking time arrives. Some human resource officers and hiring committees believe that an internship at a different level mitigates against getting a job at the intern’s original level of teaching experience. Alternatively, other human resource officers see an internship at another level as improving job opportunities. Some interns will want the most expansive job opportunities and will make a very practical decision on those grounds. Others want exposure to the prevailing educational philosophies and practices at a different level. For others, this is not at all a concern; this group is willing to accept that the number of available jobs may be reduced. Some educators and interns, based on their experiences, perceive a difference in time commitments and often cite evening and weekend commitments that may be more prevalent in certain settings. (The size of the school you choose and the number of administrators also serve to influence expected attendance at various events and meetings.)
Again, your professors and supervisors have made different choices regarding this issue in their own careers and have many perspectives. There is no “right” choice except that which is right for you.

**Full year? Two half-years?** You are free to seek an internship at one site for the entire school year or an internship at two different school sites (perhaps at different levels—see above) for one-half year each. An internship at two sites probably provides a greater breadth of experiences, a possible increase in “networking,” and a heightened sense of prevailing practices and philosophies at two levels *if* you were to choose two different levels. An internship at one site for the entire year probably provides the stability of one mentor, one set of staff members and students, one set of practices, one experience of a school year from start to finish, and a reduced learning curve. Job recommendations may come from two mentors if you choose two sites; the conviction level associated with those recommendations *may* be less strong because the length of service at each site is less. There are pros and cons to both options. Please ask your professors for their advice.

**Match.** During your internship experience, the most significant resource in your professional life on a day-to-day basis will be your mentor. Each school leader (including you) brings specific strengths and areas of desired growth to the table.

As you consider and develop your own leadership framework and personal and professional dispositions, you will need to consider the degree of “difference” between you and a potential mentor that you can comfortably accommodate. This is the case both personally and professionally. For example, some principals are predisposed to a management/task-orientation approach, while others delegate many tasks associated with the “management” (as opposed to the “leadership”) function. Some principals may be seeking people whose strengths and professional characteristics are quite similar to their own, while others will consciously seek interns and administrative colleagues whose strengths are very different. You will need to decide the extent to which your style “matches” that of the principal, how important it is or is not that your style match or not match, and how the principal mentor is approaching this question in his or her own mind. You may be very comfortable with a principal whose leadership tends towards visions, missions, ideas and ideals. If you share those views, but are expected to perform, on balance, a larger portion of the management function, you may or may not thrive. Whether you do depends in large part on who you are. Personal relations also assume varying levels of importance to both interns and principals. Some interns expect their principal to be a “friend,” something that can take weeks, months...perhaps a year...to develop (and it may not). If you have this need, and determine that the principal is less gregarious or cheerful, or (you can fill in your own blanks here)...you need to decide how important this is. Some principals, in the course of your internship, are far more direct than others in discussing your performance as an intern. The end result is the same; the quality of the mentors’ observations may be equally excellent. One may be painfully blunt and straight-laced, while the other may be more transformative. If you cannot live with a particular style, then this may influence your decision more so than it might influence the decision of one of your peers.
**Location.** As with any position, there is usually a question of location. How far are you willing to travel in your internship? You are free to seek and accept a qualifying internship position anywhere in the State of North Carolina, and a supervisor will travel to you and provide the same quality supervisory experience to you as to an intern who may live across the street. You will need to return to campus, of course, no matter where your internship is located. The more common question about location relates to the number of miles or minutes you are willing to travel from your residence to your internship site. The more restrictive the requirements you impose, the fewer number of available internship sites. It is possible that highly restrictive limits may prompt you to accept an internship at a site that may not be the best “fit.” Also understand, however, that you will almost certainly need to be arriving at your site far earlier in the morning, and remaining at the site far later, than you ever did as a teacher. Each intern will make a decision as to what represents the best “balance.”

**School characteristics:** A school’s size, for example, may be an important, even preeminent, factor for you. You may consciously seek out a smaller or larger school, or a school of the same size. Schools with very specific programs, e.g. IB programming or magnet themes, may be driving factors. Locating a school with demographics that are very dissimilar to your own schooling experiences as a student and/or teacher may interest you or deter you more, for example, than other individuals in your cohort.

Ultimately, the degree of importance that you place on each of these factors will allow you to make an informed choice as to your internship site(s) and improve the chances that you will develop and maintain both a high comfort level in your setting(s) and make significant contributions to the student population. Excessive emphasis on any one factor at the expense of others may serve to minimize the full potential benefits of an internship.

**G) Some Suggestions to Help You Find the "Right" Internship**

Force yourself outside of your normal "comfort zone." Take a risk. Don't view the internship as a long-term career commitment. In most cases, you will move to another school and/or to another district when your internship has been completed.

Don't assume that just because you have worked in a particular school and know the principal that it is the best place for you. Often being a "well-known quantity" presents some unique problems and limits the learning possibilities of an intern.

Don't lock into a school simply because its location is convenient to your home and easy to reach.

Don't limit yourself to only looking for an internship at the level of schooling at which you previously taught. The internship year is a good time to broaden your perspective.

Look for a principal who is really committed to allowing you to participate--and to learn from--a wide range of administrative duties.
Look for a principal who is willing to admit that he/she does not have all the answers, is open to new approaches and ideas, is willing to honestly reflect on both his/her successes and failures and your own, and believes that your working relationship can help both of you to grow professionally.

Look for a principal who has proven through past performances that he/she is an effective mentor who is willing to devote a significant amount of time to working with an intern.

Look for a principal from who you can learn. This does not mean that he/she must have the exact same set of values and beliefs as you.

Look for a school in which assistant principals and teacher leaders see you as an asset that can help them accomplish great things and not as a threat to their power or status.

Look for a school where there is not a great deal of staff turmoil or unhealthy conflict that will drain your energy and limit your learning.

Look for a school whose staff and administration always are trying to do better; not one whose employees arrogantly think that their school--and everything that they do--is perfect.

**H) The First Hundred Days**

When your internship begins, it is important to understand that it represents an entire series of new experiences for you. The MSA program provides excellent training that blends theory and practice. While your MSA classroom work cannot substitute for the reality of the administrator’s daily “life” in a genuine school setting, it certainly prepares you well for many of the challenges that the setting will present.

There is no “perfect” internship site, and the individual events in which you will be involved and other experiences will almost certainly differ across your cohort. When you meet your cohort and “debrief,” it is natural to compare those events and experiences. “Why is he or she doing that, but I am not?” is not an uncommon thread in such discussions. Over the period of the internship, experiences almost always balance out. In addition, the set of administrative skills that you will be developing will be remarkably similar, though they may be gained through different events and experiences. It is this skill set that will allow you to approach many different and new situations in your professional future.

Human relationships are complicated, and the fact that you have previously met your mentor does not seal an immediate working relationship. These relationships must be nurtured, and depending upon both your mentor and you, you should not be surprised if there are varying comfort levels over a period of time before these relationships are more established. Mentors and interns are also human. One relationship may “click” virtually immediately; another may take significantly longer. If your relationship does, consider yourself lucky. If it does not, do not consider yourself somehow cheated.
Your internship, by definition, means that you are in a new “job” and performing duties and exercising leadership in manners and forms that are new to you. You are doing so from an administrative perspective—one that is hardly cemented or in which you should be too confident at this very early stage in your internship (as time passes, you gain this…) Changing jobs is a challenge.

You may not be at the same grade level as your previous teaching experience. In addition to your internship representing a “new job,” you may have the added challenge of having to learn about and interact with an unfamiliar student population and the unique characteristics of a school level that is also new to you. This is not an overnight learning curve. You may need to temper your idealism, activist tendencies, and the notion that you can fix everything that is wrong with a bit of patience.

You will probably be at an unfamiliar school site, i.e., your internship probably will not be at the same school as your teaching experience.

There will be hundreds of students and parents whose names you will need to get to know, staff members with little experience and staff members who have been teaching for more years than you are old. You may join a school “culture” that may be deeply embedded, in the throes of major overhaul, or is not at all easily defined. Whether you agree with them or not, you will also need to internalize the values of all other constituencies with a stake in this school. It is a massive and daunting data-gathering operation that overwhelms even the best of highly experienced principals.

The ambiguity and unpredictability associated with the administrative function is often quite a significant challenge. The classroom is often a place of stability, predictability, and control (by you). You now move into a situation that is often unstable, always unpredictable, and in which the degree of “control” you exercise will be, at least initially, significantly lessened.

Finally, you are always “on stage.” This will be particularly the case when you first arrive as an unknown quantity. Every action, every decision, every gesture, every statement...these are all typically very public, very much unlike a teacher who could choose to shut a classroom door. Teacher rooms will be abuzz about the new intern who “probably thinks he or she knows everything...could be my grandson or granddaughter...”, etc. Your arrival and daily actions will result in the equivalent of a NY Times critic reviewing the debut of a Broadway show every day. Your mentor, of course, is also "on stage," but has an organizational memory and defined relationships with known staff members. In most cases, you have not yet had the opportunity in an administrative setting to develop any of those things.

As well prepared as you are...and you are...your internship experience is one in which you will be constantly scanning the environment. You will make judgments about those characteristics of your school, school personnel, and mentor(s) that “match” your personality and leadership framework—and that you will want to emulate in a future administrative position. You will likewise make judgments about characteristics that you will not want to emulate at that time. There is significant value in the latter, and it would be a mistake to translate these as “negative.”
Often, the circumstances surrounding such judgments are equally as or more valuable than those you might consider “positive.” Further, the reality of your administrative life is that there are few days in which all of your experiences will be completely “positive.”

You will go a long way towards changing attitudes and challenging attitudes. There are fine and largely indefinite lines among overconfidence, under confidence, and a healthy faith in your abilities. In the first instance, you will need to reflect and adjust; in the latter instance, you will need to confirm the skills that you have and demonstrate them more affirmatively.

It may take some time, and how much time it takes will vary because it is highly dependent on such a wide range of factors.

Your first 100 days will be filled with confusion, questioning, uncertainties, tenuous but developing relationships, occasional feelings of incompetence or “cluelessness.” They will also be characterized by progressive reductions in the number of times and the degree to which you experience these feelings. As you settle in, become known, behave and lead more competently than not, make fewer mistakes, learn more, develop relationships...you will be well on your way to the experiences and growth that will continue to prepare you for the principalship.
I) Internship Contract

AN AGREEMENT REGARDING THE RESPECTIVE RESPONSIBILITIES OF ALL PARTIES TO THE ADMINISTRATIVE INTERNSHIP FOR

The ADMINISTRATIVE INTERN will be responsible for:

- Conducting him/herself at all times in a professional manner (e.g., dressing appropriately, being punctual in attending all meetings and other work-related activities, respecting the need for professional confidentiality within the school, following through on all commitments made, etc.)

- Demonstrating a willingness to participate in a wide range of administrative activities consistent with the requirements of the program and his/her learning needs.

- Soliciting feedback from the site-based mentor on an on-going basis and from the University-based supervisor as needed.

The EDUCATIONAL LEADERSHIP PROGRAM of the School of Education, The University of North Carolina at Chapel Hill, will be responsible for:

- Developing a set of expectations that will govern the internship experience.

- Providing a supervisor who has experience working with new administrators who will periodically review the intern’s professional development and give feedback both to the intern and his/her site-based mentor.

- Obtaining periodic feedback from the site-based mentor regarding how he/she feels that the intern is progressing.

- Conducting a yearlong seminar designed to help the intern learn from his/her on-the-job experiences and bridge the gap between theory and practice.

- Ensuring that the intern has demonstrated the basic competencies needed to fulfill State expectations and to obtain State licensure.

The SITE-BASED MENTOR will be responsible for:

- Fulfilling all of the expectations that are listed in “Guidelines for Site-Based Mentors” (See Section III E, pages 13-14).

The SCHOOL DISTRICT will be responsible for:

- Seeing that the intern is paid on a regular basis. (While administrative interns serve without salary from local school districts, they receive a 10 month stipend from the State of North Carolina.)
The exact amount of this stipend is determined during the State budget approval process in the summer prior to the academic year worked. An intern is usually paid once a month from August to May. Paychecks come from the participating school district which collects the stipend from the State.

We have read this document and agree to comply with the appropriate responsibilities that have been identified for each of us.

_________________________________________  ______________________
Administrative Intern                      Date

_________________________________________  ______________________
Educational Leadership Program, UNC-CH     Date

_________________________________________  ______________________
Site-Based Mentor                         Date

_________________________________________  ______________________
School District Representative            Date
J) Internship Evaluations

1) Mentor’s Evaluation of Intern (Fall and Spring Semesters)

This form is to be completed by the site-based mentor who has assumed the responsibility for supervising the administrative intern. It is to be completed before or during the University supervisor’s third and sixth visits. This feedback will be shared with the intern, either by the site mentor or the university supervisor, or both, and will serve as the foundation for a conference between the intern and his/her mentor and supervisor. We sincerely appreciate the assistance you have provided in serving as a mentor and the contribution you have made to the success and effectiveness of the internship program.

Name of Intern: _______________________________

1) What is your overall view of the intern’s administrative experience/performance to date?

2) Use the scale below and/or narrative explanation to assess the intern based on the following criteria.

**X: Not observed or not measurable**

**1: Unsatisfactory**

**2: Satisfactory**

**3: Good**

**4: Very good**

**5: Superior**

**Characteristics**

(-) X 1 2 3 4 5 (+)
Prompt (arriving at work and attending meetings and other work-related activities).

(-) X 1 2 3 4 5 (+)
Appropriate appearance.

(-) X 1 2 3 4 5 (+)
Responsible/Dependable (e.g., following through on professional commitments made, taking the initiative to get things done, when appropriate)
Role/Relationships

(-) X 1 2 3 4 5 (+)
Understands and balances his/her role and its evolving complexity at the site.

(-) X 1 2 3 4 5 (+)
Develops appropriate and direct working relationships with his/her mentor.

(-) X 1 2 3 4 5 (+)
Develops appropriate working relationships with site-based constituencies.

Vision/Culture/Equity

(-) X 1 2 3 4 5 (+)
Develops, articulates, and communicates a vision that promotes the success of all students and a positive school culture.

(-) X 1 2 3 4 5 (+)
Is fair/ethical/sensitive (e.g., appropriately responds to the needs of all, maintains confidentiality, is sensitive to racial, ethnic, gender and/or other cultural differences)

Program Planning/Implementation/Communication

(-) X 1 2 3 4 5 (+)
Contributes to the accomplishment of curricular and instructional goals.

(-) X 1 2 3 4 5 (+)
Utilizes relevant knowledge and theories and seeks pertinent and usable data for planning and problem-solving that is consistent with the school’s vision.

(-) X 1 2 3 4 5 (+)
Communicates effectively verbally, in writing, in professional presentations, and invites dialogue around educational trends and issues.

Knowledge Base

(-) X 1 2 3 4 5 (+)
Demonstrates knowledge of relevant educational policies and practices.

Professional Growth/Lifelong Learning

(-) X 1 2 3 4 5 (+)
Is open to, seeks, and responds to ideas and suggestions for improvement.

(-) X 1 2 3 4 5 (+)
Anticipates problems before they become a reality and takes steps to minimize or eliminate them.
Building Management

(-) X 1 2 3 4 5 (+)
Is learning/has learned, and participates dependably and progressively independently in, the site’s daily management routines.

3) What specifically do you see as the intern’s major area(s) of professional strength?

4) What specifically do you see as the intern’s major area(s) of professional weakness?

5) If you had only one suggestion to give the intern to make him/her a better school administrator in the future, what would that be?

6) (Respond in second semester only). If you had an administrative vacancy next year on your staff, would you offer the job to this individual based upon what you now know about his/her performance? Why or why not?

__________________________________________________________________________

Site-Based Mentor

__________________________________________________________________________

University-Based Supervisor
2) Supervisor’s Appraisal of Intern [Internship: 7.2] (Fall & Spring semesters)

This form is based on current ISLLC/ELCC standards [7.3] for administrative internships in MSA programs. Options for its completion are: 1) The UNC-based supervisor, site-based mentor, and intern complete this form jointly at the third and sixth supervision visits; 2) The university-based supervisor and intern complete this form jointly at the third and sixth supervision visits; or 3) The university-based supervisor will complete this form in advance of the third and sixth supervision visits. In all cases, the appraisal will be shared with the intern and will serve as one of the bases of a conference between the university-based supervisor and the intern. In all cases, the intern will retain a copy of the appraisal. The appraisal does not become part of the intern’s permanent university records. Successful completion of this internship leads to graduate credit [7.6].

Name of Intern: ____________________________________________

1) What adjectives/terms best capture the intern’s administrative performance to date?

2) Use the scale and/or narrative explanation to assess the intern’s proficiency for each of the following criteria.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Not observed or not measurable</td>
</tr>
<tr>
<td>1</td>
<td>Beginning status; inadequate competency</td>
</tr>
<tr>
<td>2</td>
<td>Limited experience; marginal competency</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory competency</td>
</tr>
<tr>
<td>4</td>
<td>Very competent</td>
</tr>
<tr>
<td>5</td>
<td>Outstanding competency</td>
</tr>
</tbody>
</table>

Role/Relationships

(-) X 1 2 3 4 5 (+)
Understands and balances his/her role, and its evolving complexity, at the site. [7.1] [7.4]

(-) X 1 2 3 4 5 (+)
Discerns a range of leadership approaches (historical and site-based) [6.1] and cultivates his/her individual leadership style.

(-) X 1 2 3 4 5 (+)
Develops appropriate and direct working interactions/relationships with his/her trained [7.5] site-based [7.1] mentor(s) that are based on cooperative planning and guidance. [7.5]

(-) X 1 2 3 4 5 (+)
Develops appropriate working relationships with site-based constituencies (e.g., listens and responds appropriately). [7.1]
(-) X 1 2 3 4 5 (+)
Develops appropriate working relationships with external groups and organizations (families, community organizations, government, social services agencies, etc. [4.1]) that are responsive to their interests and needs. [4.2] [7.1]

Vision/Culture/Social Justice

(-) X 1 2 3 4 5 (+)
Develops, articulates, and communicates a vision that promotes the success of all students. [1.1][1.2]

(-) X 1 2 3 4 5 (+)
Demonstrates the capacity to implement, steward, and promote involvement in the vision. [1.3][1.4][1.5]

(-) X 1 2 3 4 5 (+)
Is sensitive to issues related to a pluralistic society and diverse learners (e.g., ability levels and racial, ethnic, gender, socioeconomic, and/or cultural differences) [2.1] [3.1] and advocates for policies and procedures that promote equity and social justice. [6.3]

(-) X 1 2 3 4 5 (+)
Promotes positive school culture (assesses and implements context-sensitive initiatives). [2.1]

Research-Based Program Planning/Implementation/Communication

(-) X 1 2 3 4 5 (+)
Contributes to the creation of conditions for effective instructional programming and learning to occur. [2.2]

(-) X 1 2 3 4 5 (+)
Takes appropriate initiative to get things done [3.1], using problem-solving skills [3.3] to seek and mobilize internal [3.3] and external [4.1] resources (e.g. community organizations, government, social services, etc.). [4.1] [4.3]

(-) X 1 2 3 4 5 (+)
Contributes to the facilitation of groups toward accomplishment of curricular and instructional goals. [2.2]

(-) X 1 2 3 4 5 (+)
Utilizes relevant knowledge and theories and seeks pertinent and usable data for planning and problem-solving that is consistent with the school’s vision [1.1] [2.3] and the larger societal and educational context. [6.1]

(-) X 1 2 3 4 5 (+)
Participates in implementation, planning of context-appropriate professional development programming. [2.4]
Is technologically competent; able to assess and apply financial and human resource management strategies \[3.3\] and involve staff appropriately \[3.2\].

Communicates effectively verbally, in writing, in professional presentations, and invites dialogue around educational and program trends and issues. \[6.2\]

**Professional Growth/Lifelong Learning**

Is reflective, self-assesses.

Is open to new ideas and suggestions for improvement; improves weaknesses.

Encourages input around his/her performance, behaviors, dispositions from a variety of sources.

Maintains a commitment to continued growth; continues to learn. \[2.4\]

Anticipates problems before they become a reality and takes steps to minimize or eliminate them.

Articulates and refines his/her desire for assuming leadership roles in educational administration that is consistent with the mission of the UNC-CH Educational Leadership Program (academic excellence, equity, social justice). \[6.3\]

**Ethics/Fairness**

Respects the need for confidentiality and dignity in all interactions within the school. \[5.1\]

Acts fairly \[5.2\] and ethically \[5.3\] in his/her decisions and interactions with all constituencies.
Site/Personal Management

(-) X 1 2 3 4 5 (+)
Is familiar with and participates dependably and progressively independently in the site’s daily management routines.

(-) X 1 2 3 4 5 (+)
Follows through on professional commitments made (time and resource management, organizational efficiencies). [3.1]

(-) X 1 2 3 4 5 (+)
Submits internship-based assignments in a timely manner and professional style.

3) The intern’s major areas of professional strength are:

4) The intern would benefit most from sustained professional attention in the following area(s):

5) If you had only one suggestion to give the intern to make him/her a better school administrator in the future, what would that be?

______________________________  ____________________
University-Based Supervisor       Date

______________________________  ____________________
Site-Based Mentor (if joint appraisal)  Date

Note: Applicable ISLLC/ELCC standards are referenced in brackets throughout the appraisal document.
3) Intern’s Evaluation of Site-Based Mentor (Spring semester only)

Site-Based Mentor: ___________________________  Academic Year: ___________

Intern Completing Evaluation: ___________________________

Directions: Circle the number that best describes your site-based internship mentor’s typical practices in his/her work with you this semester. Leave items blank that do not apply.

<table>
<thead>
<tr>
<th>Mentor Practice</th>
<th>Yes, Most of the Time</th>
<th>Somewhat</th>
<th>No, Not Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was available for mentoring on a regular basis.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Addressed appropriate issues during mentoring.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Provided useful positive feedback.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Provided constructive criticism</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Helped me identify legal and ethical issues, when appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Helped me develop problem-solving skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Helped me develop my communication skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Helped me develop my interpersonal relationship skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. Helped me recognize and deal with complex issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. Helped me resolve conflicts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. Modeled professional behavior.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. Was open to feedback about his/her mentoring practices.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
13. Maintained a heightened awareness of my professional development given my role as an intern and was sensitive to the paradoxes associated with the internship experience.

14. Was reflective and open about his/her own strengths and weaknesses.

15. Was willing to spend more time talking with an intern than he or she normally would spend with an experienced assistant.

16. Was open to the idea that I was trying to develop my own style and philosophy.

17. Met with the School of Education supervisor a minimum of six times during the year (three times per semester) to discuss my progress.

18. Recognized that I have other UNC-CH obligations beyond working in a school.

19. Understood that I was responsible for the preparation of a professional portfolio as a requirement of the MSA program.

20. Overall Evaluation

Exemplary  Satisfactory  Unsatisfactory
Describe what has helped you **most** during the mentoring/internship process:

Describe what has helped you **least** during the mentoring/internship process:

(You may use the reverse side for any item)
4) Intern’s Evaluation of University Supervisor (Spring semester only)

Supervisor: ___________________________ Academic Year: ______

Intern completing evaluation: ________________________________

Directions: Circle the number that best describes your university supervisor’s behavior in his/her work with you this semester as that work relates to your internship. Leave items blank that do not apply. Return the evaluation to your program coordinator with your name signed across the flap of a sealed envelope.

<table>
<thead>
<tr>
<th>Supervisor Behavior</th>
<th>Yes, Most of the Time</th>
<th>Somewhat</th>
<th>No, Not Often</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
<td>3</td>
</tr>
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<td>3</td>
</tr>
</tbody>
</table>
13. Maintained a heightened awareness of my professional development and was sensitive to the paradoxes associated with the internship experience.

14. Was reflective and open about his/her own strengths and weaknesses.

15. Was proactive and supportive on my behalf.

16. Was open to the idea that I was trying to develop my own style and philosophy.

17. Met/communicated with my site-based mentor a minimum of six times during the year (three per semester) to discuss my progress.

18. Maintained professional confidencials.

19. Returned my portfolio in a timely manner and included constructive comments.

20. Overall Evaluation

Exemplary  Satisfactory  Unsatisfactory

Describe what has helped you **most** during the supervision process:

Describe what has helped you **least** during the supervision process:
5) Intern’s Evaluation of MSA Program (Spring Semester only)

Directions: In its ongoing attempt to strengthen the overall effectiveness of the MSA Program, the Educational Leadership Program faculty is interested in obtaining your feedback about your experiences in the program. Please answer the questions below to the best of your ability and submit your evaluation in a sealed envelope to your supervisor or program coordinator.

1. On a scale from 1 to 5 (with 1 = low and 5 = high), please give assess the quality of each of the following aspects of the MSA program:

   A. Cohort Interaction
      (-) 1 2 3 4 5 (+)

   B. Course Content
      (-) 1 2 3 4 5 (+)

   C. Course Instruction
      (-) 1 2 3 4 5 (+)

   D. Internship
      (-) 1 2 3 4 5 (+)

   E. Internship Supervision
      (-) 1 2 3 4 5 (+)

   F. Internship Seminar
      (-) 1 2 3 4 5 (+)

   G. Program Information and Guidance
      (-) 1 2 3 4 5 (+)

   H. Career Planning and Advice
      (-) 1 2 3 4 5 (+)

2. As you reflect back over your experience as a participant in the MSA Program, what specifically do you feel had the MOST professional value for you – and why?

3. As you reflect back over your experience as a participant in the MSA Program, what specifically do you feel had the LEAST professional value for you – and why?

4. What are some specific, concrete suggestions that you can offer to strengthen the MSA Program at UNC – Chapel Hill?

(Use reverse side for any of the above items)
### IV. FACULTY AND STAFF – Educational Leadership Program

#### A) Full-time Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Office Location</th>
<th>Office Number</th>
<th>E-Mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kathleen Brown</td>
<td>119 Peabody</td>
<td></td>
<td><a href="mailto:brownk@email.unc.edu">brownk@email.unc.edu</a></td>
</tr>
<tr>
<td>Dr. Lora Cohen-Vogel</td>
<td>116 Peabody</td>
<td>843-2016</td>
<td><a href="mailto:cohenvog@email.unc.edu">cohenvog@email.unc.edu</a></td>
</tr>
<tr>
<td>Dr. Fenwick English</td>
<td>121E Peabody</td>
<td>843-4572</td>
<td><a href="mailto:fenglish@email.unc.edu">fenglish@email.unc.edu</a></td>
</tr>
<tr>
<td>Dr. Eric Houck</td>
<td>121 A</td>
<td>843-8572</td>
<td><a href="mailto:eahouck@email.unc.edu">eahouck@email.unc.edu</a></td>
</tr>
<tr>
<td>Dr. Catherine Marshall</td>
<td>117 Peabody</td>
<td>962-2520</td>
<td><a href="mailto:marshall@email.unc.edu">marshall@email.unc.edu</a></td>
</tr>
<tr>
<td>Dr. Stanley Schainker, MSA Flex Coordinator</td>
<td>121D Peabody</td>
<td></td>
<td><a href="mailto:sschaink@email.unc.edu">sschaink@email.unc.edu</a></td>
</tr>
<tr>
<td>Dr. Linda Tillman</td>
<td>121F Peabody</td>
<td>843-1998</td>
<td><a href="mailto:ltillman@email.unc.edu">ltillman@email.unc.edu</a></td>
</tr>
<tr>
<td>Dr. James Veitch, MSA On-Campus Coordinator</td>
<td>121A Peabody</td>
<td></td>
<td><a href="mailto:veitch@unc.edu">veitch@unc.edu</a></td>
</tr>
</tbody>
</table>

#### B) Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Office Location</th>
<th>Office Number</th>
<th>E-Mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Eldred</td>
<td>121 Peabody</td>
<td>(919) 966-1354</td>
<td><a href="mailto:teldred@email.unc.edu">teldred@email.unc.edu</a></td>
</tr>
</tbody>
</table>

Educational Leadership **Office Number**: (919) 966-1354

Educational Leadership **Fax Number**: (919) 962-1693

**Websites**

- MSA On-Campus Program: [http://soe.unc.edu/academics/msa/](http://soe.unc.edu/academics/msa/)
- MSA FLEX Off-Campus Program - [http://soe.unc.edu/academics/msa_flex/](http://soe.unc.edu/academics/msa_flex/)
MEET THE CAROLINA FACULTY...

According to U.S. News and World Report, UNC-Chapel Hill is the highest ranked Educational Leadership Program in North Carolina. The faculty has over 52 years of administrative experience in seven states. They have authored or co-authored 30 books. UNC Chapel Hill is the only educational leadership program in North Carolina that is a member of the prestigious University Council of Educational Administration (UCEA).

FULL-TIME FACULTY:

KATHLEEN M. BROWN (Ed.D., Temple University, Philadelphia)
A former elementary and middle school principal in New Jersey who also served as an educational researcher at RBS (Research for Better Schools) in Philadelphia, Pennsylvania, Dr. Brown teaches the Internship Seminar in the Principals Fellows Program, and a course in the Social and Cultural Context of Educational Leadership. Dr. Brown has also worked in designing a new middle school in Chapel Hill and has just finished a book on the middle school principal ship.

LORA COHEN-VOGEL (Ph.D. Vanderbilt University)
An associate professor and the Hussman Scholar comes to UNC from Florida State University. Her teaching and research focus on the political antecedents of Pre K-20 reforms, and the governance structures that facilitate policy adoption, implementation and effectiveness. Dr. Cohen-Vogel is Past President of the Politics of Education Association and currently a co-principal investigator of a multi-million grant from the U.S. Department of Education on “Scaling Up Effective Schools.” She is co-editor of a refereed book “The Politics of Teacher and Administrator Training: The Quality Controversy.”

FENWICK ENGLISH (Ph.D., Arizona State University)
The R. Wendell Eaves Distinguished Professor of Educational Leadership, Dr. English is a former middle school principal in California and a Superintendent of Schools in New York. He has also been an Associate Executive Director of the American Association of School Superintendents in Arlington, Virginia. He teaches a course on the management of schools and an integrative seminar at the doctoral level.
ERIC A. HOUCK (Ph.D. Vanderbilt University)
Associate Professor with a specialty in educational finance. Dr. Houck graduated from UNC-Chapel Hill as an undergraduate. Formerly he served at the University of Georgia. He is a well published author with many scholarly articles in the Education Law Reporter, Peabody Journal of Education and Journal of Studies in International Education. His research is concerned with vertical and horizontal equity, teacher compensation policies, and educational cost effectiveness.
CATHERINE MARSHALL (Ph.D., University of California, Santa Barbara)

A Professor of Educational Leadership, Dr. Marshall has extensive work in educational politics, having served as a Senior Research Associate in the Vanderbilt University Institute for Public Policy. She teaches a course in school governance as well as a course on gender, policy and leadership. She has long been considered a national leader on women in educational administration. She recently received a grant with the Ford Foundation to study Leadership for Social Justice.

STANLEY SCHAINKER (Ed.D., Harvard University)

Dr. Schainker brings a rich background of practitioner experience to the Chapel Hill program. He was a superintendent of schools in Pennsylvania and an Associate Superintendent of Schools in the San Francisco (California) Unified School District. He also served as a Senior Consultant in the Far West Laboratory for Educational Research and Development. Dr. Schainker teaches Problems in Educational Leadership I, Managing Schools Within a District Context, as well as an elective course on group dynamics.

LINDA TILLMAN (Ph.D., The Ohio State University)

Dr. Tillman has extensive public school experience as a teacher and administrator in the Columbus Public Schools, Ohio. She comes to Chapel Hill from Wayne State University in Detroit, Michigan and the University of New Orleans, Louisiana. Dr. Tillman is a nationally recognized scholar for her writing in AERA’s *Educational Researcher* on “Culturally Sensitive Research Approaches: An African American Perspective.” She is the recipient of the Early Career Award from AERA’s Committee on Scholars of Color in Education in 2004.

JAMES VEITCH (Ed.D., University of North Carolina at Chapel Hill)

Dr. Veitch is a former teacher, assistant principal, principal, and superintendent with experience in the US, Greece, and the People’s Republic of China. Dr. Veitch teaches Problems of Supervisory Practice, Problems in Educational Administration II, and supervises MSA students at their internship sites. Dr. Veitch has also worked with the Rockefeller Foundation, the North Carolina School Boards Association, the Global Institute for Educational Resources and Development and is the former Assistant Director of the Policy and Organizational Management Program at Duke University. He is the MSA on-campus program coordinator and the UNC Chapel Hill liaison to the Principal Fellows Program.
Clinical Faculty

Dr. Neil Shipman, a former elementary school principal and central office administrator, supervises interns in the field and conducts the school administration add-on licensure seminar.

Dr. Susan Wynn, a former elementary school principal, supervises interns in the field.

Dr. Deborah Manzo, a former Director of Staff Development in the Wake County Public Schools, teaches Curriculum Leadership and supervises interns in the field.

Dr. Lori Bruce, currently a director at the North Carolina Department of Public Instruction, teaches School-Based Inquiry & Reform, and supervises students in the field.

Dr. Julie Vandiver, currently a middle school principal, supervises interns in the field.

Dr. F. Parry Graham, currently an a principal in Wake County, teaches School-Based Inquiry & Reform.
V. APPENDICES

Appendix A

Educational Leadership Constituent Council (ELCC)
7 Standards for Advanced Programs in Educational Leadership

ELCC Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

1.1 Develop a Vision
1.2 Articulate a Vision
1.3 Implement a Vision
1.4 Steward a Vision
1.5 Promote Community Involvement

ELCC Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture
2.2 Provide Effective Instructional Program
2.3 Apply Best Practice to Student Learning
2.4 Design Comprehensive Professional Growth Plans

ELCC Standard 3.0: Candidates who complete the program 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.

3.1 Manage the Organization
3.2 Manage Operations
3.3 Manage Resources

ELCC Standard 4.0: Candidates who complete the program 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.

4.1 Collaborate with Families and Other Community Members
4.2 Respond to Community Interests and Needs
4.3 Mobilize Community Resources

ELCC Standard 5.0: Candidates who complete the program 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.
5.1 Acts with Integrity
5.2 Acts Fairly
5.3 Acts Ethically

**ELCC Standard 6.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Context
6.2 Respond to the Larger Context
6.3 Influence the Larger Context

**ELCC Standard 7.0: Internship.** The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practices and develop the skills identified in ELCC Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.1 Substantial
7.2 Sustained
7.3 Standards-based
7.4 Real Settings
7.5 Planned and Guided Cooperatively
7.6 Credit
Appendix B

Interstate School Leaders Licensure Consortium (ISLLC)
6 Standards for School Leaders

**ISLLC 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.

**ISLLC 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.

**ISLLC 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.

**ISLLC 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.

**ISLLC STANDARD 5:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**ISLLC 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.
Appendix C

NC Standards Board for Public School Administration (NC-DPI)

**NC STANDARDS FOR SCHOOL EXECUTIVES**

**Intended Purposes of the Standards**

The North Carolina School Executive Standards have been developed as a guide for principals and assistant principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. Although there are many influences on a school executive’s development, these standards will serve as an important tool for principals and assistant principals as they consider their growth and development as executives leading schools in the 21st century. Taken as a whole, these standards, practices and competencies are overwhelming. One might ask, “How can one person possess all of these?” The answer is they cannot. It is, therefore, imperative that a school executive understands the importance of building an executive team that has complementary skills. The more diversity that exists on the team the more likely the team will be to demonstrate high performance in all critical function areas. The main responsibility of the school executive is to create aligned systems of leadership throughout the school and its community.

In addition, these standards will serve other audiences and purposes. These standards will:

- Inform higher education programs in developing the content and requirements of school executive degree programs;
- Focus the goals and objectives of districts as they support, monitor and evaluate their school executives;
- Guide professional development for school executives;
- Serve as a tool in developing coaching and mentoring programs for school executives.

**Organization of the Standards**

Each standard is formatted as follows:

- **Standard**: The standard is the broad category of the executive’s knowledge and skills;
- **Summary**: The summary more fully describes the content and rationale of each Standard;
- **Practices**: The practices are statements of what one would see an effective executive doing in each Standard;
- **Artifacts**: The artifacts are evidence of the quality of the executive’s work or places where evidence can be found in each Standard. Collectively they could be the components of a performance portfolio. The lists of artifacts are not meant to be exhaustive.
- **Competencies**: Although not articulated there are many obvious competencies inherent in the practices of each critical leadership function. This document concludes with a list of those competencies which may not be obvious but that support practice in multiple leadership functions.
The Seven Standards of Executive Leadership and Their Connection

The seven critical standards used as the framework for the North Carolina School Executive Standards are borrowed from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principalship* (2003). Unlike many current efforts that look at all of the things principals “might” or “should” do, this study examined what principals actually do. As such, it is grounded in practice, exploits story and narrative, and supports the distribution of leadership rather than the “hero leader.”

North Carolina’s Standards for School Executives are interrelated and connect in executives’ practice. They are not intended to isolate competencies or practices. Executives’ abilities in each standard will impact their ability to perform effectively in other standard areas. For example, the ability of an executive to evaluate and develop staff will directly impact the school’s ability to reach its goals and will also impact the norms of the culture of the school. School executives are responsible for ensuring that leadership happens in all seven critical areas, but they don’t have to provide it.

The seven standards and their practices are:

**Standard 1: Strategic Leadership**

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

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

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

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

**Standard 2: Instructional Leadership**

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

The school executive practices effective instructional leadership when he or she
Focuses his or her own and others’ attention persistently and publicly on learning and teaching by initiating and guiding conversations about instruction and student learning that are oriented towards high expectations and concrete goals;
Creates an environment of practiced distributive leadership and teacher empowerment;
Demonstrates knowledge of 21st century curriculum, instruction, and assessment by leading or participating in meetings with teachers and parents where these topics are discussed, and/or holding frequent formal or informal conversations with students, staff and parents around these topics;
Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state’s accountability program;
Creates processes and schedules that facilitate the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge;
Challenges staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students;
Creates processes for collecting and using student test data and other formative data from other sources for the improvement of instruction;
Creates processes for identifying, benchmarking and providing students access to a variety of 21st century instructional tools (e.g., technology) and best practices for meeting diverse student needs;
Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;
Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction;
Creates processes that protect teachers from issues and influences that would detract from their instructional time;
Systematically and frequently observes in classrooms and engages in conversation with students about their learning.

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

**Standard 3: Cultural Leadership**

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

The school executive practices effective cultural leadership when he or she
- Creates a collaborative work environment predicated on site-based management that supports the “team” as the basic unit of learning and decision-making within the school and promotes cohesion and cooperation among staff;
- Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with teachers, staff, parents, and students and then operates from those beliefs;
- Influences the evolution of the culture to support the continuous improvement of the school as outlined in the school improvement plan;
- Systematically develops and uses shared values, beliefs and a shared vision to establish a school identity that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff and students;
- Systematically and fairly acknowledges failures and celebrates accomplishments of the school and staff;
- Visibly supports the positive, culturally-responsive traditions of the school community;
- Promotes a sense of well-being among staff, students and parents;
- Builds a sense of efficacy and empowerment among staff that result in a “can do” attitude when faced with challenges;
- Empowers staff to recommend creative 21st century concepts for school improvement.

**Artifacts:**
- Work of Professional Learning Communities within and tangential to the school
- Documented use of the SIT in decision-making throughout the year
- NC Teacher Working Conditions Survey
Standard 4: Human Resource Leadership

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

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

- Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and for 21st century student learning;
- Models the importance of continued adult learning by engaging in activities to develop personal knowledge and skill along with expanded self – awareness;
- Communicates a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy;
- Creates processes for teachers to assume leadership and decision making roles within the school that foster their career development;
- Creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school;
- Uses the results of the Teacher Working Conditions Survey to create and maintain a positive work environment for teachers and other staff;
- Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve performance;
- Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to school improvement goals and is differentiated based on staff needs;
- Continuously searches for the best placement and utilization of staff to fully benefit from their strengths;
- Is systematically and personally involved in the school’s professional activities.

Artifacts:

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

**Standard 5: Managerial Leadership**

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

The school executive practices effective managerial leadership when he or she
    Creates processes to provide for a balanced operational budget for school
    programs and activities;
    Creates processes to recruit and retain a high-quality workforce in the school that
    meets the diverse needs of students;
    Creates processes to identify and solve, resolve, dissolve or absolve school-based
    problems/conflicts in a fair, democratic way;
    Designs a system of communication that provides for the timely, responsible
    sharing of information to, from, and with school and district staff;
    Designs scheduling processes and protocols that maximize staff input and
    addresses diverse student learning needs;
    Develops a master schedule for the school to maximize student learning by
    providing for individual and on-going collaborative planning for every teacher;
    Collaboratively develops and enforces clear expectations, structures, rules and
    procedures for students and staff.

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

**Standard 6: External Development Leadership**

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

The school executive practices effective external development leadership when he
or she
    Implements processes that empower parents and other stakeholders to make
    significant decisions;
Creates systems that engage all community stakeholders in a shared responsibility for student and school success;
Designs protocols and processes that ensures compliance with state and district mandates;
Creates opportunities to advocate for the school in the community and with parents;
Communicates the school’s accomplishments to the district office and public media in accordance with LEA policies;
Garners fiscal, intellectual and human resources from the community that support the 21st century learning agenda of the school;
Builds relationships with individuals and groups to support specific aspects of the learning improvement agenda and also as a source of general good will.

**Artifacts:**
- PTSA participation
- PTSA meeting agendas, bulletins, etc.
- Parent attendance at school improvement team meetings
- Survey results from parents
- Evidence of visible support from community
- Booster club participation
- Number of school volunteers
- Plan for shaping the school’s image throughout the community
- PTSA membership
- Evidence of business partnerships and projects involving business partners

**Standard 7: Micropolitical Leadership**

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

The school executive practices effective micropolitical leadership when he or she:
- Uses the School Improvement Team to make decisions and provides opportunities for staff to be involved in developing school policies;
- Creates an environment and mechanisms to ensure all internal stakeholder voices are heard and respected;
- Creates processes and protocols to buffer and mediate staff interests;
- Is easily accessible to teachers and staff;
- Designs transparent systems to equitably manage human and financial resources;
- Demonstrates sensitivity to personal needs of staff;
- Demonstrates awareness of informal groups and relationships among school staff and utilizes these as a positive resource;
- Demonstrates awareness of hidden and potentially discordant issues in the school;
- Encourages people to express opinions contrary to those of authority;
- Demonstrates ability to predict what could go wrong from day to day;
- Uses performance as the primary criterion for reward and advancement;
- Maintains high visibility throughout the school;
- Maintains open, vertical and horizontal communications throughout the school community.
Artifacts:
- NC Teacher Working Conditions Survey
- Teacher retention data
- Dissemination of clear norms and ground rules
- Evidence of ability to confront ideological conflict and then reach consensus
- Evidence of shared decision-making
- Evidence of use of a decision matrix
- Evidence of a school that operates through teams
- Evidence of distributed leadership

Competencies

A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices. Factual knowledge is simply “knowing” content; experiential knowledge is the knowledge one gains from understanding – it is knowing the when and why. Skills bring structure to experiential knowledge. It is when one can put their accumulated knowledge into a series of steps that – if followed – will lead to practice.

There are many competencies that are obviously inherent in the successful performance of all of the practices listed under each of the seven critical functions of leadership. The principal may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but can effectively and efficiently execute them. Although the principal may not personally possess them all, he or she is still responsible for their effective use in leadership practices.

The competencies listed below are not so obvious in the practices, can be applied to multiple practices and are absolutely essential for all school executives to possess to ensure their success. For example, the competency – conflict management is important in Micro Political Leadership, Strategic Planning, Cultural Leadership, and perhaps one could argue that this competency is necessary in all seven Standards. These competencies are listed here to emphasize their importance and to make sure they are incorporated into the development of school executives.

Competencies

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

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 work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school.

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

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

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:
- Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information.

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

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:
- Does not leave issues, inquiries or requirements for information go unattended;
- Creates a clearly delineated structure for responding to requests/situations in an expedient manner.

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 and structure to capture stakeholder dreams of what the school could become for all the students.
## THE PRINCIPAL PORTFOLIO – EDUC735/737 INTERNSHIP SEMINAR

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<td>- NC STANDARD 7: Human Relationships</td>
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<tr>
<th>ELCC/ISLLC STANDARD 4: Collaborating and mobilizing</th>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td>- NC STANDARD 5: Collaboration and Empowerment</td>
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<td>- NC STANDARD 7: Human Relationships</td>
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<tr>
<th>ELCC/ISLLC STANDARD 5: Integrity</th>
<th>Fall</th>
<th>Spring</th>
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<td>- NC STANDARD 4: Professional Ethics</td>
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<tr>
<th>ELCC/ISLLC STANDARD 6: Understanding and influencing</th>
<th>Fall</th>
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<td>- NC STANDARD 7: Human Relationships</td>
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*NC STANDARD 9: Information Management, Evaluation and Assessment |

**Additional Reflection – Social Justice (each semester)**

**Resume (Fall)**

**Leadership framework (Fall)**

**Portfolio Introduction (Spring)**

**Accolades (Spring)**
Appendix E
UNC-CH MSA 14 Areas of Competency

1. **Allocation of Resources**
   a. The allocation of human resources including the professional and supportive staff.
   b. Developing technical competencies in control of facilities, materials, supplies and equipment.
   c. Developing technical competence in budgeting.

2. **Communications**
   a. Presenting programs to school groups or communities.
   b. Opportunity to develop bulletins, newsletters, policy statements, materials for board meetings, or position papers.
   c. Opportunity to lead a group.
   d. Conduct meetings.
   e. Interpreting rules and regulations to various groups.

3. **Community Involvement and/or Public Relations**
   a. Integration and desegregation activities.
   b. Parent contracts (PTA, etc.).
   c. Senior citizens, taxpayers, service groups.
   d. Publicity programs.
   e. Committee on handicapped.
   f. Membership on school advisory and planning committees.

4. **Curriculum Development**
   a. Formation of goals and objectives.
   b. Leadership of curricular groups.
   c. Staff Development.
   d. Assessing and implementing change.
   e. Developing needs assessment techniques.
   f. Planning.

5. **Law**
   a. Develop a respect for, sense of direction and application of the law.
   b. Understand when and where to seek legal assistance.
   c. Develop techniques for keeping current with legal issues.
   d. Teaching or classified personnel.
   e. Grievance procedure.
   f. Opportunity to gain information regarding the adversarial nature of negotiations.
6. **Management**
   a. Opportunities which involve: coordinating, leading, organizing, reviewing, planning, staffing, directing, and anticipating and solving problems.
   b. Preparation for and attendance at Board of Education meetings.

7. **Operational Routines of Management**
   a. Transportation.
   b. Attendance.
   c. Opening and closing procedures (daily or yearly).
   d. Discipline (routine), e.g. cafeteria – corridor.
   e. Teacher absences and substitutes.
   f. Building maintenance.

8. **Personnel Administration – Teaching and/or Classified Staff**
   a. Recruitment.
   b. Selection.
   c. Interviewing.
   d. Evaluation.
   e. Termination.
   f. Personnel policy.
   g. Staff organization.
   h. Staff development.

9. **Conflict Resolution**
   a. Organizational Development.
   b. Change and reform.
   c. Participatory decision-making and/or problem solving.
   d. Grievance resolution.
   e. Community divisions or pressures.

10. **Facilities**
    a. Planning for optimal use.
    b. Developing strategies for deactivating and/or closing existing buildings.
    c. Developing alternative uses for existing buildings.

11. **Finances**
    a. Purchasing.
    b. Taxation – State Aid.
    c. Accounting – control.
12. **Grantsmanship**
   a. Knowledge of public and private sources of funds.
   b. Experience in writing proposals.
   c. Experience in monitoring grants.

13. **Governance/Policy Making**
   a. Assisting in the development of policy proposals for Board consideration.
   b. Developing strategies for influencing and coping with policy decisions originating outside of the school district (State and Federal Governments, Courts, regulatory agencies).
   c. Assisting in the development of strategies to make local districts more responsible to local constituencies.

14. **Strategic Planning**
   a. Applying planning process and devices.
   c. Identify goals and objectives relating to future states.
   d. Generating and evaluating alternatives.
   e. Developing implementation and evaluative strategies.
North Carolina Principal Fellows Program

A merit-based scholarship loan program funded by the North Carolina General Assembly designed to attract outstanding educators to full-time, two year Master of School Administration (MSA) degree programs

- provides funding for two years of full-time study in the amount of $30,000 for 1st year AND the equivalent of beginning assistant principal 10 month salary PLUS $4,100 in 2nd year

- recipients of the scholarship loan agree to practice at an approved site in North Carolina as a full-time school-based administrator for four years or repay in cash

The Principal Fellows Program, now in its twelfth year of operation, was begun in 1994. Over 1,000 Principal Fellows have graduated the program and constitute 13% of the practicing principals and assistant principals across the state.

DEADLINE to apply is January 15, 2012.

For applicant criteria and an application, visit the PFP website below.

If you have questions, you may contact:
Dr. Harry A. Starnes, Director
has@northcarolina.edu

Caroline Green, Program Coordinator,
cogreen@northcarolina.edu

NC Principal Fellows Program
UNC Center for School Leadership Development
140 Friday Center Drive, Chapel Hill, North Carolina 27517-9495

(919) 962-4575 or fax (919) 962-4328
Website: http://www.ncpfp.org
Appendix G  
*University of North Carolina at Chapel Hill*

**M.S.A PROGRAM OF STUDIES**
Master of School Administration

Name:_____________________________ PID #:_____________________________

Date of Enrollment in Masters  
Program:__________________________________

--------------------------------------------------------------------------------------------

List all courses to be taken or already completed at UNC-CH or at other institutions which will be part of your masters program of studies. When substituting a course for a required course, or transferring credits (*up to 9 hours may be transferred - subject to advisor’s approval – credits must have been taken at the graduate level, for a grade, within the past five years, and may not have been used to fulfill the requirements for another master’s degree*), please list the title of the substitute, the course number, and attach the syllabus or course description.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester/Year</th>
<th>Taken At</th>
<th>Grade</th>
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**I. Core – Educational Leadership** (21 hours)

1) EDUC 631 Prnet & Comty Engagement 3  
2) EDUC 636 School Based Inq & Reform 3  
3) EDUC 637 Law for the School Exec 3  
4) EDUC 633 Soc Context of Ed Lead 3  
5) EDUC 638 Empowerment Strategies 3  
6) EDUC 635 Cultural Leadership 3  
7) EDUC 731 Organizational Management 3

**II. Cognate – Instructional Leadership** (9 hours):

1) EDUC 634 Curriculum Leadership 3  
2) EDUC 632 Supervisory Practice 3  
3) Elective for On-Campus Students 3  
3) EDUC 732 Group Dynamics – FLEX Only 3
### III. Internship (12 hours)

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<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester/Year</th>
<th>Taken At</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1) EDUC 735 [134]</td>
<td>Internship Seminar I</td>
<td>3</td>
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<tr>
<td>2) EDUC 736 [137]</td>
<td>Internship Ed Admin I</td>
<td>3</td>
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<tr>
<td>3) EDUC 737 [135]</td>
<td>Internship Seminar II</td>
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<tr>
<td>4) EDUC 738 [138]</td>
<td>Internship Ed Admin II</td>
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**TOTAL 42 credit hours**

Full-time Student: __________________________ Part-time Student: __________________________

_(Students enrolled in at least nine credit hours per semester from the beginning of and throughout their MSA Program are entitled to year-long paid internship funded by the State of North Carolina.)_

### VI. PROJECTED TIMELINE: DATE: __________________________

Date of Written/Oral Comprehensive: _______________ Status: _______________

Date of School Leaders Licensure Assessment (ISSLC): __________________________

Date of Graduation and M.S.A. Degree: __________________________

Advisor’s Approval: __________________________

Date: __________________________

Program Chair Approval: __________________________

Date: __________________________
Appendix H

A LIST OF TEXTS FOR THE MSA Courses

**EDUC 631 - Program Development for Special Populations (S. Wynn)**

**EDUC 632 - Problems of Supervisory Practice (J. Veitch)**
Coursepack.

**EDUC 634 - Curriculum Leadership (F. English)**
*Deciding What to Teach and Test*. paperback
Papa and English. *Turnaround Principals for Underperforming Schools*. paperback

**EDUC 635 - Problems in Educational Leadership I (S. Schainker)**
A coursepack.

**EDUC 636 - School Based Inquiry and Reform (L. Bruce/P. Graham)**

**EDUC 637 - Personnel Administration and the Law (D. Thompson-Dorsey)**

**EDUC 638 - Managing Schools Within a District Context (S. Schainker)**
A coursepack.

**EDUC 731 - Problems in Educational Leadership II (J. Veitch)**
Coursepack

**EDUC 734 - Social Context of Educational Leadership (K. Brown)**

A coursepack.

**EDUC 735/737 - Principal Internship Seminar (J. Veitch)**

