

Master of School Administration

**HANDBOOK
ACADEMIC YEAR 2021-2022**



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MSA Faculty 23

WELCOME AND INTRODUCTION

The Master of School Administration (MSA) program at UNC Chapel Hill prepares school leaders to propel the world by leveraging leadership that transforms lives in K-12 schools. 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.

Currently, school leader candidates may pursue the Master of School Administration degree or the Add-on license. Both pathways include some of the same courses that culminate in an administrative internship. The basic curriculum has 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 the 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.

Master of School Administration-Degree Program

MSA Hyflex

The MSA program of study requires students to take 9 core content courses (27 credit hours). Coursework begins the first summer after admission to the program and will be delivered in a hybrid format optimizing both synchronous and asynchronous teaching and learning. Utilizing available technologies, synchronous class sessions occur on Wednesdays from 5:00pm-8:00pm and some Saturdays as scheduled in advance by instructors. Students choose whether to attend classes face-to-face or virtually. For

2020-2021 academic year, the face to face attendance option depends on the status of the university’s response to the pandemic. Students are expected to engage course material and activities asynchronously throughout the week as well. The following table outlines the general course schedule:

Course Schedule

Summer 1	Fall Semester 1	Spring Semester 1
<u>EDUC 727: Social Context of Educational Leadership</u> <u>EDUC 742: Law for the School Executive</u>	<u>EDUC 750: Empowerment Strategies for the School Executive</u> <u>EDUC 740: Cultural Leadership</u> <u>EDUC 741.001: School Inquiry/Reform</u>	<u>EDUC 731: Organizational Management for the School Executive</u> <u>EDUC 725: Supervisory Practices for the School Executive</u> <u>EDUC 730: Curriculum Leadership</u>
Summer 2 <u>EDUC 724: Family/Community Engagement</u>	Fall Semester 2 <u>EDUC 735: Internship Seminar (3 hrs)</u> <u>EDUC 736: Supervised Internship *(3-6 hrs)</u>	Spring Semester 2 <u>EDUC 737: Internship Seminar (3 hrs)</u> <u>EDUC 738: Supervised Internship *(3-6 hrs)</u>

MSA Part-time Candidates

Part-time candidates must enroll in at least one course per semester. The degree program must be completed within 5 years.

Add-On Licensure Only Candidates

The School Administration Add-on Licensure Program is designed to prepare a select group of experienced educators for positions of executive leadership in K-12 settings. Candidates who successfully complete all of the requirements of the licensure program will be recommended by the university for a K-12 Principal to the NC Department of Public Instruction for licensure as a K-12 School Administrator. The add-on licensure program is available as “add-on” licensure only to well-qualified candidates who already possess a master’s degree, a teaching license and have minimum school experiences as noted below. The add-on licensure program is not a degree program. Though

graduates of the licensure program will be eligible for licensure as a K-12 school administrator, the add-on program is intended for those who aspire initially to serve in public school assistant principal positions.

The program requires a minimum of 27 credit hours, which includes a combination of coursework, school-based internship activity and concurrent seminars and work sessions. The K-12 internship school site should be deeply committed to the candidate's success and willing to provide substantive mentorship support and accommodations to the candidate. The internship requires a site-based principal mentor who meets UNC's criteria to serve in that role, as well as series of supervisory visits to the site by a UNC internship supervisor. Seminars and work sessions are required on campus in connection with the internship. No internship may begin until at least 15 of the required 21 hours of coursework have been completed.

To receive the School Administrator add-on license, candidates who are admitted to the program must successfully:

- Complete seven (7) courses (21 credits) that are specifically aligned to the NC Department of Public Instruction Standards for School Executives.
- Complete a minimum of two semesters (3 credits each semester, for a minimum of 6 internship credits) of part-time internship, at one or more internship sites. The student's advisor will provide appropriate course registration information for internship sections [\[EDUC 736 / EDUC 738\]](#). *Though candidates may begin their add-on licensure program during the fall or spring semester, the internship may begin ONLY in the fall semester.*

General Course Descriptions

The program prepares candidates to: engage students, parents, and community members in developing a shared school vision of academic excellence; utilize research-based solutions to support student needs and school improvement; and lead with an equity orientation. The program accomplishes these goals of preparing the school leader through the lens of 1) principal as instructional leader; 2) use of improvement science and continuous improvement tools as an approach to school improvement; and 3) understanding the research and evidence base to guide decision-making.

Courses are primarily problem-based, incorporate case studies and utilize actual school and state level data sets where available. They also feature embedded field experiences and are taught by a School of Education full time faculty and adjunct professors in K-12 settings.

The following is a brief summary of the core courses organized by the three components of the preparation lens. However, it is important to note that leadership for social justice and equity forms the foundation of all courses through respective lenses for curriculum, teaching and

learning, school inquiry and supporting a learning-focused environment for student and adult learners.

Principal as Instructional Leader

EDUC 725 Supervisory Practices

This course prepares MSA candidates in one of the key functions of instructional leadership: supporting the work of teaching and learning through supervision. The primary objectives of this course are to develop and enhance candidates' developing skills in the process of clinical supervision and, employing those skills, communicating effectively about teaching with teachers. The expected result is that teachers will improve their instructional effectiveness.

Candidates identify and analyze skillful teaching; develop their observational skills; and learn strategies for improving instructional leadership. Participants will further extend their ability to approach administrative challenges that relate to a variety of non-instructional/non-classroom supervision issues (including at will employees) that influence the learning environment.

Candidates use multiple sources of data to address supervision and instruction, with particular emphasis on the school leader's perspective. These data sources include research-based tools, practical applications, and problem-solving strategies that participants need to create cultures of high instructional achievement and effective personnel management systems at the school site. Candidates practice full clinical observation cycles with student teachers, in-service beginning teachers, and experienced teachers where available.

Additionally, the course provides training in procedures, techniques, and documents aligned with the North Carolina Educator Evaluation System for teachers.

EDUC 730 Curriculum Leadership

This course recognizes school principals as leader and head teacher. The school leader is responsible for all student learning, all faculty teaching, and is the "main architect and designer of teacher education." The course positions principals as lead interpreter of how district, state, and national education policy will or will not impact their school. As such, the principal as instructional leader must have a strong understanding of pedagogy (the why of learning and how of teaching), curriculum (what is to be learned), content discipline and grade level understanding, and how to educate adults. This course assumes that schools function on a set of agreements between involved stakeholders generally assumed to be administration, students, teachers, parents, the larger community, and the state (district, county, state, national). This relationship between school leader as head teacher, students, and teachers is the main focus of this course.

This course assumes that authoritarian or top down demands on teachers have a largely negative impact on teaching and student learning. Taking a school site level perspective, the course argues for a democratic approach to pedagogic and curricular decision making. The course prepares students using professional development protocols that help dig into deeper, more complex, and complicated issues of curriculum and instruction that go beyond standardized test scores. Three key questions frame the course: What is good/strong teaching? What is the role of leadership in growing, deepening, and expanding good/strong teaching? What are you prepared to do about it?

Improvement Science and Continuous Improvement

EDUC 741 School-Based Inquiry and Reform

The course focuses on the reform context within which school leaders must work, and the internal reform initiatives that school leaders can leverage for school improvement. Using analysis, discussion, and reflection, students examine real issues confronting school leaders at all levels of school and systemic reform. Special attention is given to the North Carolina Standards for School Executives, the school improvement process, and the development of collaborative structures and environments within school organizations.

EDUC 750 Empowerment Strategies for the School Executive

This course focuses on the factors that hinder both principals and teachers from feeling empowered to fulfill their leadership potential and examines a variety of strategies for overcoming those challenges. Students identify dimensions of empowerment and analyze structures of teacher teams. Students learn engagement protocols to leverage the expertise of teacher teams for empowerment and school improvement. Many of these protocols are tools specific to improvement science that involve identifying problems and measures of improvement. Plan/do/study/act cycles are presented as a tool of empowerment for school based teams to own their problems and approaches to identify viable solutions.

Research and evidence for Decision-making

EDUC 731 Organizational Management for the School Executive

This course provides pre-service school executives with a skill set and practical experiences in school settings that relates to effective organizational management behaviors.

Candidates will develop and apply knowledge around planning and instructional time and effective scheduling processes. They will work with a School Improvement Team's involvement in budget and resource decisions and use a variety of data to assess the success of funding decisions. Students apply a system of open communication, ensure communication with all members of the community, communicate and enforce clear expectations, structures, rules, and procedures for students and staff, implement school

district rules and procedures, continually assess the progress of district initiatives and report results to district-level decision-makers.

EDUC 724 Parent and Community Engagement for the School Executive

The course focuses on the environmental context of family and community engagement within which school leaders must work. Students read and apply researched-based best practices to an identified local school site, where analyses of school/district initiatives, policies, and practices are examined through a social justice lens that support or hinder healthy, respectful partnerships with external stakeholders. This course also addresses federal/state legislation and compliance to ensure the rights of parents and guardians.

Other Core Courses

EDUC 727 Social Context

This course provides a retrospective, contemporary, and prospective examination of the social, cultural, political, economic and philosophical contexts from which the current issues that affect schools and schooling have evolved. This educational foundations course investigates both the trends in educational studies, as well as the social and academic goals of education. The current conditions of the American educational system and the teaching profession are also addressed.

EDUC 740 Cultural Leadership for the School Executive

This course focuses on the importance of school executives understanding the organizational culture of their schools and then exerting symbolic leadership strategies to reshape that culture so it is more conducive to promoting the academic achievement of students.

EDUC 742 School Law

Candidates learn school law from a practical perspective, with particular detail paid to legal principles that every school administrator needs to know. Students read actual legal cases and critically analyze school law issues in class discussions and assignments. Additionally, students gain knowledge of the judicial processes as a basis for the effective administration of personnel functions in education.

Internship Description

Internship Goals and Expectations

Year 2 of the program involves a full or part-time internship experience in a K-12 setting, supported by a university supervisor and school-based mentor principal. The 10-month 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.

Program faculty work closely with partner school districts to arrange internship experiences in diverse settings lead by strong, proven school leaders. ([See Internship](#)

[Agreement](#)) The program coordinator works with partner districts to facilitate internship placement processes. These processes differ from district to district but most all require approval from the superintendent or their designee. This partnership spans rural, urban, and suburban contexts across the state of North Carolina. Planning for the internship will involve the student, the program coordinator, university supervisor, and the mentoring principal. 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. In addition to the internship, degree seeking students also enroll in a [seminar course](#) where they negotiate theories from the coursework and practice in the field during the internship.

The internship affords the student the opportunity to demonstrate knowledge and skills acquired through coursework and practice, as well as to acquire new knowledge and skills. The internship is consistent with the goals and objectives of the MSA program. It also conforms to the standards for advanced programs in educational leadership outlined by the Educational Leadership Constituent Council (ELCC), standards for school leaders outlined by the North Carolina Department of Public Instruction (NC-DPI) and the Professional Standards for Educational Leaders (NPBEA). The MSA program at UNC Chapel Hill is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and other accrediting agencies. UNC also plays an important role in the University Council on Educational Administration (UCEA), and faculty members are constantly reviewing the internship to ensure that MSA students receive maximum exposure to current research and practices in the field.

[Part time vs. Full time Internship](#)

The internship, whether full or part time, should provide students with realistic opportunities for the blending of theories and practices relating to school administration.

Students may elect to have a part time or full time internship experience. In the part time internship, MSA students often remain in their current positions while making necessary arrangements with school leaders to engage in leadership activities when able to schedule. These leadership activities are scheduled during planning times, before and after school hours. Part time interns must log 360 hours of internship/leadership activities across the course of the year.

Full time interns work as full time assistant principals. Interns report to internship sites just like the established leadership team at the school. See [suggested internship activities](#) for the work expected of interns. This list is not exhaustive and should be considered as a guide for working with principal mentors. 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 overall length of time for the entire internship experience, the location, district expectations and/or restrictions on the intern, responsibilities, the nature of the supervisory assistance that will be provided, and evaluation procedures.

During the internship, students can expect a minimum of 3 site visits and conferences with the university supervisor to discuss progress. These conferences should be held with the student by the university field supervisor at school sites and/or virtually. With the support of the mentor principal and university supervisor, interns will develop 3 goals using the [Leadership Development form](#) and devise a plan of strategies and actions to meet those goals. When possible, cooperating school districts should provide interns with enriching experiences by funding travel to professional workshops and conferences.

Suggested Internship Activities

Working with Faculty and Staff

- Observe teachers working with students and use the District's evaluation instrument to assess their effectiveness.
- Meet with teachers that you have observed and give them specific feedback to help them improve their performance.
- Participate in interviews for new teacher and staff hires.
- Plan and facilitate some staff development activities linked to your school's priority improvement goals.
- Interview the school's counselor(s), social worker, school psychologist, nurse, and other support personnel to gain a better understanding of their roles and to get their perspectives regarding the challenges with which they have to deal.
- Help to plan and facilitate some faculty meetings.
- Participate in the induction and mentoring of new teachers and staff.
- Be an active participant on the School Improvement Team and Professional Learning Communities.
- Attend School Leadership Team meetings.

District Leadership and Professional Development

- Attend, at least, two District school board meetings and observe the dynamics of the meetings.
- Attend meetings of District building administrators and observe the dynamics of the meetings.

Business and Finance

- Discuss with your principal and business manager how to develop a school budget, how to purchase goods and services, and how to monitor expenditures.

Supervision of Students

- Be involved in the handling of routine student discipline – and observe some suspension/expulsion hearings.
- Supervise students on the school grounds before and after school and during some extracurricular events.
- Help to supervise students in the cafeteria during lunch time.

Special Populations

- Discuss the rules and regulations regarding student records with those who are responsible for managing them.
- Participate in an IEP or 504 planning meeting with staff and parents.
- Discuss the identification process and services for gifted students.

Parents and Community

- Attend, at least, two PTA or other types of organized parent meetings and observe the dynamics of the meetings.
- Participate in some meetings between angry parents and administrators and observe how conflicts are resolved.

Managerial Tasks

- Assist in the creation of a master schedule or, at least, learn the process for developing one.
- Help to plan or, at least, review emergency procedures such as lock-downs, fire drills, and severe weather warnings.
- Revise or, at least, review the existing teacher handbook to identify areas in need of revision.
- Revise or, at least, review the existing student handbook to identify areas in need of revision.
- Assist in the development of a teacher duty schedule or, at least, learn the process for creating one.
- Assist with the registration of new students to the school.

Building Maintenance and Transportation

- Interview your school's head custodian and discuss the challenges that he/she faces.
- Interview some school bus drivers and discuss the challenges with which they have to deal.
- Assist with the loading and unloading of buses as well as bus discipline.

School Testing and Data

- Assist in the analysis of testing results and the development of recommendations for improving curriculum and instruction.
- Assist with the planning and administration of standardized tests in your school.

During the internship, both degree and add-on licensure students must complete an [electronic portfolio](#) that consists of 4 signature assignments. The internship site serves as the context for data collection and reflection for these assignments. The electronic portfolio is a requirement for degree and program completion as well for the Principal's administrative license. Completed drafts must be uploaded to a designated Taskstream site where instructors will assess responses using rubrics.

Internship Seminar

Interns will participate in a year-long reflective seminar that draws relationships between their field experiences and academic work and the improvement of their administrative

skills. Internship seminars should provide interns with opportunities to share experiences, develop concepts, and broaden their knowledge of school administration. Students will be expected to complete a variety of written assignments and to prepare periodic reflections on their progress in attaining three professional goals.

The seminar course is an opportunity for students to construct problems of practice based on internship experiences. Often and where allowed, students host their classmates at their internship site to present the problem of practice. 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. 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. Students are expected to make reasonable accommodations with their internship mentors to attend the scheduled seminars.

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 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.

Appendices and Forms

Appendix A

Internship Agreement (Full-Time)

Master of School Administration (MSA) Program

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

(Name of Candidate):

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 and leadership activities consistent with the requirements of the MSA program, the internship site, and his/her learning needs.
- Soliciting feedback from the site-based mentor on an ongoing 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 that is consistent with NC Executive Standards, UNC School of Education requirements, and DPI policies and regulations.
- Providing a supervisor who has experience working with pre-service school leaders. The supervisor will periodically review the intern's professional development and provide feedback both to the intern and his/her site-based mentor.
- Obtaining feedback from the site-based mentor around the intern's progress.

- Conducting a yearlong seminar/capstone to assist the intern in his/her on-the-job experiences and bridge the gap between theory and practice.
- Ensuring, with the site-based principal, 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 the guidelines that are listed in "Guidelines for Site-Based Mentors."

The SCHOOL DISTRICT will be responsible for:

- Ensuring that the intern is paid on a regular basis. Administrative 6interns serve without salary obligation 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 paid once per month from August to May. The State transmits internship funds to the participating school district, which then issues paychecks to the intern.

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

Principal Intern Date

Educational Leadership Program, UNC-CH Date

Site-Based Mentor Date

School District Representative Date

I hereby authorize the UNC School of Education to release my transcript to the NC Department of Public Instruction, NC Principal Fellows Program, and/or the State Education Assistance Authority for the purpose of confirming my full-time/good standing status. I understand that this is a state-mandated requirement that is a condition of eligibility for the internship stipend.

Principal Intern Date

Appendix B

EDUC 736: Supervised Internship in Educational Administration 1

Leadership Development Plan

Name	
Mentor Principal	
School	

Goal 1: .		
Rationale		
Leadership Behaviors & Strategic Actions		
Strategy/Action	Timeline/Date	Reflection
Standards Alignment		
Evidence of Effectiveness		
Outcome/Reflection		
Goal 2:		
Rationale		
Leadership Behaviors & Strategic Actions		

Strategy/Action	Timeline/Date	Reflection
Standards Alignment		
Evidence of Effectiveness		
Outcome/Reflection		

Goal 3:		
Rationale		
Leadership Behaviors & Strategic Actions		
Strategy/Action	Timeline/Date	Reflection

Standards Alignment	
Evidence of Effectiveness	
Outcome/Reflection	

Appendix C

Early Employment Letter Sample

Date

To: School System official

From: Dr. Martinette Horner, MSA Program Coordinator, UNC Chapel Hill, School of Education,
Dr. Diana Lys, UNC Chapel Hill, School of Education, Assistant Dean of Educator Preparation and Accreditation, Licensure Officer

Cc: School of Education, Internship Seminar Instructor
UNC Chapel Hill School of Education, Internship Supervisor

On behalf of the MSA faculty at UNC Chapel Hill, I am pleased to learn that XXXX will be recommended for an Assistant Principal's position at XXXX School. At this time, XXXX continues to be enrolled in the MSA program, in good standing. XXXX successfully completed all core courses in the program and a few tasks remain in order to be cleared for graduation and to be recommended for a NC Principal license. Below is an outline of obligations and expectations for XXXX, the UNC MSA program, and the hiring school.

XXXX will complete the following tasks:

- Finish electronic portfolio components by May 3, XXXX has worked on these components throughout the academic year and may have a few final tasks to complete. The electronic portfolio is a program and licensure requirement.
- Attend seminar class sessions as communicated by the instructor, Dr. XXXX, and outlined in the course syllabus. Given current circumstances, these class sessions will most likely occur virtually.
- Apply for graduation from the MSA program and the upgrade to his professional license following graduation. XXXX will receive directions for applying for the license upgrade. However, he will not be able to apply for until after the degree has been conferred on May 10, 20XX. The required transcript that will accompany the application will not reflect degree completion before this date.

The UNC School of Education MSA program will provide the following:

- Instructional guidance for the preparation of portfolio components required for NC Principal license and program completion;
- Supervision, coaching, and evaluation by MSA faculty supervisors.

School will provide:

- Opportunity for XXXX to attend seminar class;
- Support (time) for internship portfolio completion.

Appendix D

Description of Electronic Portfolio Assignments

1. **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 and analysis of the data (what is the story behind the data), including an assessment of the school's strengths and areas of weakness in service students represented in the data, and recommendations of specific actionable strategies (2-3) that you would employ to address areas of weakness.

2. **Evaluation of a site-based data system:** Students should closely examine the systems within their host school and determine one system as a focus for this assignment. The system should select a system that allows you to evaluate the school's processes for collecting, analyzing, and applying data. To complete your evaluation, you will submit a paper that meets the following criteria:
 - a. **Describe the system and its functionality in the school:**
 - i. *How does it function at your host school?*
 - ii. *How does it influence the norms that characterize the school's culture? The climate of the school?*
 - iii. *To what extent does the system promote and/or hinder student achievement, parent engagement, etc., etc.?*
 - iv. *What evidence supports your description of the system? (data from interviews, surveys, etc. and your personal observations?)*
 - b. **Explain how data is supporting struggling students, curricular, instructional or supervision 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.**
 - c. **Describe how data are systemically communicated within the school, to parents, and to the larger community.**
 - d. **Evaluate the effectiveness of this data system, identifying its perceived effectiveness against its actual effectiveness. Is there a gap between the rhetoric and the reality? Describe the criteria you are using to determine effectiveness.**
 - e. **Apply your analysis and evaluation 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?**

3. **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:
 - a. **Draw on and use legal and ethical principles from previous course work;**
 - b. **Conduct research related to the issue where such research will inform decision-making;**

- c. 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;**
- d. 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:**
 - i. 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;*
 - ii. Analyze district-level or school-level leadership in terms of established ethical practices;*
 - iii. 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;*
 - iv. Make recommendations for the improvement of district policies and procedures related to this issue that support democratic values, equity, and diversity issues.*

- 4. 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:
- a. 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.**
 - b. 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:**
 - i. How does the principal develop a systematic approach to teacher evaluation and supervision?*
 - ii. How does the principal use observational data and student learning products to focus on and evaluate teacher effectiveness?*
 - iii. 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?*
 - iv. 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?*
 - v. How does the principal use instructional practice and student learning data to identify, plan, implement and assess all types of professional development?*

MSA Faculty



Dr. Brian Gibbs



Dr. Martinette Horner, Program

Coordinator



Dr. Eric Houck



Dr. Lauren Sartain



Dr. Christopher Scott