



Spadoni College of Education and Social Sciences

M.Ed. in Educational Leadership Administrative
Internship Handbook For
EDAD 694/695 Elementary Principal in Practice I and II
EDAD 696/697 Secondary Principal in Practice I and II

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Introduction

Field-based experiences have long been a staple in the education of both teachers and administrators. The opportunity to put the theory one learns in a classroom into real world applications is a foundation for exemplary practice. These field experiences, known in the administrative realm as internships, are so important in the education of future educational leaders that the Educational Leadership Constituency Council (ELCC)¹ devotes an entire standard to guide the design and implementation of these internships.

This handbook has been designed to give interns, site supervisors, and university supervisors a guide to the Coastal Carolina University (CCU) M.Ed. degree program in Educational Leadership Administrative Internships. Consisting of two, 150-hour placements, the internships are designed to be flexible and to address growth areas for internship candidates.

The design of the internship program allows for experiences that may be different from those of many of the site supervisors (i.e., practicing school principals). Rather than a set number of prescribed activities, the CCU program is designed to be flexible and to address both the needs of the interns and the sites where they are working and learning. For the program to work effectively a collaborative relationship must be developed between the intern and the site supervisor. Through this collaboration, a series of projects are designed. This process requires global thinking, attention to detail, and a creative approach by both the intern and the site supervisor. One challenge is to recognize and design opportunities that contribute to the intern's learning and experiences but that are also useful for the site supervisor and the school.

This type of design results in a complex internship structure. Candidates are encouraged to take the time to read and understand the components of this handbook as it describes in detail the important learning opportunities for all participants. In essence, we are creating a professional learning community between the intern, the school community where he/she is placed, the site supervisor, and the university supervisor.

Because of the complex nature of this process, all parties are encouraged to contact the internship coordinator at CCU with any questions. Additionally, feedback on the activities, process, procedures and other matters concerning this internship are always welcome. They may be directed to the internship coordinator at CCU.

Eligibility for Internship

There are several prerequisites that must be met before a candidate is eligible to take part in the internship. Candidates must have completed five courses from the educational leadership curriculum. Also, the candidates must document 75 hours of field-based experiences prior to the internship. With advisor permission, some candidates with special circumstances (e.g., a job opportunity in administration) may request consideration from their advisor to waive certain requirements.

¹ See Appendix O to reference these standards. Standard 7 deals explicitly with the internship.

Definition of Terms Used in the Coastal Carolina University Internship Materials

Activity:

The various tasks and experiences of the intern during the field placement.

Building Action Project (BAP):

The intern and site supervisor will plan a minimum of three (3) projects that address specific needs of the school in which the intern is working. These plans will consist of minimum of 10 direct contact hours.

Building Action Project Plan (BAPP):

The intern and site supervisor will plan a minimum of three (3) projects that address specific needs of the school in which the intern is working. These plans will consist of minimum of 10 direct contact hours. The BAPP proposal is submitted to but does not need the approval of the university supervisor. The proposal does require the approval of the site supervisor.

Contact Hours:

The total number of hours used to plan, implement, and evaluate activities comprising the administrative internship. All hours must be documented in the internship log, which is labeled Appendix B – Form B2.

Developmental Areas:

The intern's growth areas as identified by the Professional Growth Plan Proposal (PGPP). They serve as the basis for the development of the major project portion of the internship.

Direct Contact Time:

Time directly spent in the field placement school engaged in internship activities.

Discussion:

Refers to topics that are posted in Moodle under each internship course that interns are required to discuss in this electronic forum. Prior to posting a response, the intern is to have discussed the topic with his or her site supervisor. This requires the intern to substantially contribute to the discussion topic, incorporating references to his or her site supervisor's perspectives on the topic as well as his or her own reactions. The intern is also required to respond to one other posting.

Electronic Portfolio:

Refers to items the intern has accumulated in his/her portfolio in Anthology (Chalk and Wire) over the period of participation in the M.Ed. in Educational Leadership program.

ELCC Standards:

Six of the Educational Leadership Constituent Council Standards for Advanced Programs in Educational Administration serve as the foundation for CCU's M.Ed. in Educational Leadership program. Each of these six ELCC Standards for educational administrators must be addressed over the two internship semesters. Cumulatively, this requirement can be met through the three required PGPs or three BAPs conducted over the two internship semesters. (See Appendix O for a listing of the ELCC Standards and Appendix G for suggested internship activities that will contribute to completing projects that address each ELCC Standard.)

Field Placement:

The location of the internship.

Intern:

CCU student in the M.Ed. in Educational Leadership program.

Internship:

The field placement of M.Ed. in Educational Leadership candidates in EDAD 694, 695, 696, or 697. The internship occurs in two semester-long placements in two different schools. The internship consists of a minimum of 300 contact hours.

Internship Coordinator:

The internship coordinator is the CCU faculty member who administers the internship program.

Leadership Advisory Council:

The council is comprised of 10-12 stakeholders (local principals, district personnel, faculty, and current students) that provide feedback to the programs regarding key assessments, community needs, and recommendations for program changes and expectations for candidates.

Log/Journal:

The ongoing, reflective writing engaged in by the intern. The intern should use the journal to record activities, observations, questions, comments, and any relevant items that occur during each field placement. The log documents the hours spent in addressing various components of the internship (See Form B2.1).

Major Projects:

The three (3), 30-hour projects that the intern engages in to address growth areas identified in the Professional Growth Plan Proposal (PGPP). In each site placement, three (3) of the six (6) ELCC standards will be addressed in the intern's major projects. For example, if in semester one the intern addresses ELCC standards 1, 3, and 6 then in semester two, the intern addresses ELCC standards 2, 4, and 5. Upon approval of the activities in the PGPP by the university supervisor, the PGPP becomes the Professional Growth Project (PGP) and the activities outlined in the PGP comprise the major project for each of the three (3) developmental areas identified through the PGPP process. Form B1.5 is the template for developing the major project.

Offsite Placement:

Refers to an internship placement at a school where the intern is not employed.

On-site Placement:

Refers to an internship placement at the school where the intern is employed.

PK-12 Partners:

Refers to the grades PK-12 schools with which the university works to provide placements, supports, and elicit program feedback.

Program for Assisting, Developing & Evaluating Principal Performance (PADEPP):

The evaluation instrument for building principals required by South Carolina. Interns are required to reference PADEPP standards addressed by the artifacts in the Professional Growth Plan (PGP) and Portfolio Assessment.

Portfolio Presentation:

The culminating activity for the internship. The **intern and his/her university supervisor** conduct a scholarly conversation regarding both the intern's field placements and coursework. The exam is pass/fail. Failure of the exam will result in the intern designing a development plan which is reviewed for approval by the intern's university advisor and must complete before attempting to retake the oral exam. Any subsequent presentations of the portfolio are conducted by the intern having the scholarly conversation with his/her advisor and another representative of the Educational Leadership department chosen by the intern's academic advisor. *The intern is responsible for coordinating the logistics of the portfolio presentation which is to be held as a culminating experience at the end of the second field placement.*

Professional Growth Plan Proposal (PGPP):

The plan written by the intern and approved by the university supervisor derived from the reflective analysis of the intern's growth areas in the skills and dispositions essential for being a successful educational leader. Once approved by the site supervisor, the PGPP is submitted for the approval by the university supervisor. If the university supervisor approves the PGPP, it becomes the Professional Growth Plan (PGP). Approval of the PGPP by the university supervisor is signified through the Moodle assignment submission area with an approval noted in the remarks area.

Professional Growth Plan (PGP):

After approval by the university supervisor and the site supervisor, the PGPP becomes the PGP. It serves as a means to bolster the candidate's marketability by strengthening his or her skills which will be substantiated by artifacts of the intern's activities in the portfolio. These are also termed major projects.

Reflective Essay:

The writings submitted by the intern as an integral component of both the Major Projects and Standards Projects. The reflective essay has very specific components that are listed in the section entitled "Required Internship Activities."

Site Supervisor:

The school district administrator who supervises and evaluates the intern - generally this is a school principal.

University Advisor:

The educational leadership professor who serves or has served as the intern's academic advisor throughout the degree program.

University Supervisor:

The CCU professor responsible for supervising and evaluating the intern's field placement.

Internship Application and Placement

1. Upon completing 75 field experience hours and five (5) educational leadership courses (or in special cases by securing the permission of his or her advisor), a candidate is eligible for the administrative internship.
2. One application is submitted for the two semester-long internship experiences. (Note the deadlines for submission in #5 below.)
3. **Candidates employed by Horry County Schools (HCS), Marion, Florence 1, or Williamsburg County Schools (WCS):** Do not solicit a field placement. **You will be assigned your placement through the employing district.** Send the completed application, by email, to the Internship Coordinator. You will be notified of your assignment by the Internship Coordinator.

Candidates from Georgetown, Florence 3 and 5 Counties: Fill out the electronic application. Presently, all principals are approved to serve as site supervisors by these school districts. **The intern is responsible for soliciting his/her school placement, site supervisors, and receiving permission from his/her district to work as an administrative intern.** Send the completed application by email, to the Internship Coordinator.

4. Application deadlines for the internship are:

Fall placements - March 15

Spring placements - October 15

5. Before the beginning of the internships, candidates are required to attend an orientation session at CCU or in another centralized site arranged by university personnel. Candidates will be notified of the scheduling details for this meeting. At the orientation session, details regarding the internship, advising, and other program matters will be reviewed.
6. Upon notification of approval for an internship placement, it is the intern's responsibility to contact his/her site supervisor to set up a meeting to review components of the internship. There is a PowerPoint presentation that the intern is required to review with the site supervisor to orient them to their role in the internship.

Administrative Licensure Levels by the South Carolina Department of Education

Candidates for Elementary School Principal and Supervisor license: A PK-8 teaching certification **and** an elementary **and/or** middle school internship(s) will partially qualify candidates for elementary administrative licensure in South Carolina.

Candidates for Secondary School Principal and Supervisor license: A Grade 7-12 teaching license **and** high school **and/or** middle school internship(s) placement will partially qualify candidates for high school or middle school administrative license in South Carolina.

Candidates qualifying and wanting both levels of license: If the candidate holds PK-12 teaching license, e.g., special education, physical education, art, etc. and wants to be licensed in both elementary and secondary administration, the candidate must complete one elementary (PK-8) and one secondary (grades 7-12) field placement. *A middle school placement can count for either an elementary or secondary internship depending on the candidate's needs* (the intern will need to be registered in the

corresponding internship section at CCU, e.g. one Elementary and one Secondary Principal in Practice I or II to show an internship at both levels, *one at the elementary level and one at the secondary level to satisfy* licensing protocols.

Praxis Requirement: The candidate must also pass the Praxis II exam in Educational Leadership and Supervision with a minimum score of 146 to be partially eligible for certification. **When signing up for the exam, the candidate must list CCU as a recipient of the Praxis score since a passing score is a graduation requirement of the program.**

Since licensing requirements change from time to time, it is the intern's responsibility to fulfill the South Carolina Department of Education's requirements for certification. If you have any questions refer them to your advisor.

Information regarding administrative licensure can be found at:

<https://ed.sc.gov/index.cfm?LinkServID=61117EAA-D620-D9B7-81CB46D32BF142F0>

NOTE: If a candidate has an unusual teaching experience, e.g., secondary certification but taught in an elementary school setting for some reason, the candidate may request the State Education Certification Office to review the circumstances for additional levels of administrative certification. This request is made on the form submitted to State Education Certification Office upon graduation from the degree program.

General Internship Design Principles and Framework

1. The following quotation provides the theoretical framework that will be used by the intern, site supervisor, and university supervisor in designing the intern's activities and experiences:

Growing consensus on the attributes of effective school principals shows that successful school leaders influence student achievement through two important pathways – *the support and development of effective teachers and the implementation of effective organizational processes* [italics added]. This consensus is increasingly reflected in preparation and licensing requirements, which generally subscribe to a set of common expectations for the knowledge, skills, and dispositions of school leaders (Davis, Darling-Hammond, LaPointe & Meyerson, 2005, p.5).

2. Generally, the internship experiences emphasize **engagement in leadership projects** as cooperatively agreed upon by the intern, site supervisor, and university supervisor. The design principles of the activities should follow the pattern of the intern **observing** processes, procedures, and other components comprising the intern's various learning activities that encompass the variety of school functions, (e.g., Committee on Special Education, organizing and leading a parent conference, etc.). Over time, the intern should then **participate in** and ultimately **lead**, various components of the intern's Professional Growth Plan and Building Action Projects learning activities.
3. The internship should involve the intern's participation in a wide range of educational administration activities. When a candidate serves an internship in his/her own school or grade levels of teaching experience, this is considered an on- site semester. **Candidates are required to have at least one internship offsite.** An off-site semester internship would be served in another

building and/or other grade levels. For example, an elementary teacher could complete an off-site internship at a middle school.

4. These internship activities' designs promote:
 - a) a comprehensive understanding of school and classroom practices that contribute to student achievement;
 - b) the ability to work with teachers and others to design and implement a system for the continuous improvement of student achievement; and
 - c) the ability to provide the necessary support for staff for sound school curriculum development and instructional practices (Southern Regional Education Board, 2005, p.12).

Note: It is considered plagiarism for an intern to submit one project for multiple internships. The internship projects must be separate from other graduate coursework. Interns who are placed at the same site are responsible for developing PGPs that are substantially different from each other.

Required Internship Activities & Guidelines
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Each assignment is aligned to educational learning theories, which are identified below. Descriptions of major assignments follow.

Major Assignment:	Educational Leadership Theories Addressed:
Professional Growth Plan	Emotional Leadership Theory
Building Action Plan (BAP)	Servant Leadership Theory Transformational Leadership Theory
Internship Presentation	Transactional Leadership Theory Transformational Leadership Theory
Internship Journal	Emotional Leadership Theory Transformational Leadership Theory

The internship has four major components in terms of the activities that candidates will plan and implement. They are outlined below.

- a) **PGP Component** - The first component is putting into practice the Spadoni College of Education and Social Science's conceptual framework of the educational leader as a reflective practitioner and the ELCC standards for building level educational leadership programs. This is achieved by doing a self-reflection on areas of educational administration which the candidates decide are areas where they need growth through the Professional Growth Plan Proposal process (described in detail below). Progress on these components is assessed through the Reflective Essay process.
- b) **BAP Component** - The second major component is comprised of activities that the candidate and site supervisor design and engage in to address various building specific issues called Building Action Plans (BAP).
- c) **Discussion and Reflection Component** - The third major component is comprised of the logs, journals, seminars, and online discussions.
- d) **Notebook Component** – The fourth component is the Internship Notebook. The intern will compile all documentation of the two field placements into two separate notebooks, one for each field placement.

RUBRIC and EXEMPLAR INFORMATION:

There are rubrics for all of the activities of the internship. They are available on the Moodle homepage in a folder labeled “Forms.”

The Professional Growth Plan (PGP) (60% of grade) Form B 1.5

After the intern completes and reflects upon the results of The Personal Growth Survey (see Appendix B), the intern and site supervisor design *substantive and comprehensive* activities to support the intern’s learning in this area. These are the Professional Growth Plan Proposals (PGPP) that describes the three major internship projects during each of the semester’s internship placements. Keep in mind that in the aggregate over the two internships, the intern will address growth areas in each of the six ELCC standards, three in each semester. That is, three of the standards are addressed in the first semester of the internship and the remaining three standards are addressed in the second semester internship.

PGP Design Principles: The three major projects called PGPs that the intern develops address his or her areas needing the most growth within each ELCC standard. Based on the intern’s insight into his or her development and the input of the site supervisor and university supervisor, three major projects are developed addressing these developmental areas. See Appendix G for examples of ideas for projects. The intern focuses on these developmental areas by building three major projects in **each** field placement designed to enhance the intern’s skills as outlined in ELCC Standards 1-6 (see Appendix O). Each major project logs a **minimum** of 30 contact hours. When finished with the two semesters of the internship, the intern will have completed six major projects (generally, three in each placement) addressing personal growth areas in each of the ELCC Standards 1-6. **All** of the ELCC Standards must be addressed through the PGP projects during the two (2) field placements.

The PGPP to PGP Process:

Following are the steps for the process.

1. After the site supervisor and intern agree upon the PGPP design it is submitted through Moodle to the university supervisor. The site supervisor is a key participant in this process as he/she can best judge the project’s viability in the field placement. Keep the projects doable within the limited timeframe of the placements.
2. *Approval by the site supervisor is signified when the intern submits the PGPP electronically through the appropriate assignment section of Moodle.*
3. The university supervisor reviews the PGPP and will either approve the plan or return it to the candidate with suggested revisions. If revisions are needed, the intern makes those revisions then resubmits the PGPP for university supervisor approval.
4. *University supervisor approval is signified in the submitted assignment section of Moodle with a notation of approval in the “Remarks” section.* When the approved PGP is returned from the university supervisor, the intern is responsible for giving a copy of the approved PGP to the site supervisor.
5. With approvals from both the site supervisor and university supervisor, the PGPP morphs into the PGP. The intern, under the supervision and guidance of the site supervisor, completes the activities contained in the PGP which are documented in the Reflective Essays (Appendix E) and Activity Logs.

DO NOT IMPLEMENT THE PGPP UNTIL YOU HAVE THE APPROVAL OF YOUR UNIVERSITY SUPERVISOR.

Reflective essays (Appendix E) are submitted at the completion of the PGP project. When the university supervisor receives the reflective essay, it indicates that the project is complete. Interns are to reference ELCC performance knowledge, and disposition indicators (Appendix O) throughout the

reflective essay to support their analysis and understanding of the effective leadership knowledge, performances, and dispositions that they developed as a result of the project implementation.

Reflective essays must contain these parts (see Appendix E):

- a. A Reflective Essay Rubric completed by the intern with a self-assessment grade and comments.
- b. A review of the approved PGP. Revisions should be noted and the ELCC indicators should be included.
- c. Essay with description of the project. It should be clear exactly what the intern's role was during the project and what activities were done by others. ELCC indicators (Appendix O) should be referenced throughout the essay. These indicators are the knowledge, performances, and dispositions listed under each ELCC standard. ELCC indicators must be addressed for reflective questions #2 and #3.

The four reflective questions are as follows:

- 1) How have your assumptions and beliefs been changed?
 - 2) What ELCC performances (skills) have you developed? (See Appendix O)
 - 3) Which ELCC dispositions (attitudes) have you developed? (See Appendix O)
 - 4) How will you deal with this differently next time?
- d. Whenever possible, artifacts are included to document project activities and possibly contribute to the intern's portfolio development.

Building Action Projects (20% of grade)

The Building Action Projects (BAP) are projects agreed upon by the intern and the site supervisor that address a specific need of the intern. These projects are less intensive than PGPs. However, they are very important in rounding out the intern's experiences. See Appendix D for the forms needed to formulate the Building Action Projects.

- a. Similar to the process the intern used to formulate the PGP, he or she will work with the site supervisor to design and implement projects that are relevant to a well-rounded internship.
- b. Document the approved project's components on the forms in Appendix D and submit to the appropriate assignment submission section of Moodle.
- c. Follow the steps outlined above in the PGP section on page 10 to complete the reflective essay process. The rubric for self-assessment is Form B1.6.
- d. Each BAP consists of a **minimum** of 10 contact hours.
- e. Approval of BAPs by the university supervisor is not required. However, submit the plans for the BAP when written into the Moodle assignment sections labeled Building Action Plan Proposal #1, Building Action Plan Proposal #2, and Building Action Plan Proposal #3.
- f. Upon completion of the BAP, a reflective essay on each completed BAP is submitted through the Moodle assignment section. Use the same format for these reflective essays as you did for the PGPs as outlined on the previous page.

The Log/journal (10% of grade)

The intern is to record experiences, observations, and issues encountered in the internship in a log/journal. Entries should be made on a regular basis with a minimum of weekly entries. Daily entries are preferred. Journals are to be submitted two times during the semester as identified in the course calendar. Please submit journals to your CCU university supervisor via email attachments as Microsoft Word documents. The primary emphasis of the journal is on the intern's projects and reflections on experiences. One purpose of the log/journal is to document the time an intern spends on working on projects and other internship activities. When the intern reviews his or her journal before submission, the intern should refer to the ELCC indicators and answer the four reflective questions at the end regarding

the journal.

When both PGP and BAP projects have gained required approval, the candidate will make two hard copies of the entire proposal, providing one to the site supervisor and retaining one for the internship notebook. Candidates submit reflective essays on projects through Moodle to the university supervisor. As projects are completed, candidates make two (2) hard copies of work and artifacts, one for the Internship Notebook, and one for the site supervisor's notebook. Another option is to make an additional electronic version of the internship notebook components for submission into Anthology (Chalk and Wire). ***Check the course calendar for deadlines. Late submissions are heavily penalized.***

Electronic Discussions (10% of Grade)

During each semester of the internship, the intern will participate in five (5) electronic discussions in Moodle. The due date of these discussions will be posted on the Course Calendar. Using the same format as in previous online courses, support your answer with properly cited references and react to one of your classmate's posts in a thoughtful and comprehensive manner.

Other Requirements

1. Written Comprehensive Exam

The intern completes a written, open book exam at the beginning of the first semester of the internship. The exam is disseminated through Moodle and includes both the exam directions and rubric. Completed exams are submitted to Anthology (Chalk and Wire) at the end of the first semester for grading by the intern's university supervisor. The exam is graded pass/fail and a passing grade is a degree requirement.

2. Portfolio Presentation

During the second internship placement, interns compile a portfolio by picking exemplars of their work that best demonstrates the interns' comprehension of each ELCC standard and submit these into Anthology (Chalk and Wire). Upon portfolio completion, interns conduct an approximately 40 minute oral presentation of the portfolio to their university supervisor. The Portfolio and its presentation is graded pass/fail and a passing grade is a degree requirement.

3. Participation in On-campus and/or Regional Seminars and Other Announced Activities

Participation in school and community activities agreed upon by the intern and site supervisor. These activities can be part of your PGP and BAP projects.

Cheating and Plagiarism

It is academically dishonest for an intern to submit one project for multiple internships. Also, the internship projects must be separate from work used in other undergraduate or graduate coursework. Interns who are placed at the same site are responsible for developing PGPs that are substantially different from each other. Engaging in these activities is a serious breach of ethics and will result in consequences up to and including dismissal from the degree program.

Evaluation/Grading

University Grading System:	A	90-100%
	B+	85-89%
	B	80-84%
	C+	75-79%
	C	70-74%
	D+	66-69%
	D	65%
	F	<65%

Grading of Interns Failing to Meet Adequate Progress During the Internship

Interns will be assigned a university grade upon completion of each semester's internship. **Interns who are not making adequate progress will receive an Incomplete (I) for the semester and may not be permitted to register for the second semester.** The university supervisor will assign a due date for all remaining work needed to remove the incomplete work. An Incomplete automatically converts to an F if not removed within one semester from the time the grade was posted. A university grade will be assigned based on the intern's participation in the on-campus meetings, submission of required work, and performance evaluation by the site supervisor and university supervisor.

Growth Plan

If the intern is advised by the site or university supervisor that the intern is failing the internship, the intern is responsible for scheduling a meeting with the site supervisor and university supervisor. A growth plan may be developed to address the intern's deficiencies. Failure to complete the growth plan within the agreed upon time limits will result in dismissal from the program.

Late Assignments

Points will be deducted for each day an assignment is late unless prior approval has been given by the university supervisor. For each day an assignment is late 10% will be deducted from its grade.

Missing Assignments

Any assignment not turned in at all will earn 0 points. **In addition**, a missing major assignment will lower the final grade by a letter. **For example**, a candidate who has a total of 197 final points resulting in a *B+* but who fails to turn in a major assignment will earn a final letter grade of *B*.

Standards for Written Work

All written assignments **MUST be typed**. Assignments should be free of error in spelling, grammar, syntax, and mechanics. Candidates are responsible for ensuring all assignments are submitted to the university supervisor by the due dates noted on the course calendar. Rubrics for all internship activities are available on the homepage of the internship section on Moodle.

Additional Course Information

Anthology (Chalk and Wire) Policy

The Spadoni College of Education and Social Sciences adopted Anthology (Chalk and Wire) as a candidate assessment management tool in all programs (undergraduate and graduate) in 2020. Each program has identified required key assessments at the course level which are entered by the candidate into Anthology (Chalk and Wire). The program is of no cost to candidates.

Please note: Failure to submit a required assignment or assessment into Anthology (Chalk and Wire) may result in delayed processing of your final course grade (i.e, Incomplete) until this requirement is met.

Compensation for Interns and Local Site Supervisors

Since the internship is an advanced graduate course in the candidate's program leading to an advanced degree, administrative licensing, certification or a general updating of skills, no compensation is provided the intern. It is expected that the intern will provide valuable service to

the educational agency during the time of the internship, but such service is a result of the candidate's coursework for which the student is not to be paid. **(Candidates who currently serve in paid administrative or internship positions must submit a letter requesting a waiver for this compensation requirement.)** Local site supervisors will select a CCU tuition voucher or Continuing Education Units as a thank you for their support. Site supervisors have the autonomy to transfer their vouchers to other educators within their school building, if preferred.

Course Calendar: A course calendar of activities and assignment due dates will be developed and shared with interns.

Intern's Ethical Conduct

As is the case for educational leaders, the highest ethical conduct is an expectation of the intern in this class and field placement. The accuracy of the records associated with this course and field experience are the intern's responsibility. Falsification of records and/or documentation associated with this course and field placement is expressly prohibited and will result in the candidate's dismissal from the M.Ed. in Educational Leadership program.

Leaves of Absence

Horry County School District does not allow its employees that are on a leave of absence to participate in an internship. Other districts have not given explicit directions to CCU on this matter. It is recommended if this circumstance pertains to you, contact your school district for its policy on this matter.

Portal Completion Requirements

The SCOESS has identified three portals (transition points) for both the M.Ed. and Ed.S. degrees in Educational Leadership. The SCOESS also identified key assessments where data are collected for each program. Candidates must meet the Portal requirements in order to enter the program, enter internship, and complete the program. Portal requirements are described in the Educational Leadership Handbook.

Site Supervisor Requirements

A site supervisor is an administration professional who is approved for mentorship by their district and serves as a role model, instructor and coach for the candidate. The site supervisor, in collaboration with a Coastal Carolina University supervisor/faculty member, is responsible for leading the candidate through progressively challenging activities and structuring the activities so that the candidate applies theory, pedagogical concepts and content knowledge while developing practical professional skills.

Coastal Carolina's site supervisors are carefully selected through the use of criteria that reflect high expectations and a collaborative process involving both district and university partners. With our clinically-based approach to administrator preparation within our partnering school districts, site supervisors must meet specific qualifications to serve in this role.

To be a site supervisor, the following requirements must be met:

- Selection by the district for site supervisor status
- Successful completion of the PADEPP Process
- Employed by a South Carolina public school
- At least three years administration experience

- Certification in administration
- Highly qualified status as defined by the South Carolina State Department of Education
- Satisfactory administrative performance
- Positive recommendation by the district.

Note: Administrator has not been placed on an improvement plan.

The site supervisor has also demonstrated competency in the following:

- Vision-Casting
- Instructional Leadership
- Effective Management
- Climate
- School Community Relations
- Ethical Behavior
- Interpersonal Skills
- Staff Development

Use of Technology

The use of technology is integral to internship planning, implementation and ongoing communication between the site supervisor, intern, and university supervisor. Wherever feasible, the intern will employ the use of technologies during the internship. All electronic communication will take place through Coastal Carolina University's e-mail, Anthology (Chalk and Wire), and Moodle systems.

Leadership Advisory Council

The Leadership Advisory Council plays an integral role in maintaining rigor and excellence in the M.Ed. and Ed.S. internship experience requirements.

The Leadership Advisory Council meets quarterly to:

- Provide counsel to the Educational Leadership Department regarding the M.Ed. and Ed.S. programs regarding recruitment, program classes, resources, guest speakers, internships, and other related areas.
- Offer insight and perspective in regard to leadership needs and policies impacting the context of leadership development.
- Encourage and support the exploration of innovation and continuous improvement.
- Act as a resource for the Educational Leadership Department.
- Serve as a networking opportunity for various CCU stakeholders.

Membership

To meet its purpose, the Educational Leadership faculty seeks to maintain membership on the Council that reflects key stakeholder interests in training, developing, and networking educational leaders. Therefore, membership is by invitation to ensure representation of students currently enrolled, program alumni, district and school-level leaders, and professors of educational leadership. As a member chooses to drop Council membership, a person holding the same affiliation as the one departing shall be invited to join the group, keeping the membership between 10-12 members annually.

The following groups are represented on the Council:

- Graduate students
- Full-time faculty members
- Teaching associates
- Principals
- District office leaders

The following areas are represented on the council, as they host interns:

- Florence District Schools
- Georgetown County Schools
- Horry County Schools
- Marion County Schools
- Williamsburg County Schools

Membership Duties

- Attend quarterly meetings
- Advise and provide counsel to educational leadership faculty
- Share perspectives related to needs and policies impacting educational leadership
- Engage in seeking new and innovative ways to prepare and develop leaders for schools
- Be a resource and provide links to resources and networks of those interested in educational leadership

PK-12 Partnerships

Collaboration with schools is critical to the effectiveness of the College’s programs. Program faculty members recognize the importance of establishing and delivering programs that reflect a balanced blend of on- and off-campus learning experiences. As reflecting in the working agreements between the university and participating school districts, collaboration is an important element of the College’s educational leadership programs.

As part of our partnerships with local districts, the College has established Memorandums of Understanding (MOUs) as they relate to internship placements and providing supports to stakeholders. As part of each MOU, the district and College designate the roles and responsibilities of stakeholders involved in internship experiences. For example, the College agrees to deliver instruction to and assess candidates alongside district staff using the standards and expectations utilized by the state and supporting districts. The College agrees to co-plan, co-implement, and co-manage aspects of the educational experience with the partnering districts.

Our partnering institutions offer a unique opportunity for candidates to work in diverse school settings, and with students of different racial, ethnic, and socioeconomic backgrounds. As part of our partnership, the university and districts work to ensure that candidates are engaged in mutually beneficial, varied, and developmentally appropriate PK-12 placements, where they have opportunities to practice applications of knowledge and skills learned through their program courses. As such, partnering districts may make recommendations for placements based on areas of student need, candidate needs, and prior experiences.

Appendix A - Additional Guidelines for the Internship

1. The total internship experience over two semesters is a minimum of 300 hours. Under extenuating circumstances those 300 hours may be split into any combination with a minimum requirement of 100 hours or, a maximum of 200 hours at one of the two placements. If a candidate is considering varying from the normal configuration of two, 150 hour internships, the approval of the extenuating circumstances, the proposed internship configuration and its components must have written university supervisor approval.
2. Upon successful completion of the program's classes, the internship and the Praxis II Licensure Assessment, candidates are eligible for administrative certification in South Carolina for the appropriate grade levels depending on the grade levels of the internship and teaching certification. The South Carolina Department of Education determines the level of administrative certification.
3. The site supervisor assists the intern in a) setting objectives based on the PGPP and BAP, b) completing required activities, c) identifying other education professionals with who the intern may complete some of the activities, and, as needed, d) assist in identifying other settings to complete the internship experiences. With the approval of the site supervisor some project activities may be completed by working with the other school principals or personnel.
4. Site supervisors are approved by the school district in which they are employed. It is recommended that site supervisors be experienced administrators. A brief instructional PowerPoint is provided that the intern is required to review with the site supervisor within a week of starting the internship. The site supervisor is supported by the university supervisor. Any questions or concerns may be directed to the university supervisor. Also, the internship coordinator is available to assist both the site and university supervisors. Assistant principals may serve as site supervisors under the supervision of a building principal in extenuating circumstances and must be approved by the internship coordinator.
5. A minimum of one visit per semester will be made to the intern placement location by the university supervisor. A conference is held between the intern and the site supervisor during this visit. The performance of the intern on the specified PGP and BAP activities and other pertinent matters are discussed during this conference. In addition, two additional conferences will occur, but may happen virtually or in-person, depending on candidate, school, and supervisor needs.
6. Interns will record and classify all experiences in their log/journal in accordance with ELCC and PADEPP standards.
7. An evaluative conference is held with the intern and the site supervisor at the end of the internship to assess performance on each of the activities.
8. Each semester, the site supervisor will be asked to complete a summative evaluation form on the intern that is submitted by the intern into Moodle upon completion.
9. As the internship experience continues into the second placement, the intern is expected to not only participate in various project activities, but demonstrate LEADERSHIP. Make sure to work with your site supervisor as you design project activities that address this requirement.
10. There are checklists to facilitate keeping track of the internship activities in Appendix M and N.

The internship is more than accruing hours; it is achieving substantive objectives during unencumbered blocks of time. Large blocks of time are preferred to small blocks of time. Full days are preferred to half days and hours. Interns should use after school, weekends, holidays, and discretionary time to meet the internship

Space for Notes:

Appendix B - Professional Growth Plan Proposal (PGPP) (Use during BOTH internship placements)

Description/Expectations:

1. Use Form B1.5 to prepare and submit your Professional Growth Plan Proposal.
 - a) Collaborate with and get approval from your site supervisor to generate a Professional Growth Plan Proposal (PGPP).
 - b) Submit the PGPP through the appropriate Professional Growth Plan Proposal Moodle assignment section to university supervisor by submission deadline. ***Submission of the PGPP through Moodle indicates approval by the site supervisor.***
 - c) The PGPP must be approved by the university supervisor **BEFORE** executing the activities in the plan. The university supervisor's approval will be indicated in the Remarks area of the assignment section for each of the three PGPPs submitted.
2. Use Form B1.5 to develop the goals (2 to 5) in your area of concentration for this PGPP, the activities (20 hours of direct contact is a minimum) for those goals, and a rationale for each activity. The goals represent the learning outcome that the intern desires to result from the project. Use Form B1.6 (Building Action Plan/Professional Growth Plan Assessment Rubric) to guide the development of the PGPP.
3. If required, revise the Professional Growth Plan Proposal as recommended by the university supervisor and resubmit it through Moodle.
4. Place a copy of the approved plan in your notebook and the site supervisor's notebook.
5. Plan a variety of at least two activities (no one activity to exceed 10 hours of the required 20 direct contact hours) to attain your goals.
6. Organize your strategies by goal; for example A.1., A.2. . .C.1. C.2, etc.
7. For each activity, give the rationale for selecting that activity. The rationale should be thought provoking and logical. Think seriously about how implementing each activity will enable you to achieve the goal. Each activity should have different rationale; otherwise, why would you need more than one activity for the goal.

The PGPP which is approved by both your site supervisor and university professor becomes the Professional Growth Plan (PGP).

Appendix B - Form B1.1 School Description (Demographics) (Use during BOTH internship placements)

**Directions: Submit the following into Moodle in the appropriate assignment labeled “School Description”
Demographics**

Please give a thorough description of the demographics of your field placement school. The following areas must be addressed: (1) the type of community and the population served, e.g., socio-economic status, rural/urban/suburban, racial composition, educational background of parents, and employment data; (2) stability of the community; (3) student composition, e.g., total enrollment and type; (4) grade level structure; (5) administrative structure; (6) number, gender, and racial composition of administrators, teachers, guidance counselors, aides, cafeteria employees, custodial staff, etc.; (7) analysis of test achievement data; (8) school awards, honors, or recognitions; (9) special instructional programs, e.g., grants, dropout prevention, minority recruitment, social services in the school; and (10) unique characteristics of the school or agency. Writing about the items in the order listed is most helpful. Please feel free to use additional pages. You may include tables to illustrate, support, or clarify your exposition.

Attach a copy of your most recent school report card (available at <https://screportcards.ed.sc.gov>)

Appendix B - Form B1.2 Personal Professional Goals (Complete during second internship placement)

Part I - Career Goals- See Discussion #1 in Second Internship

In the discussion section of Moodle, please indicate your career ambitions in terms of leadership in educational administration. Describe in detail your career plans in educational leadership *from the present to retirement*. Identify *education and experiences* needed to attain your career goals.

Appendix B - Form B1.3 Personal Leadership Goals (Complete during second internship placement)

Part II - Leadership Goals – See Discussion #2 in Second Internship

In the discussion area of Moodle, please write about your leadership style using appropriate references to support the essay. Then develop specific strategies and propose activities during your internship you will use to improve your leadership skills.

Appendix B - Form B1.4 Personal Growth Survey (Complete during first internship placement)

The purpose of this professional growth survey is to assist you in addressing areas of growth for you as an educational leader as you design your PGPs and BAPs. Choose (along with the help of your university and site supervisors) areas of concentration that will enhance your knowledge base and expand your marketability as an educational leader. As you design your activities use this form as a guide to fill in knowledge gaps. If you are already a curriculum coach or in some other administrative capacity, DO NOT choose an area for which you are currently responsible and will learn about anyway.

To help you, your site supervisor, and your university supervisor make informed decisions about the area of concentration for your professional growth plan, fill out this survey and submit it through Moodle in the appropriate assignment section.

Your submission of the Personal Growth Survey signifies that you have reviewed the results with your site supervisor.

Personal Growth Survey

In the left column, rank order (1 through 11) the following areas based on your current knowledge in that area. (For example, most knowledge = 1; least knowledge = 11) You will use each number 1 through 11 one time only.

Knowledge (rank order)

- _____ Interpersonal relations and conflict resolution
- _____ Personnel policy and procedures
- _____ Management, supervision and evaluation of non-instructional personnel
- _____ Evaluation and supervision of instruction
- _____ Resource allocation and management
- _____ School-community relations
- _____ Pupil services
- _____ Professional development
- _____ Communication (written, oral)
- _____ Curriculum development
- _____ Creation and stewardship of a learner centered culture

Appendix B - Form B1.5 Professional Growth Plan Template (Use during BOTH internship placements)

Directions: Work with your site supervisor to design PGPPs using the form below as a framework. Once your Professional Growth Plan Proposal (PGPP) is approved by your site supervisor, submit the completed form as a PDF or Word document through the Moodle assignment section labeled Profession Growth Plan #1, #2, #3. **Your submission through Moodle indicates your site supervisor has reviewed and approved your PGPP.** The university supervisor will note in the comment section of the assignment in Moodle **either that** the PGPP has been approved or that the PGPP requires modification and resubmission before approval. **DO NOT implement the PGP until you have received approval from the university supervisor through the Moodle Assignment “Remarks” section.** The completion of this approval process for PGPP transforms it into the PGP approved for implementation.

Form B 1.5

Professional Growth Project Plan (PGPP)

Directions: Use the template to plan your PGP or BAP. Keep in mind that you need your University Supervisor’s approval before beginning your PGP.

Growth Area of Addressed (Derived from B 1.4):

ELCC Standard(s) met:

PADEPP Standard(s) met:

Project Goals:

List below your learning goals associated with this project. Add more boxes if needed.

Learning Goal	Description
A	
B	
C	

ACTIVITIES (at least two different activities for each PGP, each no more than 10 hours towards total) What will you do to accomplish project?	HOURS	RATIONALE Why is this strategy appropriate as an internship learning activity? How will it contribute your learning?
1.		
2.		
3.		
4.		
5.		
	TOTAL HOURS =	

Appendix B - Form B1.6 Building Action Plan/ Professional Growth Plan Rubric (Use during BOTH internship placements)

Indicator	Needs growth- 1 pt.	Meets Standard -2 pt.	Exemplary- 3 pt.
<p>Each BAP/PGP meets the minimum contact hour requirement BAP:10h PGP:30h Score: _____</p>	<p>Less than minimum hours spent on the BAP/PGP. Activities are marginal time fillers with poor documentation</p>	<p>Fulfilled hours on the BAP/PGP. Documentation generally shows meaningful and relevant activities.</p>	<p>Exceeds minimum hours on the BAP/PGP. Additional time must be documented as meaningful and relevant activities.</p>
<p>The sum of all BAP/PGP activities meets the minimum hour parameter BAP:30h PGP:90h Score: _____</p>	<p>The sum of the BAP/PGP activities is less than minimum hours requirement</p>	<p>The sum of the BAP/PGP activities meet the minimum hours requirement and vast majority of the time was spent in meaningful and relevant activities.</p>	<p>The sum of the BAP/PGP activities exceeds the minimum hour requirement and all activities reflect meaning and relevancy.</p>
<p>The BAP/PGP activities are summarized in a well-written, reflective essays Score: _____</p>	<p>The reflective essays do not show that the intern synthesized theoretical aspects of administration and implemented it in successful practice. Activities are superficial and do not show reflective thinking on the intern’s part to address opportunities for growth.</p>	<p>The reflective essays show that the intern synthesized theoretical aspects of administration and generally applied it successfully in practice. Activities are characterized by careful thought to address the candidate’s opportunities for growth.</p>	<p>The reflective essays show a nuanced understanding of administrative theory and implemented it in a highly successful manner. Activities showed a sophisticated level of reflective thinking and addressed the opportunities for the intern’s growth and contributed to the organizational development of the school.</p>
<p>The BAP/PGP plan and reflective essays demonstrate written communication skills. Score: _____</p>	<p>The BAP/PGP plan and reflective essays have a number of grammatical or spelling errors. The sentence structure interferes with the communicative function of the writing.</p>	<p>The BAP/PGP plan and reflective essays have minimal grammatical or spelling errors. The sentence structure facilitates the communicative function of the writing.</p>	<p>The BAP/PGP plan and reflective essays has no grammatical or spelling errors. The sentence structure enhances the communicative function of the writing.</p>
<p>The BAP/PGPs show evidence of a concerted effort by the candidate to challenge her/himself Score: _____</p>	<p>The BAP/PGPs are unsophisticated and superficial. The intern generally is in the role of observation.</p>	<p>The BAP/PGPs are somewhat complex in their structure. The intern is both an observer and participant in the processes of the BAP/PGP.</p>	<p>The BAP/PGPs overall demonstrate complexity in their structure. The intern is an observer, participant, and leader in the processes of the BAP/PGP.</p>

Appendix B - Professional Growth Plan Journal/Log Instructions for Form 2.1 (Use during BOTH internship placements)

Description/Expectations:

1. Use Form B2.1 to log information about each strategy accomplished.
 - a) Must be typed - recommend you save this as a form
 - b) Must be submitted to the university supervisor on date noted on BB
 - c) Log in the time you spend on each PGP and BAP strategy

2. Log entries should describe
 - a) time spent on each activity - a minimum of 30 documented hours (PGP), 10 hours per BAP, provide date(s) and number of hours
 - b) any significant (unusual or unrelated) events occurring while implementing the strategy and other experiences and observations
 - c) actual learning resulting from the implementation of the strategy
 - 1) Responses must be rich in content.
 - 2) Respond in a substantial manner with details and reflective insights

3. Should be free of errors in spelling, grammar, and mechanics

Guide for Scoring:

Log sheets will be scored as part of the final product. Elements to be evaluated include:

1. Use of format provided in B2.1
- 2) Accomplishment of all strategies (or an explanation of reason not accomplished along with an additional strategy or strategies approved in advance by the university supervisor)
- 3) A **minimum of 30 hours** (PGP) or 10 hours (BAP) are documented on forms
- 4) Documentation in the journal/log is detailed and rich indicating a significant learning experience
- 5) Answers reflective questions at the end of the log
- 6) Writing skills appropriate for graduate level work

Appendix B - Form B2.1 Reflective Journal and Activity Log Template (Use during BOTH internship placements)

Reflective Journal and Log

Coastal Carolina University M.Ed. in Educational Leadership Internship

Intern:

University Supervisor:

Site Supervisor:

Directions: Use this form to document your experiences throughout the internship. This includes those related to your PGP, BAP, and any other experiences, observations, and reflections. For each day, create a new line in the table. Log the **actual date(s)** and **amount of time** spent on the activities. Also on this form, record any experiences or time that you spent on internship related activities that were not part of a PGP or BAP.

Date	Hours	Internship Activity	Relates to which Project/ELCC Standard/PADEPP Standard?	Experiences, Observations, and Issues Encountered

Self-Assessment for Journal:

Quality of Journal Entries (60 pts. possible): _____

Linkage to ELCC and PADEPP Standards within journal entries (20 pts. possible): _____

Responses to the four questions (20 pts. possible): _____

Total (100 pts. possible): _____

Appendix C - Internship Diversity Documentation (Complete during BOTH internship placements)

All candidates in the Educational Leadership Program must have experience in at least one of the two internships working with **each** of the following types of PK-12 students:

- Male and female; **and**
- From different socioeconomic groups; **and**
- From at least two ethnic/racial groups (Ethnic/racial groups are those reported in the United States Census. These include: American Indian or Alaskan Native; Asian; Black, Non-Hispanic; Native Hawaiian or Other Pacific Islander; Hispanic; White, Non-Hispanic.); **and**
- English language learners; **and**
- Students with disabilities

A “Field Experience and Internship Diversity Placement Information Form” (Appendix C.1) is completed by the candidate at the completion of each field experience and internship placement then submitted to Anthology (Chalk and Wire).

The Internship Coordinator uses information from Form B1.2 to monitor and verify that all candidates in the program have at least one experience working with **each** of the above mentioned types of PK-12 students.

The program conceptual framework: “*Reflective Practitioner*,” includes five candidate proficiencies and 14 performance dimensions. Two of the proficiencies and four of the performance dimensions address candidates’ knowledge, skills, and dispositions in working with diverse students. They are as follows:

Ability to work with diverse populations

- Demonstrate knowledge of different cultural, emotional, developmental and cognitive needs of students
- Evaluate, plan and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations

Ability to demonstrate professional behavior and dispositions

- Demonstrate a commitment to fair* treatment of students based on their educational needs
- Demonstrate a belief that all students can learn and convey confidence and caring in their work with students

**Fairness (professional disposition): The commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.*

Percentage of students receiving free/reduced price lunch: _____

English Language Learners: _____

Students with Disabilities and 504 Plans: _____

Appendix D - Form D.1 Building Action Plan (BAP) FORMS (Use during **BOTH** internship placements)

DIRECTIONS: These forms outline the Building Action Project. Submission of the form through Moodle signifies that the site supervisor has reviewed and approved the BAP.

INTERN'S NAME:

PROJECT TITLE:

OUTLINE OF PROJECT (Focus your outline on activities where you will serve in a leadership role, including how you'll collaborate with key stakeholders).

NEEDS ASSESSMENT & EVALUATION (How will you gather, analyze, and use data to guide your work? How will you assess the project's progress and evaluate your results?)

SUPPORTIVE ARTIFACTS (to be submitted with Reflective Essay)

Submission of this form onto the Moodle Assignment Section indicates the review and approval of the site supervisor of the Building Action Project.

Appendix E - Outline of Components of the Reflective Essays for Professional Growth Plan (PGP) and Building Action Plan (BAP) (Use during BOTH internship placements)

At the completion of each project PGP and BAP project submit a reflective essay. Each reflective essay should include your thoughts on the following four (4) questions.

Reflective questions:

1. How have your assumptions and beliefs been changed by your work on this project?
2. What ELCC performances (skills) have **you** developed as a result of this project?
3. Which ELCC dispositions (attitudes) have **you** developed as a result of this project?
4. Are there any components of the projects that you might deal with differently next time you encounter similar circumstances??

A reflective essay must also contain these parts:

- A Reflective Essay Rubric (found on course Moodle homepage) completed by the intern with a self-assessment grade and comments.
- If the project had revisions occurring during its implementation, resubmit the project outline that was approved at the beginning of the semester. Revisions should be noted and the ELCC indicators should be included.
- Essay with description of the project. The description should be clear and state exactly what the intern's role was during the project and what activities were done by others. ELCC indicators should be sprinkled throughout the essay and are required for reflective questions #2 & #3. These indicators are the knowledge, performances, and dispositions listed under each ELCC standard.
- Appropriate artifacts assisting the intern in developing some portfolio components. The artifact should substantiate completion of the project and be suitable for inclusion in a future portfolio.

Appendix F - Summative Evaluation by Site Supervisor (Use during BOTH internship placements)

Internship Site Supervisor Evaluation Coastal Carolina University – Building Level Leader

Directions to Intern: The internship consists of at least 300 hours of meaningful internship activities. The three Major Projects (PGP) are developed with the university supervisor, site supervisor and intern based upon the reflections of the intern and completing activities associated with the PGPP. During the internships, the intern completes **three Major projects (PGPP)** based upon his/her PGPP proposal **each semester of the internship fulfilling each ELCC 1-6 Standard**. These three Major projects enable candidates to take a leadership role in more than one leadership activity with supervised assistance from an on-site supervisor that maximizes their leadership practice and refines their school-level leadership skills. Additionally, these projects provide candidates with many opportunities to interact with a variety of community organizations.

Directions to Site Supervisor: The intern site supervisor evaluates the candidate's level of proficiency using the accompanying definitions as a guide for the evaluation. Depending on the projects that the candidate completes, **three of the ELCC Standards will be met each semester in either Semester I Placement or Semester II Placement**. Candidates must address all six ELCC standards by the end of Internship II. **When selecting a specific project to address the ELCC standard, ensure that all elements of the standard are addressed in order to determine the candidate's level of proficiency in meeting the specific ELCC Standard**. The Intern site supervisor **will not evaluate the candidate** on any ELCC Standard that is **not addressed** within the candidate's submitted project.

Candidate Name:

CCU ID Number:

Site Location:

Site Supervisor:

Date of Evaluation:

Semester: Fall Spring Dates of Placement:

Internship: Placement I Placement II

NOTE: The *supervisor will not evaluate* the candidate on any ELCC Standard that is not addressed within one of the three PGP projects submitted by the candidate for this internship.

Select the PGP projects that are to be evaluated during THIS Internship Placement.

- PGP Project 1 (ELCC 1) PGP Project 2 (ELCC2) PGP Project 3 (ELCC3)
- PGP Project 4 (ELCC 4) PGP Project 5 (ELCC5) PGP Project 6 (ELCC6)

Additional Directions to Candidates: *If applicable for this internship placement*, please list the name of PGP major Project in which you addressed ELCC Standard 1 elements 1.2-1.4 on the line below.

Name of Major PGP Project for ELCC 1:

PROFICIENCY LEVEL -

DEFINITIONS:

Expectations Unmet: Defined as the candidate **did not meet the parameters** of agreed upon projects, i.e., showed a lack of or poor initiative and follow up, **did not complete or document** the required project hours, **made little or no effort to communicate** with the site supervisor. *In general, behaviors exhibited by the candidate would result in professional growth or improvement plans or plans for eventual termination.*

Proficient: Defined as the candidate **met the parameters** of the agreed upon projects. The **efforts and skill levels of the candidate are congruent with the expectations of a candidate** learning the complexities of educational leadership **with limited experience**. *The candidate exhibits the skills, knowledge, and dispositions appropriate for a beginning and/or emerging school leader.*

Exemplary: Defined as a candidate who **exceeds parameters** on agreed upon projects by **demonstrating exceptional efforts, skills, knowledge, and dispositions** of a school leader who is **superior to someone with the candidate’s** experience level.

Scoring Directions for the Internship Supervisor: *If applicable for this internship, check the appropriate level of proficiency* (defined above) related to the intern’s project based on the description below each standard.

ELCC Standard 1 PGP Major Project

<p>ELCC 1.1 Candidate understands and can collaboratively develop, articulate, implement, and steward a shared vision of learning for the school.</p> <p><i>The project demonstrates the candidate’s use</i> of evidence-centered research strategies, school-based strategic and tactical goals, and collaboration to develop, articulate, implement, and steward a shared vision of learning for the school.</p> <p><input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary</p>
<p>ELCC 1.2 Candidate understands and can evaluate school progress and revise school plans supported by school stakeholders.</p> <p><i>The project demonstrates the candidate’s use</i> of evidence-centered research strategies, school-based strategic and tactical goals, collaborative implementation plans to achieve goals and a school improvement plan that aligns to district improvement plans.</p> <p><input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary</p>
<p>ELCC 1.3 Candidate understands and can promote continual and sustainable school improvement.</p> <p><i>The project demonstrates the candidate’s use</i> of strategies or practices to build organizational capacity that promote continuous and sustainable school improvement and a comprehensive building level professional development program.</p> <p><input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary</p>
<p>ELCC 1.4 Candidate understands and can collect and use data to identify school goals, assess organizational effectiveness and implement plans to achieve school goals.</p> <p><i>The project demonstrates the candidate’s development</i> of a school plan to monitor program development and implementation of school goals and interpreting information and communicating progress toward achievement of school vision and goals for educators in the community and other stakeholders.</p> <p><input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary</p>

Name of Major PGP Project for ELCC 2:

PROFICIENCY LEVEL
DEFINITIONS:

Expectations Unmet: Defined as the candidate **did not meet the parameters** of agreed upon projects, i.e., showed a

lack of or poor initiative and follow up, **did not complete or document** the required project hours, **made little or no effort to communicate** with the site supervisor. *In general, behaviors exhibited by the candidate would result in professional growth or improvement plans or plans for eventual termination.*

Proficient: Defined as the candidate **met the parameters** of the agreed upon projects. The **efforts and skill levels of the candidate are congruent with the expectations of a candidate** learning the complexities of educational leadership **with limited experience**. *The candidate exhibits the skills, knowledge, and dispositions appropriate for a beginning and/or emerging school leader.*

Exemplary: Defined as a candidate who **exceeds parameters** on agreed upon projects by **demonstrating exceptional efforts, skills, knowledge, and dispositions** of a school leader who is **superior to someone with the candidate's experience level**.

Scoring Directions for the Internship Supervisor: *If applicable for this internship, check the appropriate level of proficiency* (defined above) related to the intern's project based on the description below each standard.

ELCC Standard 2 PGP Major Project

<p>ELCC 2.1 Candidate understands and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</p> <p><i>The project demonstrates the candidate's</i> collaboration with others to accomplish school improvement goals; incorporation of cultural competence in the development of programs, curriculum, and instructional practices; monitoring school programs and activities to ensure personalized learning opportunities; recognizing, celebrating, and incorporating diversity in programs, curriculum, and instructional practices; and using appropriate content-based learning materials and learning strategies.</p> <p><input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary</p>
<p>ELCC 2.2 Candidate understands, can create, and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p> <p><i>The project demonstrates the candidate's</i> collaboration with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum using evidence-centered research for making curricular and instructional decisions; interpreting information and progress toward achievement; and communicating progress toward achievement using multiple measures of teacher performance and student outcomes.</p> <p><input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary</p>
<p>ELCC 2.3 Candidate understands and can develop and supervise the instructional and leadership capacity of school staff.</p> <p><i>The project demonstrates the candidate's</i> collaborative work with staff to improve teaching and learning, designing differentiated instructional strategies, curriculum materials, and technologies to maximize high- quality instruction and designing professional growth plans to increase the capacity of school staff that reflect national professional development standards.</p> <p><input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary</p>
<p>ELCC 2.4 Candidate understands and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p> <p><i>The project demonstrates the candidate's use of</i> technologies for improved classroom instruction, student achievement, and continuous improvement; monitoring instructional practices within the school; providing assistance to teachers; and using technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.</p>

PROFICIENCY LEVEL
DEFINITIONS:

Expectations Unmet: Defined as the candidate **did not meet the parameters** of agreed upon projects, i.e., showed a lack of or poor initiative and follow up, **did not complete or document** the required project hours, **made little or no effort to communicate** with the site supervisor. *In general, behaviors exhibited by the candidate would result in professional growth or improvement plans or plans for eventual termination.*

Proficient: Defined as the candidate **met the parameters** of the agreed upon projects. The **efforts and skill levels of the candidate are congruent with the expectations of a candidate** learning the complexities of educational leadership **with limited experience**. *The candidate exhibits the skills, knowledge, and dispositions appropriate for a beginning and/or emerging school leader.*

Exemplary: Defined as a candidate who **exceeds parameters** on agreed upon projects by **demonstrating exceptional efforts, skills, knowledge, and dispositions** of a school leader who is **superior to someone with the candidate's experience level**.

Scoring Directions for the Internship Supervisor: *If applicable for this internship, check the appropriate level of proficiency (defined above) related to the intern's project based on the description below each standard.*

ELCC Standard 3 PGP Major Project

<p>ELCC 3.1 Candidate understands and can monitor and evaluate school management and operational systems.</p> <p><i>The project demonstrates the candidate's</i> collaboration with others to accomplish school improvement goals; incorporation of cultural competence in the development of programs, curriculum, and instructional practices; monitoring school programs and activities to ensure personalized learning opportunities; recognizing, celebrating, and incorporating diversity in programs, curriculum, and instructional practices; and using appropriate content-based learning materials and learning strategies.</p> <p style="text-align: center;"> <input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary </p>
<p>ELCC 3.2 Candidate understands and can efficiently use human, fiscal, and technological resources to manage school operations.</p> <p><i>The project demonstrates the candidate's</i> ability to use human, fiscal, and technological resources to manage school operations, and the rationale behind their decision-making.</p> <p style="text-align: center;"> <input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary </p>
<p>ELCC 3.3 Candidate understands and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.</p> <p><i>The project demonstrates the candidate's development</i> of a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; a plan for aligned building discipline management policies; and plan and evaluation and implementation of a discipline management plan.</p> <p style="text-align: center;"> <input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary </p>
<p>ELCC 3.4 Candidate understands and can develop school capacity for distributed leadership.</p> <p><i>The project demonstrates the candidate's ability</i> to identify leadership capabilities of the staff, model distributive leadership skills, and involve staff in decision-making processes.</p> <p style="text-align: center;"> <input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary </p>
<p>ELCC 3.5 Candidate understands and can ensure teacher and organizational time is focused on supporting high- quality school instruction and student learning.</p> <p><i>The project demonstrates the candidate's ability</i> to identify leadership capabilities of the staff, model distributive leadership skills, and involve staff in decision-making processes.</p> <p style="text-align: center;"> <input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary </p>

Name of Major PGP Project for ELCC 4:

PROFICIENCY LEVEL

DEFINITIONS:

Expectations Unmet: Defined as the candidate **did not meet the parameters** of agreed upon projects, i.e., showed a lack of or poor initiative and follow up, **did not complete or document** the required project hours, **made little or no effort to communicate** with the site supervisor. *In general, behaviors exhibited by the candidate would result in professional growth or improvement plans or plans for eventual termination.*

Proficient: Defined as the candidate **met the parameters** of the agreed upon projects. The **efforts and skill levels of the candidate are congruent with the expectations of a candidate** learning the complexities of educational leadership **with limited experience.** *The candidate exhibits the skills, knowledge, and dispositions appropriate for a beginning and/or emerging school leader.*

Exemplary: Defined as a candidate who **exceeds parameters** on agreed upon projects by **demonstrating exceptional efforts, skills, knowledge, and dispositions** of a school leader who is **superior to someone with the candidate's experience level.**

Scoring Directions for the Internship Supervisor: *If applicable for this internship, check the appropriate level of proficiency (defined above) related to the intern's project based on the description below each standard.*

ELCC Standard 4 PGP Major Project

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

The project demonstrates the candidate's use of collaborative strategies to collect, analyze, and interpret school, student, faculty, and community information, and communicating information about the school within the community.

Expectations Unmet

Proficient

Exemplary

ELCC 4.2 Candidate understands and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the community

The project demonstrates the candidate's ability to identify and using diverse community resources to improve school programs.

Expectations Unmet

Proficient

Exemplary

ELCC 4.3 Candidate understands and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

The project demonstrates the candidate's assessments of families and caregivers' needs, the development of collaborative strategies for effective relationships with families and caregivers, and the involvement of families and caregivers in decision-making processes at the school.

Expectations Unmet

Proficient

Exemplary

ELCC 4.4 Candidate understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

The project demonstrates the candidate's assessments of community partners' needs, the development of collaborative strategies for effective relationships with a variety of community partners, and the involvement of community partners in decision-making processes at the school.

Expectations Unmet

Proficient

Exemplary

Name of Major PGP Project for ELCC 5:

PROFICIENCY LEVEL

DEFINITIONS:

Expectations Unmet: Defined as the candidate **did not meet the parameters** of agreed upon projects, i.e., showed a lack of or poor initiative and follow up, **did not complete or document** the required project hours, **made little or no effort to communicate** with the site supervisor. *In general, behaviors exhibited by the candidate would result in professional growth or improvement plans or plans for eventual termination.*

Proficient: Defined as the candidate **met the parameters** of the agreed upon projects. The **efforts and skill levels of the candidate are congruent with the expectations of a candidate** learning the complexities of educational leadership **with limited experience**. *The candidate exhibits the skills, knowledge, and dispositions appropriate for a beginning and/or emerging school leader.*

Exemplary: Defined as a candidate who **exceeds parameters** on agreed upon projects by **demonstrating exceptional efforts, skills, knowledge, and dispositions** of a school leader who is **superior to someone with the candidate's experience level**.

Scoring Directions for the Internship Supervisor: *If applicable for this internship, check the appropriate level of proficiency (defined above) related to the intern's project based on the description below each standard.*

ELCC Standard 5 PGP Major Project

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

The project demonstrates the candidate's integrity and fairness in supporting school policies, development of staff practices that ensure every student's academic and social success, and the creation of an infrastructure that helps to monitor and ensure equitable practices.

Expectations Unmet

Proficient

Exemplary

ELCC 5.2 Candidate understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.

The project demonstrates the candidate's school-level leadership platform grounded in ethical standards and practices, and analysis of leadership decisions in terms of established ethical practices.

Expectations Unmet

Proficient

Exemplary

ELCC 5.3 Candidate understands and can safeguard the values of democracy, equity, and diversity within the school.

The project demonstrates the candidate's use of implementing school policies and procedures that support democratic values, equity, and diversity issue and the use of appropriate communication skills to advocate for democracy, equity, and diversity.

Expectations Unmet

Proficient

Exemplary

ELCC 5.4 Candidate understands and can evaluate potential moral and legal consequences of decision-making in the school.

The project demonstrates the candidate's formulation of school strategies to address educational dilemmas and the evaluation of school strategies to prevent difficulties related to moral and legal issues.

Expectations Unmet

Proficient

Exemplary

Name of Major PGP Project for ELCC 6:

PROFICIENCY LEVEL

DEFINITIONS:

Expectations Unmet: Defined as the candidate **did not meet the parameters** of agreed upon projects, i.e., showed a

lack of or poor initiative and follow up, **did not complete or document** the required project hours, **made little or no effort to**

communicate with the site supervisor. *In general, behaviors exhibited by the candidate would result in professional growth or improvement plans or plans for eventual termination.*

Proficient: Defined as the candidate **met the parameters** of the agreed upon projects. The **efforts and skill levels of the candidate are congruent with the expectations of a candidate** learning the complexities of educational leadership **with limited experience**. *The candidate exhibits the skills, knowledge, and dispositions appropriate for a beginning and/or emerging school leader.*

Exemplary: Defined as a candidate who **exceeds parameters** on agreed upon projects by **demonstrating exceptional efforts, skills, knowledge, and dispositions** of a school leader who is **superior to someone with the candidate's** experience level.

Scoring Directions for the Internship Supervisor: *If applicable for this internship, check the appropriate level of proficiency (defined above) related to the intern's project based on the description below each standard.*

ELCC Standard 6 PGP Major Project

<p>ELCC 6.1 Candidate understands and can advocate for school students, families, and caregivers. <i>The project demonstrates the candidate's understanding of</i> how law and policy are applied consistently, fairly, and ethically within the school; advocating based on analysis of complex causes of poverty and other disadvantages; and serving as a respectful spokesperson for students and families within the school.</p> <p><input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary</p>
<p>ELCC 6.2 Candidate understands and can act to influence local, district, state, and national decisions affecting student learning in a school environment.</p> <p><i>The project demonstrates the candidate's</i> advocating for school policies and programs that promote equitable learning opportunities for student success and communicating policies, laws, regulations, and procedures to appropriate stakeholders.</p> <p><input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary</p>
<p>ELCC 6.3 Candidate understands and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</p> <p><i>The project demonstrates the candidate's</i> assessment of emerging trends and issues likely to affect the school and the development of leadership strategies and practices to effectively address emerging school issues.</p> <p><input type="checkbox"/> Expectations Unmet <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary</p>

General Strengths and Opportunities for Growth:

Principal's Evaluation:

Site Supervisor's Signature

Printed Name

Title

Date

School and/or District

Appendix G - Sample Project Ideas Addressing ELCC Standards (Use during BOTH internship placements)

These are ideas that can assist the intern and site supervisor in designing PGP and BAP projects. It is critical that internship projects include the implementation of leadership skills and interaction with key stakeholders in order to successfully complete each project. Review the project rubric to ensure that you meet the highest expectations on leadership and administrative skills. The intended purpose of the project requirement is to promote the development of administrative skills that would otherwise not be exercised. If a project is not going to stretch you professionally, it should not be done.

A project should also closely reflect several of the indicators under the ELCC Standard under which it falls. As required on the internship project form, interns will also need to develop ongoing assessment and evaluation activities for each project. The ideas below are only a starting point to foster dialogue between you and your site supervisor. Many of these would require additional depth in order to be comprehensive, approved internship projects. A one-time event is not an appropriate project unless it involves extensive planning and collaboration with stakeholders.

Standard 1: A Vision of Learning

- Assume a leadership role in the school improvement process
- Use data to determine strengths and weaknesses of the school; assist in creating a vision for improvement. Make recommendations accordingly
- Conduct a needs assessment or survey to assess professional growth, facilities, equipment needs, student management, student participation in extra-curricular activities, or other areas pertaining to school improvement. Make recommendations based on the data gathered.
- Collaborate with staff members at various levels to create a rubric to assess writing skills across all grade levels. Provide leadership in the implementation and monitoring of the rubric.
- Design an ongoing means of communicating the vision, goals and successes of the school. This should involve several aspects of school improvement, for example, revising the school vision/mission/goals with staff, parents and the community.
- Collaboratively develop and implement a professional development plan for a school.
- Design and implement a career ladder or other staff incentive program.
- Take a leadership role in designing and implementing an innovative plan to solve the problem (student achievement gaps, homework issues, life-skills development, etc.)
- Write and submit a grant proposal to provide the resources needed to support a new initiative. This project would also include leadership in the broader school improvement process.
- Research areas of interest to the school (e.g. year-round school, school uniforms, single-sex secondary math and science classes) and assess staff and community support of the initiative. Then present those results to stakeholders and follow-through with leadership initiatives in implementing your proposal.

Standard 2: School Culture and Instructional Program

The primary focus should be on curriculum and instruction. This project takes the place of a three-hour graduate class in elementary or secondary curriculum. It is highly recommended that interns complete several academic walkthroughs in classrooms to better understand the curriculum and instructional practices at their off-level.

- Coordinate the textbook adoption process.
- Disaggregate data to determine instructional strategies designed to improve student learning. Involve key stakeholders in analyzing the data and developing an action plan based on the data.
- Research various scheduling models, gather input from staff, share information with staff and administration, and make recommendations accordingly.
- Investigate a new curriculum program, for example character education, wellness, Four Block, bullying,

professional learning communities, etc. Collaboratively develop a curriculum and work with staff to implement it.

- Evaluate a current school program and develop a plan to improve the program based on the evaluation results.
- Implement technology to improve student achievement. Collaboratively assess current technology use based on ISTE standards. Develop training and technology integration with the staff.
- Conduct a curriculum review across all grade levels to promote discussion and dialogue among teachers regarding the articulation of the curriculum. Make recommendations accordingly.

Standard 3: Management

Each intern should be involved in regular supervision of students in addition to their ELLC Standard 3 project. Seek opportunities to serve as the building manager when an administrator is gone from the building. It is highly recommended that students also gain experience in the master scheduling process.

- Actively assist in the master scheduling process. For example, gather recommended changes from department or grade-level chairs, collaborate with counselors, and assist in aligning the schedule with state and local priorities.
- Create and document procedures to be used in the recruitment, selection and orientation of new staff.
- Collaborate with staff to develop or refine student disciplinary procedures.
- Work with staff to review and revise/update student handbooks.
- Lead the process of implementing a new student discipline program.
- Improve two-way communication with parents and/or staff through initiatives such as e-mail, web-based communication, or other strategies.
- Create a new emergency plan for the school by assessing weaknesses in the current plan and seeking input from key stakeholders for recommended changes.
- Develop a plan to restructure staffing patterns (e.g. use of technology personnel, Instructional Assistants)
- Explore how routine administrative tasks can be successfully delegated and develop a procedure for monitoring task completion and quality.
- Create work plans with a support group like custodians to address school issues.
- Provide training opportunities for support staff, such as bus drivers or playground supervisors with the intent of decreasing the referrals to the office.
- Take a leadership role in designing and/or implementing a site supervisor or new faculty program.

Standard 4: Collaboration with Families and the Community

- Work with staff, parents and community to develop and implement an incentive program for students. (e.g. attendance, reading, etc.)
- In collaboration with coaches, develop a process that details appropriate ways for parents to interact with both regular and extracurricular staff, and expectations for parental behavior. This should involve a comprehensive needs assessment and the process should address the problems that arise from the assessment.
- Plan and coordinate a series of parent meetings for the school. Lead the meetings with parents.
- Establish a partnership with local college or university for the purpose of creating a tutoring program for students.
- Design and implement a new program initiative involving collaboration with the community (e.g. a Sister Cities program).
- Create a new initiative with parents, e.g. family events that are followed by focus groups or committee work to meaningfully involve parents in the school's improvement efforts.
- In collaboration with community groups and school representatives, develop and implement a program to

address current student problems.

- Take a leadership role in starting student service projects in the community.
- Collaborate with teachers to develop a summer program for parents, such as “vacation tool box” that reinforces and develops power standards.
- Plan, create, and/or conduct a parent committee or series of parent meetings to review or revise the school’s vision, mission and goals.
- Initiate a community service and outreach project to foster recycling, going green, or sustainability of natural resources by involving students, staff, and community leaders.

Standard 5: Acting with Integrity and Fairness and in an Ethical Manner

- Learn about due process procedures for student discipline. Participate in a due process hearing. Create a guide that assists the staff in understanding due process.
- Review student discipline code and make appropriate recommendations for revisions or additions (with staff input.)
- Identify key issues in the current contract for teachers at various levels.
- Serve as a member of the district discussion committee to review current master contract issues.
- Review the administration of current student discipline or attendance policies. Disaggregate this data to determine equity of penalties imposed, particularly as applied to minority students.
- After participating in disciplinary actions, analyze the procedures used and the results. Develop and test strategies to lessen the numbers of repeat offenders.

Standard 6: The Political, Social, Economic, Legal and Cultural Context

- Learn about special education law and procedures. Participate in case conference coordinator training. Participate in case conferences and in the development of an Individual Education Plan (I.E.P.).
- Identify required state and federal reports, due dates and purpose. Create a guide that details this information for future reference.
- Conduct a needs assessment on the existing school discipline code and/or due process procedures. Participate in a difficult suspension or expulsion case from the beginning. Analyze the issues surrounding the case and identify the strengths of the process, as well as making recommendations on how it could have been improved. Work with key stakeholders to improve the processes.
- Investigate a current controversial issue facing the school or district. Analyze how the principal, superintendent, and school board address the problems. Interview some of the key players and suggest alternative approaches.
- Review board policies and analyze how policy is developed and revised by following a change from creation to board adoption. Identify key board policies that your staff needs to be aware of and communicate that to them.

Appendix H - ELLC Standards for Building-Level Administrators (Reference for use during BOTH internship placements)

Standard #1: A Vision of Learning

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 greater school community.

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision, mission, and goals of the school are effectively communicated to staff, parents, students, and community members.
- the core beliefs of the school are modeled for all stakeholders.
- the vision is developed with and among stakeholders.
- the contributions of school community members to the realization of the vision are celebrated.
- progress toward the vision and mission is communicated to all stakeholders.
- the greater school community is involved in school improvement efforts.
- the vision shapes the educational programs, plans, and actions.
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- data related to student learning are used to develop the school vision and goals.
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
- barriers to achieving the vision are identified, clarified, and addressed.
- resources are sought to support the implementation of the school mission and goals.
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised.

Knowledge

The administrator has a knowledge and understanding of:

- learning goals in a pluralistic society.
- the principles of developing and implementing strategic plans.
- theories of educational leadership (e.g., the categories of systems theory, change theory, and motivational theory).
- information sources, data collection, and data analysis strategies.
- effective communication (e.g., writing, speaking, listening, use of technology).
- negotiation skills for consensus building.
- the foundations of education.

Dispositions

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

- the educability of all.
- the ideal of the common good.
- a school vision of high standards of learning.
- continuous school improvement.
- providing the opportunity for inclusion of all stakeholders in the school community.
- ensuring that students have the knowledge, skills, and values needed to become successful adults.
- a willingness to continuously examine one's own assumptions, beliefs, and practices.
- the work ethic required for high levels of personal and organizational performance.

Standard #2: School Culture and Instructional Program

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

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect.
- professional development promotes a focus on student learning consistent with the school vision and goals.
- there is a culture of high expectations for self, student, and staff performance.
- the responsibilities of all are defined.
- student and staff accomplishments are recognized and celebrated.
- barriers to student learning are identified, clarified, and addressed.
- diversity is considered in developing learning experiences.
- lifelong learning is encouraged and modeled.
- multiple opportunities to learn are available to all students and staff.
- the school is organized and aligned for success.
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
- curriculum decisions are based on research, expertise of teachers, the recommendations of learned societies, and the needs of the community.
- the school culture and climate are assessed on a regular basis.
- a variety of sources of information is used to make decisions.
- student learning is assessed using a variety of techniques.
- multiple sources of information regarding performance are used by staff and students.
- a variety of supervisory models is employed.
- student guidance programs are developed to meet the needs of students and their families.
- technologies are used for teaching and learning.
- data from pure research are used in decision making.

Knowledge

The administrator has a knowledge and understanding of:

- school cultures.
- student growth and development.
- applied learning theories.
- applied motivational theories.
- curriculum design, implementation, evaluation, and refinement.
- principles of effective instruction.
- measurement, evaluation, and assessment strategies.
- diversity and its meaning for educational programs.
- adult learning and professional development models.
- the change process for systems, organizations, and individuals.
- the role of technology in promoting student learning and professional growth.

Dispositions

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

- student learning as the fundamental purpose of schooling.
- the proposition that all students can learn.
- the proposition that students learn in a variety of ways.
- lifelong learning for self and others.
- professional development as an integral part of school improvement.
- a safe and supportive learning environment.

- preparing students to be contributing members of society.

Standard #3: Management

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

Performances

The administrator facilitates processes and engages in activities ensuring that:

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

Knowledge

The administrator has a knowledge and understanding of:

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

Dispositions

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

- making management decisions to enhance learning and teaching
- accepting responsibility.
- high quality standards, expectations, and performances.
- involving stakeholders in management processes.
- cultivating a safe and trusting environment.

Standard #4: Collaboration with Families and the Community

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.

Performances

The administrator facilitates processes and engages in activities ensuring that:

- provide high visibility, active involvement, and communication with the larger community occurs.
- forge relationships with community leaders are established and nurtured.
- demonstrate respect is given to individuals and groups whose values, opinions, and cultures may conflict.
- information about family and community concerns, expectations, and needs is used regularly to improve student achievement.
- provides outreach to different business, religious, political, and service agencies and organizations.
- the school and community serve one another as resources.
- available community resources are secured to help the school solve problems and achieve goals.
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
- insures community stakeholders are treated equitably.
- effective media relations are developed and maintained.
- a comprehensive program of community relations is established.
- public resources and funds are used appropriately and wisely.
- collaboration is modeled for staff and community.
- opportunities for staff to develop collaborative skills are provided.
- multicultural awareness, gender sensitivity, and racial and ethnic appreciation are promoted.

Knowledge

The administrator has a knowledge and understanding of :

- emerging issues and trends that potentially impact the school community.
- the conditions and dynamics of the diverse school community (e.g., social, cultural, leadership, historical, and political).
- community resources (e.g., parental, business, governmental agencies, community, and social services).
- community relations and marketing strategies and processes.
- successful models of school, family, business, community, government, and higher education partnerships.
- community and district power structures.

Dispositions

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

- schools operating as an integral part of the larger community.
- collaboration and communication with families and community.
- involvement of families and other stakeholders in school decision-making processes.
- the proposition that diversity can enrich the school.
- families as partners in the education of their children.
- using community resources to enhance the education of students.
- informing the public.
- schools and families keeping the best interests of children in mind.

Standard #5: Acting with Integrity and Fairness and in an Ethical Manner

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

Performances

The administrator:

- demonstrates a personal and professional code of ethics.
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- accepts responsibility for school operations.
- considers the impact of one's administrative practices on others.
- uses the influence of the office to enhance the educational program rather than for personal gain.
- treats people fairly, equitably, and with dignity and respect.
- protects the rights and confidentiality of students and staff.
- demonstrates appreciation for and sensitivity to the diversity in the school community after examining and considering the prevailing values.
- recognizes and respects the legitimate authority of others.
- welcomes and encourages the community into the school.
- fulfills legal and contractual obligations.
- makes decisions based on ethical implications within the spirit of the law.

Knowledge

The administrator has a knowledge and understanding of:

- the purpose of education and the role of leadership in a changing society.
- the values, ethics, and challenges of the diverse school community.
- professional codes of ethics.

Dispositions

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

- the ideal of the common good.
- the principles in the bill of rights.
- bringing ethical principles to the decision-making process.
- subordinating one's own interest to the good of the school community.
- accepting the consequences for upholding one's principles and actions.
- using the influence of one's office constructively and productively in the service of all students and their families.
- development of a caring school community.

Standard #6: The Political, Social, Economic, Legal, and Cultural Context

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

Performances

The administrator facilitates processes to encourage that:

- the political, social, economic, legal, and cultural environment in which schools operate is influenced on behalf of students, their families, and staff.
- communication occurs within the school community concerning trends, issues, and potential changes in the environment in which schools operate.
- there is the opportunity for ongoing dialogue with representatives of diverse community groups.
- the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.

- public policy is shaped to provide quality education for students.
- lines of communication are developed with decision makers outside the school community.

Knowledge

The administrator has a knowledge and understanding of:

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

Dispositions

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

- education as a key to opportunity, social mobility, and self-realization.
- recognizing a variety of ideas, values, and cultures.
- the importance of a continuing dialogue with other decision makers affecting education.
- actively participating in the policy-making context in the service of education.
- using legal systems to protect student, staff, and parental rights.

Appendix I - Application for Internships

Applications for the internship are now distributed and collected electronically. Students fill out the form during the Spring semester preceding the Fall semester of your first internship. You will receive the application in January and it needs to be returned by March 15. These are submitted to your district offices who will review and approve placements.

Georgetown, Florence 3 and 5 students fill out the application and get permission from the principal who will supervise the internships. By submitting the application you verify that the principal has agreed to the placement.

Appendix J - Site Supervisor Guidelines (Use during BOTH internship placements)

On behalf of Coastal Carolina University, thank you for agreeing to become a site supervisor for your assigned intern. Your role is pivotal and essential in mentoring an aspiring school leader. The purpose of this document is to familiarize you, the site supervisor, with the requirements of Coastal Carolina University's M.Ed. in Educational Leadership administrative internship's requirements, processes and procedures. Do not hesitate to contact the university supervisor or the internship coordinator at any time during the internship. The university personnel are pleased to partner with you in this very important experience for our schools' future leaders. Following are guidelines and information you will need to know in order to facilitate a successful internship experience.

1. Obtain and read the handbook and syllabus for the internship experience. The entire document is available to your intern through Moodle course management software.
2. Your intern is responsible for setting up an initial meeting with you to have a general discussion about the internship and the activities the intern will design and implement with you. These projects must be approved by you as the site supervisor. In the case of the Professional Growth Projects (PGP), the university supervisor must also approve the project prior to implementation.
3. With your intern, please take time to view the PowerPoint presentation describing the administrative internship that is available at the intern's Moodle page.
4. Internship Basic Information-
 - a. Each semester's internship experience is 150 contact hours. The composition of these hours is outlined in the handbook. Make sure that you and the intern are clear on the length of the internship for the semester in which you are the site supervisor
 - b. The intern is required to do three (3) Professional Growth Plan (PGP) projects that focus on growth areas and addressing one of the six Educational Leadership Constituent Council (ELCC) standards. The combined PGP projects should comprise a total of 90 hours of the internship. Up to another total of 30 hours are activities and experiences that you and the intern develop to give the intern experiences useful for an aspiring administrator and when appropriate, help you in your role as a building leader and administrator. These are called Building Action Plan projects (BAP). The minimum length each of these projects is 10 hours. Use these BAP projects to get work done in your building. These projects are not approved by the university supervisor. Two-thirds of the hours for the projects are in the building with the other one-third reserved for documentation and reflective exercises.
 - c. See Appendix M and N for a checklist for the internship that will help you and the intern stay organized.
 - d. The intern plans drafts the projects to your satisfaction within two weeks of commencing the internship. When you have approved the PGP and BAP, the intern will submit these plans to the university supervisor through the course Moodle site.
 - e. The university supervisor will review and, when satisfactory, approve the internship PGPs. The university supervisor will notify the intern of approval of the PGP through the Moodle page. **The submission of the plan by the intern to the university supervisor through Moodle indicates**

your approval of the plan. In order to facilitate this process or at any other time during the internship, the intern, site supervisor, or university supervisor may request a telephone, email, video, or face-to-face conference. Do not hesitate to involve the university supervisor if any issues emerge or clarification is needed.

- f. As your schedules allow, please allot time to work with the intern. A daily check in is best. Keep in mind that the administrative experiences of the intern are very limited and one of the strengths of an exemplary internship is the development of a mentor/protégé relationship. The intern needs your guidance and the your wisdom. One issue with the format of administrative internships that you can most likely sympathize with is that the intern is still doing another important job within the school system. Your assistance with project and time management will be essential for the intern's success.
- g. When the intern has submitted the PGP and BAP components of the internship, the intern is responsible for facilitating a meeting between the intern, site supervisor, and university supervisor. **If the site supervisor is going to provide a negative summative final evaluation of the intern, the site and university supervisor should confer on the contents of the evaluation before meeting with the intern.** After this meeting the intern, site supervisor and university supervisor will meet to discuss and codify suggestions for a growth plan. The growth plan will be completed before a grade will be assigned.
- h. The intern will be required to discuss with you five case studies during the first internship and three case studies during the second internship. As part of this exercise, the intern is to reference professional literature in their written responses to the case studies. Additionally, the intern reacts in a comprehensive and thoughtful manner to other interns' responses.

Appendix K - PADEPP (Use for reference during BOTH internship placements)

Program for Assisting, Developing & Evaluating Principal Performance (PADEPP)

Legislation:

Education Improvement Act of 1984

Statutory Authority:

§59-24-40. Amended by 1997 Act. No. 50

The law requires principals to be formally evaluated at least once every three years. A professional development plan, based on the strengths and weaknesses identified in the evaluation and the school's strategic plan, is to be established for the purpose of improving the principal's performance. Any principal whose performance is rated unsatisfactory must be evaluated again within one year.

The State Board of Education adopted standards and criteria for principal performance. The standards and criteria were approved by the General Assembly and are currently in use by local school districts in South Carolina in the evaluation of principals.

An evaluation instrument was piloted and determined valid and reliable for measuring the degree to which a principal's performance meets the standards. The study data indicated increased reliability of the instrument when used by more than one administrator to evaluate a particular principal



Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects excellent and equity.

1. Involves stakeholders (e.g. school and district personnel, students, families and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision
2. Collaborates with stakeholders to establish goals, develop a plan and set priorities consistent with the vision of the school
3. Communicates the school's vision, goals, plans and priorities to staff, students, parents and community on a regular basis.
4. Implements, evaluates and refines the plan of action for achieving the school's vision.

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional and assessment strategies that enhance teaching and learning.

1. Sets and communicates high standards for curricular/instructional quality and student achievement.
2. Demonstrates proficiency in analyzing research and assessment data.
3. Ensures the use of data from state-mandated and locally mandated assessments and educational research to improve curriculum, instruction and student performance.
4. Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.
5. Monitor and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school

organization, its operations and resources for a safe, efficient and effective learning environment.

1. Seeks and allocates resources to achieve school and district goals.
2. Plans and administers budgeting and purchasing according to all relevant local, state and federal requirements.
3. Screens, recommends and assigns staff in a timely manner based on school needs; assessment data; and local, state and federal requirements.
4. Manages the supervision and evaluation of staff in accordance with local, state and federal requirements.
5. Implements, evaluates and refines, as necessary, procedures for the security and safety of all personnel and students.
6. Ensures the maintenance of a clean and aesthetically pleasing school environment.

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

1. Initiates and maintains strategies to promote collegiality and collaboration among the staff.
2. Involves parents, students, and the community in efforts to create and maintain a positive learning environment.
3. Establishes and supervises programs that promote social, emotional and intellectual growth for all students.
4. Establishes and enforces standards for appropriate student behavior according to local, state and federal requirements
5. Manages conflict and crisis situations in an effective and timely manner.
6. Deals with student misconduct in a prompt and effective manner.

Standard 5: School-Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders

1. Develops an effective and interactive communications plan and public relations program
2. Participates in school community activities
3. Involves staff, parents, community and students in needs assessment, problem solving and decision making for school improvement.
4. Responds to diverse community interests and needs.
5. Creates and sustains a variety of opportunities for parent and community involvement in school activities
6. Collaborates with staff to develop effective strategies for parents and the community to support students' learning.

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness and ethical behavior.

1. Works with professional and ethical guidelines to improve student learning and to accomplish school and district goals.
2. Models respect, understanding, sensitivity and appreciation for all people.
3. Adheres to local, state and federal requirements.

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

1. Demonstrates respect for others.
2. Elicits and responds to feelings, needs, concerns and perceptions of others to build mutual understanding.
3. Communicates effectively with stakeholders to support school and district goals.
4. Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management and crisis management.

5. Uses appropriate oral and written communication skills.

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

1. Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.
2. Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.
3. Encourages staff to set goals for professional growth.
4. Shares effective teaching strategies and uses coaching skills to encourage professional growth.

Standard 9: Principal's Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

1. Develops and implements an appropriate plan for professional development consistent with school and district goals.
2. Establishes and maintains a professional network with other administrators
3. Complies with district and state professional development requirements.
4. Participates in staff development activities to understand the complex role of teaching and effective instructional practices.

Appendix L – Portfolio Evaluation

Procedures for Portfolio Assessment

Instructions to Students:

Candidates will submit the Portfolio to the university supervisor during the last semester of the candidate's internship. At that time, the candidate will select one artifact and reflective essay representing each of the ELCC Standards to validate the candidate's best work (6 artifacts and reflective essays). The six artifacts and reflective essays will be highlighted in a one- hour presentation that is intended to synthesize the salient features of the reflections and the products, integrate the entries into a coherent whole and establish for the supervisors what the candidate believes are the salient features of the artifacts as related to the candidate's growth as a leader in the field. The reflections and six artifacts representing each of the ELCC Standards 1-6 will be submitted into Anthology (Chalk and Wire). This assignment is intended to assess candidate content knowledge of the ELCC building- level standards.

Portfolio Rubric

Artifact and ELCC Standard	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
Artifact Presented: ELCC 1.0 PADEPP: 1.1-1.4 CF: 1.0	Artifact demonstrates candidate's superior understanding as to how to develop, articulate, implement, and steward a shared vision of learning for a school (1.1)	Artifact demonstrates candidate's strong understanding as how to develop, articulate, implement and steward a shared vision of learning for a school (1.1)	Artifact demonstrates candidate's adequate understanding as to how to develop, articulate, implement and steward a shared vision of learning for a school (1.1)	Artifact demonstrates candidate's minimal or no understanding as to how to develop, articulate, implement and steward a shared vision of learning for a school (1.1)
ISTE: 1 CAEP 1.1, 2.1, 2.2, 2.3	Artifact demonstrates candidate's superior understanding of how to collect and use data to identify school goals, assess organizational effectiveness and implement plans to achieve school goals (1.2)	Artifact demonstrates candidate's strong understanding as to how to collect and use data to identify school goals, assess organizational effectiveness and implement plans to achieve school goals (1.2)	Artifact demonstrates candidate's adequate understanding as to how to collect and use data to identify school goals, assess organizational effectiveness and implement plans to achieve school goals (1.2)	Artifact demonstrates candidate's minimal or no understanding as to how to collect and use data to identify school goals, assess organizational effectiveness and implement plans to achieve school goals (1.2)
	Artifact demonstrates candidate's superior understanding as to how to promote continual and sustainable school improvement (1.3)	Artifact demonstrates candidate's strong understanding as to how to promote continual and sustainable school improvement (1.3)	Artifact demonstrates candidate's adequate understanding as to how to promote continual and sustainable school improvement (1.3)	Artifact demonstrates candidate's minimal or no understanding as to how to promote continual and sustainable school improvement (1.3)
	Artifact demonstrates candidate's superior understanding of how to evaluate school progress and revise school plans supported by school stakeholders (1.4)	Artifact demonstrates candidate's strong understanding of how to evaluate school progress and revise school plans supported by school stakeholders (1.4)	Artifact demonstrates candidate's adequate understanding of how to evaluate school progress and revise school plans supported by school stakeholders (1.4)	Artifact demonstrates candidate's minimal or no understanding of how to evaluate school progress and revise school plans supported by school stakeholders (1.4)

Artifact Presented: ELCC: 2 PADEPP: 2.1-2.5; 4.1.4.3; 8.1-8.4; 9.1 CF: 1.3, 1.5, 2.2, 3.2; 5.1-5.2 ISTE: 2 EEDA: 1-7 CAEP 1.1, 2.1, 2.2, 2.3	Artifact demonstrates candidate's superior understanding as to how to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students (2.1)	Artifact demonstrates candidate's strong understanding as to how to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students (2.1)	Artifact demonstrates candidate's adequate understanding as to how to sustain a school culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students (2.1)	Artifact demonstrates candidate's minimal or no understanding as to how to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students (2.1)
	Artifact demonstrates candidate's superior understanding as to how to create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program (2.2)	Artifact demonstrates candidate's strong understanding as to how to create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program (2.2)	Artifact demonstrates candidate's adequate understanding as how to create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program (2.2)	Artifact demonstrates candidate's minimal or no understanding as how to create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program (2.2)
	Artifact demonstrates candidate's superior understanding as to how to develop and supervise the instructional leadership capacity of school staff (2.3)	Candidate demonstrates candidate's strong understanding as to how to develop and supervise the instructional leadership capacity of school staff (2.3)	Candidate demonstrates candidate's adequate understanding as to how to develop and supervise the instructional leadership capacity of school staff (2.3)	Candidate demonstrates candidate's minimal or no understanding as to how to develop and supervise the instructional leadership capacity of school staff (2.3)
	Artifact demonstrates candidate's superior understanding as to how to promote the most effective and appropriate technologies to support teaching and learning in a school environment (2.4)	Artifact demonstrates candidate's strong understanding as to how to promote the most effective and appropriate technologies to support teaching and learning in a school environment (2.4)	Artifact demonstrates candidate's adequate understanding as to how to promote the most effective and appropriate technologies to support teaching and learning in a school environment (2.4)	Artifact demonstrates candidate's minimal or no understanding as to how to promote the most effective and appropriate technologies to support teaching and learning in a school environment (2.4)
Artifact Presented: ELCC: 3 PADEPP: 2.3;	Artifact demonstrates candidate's superior understanding as to how to monitor and evaluate school management and operational system (3.1)	Artifact demonstrates candidate's strong understanding as to how to monitor and evaluate school management and operational system (3.1)	Artifact demonstrates candidate's adequate understanding as to how to monitor and evaluate school management and operational system (3.1)	Artifact demonstrates candidate's minimal or no understanding as how to monitor and evaluate school management and operational system (3.1)

3.1-3.6; 4.2.4.4; 6.3 CF: 1.0, 1.4, 3.2 ISTE: 3 CAEP 1.1, 2.1, 2.2, 2.3	Artifact demonstrates candidate's superior understanding as to how to use human, fiscal and technological resources to manage school operations (3.2)	Artifact demonstrates candidate's strong understanding as to how to use human, fiscal and technological resources to manage school operations (3.2)	Artifact demonstrates candidate's adequate understanding as to how to use human, fiscal and technological resources to manage school operations (3.2)	Artifact demonstrates candidate's minimal or no understanding as to how to use human, fiscal and technological resources to manage school operations (3.2)
	Artifact demonstrates candidates superior understanding as to how to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school (3.3)	Artifact demonstrates candidate's strong understanding as to how to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school (3.3)	Artifact demonstrates candidate's adequate understanding as to how to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school (3.3)	Artifact demonstrates candidate's minimal or no understanding as to how to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school (3.3)
	Artifact demonstrates candidate's superior understanding as to how to develop school capacity for distributed leadership (3.4)	Artifact demonstrates candidate's strong understanding as to how to develop school capacity for distributed leadership (3.4)	Artifact demonstrates candidate's adequate understanding as to how to develop school capacity for distributed leadership (3.4)	Artifact demonstrates candidate's minimal or no understanding as to how to develop school capacity for distributed leadership (3.4)
	Artifact demonstrates candidate's superior understanding as to how to ensure teacher and organizational time focused on supporting high- quality school instruction and student learning (3.5)	Artifact demonstrates candidate's strong understanding as to how to ensure teacher and organizational time focused on supporting high- quality school instruction and student learning (3.5)	Artifact demonstrates candidate's adequate understanding as to how to ensure teacher and organizational time focused on supporting high- quality school instruction and student learning (3.5)	Artifact demonstrates candidate's minimal or no understanding as to how to ensure teacher and organizational time focused on supporting high- quality school instruction and student learning (3.5)
	Artifact demonstrates candidate's superior understanding as to how to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment (4.1)	Artifact demonstrates candidate's strong understanding as to how to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment (4.1)	Artifact demonstrates candidate's adequate understanding as to how to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment (4.1)	Artifact demonstrates candidate's minimal or no understanding as to how to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment (4.1)
Artifact Presented: ELCC: 4 PADEPP: 2.4; 4.5; 5.1-5.6 CF: 1.1; 2.1; 3.2	Artifact demonstrates candidate's superior understanding as to how to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment (4.1)	Artifact demonstrates candidate's strong understanding as to how to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment (4.1)	Artifact demonstrates candidate's adequate understanding as to how to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment (4.1)	Artifact demonstrates candidate's minimal or no understanding as to how to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment (4.1)

ISTE: 3, 4 CAEP 1.1, 2.1, 2.2, 2.3	Artifact demonstrates candidate's superior understanding as to how to mobilize community resources by promoting an understanding, appreciation and use of diverse cultural, social and intellectual resources within the school community (4.2)	Artifact demonstrates candidate's strong understanding as to how to mobilize community resources by promoting an understanding, appreciation and use of diverse cultural, social, intellectual resources within the school community (4.2)	Artifact demonstrates candidate's adequate understanding as to how to mobilize community resources by promoting an understanding, appreciation and use of diverse cultural, social, intellectual resources within the school community (4.2)	Artifact demonstrates candidate's minimal or no understanding as to how to mobilize community resources by promoting an understanding, appreciation and use of diverse cultural, social, intellectual resources within the school community (4.2)
	Artifact demonstrates candidate's superior understanding as how to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers (4.3)	Artifact demonstrates candidate's strong understanding as to how to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers (4.3)	Artifact demonstrates candidate's adequate understanding as to how to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers (4.3)	Artifact demonstrates candidate's minimal or no understanding as how to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers (4.3)
	Artifact demonstrates candidate's superior understanding as to how to respond to community interests and needs by building and sustaining productive school relationships with community partners (4.4)	Artifact demonstrates candidate's strong understanding as to how to respond to community interests and needs by building and sustaining productive school relationships with community partners (4.4)	Artifact demonstrates candidate's adequate understanding as to how to respond to community interests and needs by building and sustaining productive school relationships with community partners (4.4)	Artifact demonstrates candidate's minimal or no understanding as to how to respond to community interests and needs by building and sustaining productive school relationships with community partners (4.4)
Artifact Presented: ELCC: 5 PADEPP: 6.1-6.3; 7.1	Artifact demonstrates candidate's superior understanding of integrity and fairness to ensure a school system of accountability for every student's academic and social success (5.1)	Artifact demonstrates candidate's strong understanding of integrity and fairness to ensure a school system of accountability for every student's academic and social success (5.1)	Artifact demonstrates adequate understanding of integrity and fairness to ensure a school system of accountability for every student's academic and social success (5.1)	Artifact demonstrates candidate's minimal or no understanding of integrity and fairness to ensure a school system of accountability for every student's academic and social success (5.1)

CF: 4.1-4.3 ISTE 5 CAEP 1.1, 2.1, 2.2, 2.3	Artifact demonstrates candidate's superior understanding of the principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school (5.2)	Artifact demonstrates candidate's strong understanding of the principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the school (5.2)	Artifact demonstrates candidate's adequate understanding of the principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the school (5.2)	Artifact demonstrates minimal or no understanding of the principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the school (5.2)
	Artifact demonstrates candidate's superior understanding as to how to safeguard the values of democracy, equity, and diversity within the school (5.3)	Artifact demonstrates candidate's strong understanding as to how to safeguard the values of democracy, equity, and diversity within the school (5.3)	Artifact demonstrates candidate's adequate understanding as to how to safeguard the values of democracy, equity and diversity within the school (5.3)	Artifact demonstrates candidate's minimal or no understanding as to how to safeguard the values of democracy, equity and diversity within the school (5.3)
	Artifact demonstrates candidate's superior understanding as to how to evaluate the potential moral and legal consequences of decision making in the school (5.4)	Artifact demonstrates candidate's strong understanding as to how to evaluate the potential moral and legal consequences of decision making in the school(5.4)	Artifact demonstrates candidate's adequate understanding as to how to evaluate the potential moral and legal consequences of decision making in the school (5.4)	Artifact demonstrates candidate's minimal or no understanding as to how to evaluate the potential moral and legal consequences of decision making in the school (5.4)
	Artifact demonstrates candidate's superior understanding as to how to promote social justice within the school to ensure that individual student needs inform all aspects of schooling (5.5)	Artifact demonstrates candidate's strong understanding as to how to promote social justice within the school to ensure that individual student needs inform all aspects of schooling (5.5)	Artifact demonstrates candidate's adequate understanding as to how to promote social justice within the school to ensure that individual student needs inform all aspects of schooling (5.5)	Artifact demonstrates candidate's minimal or no understanding as to how to promote social justice within the school to ensure that individual student needs inform all aspects of schooling (5.5)
Artifact Presented: ELCC: 6 PADEPP: 2.3-2.5;4.3; 5.3-5.6;	Artifact demonstrates candidate's superior understanding as to how to advocate for school students, families, and caregivers (6.1)	Artifact demonstrates candidate's strong understanding as to how to advocate for school students, families, and caregivers (6.1)	Artifact demonstrates candidate's adequate understanding as to how to advocate for school students, families, and caregivers (6.1)	Artifact demonstrates candidate's minimal or no understanding as to how to advocate for school students, families, and caregivers (6.1)

6.1; 7.1-7.6; 9.3 CF: 3.1 ISTE: 1-2 CAEP 1.1, 2.1, 2.2, 2.3	Artifact demonstrates candidate's superior understanding as to how to influence local, district, state and national decisions affecting student learning in a school environment (6.2)	Artifact demonstrates candidate's strong understanding as to how to influence local, district, state and national decisions affecting student learning in a school environment (6.2)	Artifact demonstrates candidate's adequate understanding as to how to influence local, district, state and national decisions affecting student learning in a school environment (6.2)	Artifact demonstrates candidate's minimal or no understanding as to how to influence local, district, state and national decisions affecting student learning in a school environment (6.2)
	Artifact demonstrates candidate's superior understanding as to how to anticipate and assess emerging trends and initiatives in order to adapt school- based leadership strategies (6.3)	Artifact demonstrates candidate's strong understanding as to how to anticipate and assess emerging trends and initiatives in order to adapt school- based leadership strategies (6.3)	Artifact demonstrates candidate's adequate understanding as to how to anticipate and assess emerging trends and initiatives in order to adapt school- based leadership strategies (6.3)	Artifact demonstrates candidate's minimal or no understanding as to how to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies (6.3)

Required Components of the Portfolio

Description	Yes	No
The portfolio consists of at least six artifacts with six reflections		
Sections are noted with labelling and artifacts and reflections submitted into the appropriate sections.		
Artifacts support the accomplishment of the standards-based objective		
Artifacts reflect the work of the candidate during the two semesters of internship/or courses		
Artifacts and Reflections are clearly written and contain no errors in grammar and mechanics		

Portfolio Scoring Summary

	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
Content				
Oral Presentation				

Appendix M - Intern and Site Supervisor Checklist (Use during first internship placement)

Intern and Site Supervisor Checklist Administrative Internship Coastal Carolina University First Internship

Directions: This document is a checklist of all items that the intern and the site supervisor must accomplish to for the intern to be granted credit for the first site of their internship.

- ____ 1. Intern had initial meeting with Site Supervisor (SS). SS has viewed training presentation
- ____ 2. Intern submits to SS approved Personal Growth Project Plans (PGPP) for three ELCC standards to University Supervisor (US) in Moodle
- ____ 3. The University supervisor approves or approves with modifications, three PGPP for implementation as intern's three, 30-hour Personal Growth Projects (PGP). Approval will be found in comments section of assignment section of Moodle.
- ____ 4. Intern submits to SS three Building Action Project Plans Projects (BAPP). Intern submits SS approved BAPPs to Moodle.
- ____ 5. Intern arranges for a meeting between the SS, the intern, and the US.
- ____ 6. Midpoint Submission of Log/Journal to Moodle
- ____ 7. Intern has created two notebooks for submission. One each goes to SS, and intern keeps one.
- ____ 8. Reflective Essay/ for PGP #1 submitted to Moodle and graded
- ____ 9. Reflective Essay for PGP #2 submitted to Moodle and graded
- ____ 10. Reflective Essay for PGP #3 submitted to Moodle and graded
- ____ 11. Reflective Essay for BAP #1 submitted to Moodle and graded
- ____ 12. Reflective Essay for BAP #2 submitted to Moodle and graded
- ____ 13. Reflective Essay for BAP #3 submitted to Moodle and graded
- ____ 14. Final Log/Journal submitted to Moodle and graded. Make sure you have answered the reflective questions at the end of the log/journal.
- ____ 15. Intern has participated in five in-basket discussions on Moodle
- ____ 16. Approved by site supervisor, the Appendix C- Field Experience and Internship Diversity Form submitted to Anthology (Chalk and Wire). Notify the US through the Moodle assignment section.
- ____ 17. Signed by SS, the Appendix F - Internship Supervisor Evaluation is submitted to the Moodle assignment section
- ____ 18. Written comprehensive exam is submitted into Anthology (Chalk and Wire) and the US is notified through the Moodle assignment section

____19. Apply for second internship in districts other than Georgetown. Pay attention to application deadline dates.

____20. Verify placement for second internship.

Appendix N - Intern and Site Supervisor Checklist (Use during second internship placement)

Intern and Site Supervisor's Checklist Administrative Internship Coastal Carolina University Second Internship

Directions: This document is a checklist of all items that the intern and the site supervisor must accomplish to for the intern to be granted credit for the second site of their internship.

- ___ 1. Intern had initial meeting with Site Supervisor (SS). SS has viewed training presentation
- ___ 2. Intern submits to Site Supervisor approved Personal Growth Project Plans (PGPP) for three, ELCC standards to University Supervisor (US) in Moodle
- ___ 3. The University supervisor approves or approve with modifications, three PGPP for implementation as intern's three, 30 hour Personal Growth Projects (PGP). Approval will be found in comments section of assignment section of Moodle.
- ___ 4. Intern submits three Building Action Project Plans (BAPPs) to US in Moodle.
- ___ 5. After submission and approval of PGP activities, intern arranges a meeting between the SS, the intern, & US.
- ___ 6. Semester midpoint submission of Log/Journal
- ___ 7. Intern has created two notebooks for submission. One each goes to SS, and intern keeps one.
- ___ 8. Reflective Essay for PGP #1 submitted to Moodle and graded
- ___ 9. Reflective Essay for PGP #2 submitted to Moodle and graded
- ___ 10. Reflective Essay for PGP #3 submitted to Moodle and graded
- ___ 11. Reflective Essay for BAP #1 submitted to Moodle and graded
- ___ 12. Reflective Essay for BAP #2 submitted to Moodle and graded
- ___ 13. Reflective Essay for BAP #3 submitted to Moodle and graded
- ___ 14. Final Log/Journal submitted to Moodle and graded. Make sure you have answered the reflective questions at the end of the log/journal.
- ___ 15. Intern has participated in five in-basket discussions on Moodle
- ___ 16. Approved by site supervisor, the Appendix C- Field Experience and Internship Diversity Form submitted to Anthology (Chalk and Wire). Notify the University supervisor through the Moodle assignment section.
- ___ 17. Signed by site supervisor, the Appendix F - Internship Supervisor Evaluation is submitted to the Moodle assignment section
- ___ 18. All portfolio materials and artifacts submitted into Anthology (Chalk and Wire)
- ___ 19. Intern schedules the presentation of portfolio to university advisor.
- ___ 20. Fill out and submit graduation paperwork. Congratulations!

Appendix O - 2011 ELCC Standards/PADEPP/CF/EEDA/ISTE

ELCC Standard 1.0: Graduates of the program are building-level educational leaders who have the knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholder.

ELCC 1.1 Understands and can collaboratively develop, articulate, implement, and steward a shared vision of learning for the school.

PADEPP1.3 Communicate the vision; 1.4 Implement the vision CF: 1.0 communicate the vision ISTE: 1.a facilitate among stakeholders a shared vision of purposeful change that maximizes use of digital-age resources; 1b. engage in process to develop, implement, communicate technology-infused strategic plans aligned with shared vision

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

PADEPP2.1 proficiency in research/data; 2.2 analyzes research and assessment data; 2.3 ensures use of data/research

ELCC 1.3 Understands and can promote continual and sustainable school improvement.

PADEPP4.3 Establishes programs that promote positive growth for students.

ELCC 1.4 Understands and can evaluate school progress and revise school plans supported by school stakeholders.

PADEPP1.1 Involves/collaborates with stakeholders in the vision; 1.4 Evaluates/plans the vision

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

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

PADEPP 4.1 Initiates Strategies to Promote Collegiality/Collaboration

CF 3.1 Demonstrates Knowledge of Diverse Needs of Students; 3.2 Plans activities for

diverse learners

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

PADEPP 2.1 Proficiency in research/data; 2.5 Monitors Instructional Programs; 4.3 Establishes programs that promote positive growth for students

CF 1.3 Uses variety of strategies for student development, 2.2 Apply Technology to Facilitate Effective Assessment, Evaluation and Practices

EEDA 1.0 Understands career guidance process; 2.0 understands career clusters; 3.0 Understands strategies to implement career guidance standards; 4.0 Recognizes strategies that promote core values; 5.0 Understands contextual teaching strategies; understands cooperative learning strategies; 7.0 Recognizes strategies/methodologies for diverse learners

ISTE: 2a ensure instructional innovation on improvement of digital-age learning; 2c provide learner centered environments equipped with technology; 2d ensure effective practice in study of technology and its infusion across curriculum

ELCC 2.3 Understands and can develop and supervise the instructional leadership capacity of school staff.

PADEPP 2.4 Assist Staff for Improvement; 4.3 Establishes programs that Promote Positive Growth for All Students; 8.1 Creates Plan for Staff Development; 8.2 Uses Data to Evaluate Staff Development Plan; 8.3 Encourages Staff to Set Goals for Professional Growth and 8.4 Shares Strategies to Encourage Professional Growth; 9.1 Develops and Implements an Appropriate Plan for Professional Development

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

CF 2.2 Apply technology to facilitate effective assessment/evaluation practices; 5.1 Analyze Personal Performance to Improve Teaching and Learning; 5.2 Analyze Student Performance to Improve Teaching and Learning

ISTE: 2a ensure instructional innovation focused on digital-age learning; 2b model and promote use of technology learning; 2c provide learner centered environments equipped with technology; 2d ensure effective practice in study of technology and infusion across curriculum;

ELCC Standard 3.0: Graduates of the program are building-level educational leaders who have the knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC 3.1 Understands and can monitor and evaluate school management and operational systems.

PADEPP 3.1 Allocates Resources; 3.2 Plans budget; 3.3 Assigns Staff; 3.4 Manages staff; 4.4 Establishes and Enforces Standards for Appropriate Student Behavior; CF 1.4 Manage the Classrooms/School to Create Positive Learning Environment; 3.2 Provides appropriate experiences

ISTE: 3a allocate time, resources and access to ongoing professional growth in technology; 3b facilitate learning communities that support the study and use of technology;

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

PADEPP 2.3 Proficiency in research/data; 3.1 Allocates Resources; 3.2 Administers Budgeting and Purchasing; 3.6 Ensures Maintenance of School Environment; 3.2 Administers budget; 3.3 Utilizes Assessment Data in Accordance With Local, State and 4.2 Involves stakeholders

CF 1.0 Knowledge of effective learning experiences

ISTE: 3a allocate time, resources, access to professional growth in technology

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

PADEPP: 3. 5 Implements Procedures for Security and Safety of all; 3.6 Ensures maintenance of school; 3.4 Ensures maintenance of school environment; 4.4 Enforces local/state/federal standards; 6.3 Adheres to local/state/federal requirements

ELCC 3.4 Understands and can develop school capacity for distributed leadership.

PADEPP 5.3 Involves stakeholders in problem solving/decision making; Uses skills and strategies for problem solving/conflict resolution

CF: 1.0 Knowledge of effective learning experiences

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

PADEPP 2.5 Monitors instructional programs;

CF: 1.0 Knowledge of effective learning experiences

ELCC Standard 4.0: Graduates of the program are building-level educational leaders who have the knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational

environment; promoting an understanding, appreciation and use of the diverse cultural, social and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

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

PADEPP 2.3 Collaborates with stakeholders; 5.5 creates opportunities for parent/community involvement; 4.5 Manages conflict; 5.1 Involves Staff, Parents, Community and Families; 5.3 ensures use of data; 5.4 Responds to diverse community; 5.5 Creates Opportunities for Parent Community Involvement; 5.6 Collaborates to develop strategies for parents/community

CF 1.1 Demonstrates knowledge of subject matter

ISTE: 4b collaborate to collect, analyze data, interpret results and share findings

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

PADEPP 2.4 Collaborates with stakeholders; 5.3 Ensures use of data; 5.4 Respond to diverse community; 5.5 Creates opportunities for parent/community involvement; 5.6 collaborates to develop strategies for parents/community

CF 3.2 Provides appropriate activities for diverse learners

ISTE: 3 d establish and leverage strategic partnerships to support systematic improvement

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

PADEPP 5.3 Involves stakeholders; 5.6 Collaborates with Staff to Develop Strategies and Resources for Parents and Community

CF 2.1 Implements effective learning environment

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

PADEPP:5.3 Involves stakeholders;

CF2.1 Implements effective learning environment

ISTE: 3d establish and leverage strategic partnerships to support systematic improvement

ELCC Standard 5.0: Graduates of the program are building-level educational leaders who have the knowledge that promotes the success of every student by acting with integrity, fairly, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting justices within the school to ensure that individual student needs inform all aspects of schooling.

ELCC 5.1 Understands and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

PADEPP 6.2 Models Respect, and Appreciation for All; 7.1 Demonstrates Respect for Others CF 4.1 Demonstrates Commitment to Fair Treatment of Students

ISTE: 5a ensure equitable access to appropriate digital tools and resources to meet needs of all learners

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

PADEPP 6.1 Works within Professional and Ethical Guidelines; 6.2 Models respect; 7.2 Responds to Needs and Concerns to Build Mutual Understanding

CF 4.2 Demonstrates Belief that All Students Can Learn

ISTE: 5d model and facilitate development of shared cultural understanding

ELCC 5.3 Understands and can safeguard the values of democracy, equity and diversity within the school.

PADEPP 6.2 Models Respect and Appreciation for All; 7.1 Demonstrates respect for others; 6.3 Adheres to Local, State and Federal Requirements

CCU 4.1 Demonstrates commitment to fair treatment of students; 4.3 Demonstrates Professional Behaviors and Commitment to Professional Responsibility

ISTE: 5c promote and model social interactions related to use of technology

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

PADEPP 6.1 Works within professional and ethical guidelines

CF 4.2 Demonstrates belief that all students can learn

ISTE: 5b promote, model and establish policies for safe, legal and ethical use of digital information and technology

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

PADEPP 6.1 Works within professional and ethical guidelines

CF 4.1 Demonstrates commitment to fair treatment of students; 4.2 Demonstrates belief that all students can learn; demonstrates professional behaviors and commitment to professional responsibility

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

ELCC 6.1 Understands and can advocate for school students, families and caregivers.

PADEPP 4.3 Promotes positive growth for all; 5.4 Responds to diverse community; 6.1 Works within ethical guidelines; 7.1 Demonstrates Respects for Others; 7.2 Responds to others to build mutual understanding; 7.5 Uses appropriate oral/written communication skills;

CF 3.1 Knowledge of diverse needs of students

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

PADEPP 5.3 Involves stakeholders in problem solving/decision making; 7.1 Demonstrates respect for others; 7.3 Communicates effectively with Stakeholders; 7. 5 Uses Appropriate Oral and Written Communication Skills; 9.3 Complies with district/state requirements

ISTE: 1c advocate on local, state and national levels for policies, programs and funding to support implementation of technology-infused vision; 2e promote and participate in local, national and global learning communities that stimulate digital-age collaboration

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

PADEPP 2.3 Ensures data/research to improve curriculum/instruction; 2.5 Monitors instructional programs; 5.3 Involves stakeholders in problem solving/decision making; 5.5 Creates opportunities for parent/community involvement; 5.6 Collaborates to develop strategies for parents/community; 7.2 Responds to Others to Build Mutual Understanding; 7.4 Uses Skills and Strategies for Problem Solving, Conflict Resolution

ISTE 3d: stay abreast of educational research and emerging trends regarding effective use of technology

ELCC Standard 7.0 Internship. Graduates of the program are building-level educational leaders who have that knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experiences that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

7.1 Substantial and field clinical internship experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the

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

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

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

Appendix P - Council for the Accreditation of Educator Preparation 2013 CAEP Standards

Standard 1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities:

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation:

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators:

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences:

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3. Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs:

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard- to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Candidates Demonstrate Academic Achievement:

3.2 The provider meets CAEP minimum criteria or the state's minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose preparation begins during an academic year.

The CAEP minimum criteria are a grade point average of 3.0 and a group average performance on nationally normed assessments or substantially equivalent state- normed assessments of mathematical, reading and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021. Starting in academic year 2016-2017, the CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year. The provider determines whether the CAEP minimum criteria will be measured (1) at admissions, OR (2) at some other time prior to candidate completion.

In all cases, EPPs must demonstrate academic quality for the group average of each year's enrolled candidates. In addition, EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed under component 3.1, Plan for recruitment of diverse candidates who meet employment needs.

CAEP will work with states and providers to designate, and will periodically publish, appropriate "top 50 percent" proficiency scores on a range of nationally or state normed assessments and other substantially equivalent academic achievement measures, with advice from an expert panel.

Alternative arrangements for meeting the purposes of this component will be approved only under special circumstances and in collaboration with one or more states. The CAEP President will report to the Board and the public annually on actions taken under this provision.

Additional Selectivity Factors:

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation:

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career- ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Selection At Completion:

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Standard 4. Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development:

4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness:

4.2 The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers:

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers:

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P- 12 student learning and development.

Quality and Strategic Evaluation:

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement:

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

References and Acknowledgements

References

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