

EDUCATIONAL LEADERSHIP PROGRAM

MASTER OF SCHOOL ADMINISTRATION (MSA)

PROGRAM HANDBOOK

2019-2020

*Preparing Leaders in Education for
Equity and Excellence in a
Democratic Society*

With respect to equal employment and educational opportunity, it is the policy of University of North Carolina at Chapel Hill and the School of Education not to discriminate on the basis of age, sex, race, color, national origin, religion, disability, or sexual orientation.

I. INTRODUCTION

There are two Master of School Administration Programs (MSA) at the University of North Carolina at Chapel Hill: the MSA On-Campus Program and the MSA FLEX Off-Campus Program. The main difference is in the way coursework is offered. Both prepare individuals to lead schools and other educational organizations. Both programs include three distinct dimensions: (1) *Awareness*, i.e. acquiring concepts, information, definitions, and procedures; (2) *Understanding*, i.e. interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context; and (3) *Application*, i.e. applying knowledge and skills to specific problems of practice (NPBEA, 2011, p.6). While most of those who complete either program move into administrative positions at the school-site level, some assume roles within state, regional, or national organizations that focus on educational professional development, research, or policy-making. The completion of either MSA program leads to eligibility for licensure from the North Carolina State Department of Public Instruction and qualifies one for administrative certification in most states.

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

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

MSA Program Coordinator – Dr. Martinette Horner

<http://soe.unc.edu/academics/msa/>

http://soe.unc.edu/academics/msa_flex/

II. The Master's in School Administration

Purpose

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

All prospective students must hold the degree of Bachelor of Arts or Bachelor of Science from an accredited college or university in this country or its equivalent— based on a four-year curriculum—in an institution outside the United States. A grade point average of 3.0 in the candidate’s undergraduate work is desirable. GREs are not required for admission, but may be submitted optionally by the candidate. Successful applicants typically have a minimum of three years of school-based professional experience. Admission is competitive and students are selected on the basis of their professional experience, intellectual and leadership potential, and academic preparation.

The MSA in Educational Leadership requires 27 credit hours of coursework and up to 18 hours in a field-based internship and internship seminar. Subject to their advisor’s approval, students may transfer a maximum of 9 credit hours. The transfer credits must have been taken at the graduate level, for a grade, within the past five years, and may not have been used to fulfill the requirements for another master’s degree.

Program Courses

Both MSA Programs consist of 39 credit hours as follows:

MSA On-Campus Program (45 credits, including internship)

	Fall Semester	Spring Semester
Year 1 All 3 credit hours	EDUC 725: Supervisory Practices for the School Executive EDUC 741: School Inquiry/Reform EDUC 740: Cultural Leadership EDUC 730: Curriculum Leadership EDUC 724: Parent/Community Engagement	EDUC 731: Organizational Management for the School Executive EDUC 742: Law for the School Executive EDUC 750: Empowerment Strategies for the School Executive EDUC 727: Social Context of Educational Leadership
Year 2	EDUC 735: Internship Seminar (3 hrs) EDUC 736: Supervised Internship (6 hrs)	EDUC 737: Internship Seminar (3 hrs) EDUC 738: Supervised Internship (6 hrs)

MSA FLEX Program (39-45 Credit Hours)

Spring Semester 1	Fall Semester 2	Spring Semester 3
EDUC 740: Cultural Leadership EDUC 725: Supervisory Practices for the School Executive EDUC 730: Curriculum Leadership	EDUC 731: Organizational Management for the School Executive EDUC 750: Empowerment Strategies for the School Executive EDUC 727: Social Context of Educational Leadership	EDUC 741.001: School Inquiry/Reform EDUC 742: Law for the School Executive EDUC 724: Parent/Community Engagement
Fall Semester 4 EDUC 735: Internship Seminar (3 hrs) EDUC 736: Supervised Internship *(3-6 hrs)	Spring Semester 5 EDUC 737: Internship Seminar (3 hrs) EDUC 738: Supervised Internship *(3-6 hrs)	* Part-time internships receive 3 credit hours and students must document 350 contact hours of leadership activities.

For **current course descriptions**, visit:

<http://soe.unc.edu/academics/msa/pos.php>

III. MSA PROGRAM – INTERNSHIP EXPERIENCE

Purpose

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

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

A) The Internship

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

MSA On-Campus Program

Each MSA On-Campus student completes a full-year (10 months), full-time, paid internship in a public K-12 educational setting, traditionally as an assistant principal intern in a public school. Generally, students are present at the internship site four days per week allowing at least one day out of school to participate in the internship seminar.

MSA FLEX Off-Campus Program

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

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

B) Internship Seminar

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

C) Internship Description

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

EDUC 735: Internship Seminar Fall Semester = 3 credit hours

EDUC 736: Internship Practicum Fall Semester = 3-6 credit hours

EDUC 737: Internship Seminar Spring Semester = 3 credit hours

EDUC 738: Internship Practicum Spring Semester = 3-6 credit hours

Important descriptive components of the internship are as follows:

- The program coordinator works collaboratively with school district personnel to facilitate matches between interns and site based mentors. In some instances school districts allow interns to choose the school and site based mentor while in other districts use a more directed approach to the matching process based on a list of approved principals. The program coordinator will inform all students of district requirements in the Spring semester to begin the process. Students should have an idea of their internship placement by March/April.
- Site based mentors must: 1) have a demonstrated record of strong leadership in their school setting; 2) have at least 3 years of school leadership; 3) be willing to allow interns access to leadership activities and participation in key leadership opportunities with guidance; 4) have approval from the district superintendent or designee to host an administrative intern.
- A university faculty member and a cooperating mentor will coordinate the internship for each intern individually. The internship is a carefully planned administrative assignment, during which each student must demonstrate his/her ability to coordinate intellectual and performance skills in school administration (i.e., portfolio).
- Planning for the internship will involve the student, the university-based supervisor, and the site-based mentor. Supervision and evaluation of the internship experiences will be based upon the student's performance in the competencies as defined by the program faculty.
- MSA On-Campus students are present at the internship site four days per week.
- The MSA internship experience occurs under conditions of appropriate supervision. Site-based mentors (typically school principals) must hold a valid administrative credential and subscribe to the mentor guidelines in section E below. The university-based supervisor provides a minimum of six on-site contacts (three per semester) with each intern and mentor.
- When possible, cooperating school districts should provide interns with enriching experiences by funding travel to professional workshops and conferences.

D) Guidelines for Site-Based Mentors

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

- **The professional development of the intern requires a heightened awareness on the part of the principal mentor.** While interns provide additional administrative support to the schools to which they have been assigned, they are there, first and foremost, to focus on their own professional growth.

- **The principal mentor must be sensitive to the paradoxes associated with the internship experience.** Interns need opportunities to “stand back” and observe how experienced school administrators deal with tough problems, but they also need “hands on” experiences working on concrete projects of their own to learn their craft. They need to be pushed beyond their “comfort zones” but not forced into situations so difficult that they will be “over their heads.” They need to be exposed to a wide variety of leadership areas and issues but not “spread so thin” that their efforts are diffused and their learning is limited. Interns need opportunities to develop administrative competence progressively through a variety of experiences.
- **The principal mentor is willing to spend more time talking with an intern than he or she normally would spend with an experienced assistant.** Frequent conversations must take place in which the mentor helps the intern to reflect on and learn from his/her professional experiences and in which the mentor openly reflects on and analyzes the effectiveness of his/her own experiences. Timely, constructive feedback throughout the year regarding the intern’s professional performance is not only appropriate, but also is essential.
- **The principal mentor needs to be open to the idea that, while a particular operating style and leadership philosophy has served him or her well over the years, the intern is trying to develop his/her own style and philosophy.** What has “worked” for a principal mentor might not work for the intern, and the mentor should not attempt to force a particular approach on the intern.
- **The principal/mentor meets with the intern’s School of Education supervisor a minimum of six times during the year (three times per semester) to discuss the intern’s progress.** If the principal/mentor believes that the intern is having “significant” problems or has any serious concerns about the intern’s performance, the principal should feel free to contact the supervisor at any time.
- **The intern should have a “legitimate” work space.** Normally, this means that the principal/mentor assigns a relatively private area to the intern that is conducive to doing productive work. This suggests that the intern will have desk space for his/her exclusive use, an easily accessible telephone, and some locked drawers in either a desk or a filing cabinet. While not ideal, interns often share space in the offices of administrators or other school support staff.
- **The principal/mentor recognizes that interns have other UNC- Chapel Hill obligations beyond working in a school.** Interns will need to be “released” for Internship Seminars and other professional development activities scheduled throughout the year by the School of Education faculty.
- **The principal/mentor understands that interns are responsible for the preparation of a professional portfolio as a requirement of the MSA program.** In order for them to complete this important assignment, interns need the assistance and support of their principal/mentor. All interns must ultimately demonstrate proficiency in all competency areas identified by UNC, PSEL, and the State of North Carolina (see Appendices).

E) Choosing Your Internship Site(s)

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

There are several variables associated with one's choice of an internship site. We recommend that you familiarize yourself with them and reflect upon them. Though the variables in the decision-making process tend to be common to all interns, it is important to note that different individuals will likely place a different weighting on each variable. This may result in two individuals having the same information at hand and arriving at very different conclusions about the best options for each of them. That being said, the most common variables associated with an internship are your choice of grade level, the "match" between you and your mentor, the number of internship settings during the year, the location of possible internship settings, and the specific characteristics of the site itself. Below, we offer some commentary about each of these variables. We also want you to know that we do not all necessarily share the same perspectives on some of these variables and are not collectively attempting to influence your choice. We are all available individually over the course of the year to discuss your internship approach and to provide our individual perspectives. Ultimately, the choice that you make needs to suit your personal needs and professional growth objectives.

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

Again, your professors and supervisors have made different choices regarding this issue in their own careers and have many perspectives. There is no “right” choice except that which is right for you.

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

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

As you consider and develop your own leadership framework and personal and professional dispositions, you will need to consider the degree of “difference” between you and a potential mentor that you can comfortably accommodate. This is the case both personally and professionally. For example, some principals are predisposed to a management/task-orientation approach, while others delegate many tasks associated with the “management” (as opposed to the “leadership”) function. Some principals may be seeking people whose strengths and professional characteristics are quite similar to their own, while others will consciously seek interns and administrative colleagues whose strengths are very different. You will need to decide the extent to which your style “matches” that of the principal, how important it is or is not that your style match or not match, and how the principal mentor is approaching this question in his or her own mind. You may be very comfortable with a principal whose leadership tends towards visions, missions, ideas and ideals. If you share those views, but are expected to perform, on balance, a larger portion of the management function, you may or may not thrive. Whether you do depends in large part on who you are. Personal relations also assume varying levels of importance to both interns and principals. Some interns expect their principal to be a “friend,” something that can take weeks, months...perhaps a year...to develop (and it may not). If you have this need, and determine that the principal is less gregarious or cheerful, or (you can fill in your own blanks here)...you need to decide how important this is. Some principals, in the course of your internship, are far more direct than others in discussing your performance as an intern. The end result is the same; the quality of the mentors’ observations may be equally excellent. One may be painfully blunt and straight-laced, while the other may be more transformative. If you cannot live with a particular style, then this may influence your decision more so than it might influence the decision of one of your peers.

Location. As with any position, there is usually a question of location. How far are you willing to travel in your internship? You are free to seek and accept a qualifying internship position anywhere in the State of North Carolina, and a supervisor will travel to you and provide the same quality supervisory experience to you as to an intern who may live across the street. You will need to return to campus, of course, no matter where your internship is located. The more common question about location relates to the number of miles or minutes you are willing to travel from your residence to your internship site. The more restrictive the requirements you impose, the fewer number of available internship sites. It is possible that highly restrictive limits may prompt you to accept an internship at a site that may not be the best “fit.” Also understand, however, that you will almost certainly need to be arriving at your site far earlier in the morning, and remaining at the site far later, than you ever did as a teacher. Each intern will make a decision as to what represents the best “balance.”

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

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

F) Some Suggestions to Help You Find the "Right" Internship

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

Don't assume that just because you have worked in a particular school and know the principal that it is the best place for you. Often being a "well-known quantity" presents some unique problems and limits the learning possibilities of an intern. Working as an intern with a staff that knows you as a teacher or colleague also presents unique challenges that need to be considered.

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

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

Look for a principal who is really committed to allowing you to participate--and to learn from--a wide range of administrative duties.

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

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

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

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

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

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

G) The First Days

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

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

Human relationships are complicated, and the fact that you have previously met your mentor does not seal an immediate working relationship. These relationships must be nurtured, and depending upon both your mentor and you, you should not be surprised if there are varying comfort levels over a period of time before these relationships are more established. Mentors and interns are also human. One relationship may "click" virtually immediately; another may take significantly longer. If your relationship does, consider yourself lucky. If it does not, do not consider yourself somehow cheated.

Your internship, by definition, means that you are in a new “job” and performing duties and exercising leadership in manners and forms that are new to you. You are doing so from an administrative perspective—one that is hardly cemented or in which you should be too confident at this very early stage in your internship (as time passes, you gain this...) Changing jobs is a challenge.

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

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

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

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

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

As well prepared as you are...and you are...your internship experience is one in which you will be constantly scanning the environment. You will make judgments about those characteristics of your school, school personnel, and mentor(s) that “match” your personality and leadership framework—and that you will want to emulate in a future administrative position. You will likewise make judgments about characteristics that you will not want to emulate at that time. There is significant value in the latter, and it would be a mistake to translate these as “negative.”

Often, the circumstances surrounding such judgments are equally as or more valuable than those you might consider “positive.” Further, the reality of your administrative life is that there are few days in which all of your experiences will be completely “positive.”

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

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

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

(H) Site Changes and Job Offers

On occasion, administrative interns may be offered employment as an assistant principal or otherwise asked to fill in as an intern where there is a staffing need on an administrative team. The program generally supports such moves with certain conditions that are decided on a case by case basis. In the event that an intern is approached by a district or school to change sites, the following steps must be taken BEFORE the intern changes sites:

1. Administrative intern and/or site-based mentor contact the university supervisor.
2. The university supervisor contacts the MSA program coordinator.
3. The Program Coordinator reviews student progress and standing in the program and may approve the change.
4. The Program Coordinator provides a memorandum of agreement to the district and new administrator outlining the remaining student obligations and expectations for program completion and license recommendation.

I) Internship Contract

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

The ADMINISTRATIVE INTERN will be responsible for:

- Conducting him/herself at all times in a professional manner (e.g., dressing appropriately, being punctual in attending all meetings and other work- related activities, respecting the need for professional confidentiality within the school, following through on all commitments made, etc.)
- Demonstrating a willingness to participate in a wide range of administrative activities consistent with the requirements of the program and his/her learning needs.
- Soliciting feedback from the site-based mentor on an on-going basis and from the University-based supervisor as needed.

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

- Developing a set of expectations that will govern the internship experience.
- Providing a supervisor who has experience working with new administrators who will periodically review the intern’s professional development and give feedback both to the intern and his/her site-based mentor.
- Obtaining periodic feedback from the site-based mentor regarding how he/she feels that the intern is progressing.
- Conducting a yearlong seminar designed to help the intern learn from his/her on-the-job experiences and bridge the gap between theory and practice.
- Ensuring that the intern has demonstrated the basic competencies needed to fulfill State expectations and to obtain State licensure.

The SITE-BASED MENTOR will be responsible for:

- Fulfilling all of the expectations that are listed in “Guidelines for Site-Based Mentors”

The SCHOOL DISTRICT will be responsible for:

- Seeing that the intern is paid on a regular basis. (While administrative interns serve without salary from local school districts, they receive a 10 month stipend from the State of North Carolina.

The exact amount of this stipend is determined during the State budget approval process in the summer prior to the academic year worked. An intern is usually paid once a month from August to May. Paychecks come from the participating school district which collects the stipend from the State)

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

Administrative Intern Date _____

Educational Leadership Program, UNC-CH Date Site-Based _____

Mentor Date School District Representative _____

Date _____

Competencies

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

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

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

Communication:

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

Change Management:

- Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.

Conflict Management:

- Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.

Creative Thinking:

- Engages in and fosters an environment for others to engage in innovative thinking.

Customer Focus:

- Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.

Delegation:

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

Dialogue/Inquiry:

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

Emotional Intelligence:

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

Environmental Awareness:

- Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions.

Global Perspective:

- Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy.

Judgment:

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

Organizational Ability:

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

Personal Ethics and Values:

- Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.

Personal Responsibility for Performance:

- Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths;
- Actively seeks and effectively applies feedback from others;
- Takes full responsibility for one's own achievements.

Responsiveness:

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

Results Orientation:

- Effectively assumes responsibility;
- Recognizes when a decision is required;
- Takes prompt action as issues emerge;
- Resolves short-term issues while balancing them against long-term goals.

Sensitivity:

- Effectively perceives the needs and concerns of others;
- Deals tactfully with others in emotionally stressful situations or in conflict;
- Knows what information to communicate and to whom;
- Relates to people of varying ethnic, cultural, and religious backgrounds.

Systems Thinking:

- Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team.

Technology:

- Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.

Time Management:

- Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results;
- Runs effective meetings.

Visionary:

- Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.

UNC-CH MSA 14 Areas of Competency

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

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

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

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

5. **Law**
 - a. Develop a respect for, sense of direction and application of the law.
 - b. Understand when and where to seek legal assistance.
 - c. Develop techniques for keeping current with legal issues. d. Teaching or classified personnel.
 - e. Grievance procedure.
 - f. Opportunity to gain information regarding the adversarial nature of negotiations.

- 6. Management**
 - a. Opportunities which involve: coordinating, leading, organizing, reviewing, planning, staffing, directing, and anticipating and solving problems.
 - b. Preparation for and attendance at Board of Education meetings.
- 7. Operational Routines of Management**
 - a. Transportation.
 - b. Attendance.
 - c. Opening and closing procedures (daily or yearly).
 - d. Discipline (routine), e.g. cafeteria – corridor.
 - e. Teacher absences and substitutes.
 - f. Building maintenance.
- 8. Personnel Administration – Teaching and/or Classified Staff**
 - a. Recruitment.
 - b. Selection.
 - c. Interviewing.
 - d. Evaluation.
 - e. Termination.
 - f. Personnel policy.
 - g. Staff organization.
 - h. Staff development.
- 9. Conflict Resolution**
 - a. Organizational Development.
 - b. Change and reform.
 - c. Participatory decision-making and/or problem solving.
 - d. Grievance resolution.
 - e. Community divisions or pressures.
- 10. Facilities**
 - a. Planning for optimal use.
 - b. Developing strategies for deactivating and/or closing existing buildings.
 - c. Developing alternative uses for existing buildings.
- 11. Finances**
 - a. Purchasing.
 - b. Taxation – State Aid.
 - c. Accounting – control.

12. Grantsmanship

- a. Knowledge of public and private sources of funds.
- b. Experience in writing proposals.
- c. Experience in monitoring grants.

13. Governance/Policy Making

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

14. Strategic Planning

- a. Applying planning process and devices.
- b. Assessing present and future states.
- c. Identify goals and objectives relating to future states.
- d. Generating and evaluating alternatives.
- e. Developing implementation and evaluative strategies.

Preparation and Professional Standards and Evaluation

The MSA program at UNC Chapel Hill uses the leadership standards from the National Educational Leadership Preparation Program (NELP) to inform coursework, field experiences, and internship experiences to prepare educational leaders. The standards reflect crucial skills and knowledge areas important to beginning school based leaders.

[National Educational Leadership Preparation \(NELP\) Program Standards](#)

The Professional Standards for Educational Leaders (PSEL), formerly known as the ISLLC standards guide the preparation, professional practice, and evaluation of school based leaders. The MSA program uses the PSEL standards to inform program design and assessment of candidates.

[Professional Standards for Educational Leaders](#)

Candidate Assessment

MSA students are evaluated on the competencies and professional standards from the state of North Carolina. During the internship year, students must successfully complete an electronic portfolio in which they demonstrate proficiency in the professional standards. Site based principal mentors and university supervisors will collaborate on summative ratings for MSA candidates using the North Carolina Certificate of Competency. Students will be recommended for licensure based on satisfactory completion of the electronic portfolio and after demonstrating that they have met the standards as outlined in the Certificate of Competency.

Electronic Portfolio of Signature Written Assignments

Equity Audit, Analysis and Action Plan: Students should use the template for this assignment to structure their audit of social context of their internship site and the equity implications of the school's policies and practices. Each section of the audit should include the student's interpretation of the data, an assessment of the school's strengths and areas of weakness in service students represented in the data, and recommendations of specific strategies to address areas of weakness. **[See template]**

Analysis of a site-based system: Students should closely examine the systems within their host school and determine one system as a focus for this assignment. This system can be operational, strategic, or instructional. To complete your analysis, you will submit a paper that meets the following criteria:

Describe the system and its functionality in the school:

How does it function at your host school?

How does it influence the school's culture?

Does the system promote and/or hinder student achievement, school climate, etc.?

What evidence supports your description of the system? (data from interviews, surveys, etc. and your personal observations?)

Analyze the effectiveness of the system, considering how stakeholders feel it is working, how you feel it is working, and what could be improved.

Apply your analysis of the system to how you would improve it if you were the principal in the year ahead. What modifications would you make and why would you make them? What would be the evidence that the system is serving its intended purpose?

Evaluation of a site-based data system: Students should work closely with their host principal to evaluate their host school's system for collecting, analyzing, and applying student performance data. To complete your evaluation, you will submit a paper that meets the following criteria:

Overview of the data system and explanation of how it operates. You should include which data system you selected, the rationale for your selection, and any artifacts or descriptions to show how data is being used.

Explanation of how data is supporting struggling students, curricular or instructional changes that have occurred as a result of this use of data, any professional development that is linked to analysis of data, and/or any other uses of these data.

Description of how the data is systemically communicated within the school, to parents, and to the larger community.

Evaluate the effectiveness of this data system. Describe the criteria you are using to determine effectiveness. Also, describe how you would apply your learning in this assignment to your future practice as a school leader.

Analysis of Instructional Leadership: Students should complete both parts of this assignment: Coaching Teacher Practice to Improve Student Achievement (a) and Analysis of Principal Supervision (b) in accordance to the guidelines below:

Students will demonstrate their instructional leadership skills to plan, observe, and analyze teacher observations. Selecting one teacher as a target, students will create an observation calendar (growth cycle), conduct observations of the teacher's practice, and provide the teacher with targeted feedback. Students should be able to cite any claim of impact on the teacher's instructional practice and should reflect on their learning and growth over the course of the coaching cycle.

Students will work closely with their host principal to complete this assignment. They will use data from interviews, observations of principal instructional supervision (including pre and post observations conferences), and review of available artifacts (achievement data, TWC survey, etc.) to analyze the principal's instructional leadership. The final paper should address the following:

How does the principal develop a systematic approach to teacher evaluation and supervision?

How does the principal use observational data and student learning products to focus on and evaluate teacher effectiveness?

How does the principal use observational data and student learning products to identify trends in teacher practice and student performance to assess and promote a culture of achievement?

How does the principal use an instructional framework to observe, analyze and give timely, useful feedback to the whole staff and individual teachers about instructional practice?

How does the principal use instructional practice and student learning data to identify, plan, implement and assess all types of professional development?

Analysis of an Ethical Dilemma: Students should identify an ethical, legal, and/or social justice issue that may or may not affect them or their mentor directly, but which must be resolved or handled by skillful district level leadership and which has implications for community relations, especially if it is not handled ethically. The dilemma should be specific, should be authentic (something that really happened or happens during the internship) and should have political implications. To complete this assessment successfully, students should:

Draw on and use legal and ethical principles from previous course work;

Conduct research related to the issue where such research will inform decision-making;

Consult with your mentors, district leaders charged with handling the issue (if reasonable), and community stakeholders (where considerations of confidentiality allow) to gain legal and ethical perspectives on the issue and its resolution;

Write a critical analysis of the district (or school) level leadership used to handle the issue and/or resolve it in a manner that is simultaneously ethical and effective in terms of preserving or improving district and community relations. The analysis should:

Evaluate the extent to which district-level or school-level leadership acted with integrity and fairness in supporting school policies and staff practices that ensure every student's academic and social success in this case;

Analyze district-level or school-level leadership in terms of established ethical practices;

Review and critique district policies, programs, and practices related to this issue to ensure that students' needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect;

Make recommendations for the improvement of district policies and procedures related to this issue that support democratic values, equity, and diversity issues.

Signature Assignment: Equity Audit, Analysis, and Action Plan Template

Equity Audit, Analysis and Action Plan: Students should use the template for this assignment to structure their audit of social context of their internship site and the equity implications of the school's policies and practices. Each section of the audit should include the student's interpretation of the data, an assessment of the school's strengths and areas of weakness in service students represented in the data, and recommendations of specific strategies to address areas of weakness.

General Directions:

1. Use this instrument to guide your collection of school level data – thus, all questions apply to your particular school. If the questions do not apply to your specific school level, you may respond with N/A.
2. Report all data as a fraction and percent. For example, if the question asks for how many students in the school receive free/reduced priced lunch, then the fraction would be 200/400, and the percent would be 50%.
3. You may use any resources to report the data as thoroughly and accurately as possible, including your mentor principal and/or staff members at your school.
4. Complete your analysis for each section under the table for that section, so you will only submit this document.

<i>General Data (report total number/fraction and percent)</i>	
1. Number of students in your district:	
2. Number of staff in your school (certified and noncertified):	
3. Number of students in your school:	

4. Fraction and percentage of staff in your school who are associated with student services (e.g., special education, special education assistants, counselors, psychologists, nurses, bilingual specialists, reading specialists, gifted and talented specialist, etc.):	
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<i>Status of Labeling at Your School (report total number [fraction] and percentage)</i>	
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1. Students labeled “gifted”:	
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2. How are students labeled gifted served? (in class, out of class). Are students labeled gifted proportionally represented in all classes/courses/ learning experiences?	
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3. Students receiving Tier 2 and Tier 3 Interventions (MTSS):	
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4. How are students receiving Tier 2 and Tier 3 interventions served?	
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5. Students labeled with a disability:	
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6. Students labeled ESL or bilingual:	
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7. Students who attend an alternative school/setting:	
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8. Students with any other kind of label (include the label):	
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9. Total students who are labeled:	
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<i>Students Labeled with Disabilities (Report fraction and percentage)</i>	
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1. Students labeled with disabilities in your school:	
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2. Students labeled with disabilities in each grade level in your school:	
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3. Students by disability label, that is, behavioral challenges, cognitively disabled, learning disabled, severely disabled, and so on in your school:	
4. Students labeled with disabilities in your district:	
5. Special education referrals each year. How has this changed over time?	
6. Of those students referred, what fraction/percentage were then identified for special education?	
7. Do all students with disabilities in your school community attend the school they would attend if they were not labeled? Explain.	
8. To what extent are students labeled with disabilities proportionally represented in all classes, courses, etc. in your school?	
9. Do some students with (dis)abilities who do not live in your attendance area attend your school or district? Explain.	
10. Which/how many students with (dis)abilities are educated primarily in a special education setting/classroom? Disaggregate by race, social class, ELL label, and gender:	
11. Which/how many students with (dis)abilities are educated primarily in the general education setting/classroom? Disaggregate by race, social class, ELL label, and gender:	
<i>Disability Discipline Data</i>	
12. Students who were suspended in the past year divide by in-school and out-of-school suspensions, and compare students with disabilities with students without disabilities:	
13. Students who were expelled in the past year compare students with disabilities with students without disabilities:	
14. Students who were placed in an Alternative Interim Placement in the past year, compare students with disabilities with students without disabilities:	

15. If your district has an alternative educational setting, compare the students labeled with disabilities in this setting to the percent of students labeled with disabilities in the district or high school:	
16. Low attendance and/or truancy compare students with disabilities with students without disabilities:	
17. Other relevant discipline data:	
<i>Disability – Achievement Data</i>	
18. Reading and math achievement: compare students with disabilities with students without disabilities:	
19. Graduation rate: compare students with disabilities with students without disabilities:	
20. Graduated with a four-year academic diploma: compare students with disabilities with students without disabilities:	
21. Drop-out rate: compare students with disabilities with students without disabilities:	
22. Participation in ACT, SAT, Advanced Placement exams: compare students with disabilities with students without disabilities:	
23. Test results of ACT, SAT, Advanced Placement exams: compare students with disabilities with students without disabilities:	
24. Collect (dis)ability information in at least two other areas in your school/setting and compare to students without disabilities:	
Disability Data Analysis – do not exceed three pages.	

What do these disability data mean? In your analysis, include the strengths and areas for improvement in serving students labeled with disabilities within your school’s curriculum, instruction, and other learning opportunities. Identify 2-3 concrete, specific school improvement actions for eliminating inequities for students with disabilities.

<i>Social Class (report fraction and percentage) (free/reduced = low social class)</i>	
1. Students receiving free/reduced-price lunch:	
2. Students receiving free/reduced-price lunch in other schools in your district at the same level (elementary, middle, secondary):	
3. Students identified for special education (all categorical areas):	
<p>4. Of the number of students identified for special education, what fraction and what percentage receive free/reduced-price lunch?</p> <p>Note: This information may not be readily available. It may be possible to find such data or to calculate this information by hand. Compare to the % of students receiving free/ reduced priced lunch in the school. What social class myths support these data?</p>	
5. Students identified as “gifted” (e.g., AIG) or placed in high academic classes in your setting who receive free/reduced-price lunch. Compare to the % of students receiving free/reduced priced lunch in the school. (If students are not labeled gifted, investigate related student groups in the school, such as Advanced Placement classes, advanced or accelerated math classes, etc.):	
6. Students receiving interventions or who are identified as “at risk” in your setting who receive free/reduced-price lunch. Compare to the % of students receiving free/reduced priced lunch in the school. (If students are not labeled “at risk,” investigate related student groupings in the school, such as remedial reading, summer school, general math).	

7. Do all students have opportunities to learn challenging content? For example, are low-achieving students focused exclusively on low-level skills (e.g., word-level reading skills or computational skills)?	
8. Do all students have opportunities to draw on their language and cultural resources and experience in support of their learning?	
9. Are students' languages and cultural experiences represented in the classroom environment and classroom materials? For example, the reading materials authentically reflect the diverse ways in which people live their lives:	
<i>Social Class Discipline Data</i>	
10. Students who were suspended in the past year: disaggregate these data by free/reduced-price lunch; divide into in-school and out-of-school suspensions and compare to the % of students receiving free/reduced priced lunch in the school:	
11. Students who were expelled in the past year: disaggregate by free/ reduced price lunch, compare to the % of students receiving free/ reduced priced lunch in the school:	
12. Students who were placed in an Alternative Interim Placement in the past year: disaggregate by free/reduced-price lunch, compare to the % of students receiving free/reduced priced lunch in the school:	
13. If your district has an alternative educational setting, compare the students receiving free-reduced priced lunch in this setting with the percent of students receiving free/reduced price lunch in the district or high school:	
14. Low attendance and/or truancy: disaggregate by free/reduced-price lunch, compare to the percent of students receiving free/reduced priced lunch in the school:	
15. Other relevant discipline data:	
<i>Social Class – Achievement Data</i>	

16. Reading and math achievement data comparing low social class with not low social class students:	
17. Graduation rate comparing low social class with not low social class students:	
18. Graduated with an academic diploma: comparing low social class with not low social class students:	
19. Drop-out rate comparing low social class with not low social class students:	
20. Participation in ACT, SAT, Advanced Placement exams comparing low social class with not low social class students:	
21. Test results of ACT, SAT, Advanced Placement exams comparing low social class with not low social class students:	
22. Collect social class comparison data on at least two other areas in your school/setting (e.g., parent-teacher organization, student council, safety patrol, band, extra-curriculars, comparing low social class with not low social class students):	
<p>Social Class Analysis – do not exceed three pages.</p> <p>What do these social class data mean? In your analysis, include the strengths and areas for improvement in serving students who qualify for free/reduced lunch within your school’s curriculum, instruction, and other learning opportunities. Identify 2-3 concrete, specific actions for eliminating inequities for economically disadvantaged students.</p>	

Race and Ethnicity (Report fraction and percentage for each)

1. Students of color in your school: disaggregate by race:	
2. Students of color in the total district: disaggregate by race:	

3. Students labeled for special education:	
4. Of the number of students labeled for special education, what fraction and percentage are students of color? Disaggregate by race. Compare to the percent of students in the school of color and by each race:	
5. Of the number and percentage of students labeled to receive interventions or labeled “at-risk” (such as remedial reading, summer school, and general math), what fraction and percentage are students of color? Disaggregate by race. Compare to the percent of students in the school of color and by each race:	
6. Students identified as “gifted” (e.g., AIG) or placed in high academic classes in your setting who are of color. Disaggregate by race. Compare to the percent of students in the school of color and by each race. (If students are not labeled gifted, investigate related student groups in the school, such as Advanced Placement classes, accelerated math classes):	
7. Total staff who are people of color in your school. Compare to the percent of students in the school of color and by each race:	
8. Certified staff who are people of color in your school. Compare to the percent of students in the school of color and by each race.	
9. Uncertified staff who are people of color in your school. Compare to the percent of students in the school of color and by each race:	
10. People of color serving on the school board. Compare to the percent of students in the school of color and by each race:	
<i>Race – Discipline Data</i>	
11. Students who were suspended in the past year; divide into in-school and out-of-school suspensions and disaggregate these data by race and further disaggregate by each race, and compare to the percent of students of color in the school and by each race:	

12. Students who were expelled in the past year: disaggregate these data by race and further disaggregate by each race, and compare to the percent of students of color in the school and by each race:	
13. Students who were placed in an alternative interim placement in the past year; disaggregate these data by race and further disaggregate by each race, and compare to the percent of students of color in the school and by each race:	
14. If your district has an alternative educational setting, compare the students who are of color in this setting, further disaggregated by each race with the percent of students of color in the district or high school and by each race:	
15. Low attendance and/or truancy; disaggregate these data by race and further disaggregate by each race, and compare to the percent of students of color in the school and by each race:	
16. Other relevant discipline data:	
<i>Race – Achievement Data</i>	
17. Reading and math achievement data comparing students of color with white students and report for each race:	
18. Graduation rate comparing students of color with white students and report for each race:	
19. Graduated with a four-year academic diploma comparing students of color with white students and report for each race:	
20. Drop-out rate comparing students of color with white students and report for each race:	
21. Participation in ACT, SAT, Advanced Placement exams comparing students of color with white students and report for each race:	
22. Test results of ACT, SAT, Advanced Placement exams comparing students of color with white students and report for each race:	

23. Collect race/ethnicity comparison data on at least two other areas in your school/setting, comparing students of color with white students and report for each race:	
24. We know what works educationally, the question is do we have the will to do it for all students? Do we really want to close the proverbial achievement gap between white and Asian students, and black and Latina/Latino students?	
25. If eradicating racial disparity in public education is really our goal, why are we so uncomfortable considering only race-conscious strategies for achieving this goal?	
26. Analyze the amount/percent of school funds targeted toward race, social class, language, gender, sexual identity, in comparison to the general school programs.	
27. How does where you allocate your resources compare to the performance of students with these demographics?	
28. Where are our commitments lowest, needs greatest, and performance poorest among these demographic groups?	
29. How could resources be reallocated to where commitments are lowest, needs are greatest, and performance is poorest?	

Race and Ethnicity Data Analysis: Do not exceed five pages.

What do these race and ethnicity data mean? In your analysis, include the strengths and areas for improvement in serving students of color within your school's curriculum, instruction, and other learning opportunities. What is your school doing well, and what are glaring equity issues? Discuss the espoused theory vs. theory-in-use with regards to serving students of color—does the rhetoric match the reality? Also, discuss the extent to which you observe power and privilege playing out in your school. Finally, propose 2-3 immediate next steps for school improvement in this area and

Students who are labeled English Language Learners (Report fraction and percentage)

1. How many ELLs are in your school, what languages do they speak, and how many speak each language? How does this compare to other schools in your district?	
2. How many ELLs are in each grade at your school?	
3. How many ELLs are in the district?	
4. How many students are labeled for special education?	
5. Of the number of students labeled for special education, what fraction and percentage are ELLs? Compare to the percent of ELL's in the school.	
6. Of the number of students receiving interventions or labeled "at-risk" (such as remedial reading, summer school, and general math), what fraction and percentage are students who are ELL? Compare to the percent of ELL's in the school.	
7. Of the number and percentage of students labeled "gifted,"(e.g., AIG) or placed in high academic classes in your setting , what fraction and percentage are ELLs? Compare to the percent of ELL's in the school.	
8. Do all students labeled ELL in your district attend the school they would attend if they were not labeled? Explain.	
9. What is the ELL service delivery model used in your school? To what extent are students who are ELL proportionally represented in classrooms, courses, programs, activities?	
10. Bilingual people serving on the school board? Compare to the percent of students labeled ELL in your school.	
<i>ELL – Discipline Data</i>	
11. Students who were suspended in the past year, divide into in-school and out-of-school suspensions, compare students who are ELL with students who are not ELL:	

12. Students who were expelled in the past year, compare students who are ELL with students who are not ELL:	
13. Students who were placed in an Alternative Interim Placement in the past year, compare students who are ELL with students who are not ELL:	
14. If your district has an alternative educational setting, compare the students labeled ELL in this setting with the percent of students labeled ELL in the district or high school.	
15. Low attendance and/or truancy: compare students who are ELL with students who are not ELL:	
16. Other relevant discipline data:	
<i>ELL – Achievement Data</i>	
17. Identify the English proficiency levels (beginning, intermediate, proficient) for each student. How many at each level are in each grade?	
18. What assessments are used to determine proficiency in the student’s home language? How are these assessments used to inform home language instruction? Report the data for these assessments.	
19. What assessments are used to determine English proficiency? How are these assessments used to inform instruction? Report the data that shows the number/percent of students who are becoming more English proficient.	
20. Reading and math achievement data comparing students who are ELL with students who are not ELL:	
21. Graduation rate comparing students who are ELL with students who are not ELL:	
22. Graduated with a four-year academic diploma comparing students who are ELL with students who are not ELL:	

23. Drop-out rate comparing students who are ELL with students who are not ELL:	
24. Participation in ACT, SAT, Advanced Placement exams comparing students who are ELL with students who are not ELL:	
25. Test results of ACT, SAT, Advanced Placement exams comparing students who are ELL with students who are not ELL:	
26. Collect student English Language Learner comparison data on at least two other areas in your school/setting and compare to students who are not ELL.	
<p>English Language Learner and Bilingual Data Analysis: Do not exceed 3 pages.</p> <p>What do these ELL data mean? In your analysis, include the strengths and areas for improvement in serving ELLs within your school's curriculum, instruction, and other learning opportunities. What is your school doing well, and what are glaring equity issues? Identify 2-3 concrete, specific actions for eliminating inequities for ELLs.</p>	

<i>Sexual Orientation and Gender Identity – Law and Policy</i>	
1. Do all staff understand and apply federal and state law associated with sexual orientation and gender identity to leverage integrated, high achieving schools/districts?	
2. Does your district have any active policies that address sexual orientation? Gender identity? Are these policies clearly communicated to the school community?	
3. Does your school/district provide domestic partner benefits to its employees?	
4. Assess your school or district's anti-harassment policy. To what extent does it address sexual orientation? Gender identity?	
5. To what extent are school enrollment forms inclusive of same gender families?	

6. To what extent do hiring and enrollment forms include the range of gender demographics including male, female, transgender, intersex, and other?	
7. Does your school provide gender neutral bathrooms for all students to use?	
<i>Sexual Orientation and Gender Identity – School Culture</i>	
8. How many staff are open about their lesbian, gay, bisexual, transgender, questioning (LGBTQ) identity to other staff? To students? To families and community? (this is an estimate).	
9. What percentage of teachers in your school would be proactive in supporting LGBTQ staff, students, and families? What percentage would be neutral? What percentage would oppose being supportive of LGBTQ staff, students, and families? (estimate these percentages)	
10. To what extent are invitations to school functions, staff gatherings, and so forth, inclusive of LGBTQ relationships?	
11. To what extent are students teased or called names because of their gender identity or sexual orientation in your school? How do you know? To what extent is data collected on this? How do staff respond?	
12. To what extent are students at your school required to adhere to a gender-specific dress code (e.g., at holiday concerts, are girls required to wear dresses and boys required to wear suits)?	
13. Which activities or programs are currently in use at your school or other schools in your district related to LGBTQ students?	
14. Do you have students in your school who are gender non-conforming (e.g., biological boys who are stereotypically more feminine and biological girls who are stereotypically more masculine)? How is the school ensuring these students are supported and protected from teasing, harassment, or pressure from students or staff to be gender conforming?	

<i>Sexual Orientation/Gender Identity – Curriculum</i>	
15. How and to what extent does your school’s curriculum integrate LGBTQ history, events, and/or persons across it?	
16. For students and staff, are sexual orientation and gender identity and their intersections always included when listing diversity/equity identities, such as gender, race, class, etc.?	
17. If a group of students approached your building’s principal and requested to begin a Gay/Straight Alliance, how would your principal or district respond?	
18. Does your middle/high school have a Gay/Straight Alliance? If not, why not? If so, assess the efforts of this group:	
19. Assess your school’s library/media holdings related to sexual orientation and gender identity. To what extent do students in your school have access to information about sexual orientation and gender identity, and what is the nature of this information?	
20. To what extent has professional development addressed sexual orientation and gender identity?	
21. To what extent do students at the elementary level receive information about and have access to information about same gender families (i.e., when the early elementary grades complete family units, how many books and materials are available to these classrooms about same gender families?)?	
22. Provide two additional data points related to sexual orientation and gender identity:	
<i>Sexual Orientation and Gender Identity – Community Context</i>	
23. How many hate crimes have occurred in your community in the last 5 years?	
24. What is the social climate like in your state and local community? For example, are there pride festivals, anti-gay/hate groups, or marriage equality laws?	

Sexual Orientation Data Analysis: Do not exceed three pages.

What do these sexual orientation data mean? In your analysis, include the strengths and areas for improvement for serving GLBT students within your school's curriculum, instruction, and other learning opportunities. What is your school doing well, and what are glaring equity issues? Identify 2-3 concrete, specific actions for eliminating inequities for GLBT students and families.

<i>Gender (Report fraction and percentage)</i>	
1. Females on the teaching staff at the elementary level? middle school level? high school level?	
2. Females teaching science and math classes at the middle/high school level:	
3. Females teaching English (and related courses) at the middle/high school level:	
4. Females teaching history (and related courses) at the middle/high school level:	
5. Females teaching the highest level of math students at your school:	
6. Females teaching advanced placement courses at the high school:	
7. Females/males on the administrative team:	
8. Females/males at the elementary, middle, and high school administrative level:	
9. Females/males on school board:	
<i>Gender – Discipline</i>	
10. Students labeled for emotional disabilities:	

11. Students who were suspended in the past year, divide by in-school and out-of-school suspensions and compare females and males:	
12. Students who were expelled in the past year, compare females and males:	
13. Students who were placed in an Alternative Interim Placement in the past year, compare females and males:	
14. If your district has an alternative educational setting, compare the percent of females and males with the percent of females and males in the district or high school:	
15. Low attendance and/or truancy compare females and males:	
16. Other relevant discipline data:	
<i>Gender – Achievement Data</i>	
17. Reading and math achievement, compare females and males:	
18. Graduation rate: compare females and males:	
19. Graduated with a four-year academic diploma, compare females and males:	
20. Drop-out rate, compare female and male students:	
21. Participation in ACT, SAT, Advanced Placement exams: compare females and males:	
22. Test results of ACT, SAT, Advanced Placement exams: compare females and males:	
23. Collect gender comparison data on at least two other areas in your school/setting and compare female with male students.	
<i>Gender – Policy</i>	

24. Does the school have explicit, written policies on gender issues with clear protocols on how to handle issues that arise for staff, teachers, and students?	
25. Are these policies clearly communicated and available to the school community?	
26. Are there budget allocations that support initiatives for professional development and school-wide student programs that address gender issues?	
<i>Gender – Professional Development</i>	
27. Are teachers and para-professionals sensitized to the effects of name-calling and use of gendered slang in school hallways, playgrounds etc.?	
28. Are teachers and school staff trained in specific ways to deal with gender issues they encounter? How often is this training offered? Is the training mandatory?	
29. Are there initiatives with teachers to facilitate conversations and self-assessments that raise awareness of gendering discourse and actions?	
30. Is gender bias, especially inadvertent gender bias, part of staff and faculty meeting agendas?	
<i>Gender – Assessment and Evaluation</i>	
31. Are gender bias and stereotypes taken into consideration in selecting school resources and images presented to the school community?	
32. Is there a point person whose job it is to look out for and bring gender bias in school resources to the principal's attention?	
33. In classroom observations tools, are there items that focus on gendering actions and ways of speaking?	
<i>Gender – Student Programs</i>	

34. Does the school have initiatives integrated into the curriculum that address gender issues? Are these offered by one subject area or do they cut thematically across the curriculum?	
35. Are there programs for students that help raise awareness of gender issues and how to negotiate them? Are these programs during school and mandatory or after school and optional?	
36. Does the school know of and work with local non-profit organizations that offer special STEM based programs for girls?	
37. Does the school know of and work with local non-profit organizations that offer programs for students to deal with other kinds of gender inequities?	
<i>Gender – Family and Community Outreach</i>	
38. What are the different ways in which gender issues are proactively brought into conversations with parents?	
39. Does the school have a protocol for working with families to address gender-based issues that challenge students?	
40. How does the school reach out and educate its community on proactively seeking help with gender issues such as sexual harassment, bullying, teen pregnancy, and academics?	
<i>Gender – District & Leadership Support</i>	
41. What are the different ways in which gender issues are proactively brought into conversations with parents?	
42. Does the school have a protocol for working with families to address gender-based issues that challenge students?	
43. How does the school reach out and educate its community on proactively seeking help with gender issues such as sexual harassment, bullying, teen pregnancy, and academics?	

<i>Gender – District & Leadership Support</i>	
44. Does the school/district have a Title IX coordinator and, if so, who is that person? Does the school have an active relationship with their Title IX coordinator?	
45. Are gender issues on the agenda at district level meetings?	
46. Do school leaders have access to leadership development opportunities that specifically address gender issues in educational settings?	
Gender Data Analysis: Do not exceed two double spaced pages.	
What do these gender data mean? In your analysis, include the strengths and areas for improving gender equity within your school's curriculum, instruction, and other learning opportunities. What is your school doing well, and what are glaring equity issues? Identify 2-3 concrete, specific actions for eliminating gender inequities.	

Religion	
1. How many formal houses of worship or practice are in your community? ___ churches ___ synagogues ___ mosques ___ temples ___ meditation centers ___ other (specify)	
2. Does your district have any active policies related to religion?	
3. Are there any religious-related practices in place in the district?	
4. How and to what extent does your district's curriculum provide instruction related to religion? E.g., what grades, subjects?	
5. If a group of students approached your building principal and requested space for a Bible study, how would your principal and/or district respond? What if an atheist's club wanted to meet?	

<p>6. Does your school library contain sacred texts for each world religion? ___ Protestant Bible ___ Catholic Bible ___ Book of Mormon ___ Hebrew Bible ___ Talmud ___ Qur'an ___ Bahá'í ___ Buddhism ___ Vedas ___ Other?</p>	
<p>7. Are religious organizations involved in your school? E.g., grief counselors on call, youth pastors at lunch, volunteers at events...?</p>	
<p>8. How does your school handle major Christian religious holidays like Christmas and Easter? Are other religious holidays acknowledged?</p>	
<p>9. Is there any academic achievement data related to religion?</p>	
<p>10. Collect religion/non-religion information in at least two other areas in your school/setting. For example, you could compare the numbers of students who participate in Fellowship of Christian Athletes with the percentage of the total number of athletes in the school.</p>	
<p>Religion Data Analysis: Do not exceed three pages.</p> <p>What do these religious data mean? In your analysis, include the strengths and areas for improvement in serving religious minority students within your school's curriculum, instruction, and other learning opportunities. What is your school doing well, and what are glaring equity issues? Identify 2-3 concrete, specific actions for improving services to religious minority students.</p>	



NCDPI Certificate of Competency (Summative Assessment)

Candidate Name: _____

Candidate ID#: _____

Mentor/Principal Name: _____

LEA/District: _____

College/University: UNC Chapel Hill Program Coordinator: Martinette Horner

In addition to all other state and institutional requirements, to be recommended for licensure, the candidate must meet each of the competencies identified in this document.

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

	<ul style="list-style-type: none"> Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation 	
Conflict Management	<ul style="list-style-type: none"> Anticipates or seeks to resolve confrontation, disagreements, or complaints in a constructive manner 	___ Met ___ Not Met
Cultural Awareness	<ul style="list-style-type: none"> Understands and embraces differences within and between cultures Relates to people of varying ethnic, cultural, and religious backgrounds Visibly supports the positive, culturally-responsive traditions of the school community 	___ Met ___ Not Met
Customer Focus	<ul style="list-style-type: none"> Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly 	___ Met ___ Not Met
EMPOWERMENT		
Competency	Descriptor	Ratings/Comments
Dialogue/Inquiry	<ul style="list-style-type: none"> Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance 	___ Met ___ Not Met
Sensitivity	<ul style="list-style-type: none"> Effectively perceives the needs and concerns of others; Deals tactfully with others in emotionally stressful situation or in conflict Knows what information to communicate and to whom 	___ Met ___ Not Met
Emotional Intelligence	<ul style="list-style-type: none"> Is able to manage oneself through self awareness and self management Is able to manage relationships through empathy, social awareness and relationship management 	___ Met ___ Not Met
ETHICS		
Competency	Descriptor	Ratings/Comments
Judgment	<ul style="list-style-type: none"> Effectively reaches logical conclusions and making high quality decisions based on available information Gives priority and caution to significant issues Analyzes and interprets complex information 	___ Met ___ Not Met
Personal Ethics and Values	<ul style="list-style-type: none"> Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality. 	___ Met ___ Not Met
Personal Responsibility for Performance	<ul style="list-style-type: none"> Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths 	___ Met ___ Not Met
CHANGE		
Competency	Descriptor	Ratings/Comments
Change Management	<ul style="list-style-type: none"> Anticipates or seeks to resolve confrontation, disagreements, or complaints in a constructive manner 	___ Met ___ Not Met
Creative Thinking	<ul style="list-style-type: none"> Engages in and fosters an environment for others to engage in innovative thinking 	

		___ Met ___ Not Met
Results Orientation	<ul style="list-style-type: none"> ○ Effectively assumes responsibility. ○ Recognizes when a decision is required ○ Takes prompt action as issues emerge ○ Resolves short-term issues while balancing them against long-term goals 	___ Met ___ Not Met
MANAGEMENT		
Competency	Descriptor	Ratings/Comments
Delegation	<ul style="list-style-type: none"> ○ Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school 	___ Met ___ Not Met
Organizational Ability	<ul style="list-style-type: none"> ○ Effectively plans and schedules one’s own and the work of others so that resources are used appropriately 	___ Met ___ Not Met
Responsiveness	<ul style="list-style-type: none"> ○ Does not leave issues, inquiries or requirements for information go unattended ○ Creates a clearly delineated structure for responding to requests/situations in an expedient manner 	___ Met ___ Not Met
Time Management	<ul style="list-style-type: none"> ○ Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results ○ Runs effective meetings 	___ Met ___ Not Met
TECHNOLOGY		
Competency	Descriptor	Ratings/Comments
Technology	<ul style="list-style-type: none"> ○ Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction 	___ Met ___ Not Met

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

Individual (Printed Name)	Signature	Date
Candidate		
LEA Official		
IHE Official		
Candidate Comments (optional):		
LEA Comments (optional):		
IHE Comments (optional):		

SOE Licensure Programs and Applications

Educational Leadership Programs

Degree/Licensure Program	Licensure Awarded	Candidates who will apply	When in the program	Documentation Required	Notes
MSA	School administration, principal (011). Master's level.	MSA on-campus MSA Flex	At program completion/graduation	Official Transcript Portfolio Sign-off	
MSA Add-on NOT as part of the EdD Program	School administration, principal (011). Master's level.	Only candidates adding an MSA on to a current teaching license	At completion of MSA Add-on coursework	Official Transcript Letter from MSA Advisor confirming successful completion of field experience	Ed Leadership Program Assistant will send reminders to MSA Addon student to trigger the application process
MSA Add-on As part of EdD Program	School administration, principal (011). Master's level.	MSA Add-on As part of EdD Program	At completion of MSA Add-on coursework	Official Transcript Letter from MSA Advisor confirming successful completion of field experience	Ed Leadership Program Assistant will send reminders to MSA Addon student to trigger the application process and generate letters for candidate licensure applications.
EdS (Supt License Only) As part of EdD Program	School administration, superintendent (013). Specialist level, 6 th year. (Not doctoral level).	EdD candidates	Upon successful completion of EdD internship portfolio requirements (EDUC 844)	Official Transcript Letter from EdD Advisor/EDUC 844 course instructor confirming successful completion of internship portfolio	EdD candidates who add-on MSA licensure as part of their EdD program must complete the MSA/Add-on licensure process before they can be upgraded to an EdS or EdD.

EdD As part of EdD Program	School administration, superintendent (013). Doctoral level.	EdD candidates	At EdD program completion/graduation	Official Transcript (degree awarded transcript)	EdD graduates are not required to upgrade their EdS license from the Specialist to Doctoral level. This is an option for the graduate to initiate.
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Candidates must initiate their own licensure applications through the NCDPI Online Licensure System. More information is available at [UNC SOE Licensure](#).

