Site Supervisor Manual

2020-2021

East Carolina University
College of Education

Department of Educational Leadership

Revised—Spring 2020
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I. GUIDELINES

Introduction

An intensive internship is the culminating activity for candidates in the Master of School Administration program at East Carolina University. This field experience provides the time for candidates to apply theory and knowledge about school leadership learned in the classroom. This on-the-job training provides opportunities for interns to develop and refine leadership skills as they contribute to the total school program.

In developing these orientation materials, it is our intent to explain the basic purpose for this internship experience, internship expectations, and the additional requirements for this university program that leads to licensure by the state of North Carolina. A clear understanding of these parameters will encourage the establishment of productive working relationships within the school setting and ultimately enhance the experience.

The faculty of the Department of Educational Leadership developed this manual. It has been updated and revised a number of times.

Purpose of the Internship

The purpose of the internship is to blend the theoretical and research-based content of course offerings with the practical day-to-day experiences of school leadership. Ultimately, the internship affords candidates a realistic notion of school administration and allows candidates to learn from past experiences while they develop an appreciation for reflective practice.

In order to reap the full benefits of internship learning opportunities, an intern must be directly involved in the many diverse activities a principal encounters on a daily basis. An intern is expected to examine the overall school vision, become immersed in the school’s improvement process, and make a significant contribution to this vision and process as he/she refines his/her leadership skills. It is expected that, upon successful completion of the program, an intern will be prepared to assume a school leadership position.

Eligibility for Internship

The intent is that an internship should follow study of leadership theory, change theory, education law, ethics, curriculum, communication and other topics in order for that knowledge base to be tested in practical application. Full-time and part-time MSA candidates complete their internships during the second year of a two-year program. Full-time candidates complete their internship fall and spring semesters. Part-time candidates complete their internship summer 1 & 2, fall and spring semesters. The gateway to begin the internship 1st summer session, students must have a minimum of a B in each course taken and completed the SLPs associated with these courses. Exceptions may be made by the MSA Coordinator.
II. ROLES AND RESPONSIBILITIES

Role of the Site Supervisor

The site supervisor, a licensed practicing school principal, must agree in writing to accept on site responsibility for the supervision of the intern and have some training dealing with the internship provided by the Department of Educational Leadership. The site supervisor assumes responsibility for the specific assignments given an intern. It is expected that these assignments will cover the range of duties and responsibilities of an assistant principal or a principal. The university supervisor will meet with the intern’s site supervisor early in the school year to discuss assignments and encourage the site supervisor to assign a wide range of tasks. A “required and suggested list of possible tasks/duties/experiences” will be provided by the university supervisor. This can be found on page 18 of this manual.

The site supervisor should be informed of the intern’s development pre-assessment early in the relationship so that he/she can assign appropriate responsibilities and tasks. Knowledge of an intern’s strengths, potential derailers and development goals will enable the site supervisor and university supervisor to assist the intern as he/she evaluates performance, reflects on experiences and plans future development. Interns will make sure their site supervisors have a copy of the North Carolina School Executive Standards and the Educational Leadership Constituents Council (ELCC). Professional evaluation of North Carolina school executives for pre-service candidates (NCSEER) and MSA internship webfolio requirements are aligned with the NCSES and ELCC Standards. A site supervisor is expected to assist the intern in becoming fully absorbed in the life of the school. An intern is expected to participate actively, as would an assistant principal, in the total school program.

When coaching /mentoring the intern we would like to remind the site supervisor:

Adult learners/interns are different:
- Adults commit to learning when they believe the outcomes are applicable to their day-to-day activities and problems.
- Adults need control over their learning.
- Adults need direct, concrete experiences.
- Adults need follow-up support to sustain learning.
- Adults need feedback.
- Adults like to begin and end on schedule.
- Adult learners do not like being embarrassed in front of their peers.
- Adult learners are very aware of creature comforts.
- Adults enjoy refreshments and periodic breaks.
- Adults appreciate legible copies of training materials and handouts.

--Bloom, Casttaqwa, Moir, and Warren et al.
In addition past experience has taught us that:

- Interns must share responsibility to find and engage in meaningful activities.
- It may be necessary, with approval, for interns to gain experiences in buildings other than those to which they are assigned.
- Routine supervisory functions (hall duty, bus duty, etc) can account for only a small amount of logged time.
- Site supervisors benefit from occasionally reviewing journal submissions (minus reflections) to ensure that entries are appropriate and accurate.

We also believe the site supervisor is in essence a coach.

A coach who:

- Sees what others may not see through the high quality of his/her attention to listening.
- Is in a position to step back (or invite participants to step back) from the situation so that they have enough distance to get some perspective.
- Helps people see the difference between their intentions and their thinking actions.
- Helps people cut through patterns of illusion and self-deception caused by defensive thinking and behavior.

--Robert Hargrove

What skills are necessary to be a good coach?

- Ability to construct a relationship based upon trust and permission.
- Ability to become a detached observer.
- Commitment to the goals of a program and clear understanding and vision of those goals.
- Ability to build rapport.
- Skill in data analysis.
- Ability to give meaningful feedback in a constructive, timely manner.

There are expectations for the coach and coachee. These include:

- Clarify goals
- Confirm confidentiality
- Determine a regular meeting schedule
- Establish a method of communication
- Identify specific activities and artifacts for documentation

Ready, Set, Coach:

- Mutually establish the desired outcome of the experience.
- Determine the resources needed.
- Identify skills and practices necessary for success.
- Select data sources to evaluate progress toward the desired outcome.
- Reinforce progress and provide meaningful feedback.
• Develop a timeline that reflects the needs of the participants.

Assessment of intern progress:
A site supervisor works collaboratively with the intern and the university supervisor to assess the intern’s progress and ensure development of essential leadership skills. At the end of the internship, the site supervisor will evaluate the intern’s progress using evaluation instruments provided by the university supervisor.

Role of the Intern

Administrative interns may or may not be formally employed by their host school system. In either case, while functioning as interns, candidates are held to the same standards of conduct as other professional employees. They are expected to establish professional relationships with administrators and school faculty, become familiar with and act in accordance with local school board policy, maintain professional appearance, and abide by the American Association of School Administrators (AASA) Code of Ethics.

A. Local School Board Policy

One of an intern’s first responsibilities is to locate and study the local school board policy manual. An intern will be expected to follow school board policy at all times. It is essential to know what is covered by those policies and to know where copies of the policy manuals are kept so that they can be referenced at any time. If an intern is assigned specific tasks that are covered by policies, it is a good idea to make a personal copy of these policies.

B. Professional Relationships

When engaged in an internship, a candidate is responsible to and interacts with a number of individuals who serve in various roles. An understanding of these various roles and relationships must be clarified.

First, an intern is considered as being an employee of the local school system. The same laws, rules, and regulations that apply to other professional school system personnel bind him/her. Second, an intern reports to the principal, site supervisor, of the school in which he/she works. The site supervisor may delegate some intern supervisory responsibility to an assistant principal. In these circumstances, the intern would report to the assistant principal. For additional clarification of the intern’s roles and responsibilities on the administrative team, the intern should ask the site supervisor. Finally, an intern enjoys a professional relationship with the faculty similar to an assistant principal-teacher relationship.

In addition, an intern is a student at East Carolina University (ECU) and conducts him/herself as a professional representative of the university as well as the local school system. An intern is also responsible to the university supervisor who works with him/her to ensure that the internship provides opportunities to learn on-the-job and
linkage with the university through seminars, portfolio development and a comprehensive exam.

C. Professional Appearance

Interns must follow the administrative dress code for the district in which they serve. A safe standard to follow is the dress of other administrators in the school district. If something is questionable, the safest and wisest position to take is to be conservative.

The Intern’s Calendar

North Carolina state legislation requires a significant, yearlong, full-time internship for candidates enrolled in the MSA program in Educational Leadership. At ECU the internship carries fifteen (15) semester hours of credit over two to four semesters. Full time interns enroll in LEED 6926 (fall) and LEED 6929 (spring). Part time candidates enroll in LEED 6921 (1st SS), LEED 6922 (2nd SS), LEED 6924 (fall) and LEED 6925 (spring). See page 16 for significant dates for interns.

The internship is designed for candidates who have completed at least 15 semester hours of course work. Full-time candidate’s complete 18 semester hours of course work during the first year and undertake the internship during the second year of study.

Completion of MSA Internship – Adequate Progress

Students must maintain a minimum of a B average in the MSA program. A score lower than a B in any internship course will result in dismissal from the internship and the program. A score of a C in two or more courses (excluding the internship) can result in dismissal from the MSA program. A score of an F is an automatic dismissal from the MSA program.

Completion of MSA Internship--Time Requirement

The 1,000-hour administrative experience requirement of the internship for interns employed with a school system or full-time MSA Candidates is two-fold: (1) interns must log a minimum of 600 directed administrative hours during the academic year (including summer months), and (2) will complete 400 supplemental hours at the discretion of their university supervisor. Interns will consult with their site supervisor, a licensed practicing principal, to determine the completion date of the internship and receive approval from their university supervisor. MSA interns not employed with a school system must log 1000 hours of administrative experience at a school with their site supervisor and received approval from their university supervisor.

MSA administrative interns can fulfill this time requirement in one of the following three ways:

A. Full-Time MSA Candidates
Full-time candidates have resigned from their teaching positions or obtained professional leave. For example, most Principal Fellows are granted professional leave by their employing school district for the two years they are enrolled in the MSA program.

The full-time internship candidates (including Principal Fellows) attend to their internship duties four days a week during ECU's regular academic year. The fifth day is set aside to attend ECU courses and periodic internship seminars and/or workshops. A projected calendar of on-campus activities will be given to each intern early in the fall semester.

B. Part-Time MSA Candidates Employed in a Full-Time Administrative Position

These interns are employed by a school district in an administrative position five days a week. Although these candidates enjoy full-time employment with full-time administrative responsibilities, the reflective internship experience provided through seminars, journaling, collection of artifacts, and professional leadership portfolio development will enrich their practice and enhance their administrative skills. Occasionally, these candidates may be granted leave to take a morning or afternoon course on campus with full-time candidates.

C. Part-Time MSA Candidates Employed in a Teaching Position (Extended Interns)

Extended interns hold regular teaching positions in a school system and undertake an internship in addition to their teaching responsibilities. Although the ECU faculty strongly recommends one of the two previously mentioned options, they recognize that this arrangement may be necessary for some candidates. While full-time interns and administrative employees easily invest at least one thousand hours in their administrative experiences, “extended” interns who log administrative hours while they continue to teach must monitor their hours more carefully. It is essential that extended interns work closely with their host administrator to determine how they will experience a wide variety of administrative responsibilities. The 1,000-hour administrative experience requirement of the internship is two-fold: (1) interns must log a minimum of 600 directed administrative hours during two summer sessions and a fall and spring semester and (2) complete 400 supplemental hours at the discretion of their university supervisor.

**Internship Site Issues**

All interns must be sensitive to the calendars of their host district and that of the university. Because it is important for them to experience the opening and closing of the school year, most interns will follow the school district’s calendar whether or not they are under contract. Full-time MSA candidates receiving the state stipend are expected to complete a minimum of ten months in the district.
Interns will follow the holidays and vacation days set by the local school district. Interns will follow the ECU calendar with respect to internship seminar dates, the schedule for courses being taken, and graduation ceremonies.

All interns will follow the workday schedule required of professional personnel in the school as determined by local school board policy

**Role of the University Supervisor**

The university supervisor works with a superintendent of schools for placement of an intern in a specific school. The university supervisor works with the site supervisor and intern to assure that roles and responsibilities are clear. During the internship the university supervisor serves in a number of roles: supervisor, advocate, and evaluator.

The university supervisor makes on-site visits to an intern during the internship. Interns are also expected to interact electronically with the supervisor on a regular basis. The university supervisor confers with a site supervisor (in person and electronically) about the progress the intern is making; similarly, the university supervisor confers with an intern about the individual's growth as an educational leader. Additional conferences are scheduled on campus as needed.

The university supervisors will facilitate a minimum of 8 seminars for all interns during the academic year. These seminars are focused on the North Carolina School Executive Standards (NCSES) and Educational Leadership Constituents Council (ELCC) and the learning experiences of interns. Each seminar will provide interns with an opportunity to discuss problems and issues they have encountered. Seminars will focus on the NCSES, ELCC, leadership topics, diversity topics, and artifacts interns collect related to internship experiences. A major component of each seminar will be a meeting of the individual university supervisors’ group of interns. Site supervisors are invited to attend and participate in these seminars. A schedule for the seminars can be found in section VII. Significant Dates for MSA Interns.

Toward the conclusion of the internship, the university supervisor, in consultation with the site supervisor, assesses the progress of an intern. The university supervisor assumes responsibility for the assignment of the final grade based on the intern’s portfolio and comprehensive exam, which is based on the portfolio (See Final Evaluation of an Intern's Performance in section 5).
Professional portfolios mean different things to different people. While completion of a portfolio is a requirement, for the purposes of this internship, the NCSES and ELCC Standards and the faculty in the Department of Educational Leadership define the Internship Leadership Portfolio as a collection of evidence that documents an acceptable level of knowledge, skill and understanding as defined. The contents of the Leadership Portfolio must be maintained in electronic format on TaskStream and therefore from this point forward will be referred to as a “webfolio”. The following sections are provided and described on TaskStream:

- An up-to-date resume – including professional background, experience, and aspirations.
- Growth Plan for the Internship with amendments throughout the year.
- Journal of daily activities and hours devoted to administrative activities. There must be weekly reflections on these activities dealing with what went well and what needs to be changed. (Specific guidelines are provided on Taskstream)
- Artifacts for the fifteen(15) identified experiences from the “internship experiences list”
- Monthly reflections on the diversity topics covered in the seminars and a final paper reflecting on diversity issues during the internship.
- Monthly reflections on the seminar experience.
- Documentation and reflection of two “shadowing” experiences
- North Carolina School Executive Standards pre and post self assessment.

In addition to the Leadership Webfolio, an intern may want to continue to gather useful professional resources in the following ways:

**Professional resource file:** It is always helpful to collect resource materials, ideas, helpful tips, articles, curriculum materials, etc. They should be filed in a way that allows them to be located easily as needs arise.

**Professional library:** An annotated bibliography of professional books that are or will be helpful later as an administrator, provide a basis for a personal professional library. Textbooks from MSA courses are an appropriate beginning for one’s professional library. Throughout the internship, other resources will be available, and bibliographic information will provide a means of obtaining them for a personal collection should the need arise.
IV. EVALUATION

Evaluation of an Intern’s Performance

The internship assessment is an evaluation of four requirements of an intensive year-long internship: (1) attendance and active engagement in seminar activities; (2) observations by the university supervisor and the site supervisor, a licensed and practicing school principal; (3) completion of a webfolio (including summative activity) which documents professional growth; and (4) completion of an oral examination based on the webfolio evidences. At the conclusion of each semester, an intern is assessed by use of the Evaluation Rubric.

Seminar activities include attendance at each of the 8 seminars, being prepared with an artifact that matches the appropriate “required experience” for the month, the preparation and sharing of a reflection about learning associated with the artifact, participation in discussions following peer presentations of artifacts and reflections. The artifacts are required to show alignment with the North Carolina School Executive Standards (NCSES) because licensure in North Carolina is based on these standards. The MSA program at ECU developed a table aligning the NCSES with ELCC and the NCSES Preservice Evaluation Standards (NCSEER).

Observations include school visits, e-mail correspondence with site supervisor, and formative and summative data from the site supervisor. Throughout the year, the university supervisor seeks feedback from the site supervisor, the intern, and other school district administrators regarding the effectiveness of the internship program. This will include a formative and summative assessment from the site supervisor using the DPI assessment instrument. At the time of the university supervisor’s final visit to the school, the site supervisor, and the intern evaluate not only the intern’s progress, but also the effectiveness of the internship program.

Webfolio includes documentation of a minimum of 600 hours of quality work in a school in an administrative capacity.
Above Expected Performance—A
The evidence demonstrates clearly and consistently that the candidate has performed above the expected level for an MSA intern.

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<tr>
<th>Seminar Activities</th>
<th>Observation</th>
<th>Portfolio</th>
<th>Oral Examination</th>
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<tbody>
<tr>
<td>The candidate has attended all scheduled seminars (or provided documentation for absence and completed all expected make-up work), been well prepared to present an artifact aligned with the designated NCSE Standard, demonstrated a high level of learning and reflection, actively participated in the discussions following presentations of artifacts by peers and made insightful comments regarding their learning/reflections, and used the sharing of information and reflections to significantly increase own learning. ELCC 7.1 &amp; 7.2 ELCC standards 1, 2, 3, 4, 5, 6</td>
<td>The candidate has created a portfolio that included the information listed in the MSA Internship Manual, included artifacts that clearly show significant learning related to each NCSE Standard, included summative activity that clearly demonstrates significant learning across the performance indicators for each standard, and had included a journal that documents between 600 and 1,000 hours of direct administrative experience. ELCC 7.1 &amp; 7.2 ELCC</td>
<td>The candidate was able to respond to questions in a manner that clearly supports the learning documented in the portfolio, was able to clearly articulate an appropriate educational philosophy, was able to discuss the importance of vision in a school and clearly relate it to the internship experience (ELCC 1.1, 1.2, 1.3, 1.4), was able to discuss skills that were developed during the internship and skills that require further development (ELCC 7.1, 7.2), was able to demonstrate an understanding of current issues in education that are clearly reflected in the portfolio (ELCC 2.1, 2.2, 2.3), was able to discuss ways in which research, theory, and knowledge impact schools and school leaders (ELCC 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2, 5.3, 5.4, 5.5), and was able to describe ways in which technology impact schools and their leaders (ELCC 2.4, 4.1, 4.2, 4.3, 4.4, 6.1, 6.2, 6.3). At the conclusion of the examination, the candidate has provided clear and consistent evidence that he/she had performed above the expected level for an MSA intern and is an excellent candidate for a position as a school administrator.</td>
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<td>Expected Performance—B</td>
<td>The evidence demonstrates that the candidate has performed at the expected level for an MSA intern.</td>
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<td><strong>Seminar Activities</strong></td>
<td><strong>Observation</strong></td>
<td><strong>Portfolio</strong></td>
<td><strong>Oral Examination</strong></td>
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<td>The candidate has attended most of the scheduled seminars, been prepared to present an artifact aligned with the designated NCSE Standard, demonstrated learning and reflection, participated in the discussions following presentations of artifacts by peers, and used the sharing of information and reflections to increase own learning.</td>
<td>The candidate has been engaged in administrative activity at the school site, interacted with the supervising professor electronically to provide journals, provided journal entries that demonstrated learning was occurring, and been evaluated in a generally positive manner by the supervising principal (orally and in writing).</td>
<td>The candidate has created a portfolio that included the information listed in the MSA Internship Manual--included artifacts that show learning related to each NCSE Standard, included summative activity that demonstrated learning across the performance indicators, and has included a journal that documents between 500 hours of direct administrative experience.</td>
<td>The candidate was able to respond to questions in a manner that supports the learning documented in the portfolio, was able to articulate an appropriate educational philosophy, was able to discuss the importance of vision in a school and relate it to the internship experience, was able to discuss skills that were developed during the internship, was able to demonstrate an understanding of current issues in education, was able to discuss ways in which research, theory, and knowledge impact schools and their leaders, and was able to describe ways in which technology impacts schools. At the conclusion of the examination, the candidate has provided evidence that he/she had performed at the expected level for an MSA intern and is a qualified candidate for a position as a school administrator.</td>
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<tr>
<td><strong>ELCC 7.1 &amp; 7.2</strong></td>
<td><strong>ELCC standards 1, 2, 3, 4, 5, 6</strong></td>
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<td><strong>ELCC standards 1, 2, 3, 4, 5, 6, 7</strong></td>
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<td>The candidate attended most of the scheduled seminars (but did not make-up all of the missed sessions), was generally prepared to present an artifact somewhat aligned with the designated NCSE Standard, demonstrated some learning and reflection, generally participated in the discussions following presentations of artifacts by peers, and generally used the sharing of information and reflections to increase own learning.</td>
<td>The candidate has been generally engaged in administrative activity at the school site, interacted, after reminders, with the supervising professor electronically to share journals entries, provided journal entries that demonstrated some learning was occurring, and has been evaluated in a generally positive manner by the supervising principal (orally and in writing).</td>
<td>The candidate has created a portfolio that included the information listed in the MSA Internship Manual, included artifacts that show learning generally related to each NCSE Standard, included Summative Activity that demonstrated limited learning across the performance indicators, and has included a journal that documents between 500 hours of direct administrative experience.</td>
<td>The candidate was able to respond to questions in a manner that generally supports the learning documented in the portfolio, was able to articulate a limited educational philosophy, was able to discuss the importance of vision in a school in a limited manner and relate it somewhat to the internship experience, had some difficulty discussing skills that were developed during the internship, was able to demonstrate a limited understanding of current issues in education, had difficulty discussing ways in which research, theory, and knowledge impact schools and their leaders, and had difficulty describing ways in which technology impacts schools. At the conclusion of the examination, the candidate has provided evidence that he/she had performed below the expected level for an MSA intern and is minimally qualified for a position as a school administrator.</td>
</tr>
<tr>
<td><strong>ELCC 7.1 &amp; 7.2</strong></td>
<td><strong>ELCC standards 1, 2, 3, 4, 5, 6</strong></td>
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<td><strong>ELCC standards 1, 2, 3, 4, 5, 6, 7</strong></td>
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### Unacceptable Performance—F

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<td>The candidate attended scheduled seminars sporadically (did not make-up any of the missed sessions), was unprepared prepared to present an artifact aligned with the designated NCSE Standard, demonstrated little learning and reflection, sporadically participated in the discussions following presentations of artifacts by peers, and did not use the sharing of information and reflections to increase own learning. <strong>ELCC 7.1 &amp; 7.2 ELCC standards 1, 2, 3, 4, 5, 6</strong></td>
<td>The candidate has been minimally engaged in administrative activity at the school site, did not interact with the supervising professor electronically, did not provide journal entries that demonstrated learning was occurring, and was not evaluated in a positive manner by the supervising principal (orally and in writing). <strong>ELCC 7.1, 7.2, 7.3 ELCC standards 1, 2, 3, 4, 5, 6</strong></td>
<td>The candidate has created a portfolio that did not include the information listed in the MSA Internship Manual, did not include artifacts showing learning related to NCSE Standard, included Summative Activity that demonstrated little learning across the performance indicators, and included a journal that documents less than 500 hours of direct administrative experience. <strong>ELCC 7.1 &amp;7.2 ELCC standards 1, 2, 3, 4, 5, 6</strong></td>
<td>The candidate was not able to respond to questions in a manner that supported the learning documented in the portfolio, was not able to articulate an educational philosophy, was not able to discuss the importance of vision in a school or relate it to the internship experience, could not discuss skills that were developed during the internship, was not able to demonstrate an understanding of current issues in education, could not discuss ways in which research, theory, and knowledge impact schools and their leaders, and could not describe ways in which technology impacts schools. At the conclusion of the examination, the candidate has provided evidence that he/she had performed at an unacceptable level for an MSA intern and is not qualified for a position as a school administrator. <strong>ELCC standards 1, 2, 3, 4, 5, 6, 7</strong></td>
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V. RECOMMENDATION FOR LICENSURE

As a partial requirement for candidates to be recommended for licensure they must successful complete all requirements for the degree including course work, comprehensive examinations, and computer proficiency.

The primary requirement for licensure is successful completion of the six (6) service leadership projects related to the Leadership Evidences (see Service Leadership Handbook - http://www.ecu.edu/cs-edu/leed/Current.cfm). A team of faculty in the Department of Educational Leadership will review the completed projects and determine if the candidates have demonstrated a level of “proficient” in all the identified descriptors for the North Carolina School Executive Standards. In addition, the licensure application should include the NCDPI Summative Certificate of Competency demonstrating that the candidate met NCSES competencies and signed by the site supervisor, the candidate, and the ECU MSA coordinator.

Candidates apply for licensure through the Department of Educational Leadership at East Carolina University. They must complete an application form and submit a money order, certified check, or personal check. The candidate’s application must also include a summative assessment of the candidates skills as evaluated by the site principal, agreed to by the candidate, and signed in agreement by a representative of the Department of Educational administration. The Department of Educational Leadership assumes responsibility for securing a copy of the candidate’s transcript containing all courses and grades required for licensure.

Please note that any incomplete grade must be removed before one can graduate and be recommended for licensure.
2020-2021 SIGNIFICANT DATES FOR MSA INTERNS

May 6  MSA Internship Orientation at ECU Student Center, Greenville
May 8  Self-enroll in MSA Internship 2020-2021 on TaskStream
       Upload signed letter of Agreement on TaskStream
May 11 Start of LEED 6921 [1st intern course for part time interns]
May 22 Complete NCSES Pre-Assessment on TaskStream
May 26 First journal due to University Supervisor (May 11 – May 22)
June – July On-site visit by University Supervisor
June 9  Journal due to University Supervisor (May 25- June 5)
June 23 Journal due to University Supervisor (June 8 – June 19)
July 7  Journal due to University Supervisor (June 22 – July 3)
July 21 Journal due to University Supervisor (July 6 – July 17)
August 4 Journal due to University Supervisor (July 20 – July31)
       NCDPI Formative Assessment Due
       Post Growth Plan on TaskStream
August 17 Start of LEED 6924 / LEED 6926
August 18 Journal due to University Supervisor (Aug 3 – Aug 14)
Aug. – Sept. On-site visit by University Supervisor
September 1 Journal entries posted (Aug 17 – Aug 28)
       One required experience/artifact posted
September 8  **Intern Seminar**
October 6  Journal entries (Aug 31 – Oct 2)
       Two required experiences/artifacts posted
October 13 **Intern Seminar**
November 3 Journal entries (Oct 5 – Oct 30)
       Two required experiences/artifacts posted
November 10 **Intern Seminar**
December 1 Journal entries (Nov. 2 – Nov. 27)
       Two required experiences/artifacts posted
       Fall shadowing experience posted
December 8 **Intern Seminar**  [Principal Fellows=Formative assessment due]
January 5  Journal entries (Nov. 30 – Jan. 1)
       Two required experiences/artifacts posted
January 12 **Intern Seminar**
January 29 **Last day to apply for May graduation**
February 2  Journal entries (Jan. 4 – Jan. 29)
       Two required experiences/artifacts posted
February 9 **Intern Seminar**
March – April On-site visit by University Supervisor
March 2  Journal entries (Feb. 1 – Feb. 26)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 9</td>
<td>Two required experiences/artifacts posted</td>
</tr>
<tr>
<td></td>
<td><strong>Intern Seminar</strong></td>
</tr>
<tr>
<td></td>
<td>Reflection on Growth Plan</td>
</tr>
<tr>
<td>April 6</td>
<td>Entire completed internship portfolio posted on Task Stream</td>
</tr>
<tr>
<td></td>
<td>Final Journal entries posted (March 1 – April 2)</td>
</tr>
<tr>
<td></td>
<td>Two required experiences/artifacts posted</td>
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<tr>
<td></td>
<td>Spring shadowing experience posted</td>
</tr>
<tr>
<td>April 13</td>
<td><strong>Intern Seminar</strong></td>
</tr>
<tr>
<td>May 7</td>
<td>Commencement for 2020-2021 Interns</td>
</tr>
</tbody>
</table>
VII. INTERNSHIP EXPERIENCES

While it is understood that the scope and sequence of experiences included in the role of a school leader is expansive, the ability of an intern to develop skills in the running of a safe and orderly school (ELCC 3.1, 3.3) and curriculum development (ELCC 2.2) relative to pertinent test data is paramount. What follows is a list of experiences deemed central to a successful, effective internship experience. The list includes **fourteen (14) required experiences** and other suggested activities. Interns will use Task Stream to record their cover sheet, reflection and artifact for each experience. The site supervisor agrees that s/he will provide the intern opportunities to complete the fourteen (14) required experiences. It is desired that the site supervisor will add their experiences and knowledge to each in assisting the successful intern.

In addition each intern will be expected to shadow **two** principals in schools that are a different “building level” than their assigned school. These shadowing experiences should be for a minimum of one school day. The intern will be provided guidelines for this experience and reflection.
**Required Experiences**

[1] Complete the NCEES tutorial prior to completing any observations described below. The self-paced course is “NC Teacher Evaluation: Understanding the Process.” Directions for enrolling and completing the course are found at: https://rt3nc.org/pddir/docs/NC_Teacher_EvaluationManaging%20Courses_UserView.pdf

[2] Participate in the student discipline process with various levels of infractions. One infraction must occur on the bus and one must occur elsewhere on the school campus. In the reflection include the impact of the referral the student, parents, and relevant staff members. (ELCC 3.3, NCSEER 3d2, 5d1).

[3] Attend PLC meetings for at least one semester outside the intern’s core area of expertise and current assignment. For example, a 3rd grade teacher could work with a Kindergarten PLC. A History teacher could work with a Math PLC. (ELCC 2.4, NCEER 2a2).

[4] Participate in a teacher observation using the NCEES Instrument for a teacher in an elective area (Arts, Health/PE, CTE, World Languages, etc). This is a complete observation cycle including a pre-observation meeting, an observation of at least 30 minutes and a post-observation conference. (ELCC 2.4, NCEER 2a2).

[5] Participate in a teacher observation using the NCEES Instrument for a teacher in a core instructional area different than the intern’s current assignment. For example, an English teacher could observe a Science teacher or a 1st grade teacher could observe a 5th grade teacher. This is a complete observation cycle including a pre-observation meeting, an observation of at least 30 minutes and a post-observation conference. (ELCC 2.3, NCEER 4c1).

[6] Be a member of the School Improvement Team, or attend all meetings, throughout the school year. Reflect on the year’s activities and learnings. (ELCC 1.3, NCEER 1b1).

[7] Participate in a budget/fiscal management planning meeting with the school principal and bookkeeper. Be sure to include the following: requesting, receiving, and expending of federal, state, local, and other funds (ELCC 3.2, NCEER 5a2).

[8] Attend an special circumstances IEP Exceptional Children’s Program meeting. This may include a Manifestation Determination or an admission meeting to EC Services. (ELCC 6.1, NCEER 6b3).

[9] Follow a student through the MTSS Process for a minimum of one semester. This includes attending all relevant meetings and collecting documentation and artifacts of the student’s progress in the process. (ELCC 6.1, NCEER 6b3).

[10] Work with the administration on the creation/modification of a school master academic schedule (ELCC 3.5, NCEER 2b1).

[11] Interview with a custodial staff member and bus driver to help understand his/her job and the challenges he/she faces (ELCC 3.4, NCEER 5d2).

[12] Work with stakeholders in the organization of a school wide or other family/community event. (ELCC 4.3, NCEER 6a1).

[13] Attend at least one school board meeting in person (ELCC 6.2, NCEER 6b2, 7).

[14] Analyze and dissect school data and share the results with a relevant stakeholder (i.e., principal, PTA, PLC, SIT) .(NCEER 8).
**Other Suggested Activities**

1. Participate in the hiring, inducting, and mentoring of new teachers and staff.
2. Facilitate a results-oriented professional development activity that is connected to school improvement goals and is differentiated based on staff needs.
3. Participate in a facility needs assessment and periodic facility evaluations to improve emergency/response maintenance, routine maintenance, preventive maintenance and predictive maintenance. Interview the district’s maintenance director to discuss these issues.
4. Assist with the registration of a new student.
5. Interview the individual who works with the management of student records. Understand the process and confidentiality of records.
6. Participate in the development of the teacher duty schedule.
7. Be actively involved with a fire drill and inclement weather drill.
8. Review the school’s student handbook, and participate in the revision process.
9. Review the school’s teacher handbook, and participate in the revision process.
10. Attend at least 2 different types of extra-curricular activities in your school.
11. Attend at least 2 different types of co-curricular activities in your school.
Dear MSA Supervising Principal and Superintendent,

The purpose of this letter is to notify you that (candidate name) is ready to start their administrative internship for the Masters of School Administration (MSA) degree at East Carolina University (ECU) and to gage your level of support in providing a supportive environment for this candidate’s internship. The internship experiences require candidates to work with the principal and other stakeholders to practice and apply their leadership skills within a service leadership framework.

The support provided by the principal and superintendent is essential for MSA candidates as they immerse themselves into their internship. Attached is a document entitled “MSA Letter of Agreement and Support”. This letter of support helps to establish guidelines of agreement for the MSA candidate, the principal, and the superintendent. This letter of agreement serves as mutual understanding that a district and school setting will be, as much as possible, a supportive environment for the MSA candidate.

MSA candidates bring a variety of experiences and capabilities with them and we recognize that integrating them into the school’s mission and getting them “plugged into” the overall school operations can be a challenge. Throughout their program of study we will also ask you to complete a formative (summer 2020) and summative (spring 2021) assessment on this candidate. More information about this will be forthcoming.

Our MSA candidates understand that they have much to learn, and they must work hard at aligning themselves and their activities with their school’s mission and vision. We hope to provide a strong support team for each candidate and acknowledge that clear communication among everyone will be essential to their ultimate success!

Our faculty members are committed to maintaining purposeful relationships with educators in the region by responding to specific areas of need. We appreciate the strong partnership with your school system, and welcome your feedback and further input regarding areas where we can be of service.

Sincerely,

Marjorie C. Ringler, EdD
Chair, Department of Educational Leadership

Karen D. Jones, PhD
MSA Program Coordinator
Master of School Administration – School Leadership Internship
Letter of Agreement and Support with Principal and Superintendent

**MSA Candidate**
I appreciate the opportunity to complete my internship at ___________________________
School (school code __) in __________ county (county code _____), and look forward
to working with my support team (principal supervisor and university supervisor) and
aligning my efforts with the school’s mission and vision.

Intern’s Name:________________________________________
Intern’s Signature:____________________________________
Date:_________ Banner ID:_________ email:_____________________

**Supervising Principal**
I have read the site supervisor manual, including the required, and other suggested
experiences and activities and will work to provide guidance and assistance to the
school administrator intern as much as possible.

Principal’s Name:_______________________________________
Principal’s Signature:___________________________________
Date:_________ email:____________________________

**Superintendent’s Approval**
I will work to provide a supportive environment for the MSA candidate’s leadership
training, as much as possible

Name:_________________________________________________
Superintendent’s Signature:______________________________
Date:_________ email:____________________________

*Please contact Karen Jones joneskare15@ecu.edu with any questions or concerns.*
IX. DPI FORMATIVE ASSESSMENT DOCUMENT

Formative Assessment

Candidate Name: ___________________________ Principal Name: ___________________________

Internship Supervisor: ______________________________________________________________
Internship supervisor email: __________________________________________________________

Please complete by the start of the internship and upload signed copy to Taskstream. If there is a site change for the internship the assessment must be submitted by the “old” site supervisor and the “new” site supervisor.

_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._

This form is to be completed and formally shared with the intern by the site-based principal/supervisor who has assumed the responsibility for supervising the administrative intern. We sincerely appreciate the assistance you have provided in serving as a mentor and the contribution you have made to the success and effectiveness of the internship program.

In the candidate’s initial semesters, he/she will receive a formative assessment of progress with accompanying feedback in order to help to improve the candidate's performance toward meeting each competency for licensure. This formative document serves as a bridge between the electronic portfolio categorized as Emerging/Developing, Proficient and the “Certificate of Competency” categorized as Met/Not Met.

At the conclusion of the internship, the candidate will receive a final (“summative”) assessment regarding whether or not he/she has “met” or “not met” each competency. In addition to fulfilling all other state and institutional requirements including a proficient six cluster electronic portfolio, to be recommended for licensure, the candidate must MEET each and every one of the competencies identified in this document.

Please place a check beside the descriptor that best describes the MSA/PMC Intern’s performance during the Practicum and write comments where appropriate.

<table>
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<tr>
<th>Principal Licensure Candidate Professional Expectations</th>
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<tr>
<td>Prompt (arriving at work and attending meetings and other work-related activities).</td>
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<tr>
<td>Professional appearance.</td>
</tr>
<tr>
<td>Responsible/Dependable (e.g., following through on</td>
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<tr>
<td>Competency</td>
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</tbody>
</table>
| **Environmental Awareness** | o Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions | **Assessment of Progress:**
| | o Develops appropriate working relationships with site-based constituencies. | _____Emerging/Developing
| | o Designs strategies for achieving a collaborative and positive work environment within the school. | _____Proficient
| | o Seeks input from the School Improvement Team and other stakeholders to make decisions. | _____Not Observed
| | o Utilizes data gained from | **End of Semester Status:**
| | | _____Emerging/Developing
| | | _____Proficient
| | | _____Not Observed
| | | _____Not Observed
| | | **Comments:**

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**Vision**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Descriptor</th>
<th>Ratings/Comments</th>
</tr>
</thead>
</table>
| **Environmental Awareness** | o Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions | **Assessment of Progress:**
| | o Develops appropriate working relationships with site-based constituencies. | _____Emerging/Developing
| | o Designs strategies for achieving a collaborative and positive work environment within the school. | _____Proficient
| | o Seeks input from the School Improvement Team and other stakeholders to make decisions. | _____Not Observed
| | o Utilizes data gained from | **End of Semester Status:**
| | | _____Emerging/Developing
| | | _____Proficient
| | | _____Not Observed
| | | **Comments:**

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**Professional commitments made, taking the initiative to get things done, when appropriate)**

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<th>____ Met</th>
<th>____ Not Met</th>
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<tr>
<td>Understands and balances his/her role and its evolving complexity at the site.</td>
<td>____ Met</td>
<td>____ Not Met</td>
</tr>
<tr>
<td>Develops appropriate and direct working relationships with his/her mentor.</td>
<td>____ Met</td>
<td>____ Not Met</td>
</tr>
<tr>
<td>Develops appropriate working relationships with site-based constituencies.</td>
<td>____ Met</td>
<td>____ Not Met</td>
</tr>
<tr>
<td>Communicates effectively verbally, in writing, and in professional presentations</td>
<td>____ Met</td>
<td>____ Not Met</td>
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</table>
the *Teacher Working Conditions Survey* and other sources to identify perceptions of the work environment.

### Global Perspective

- 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
- Is open to, seeks, and responds to ideas and suggestions for improvement
- Works with others to build systems and relationships that utilize the staff’s diversity, ideological differences, and expertise to realize the school’s goals.

**Assessment of Progress:**
- _____ Emerging/Developing
- _____ Proficient
- _____ Not Observed

**End of Semester Status:**
- _____ Met
- _____ Not Met

**Comments:**

### Systems Thinking

- Understands the interrelationships and impacts of school and district influences, systems

**Assessment of Progress:**
- _____ Emerging/Developing
- _____ Proficient
- _____ Not Observed
and external stakeholders

- Applies that understanding to advancing the achievement of the school or team
- Develops appropriate and direct working relationships with his/her mentor.
- Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process.
- Works with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school.

Visionary

- Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students
- Uses shared values, beliefs and a shared vision to promote a school culture of learning and success.
- Works with others to

<table>
<thead>
<tr>
<th>Assessment of Progress:</th>
<th>End of Semester Status:</th>
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<tbody>
<tr>
<td>_____Emerging/Developing</td>
<td>_____ Met _____ Not Met</td>
</tr>
<tr>
<td>_____Proficient</td>
<td>Comments:</td>
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<tr>
<td>_____Not Observed</td>
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<tr>
<th>End of Semester Status:</th>
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<tr>
<td>_____ Met _____ Not Met</td>
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<tr>
<th>Comments:</th>
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</table>

develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff.

- Maintains a focus on the vision and strategic goals throughout the school year.

<table>
<thead>
<tr>
<th>RELATIONSHIPS</th>
<th></th>
<th>Ratings/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
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</tr>
<tr>
<td>o Effectively listens to others</td>
<td></td>
<td>Assessment of Progress:</td>
</tr>
<tr>
<td>o Clearly and effectively presents and understands information orally and in writing</td>
<td></td>
<td>_____Emerging/Developing</td>
</tr>
<tr>
<td>o Acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives</td>
<td></td>
<td>_____Proficient</td>
</tr>
<tr>
<td>o Communicates effectively verbally, in writing, in professional presentations, and invites dialogue around educational trends and issues.</td>
<td></td>
<td>_____Not Observed</td>
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<tr>
<td>o Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation</td>
<td></td>
<td>End of Semester Status:</td>
</tr>
<tr>
<td>o Works with others to utilize</td>
<td></td>
<td>_____Met     _____Not Met</td>
</tr>
</tbody>
</table>

Comments:
a system of open communication that provides for the timely, responsible sharing of information within the school community.

- Works with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community.

- Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.

- Works with others to effectively implement district rules and procedures.

Conflict Management

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

- Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement

Assessment of Progress:

- Emerging/Developing
- Proficient
- Not Observed

End of Semester Status:

- Met
- Not Met

Comments:
| Cultural Awareness | Assessment of Progress:  
|---|---|
| o Understands and embraces differences within and between cultures  
o Relates to people of varying ethnic, cultural, and religious backgrounds  
o Visibly supports the positive, culturally-responsive traditions of the school community  
o Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan.  | _____Emerging/Developing  
_____Proficient  
_____Not Observed  
End of Semester Status:  
_____ Met  
_____ Not Met  
Comments: |

| Customer Focus | Assessment of Progress:  
|---|---|
| o Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly  
o Supports, mentors, and coaches staff members and emerging teacher leaders.  
o Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.  
o Works with others to implement district and state  | _____Emerging/Developing  
_____Proficient  
_____Not Observed  
End of Semester Status:  
_____ Met  
_____ Not Met  
Comments: |
evaluation policies in a fair and equitable manner.

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<thead>
<tr>
<th>Competency</th>
<th>Descriptor</th>
<th>Ratings/Comments</th>
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</thead>
</table>
| 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  
• Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning.  
• Helps organize targeted opportunities for teachers to learn how to teach their subjects well with engaging lessons.  
• Utilizes multiple sources of data, including the *Teacher Working Conditions Survey*, for the improvement of instruction.  
• Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles. | **Assessment of Progress:**  
_____Emerging/Developing  
_____Proficient  
_____Not Observed  

**End of Semester Status:**  
_____ Met  
_____ Not Met  

Comments: |
- Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school.

**Sensitivity**
- 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;
- Designs strategies for achieving a collaborative and positive work environment within the school.

**Emotional Intelligence**
- Is able to manage oneself through self awareness and self management;
- Is able to manage relationships through empathy, social awareness and relationship management;
- Seeks input from the School Improvement Team and other stakeholders to make decisions;
- Utilizes data gained from the *Teacher Working Conditions Survey* and other

**Assessment of Progress:**
- Emerging/Developing
- Proficient
- Not Observed

**End of Semester Status:**
- Met
- Not Met

**Comments:**

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30
sources to identify perceptions of the work environment.

- Identifies strategies for building a sense of efficacy and empowerment among staff.
- Identifies strategies for developing a sense of well-being among staff, students, and parents/guardians.

<table>
<thead>
<tr>
<th>ETHICS</th>
<th>Competency</th>
<th>Descriptor</th>
<th>Ratings/Comments</th>
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</thead>
</table>
|                         | **Judgment**        | o Effectively reaches logical conclusions and making high quality decisions based on available information | Assessment of Progress:  
  _____Emerging/Developing  
  _____Proficient  
  _____Not Observed  
  **End of Semester Status:**  
  _____Met  _____Not Met  
  **Comments:** |
|                         |                     | o Gives priority and caution to significant issues                        |                                                                                  |
|                         |                     | o Analyzes and interprets complex information                               |                                                                                  |
|                         |                     | o Works with others to incorporate the input of the School Improvement Team in budget and resource decisions. |                                                                                  |
|                         |                     | o Works with others to use feedback and data to assess the success of funding and program decisions. |                                                                                  |
|                         | **Personal Ethics and Values** | o Consistently exhibits high standards in the areas of | Assessment of Progress:  
  _____Emerging/Developing  
  _____Proficient  |
### Personal Responsibility for Performance

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<tr>
<th>Competency</th>
<th>Descriptor</th>
<th>Ratings/Comments</th>
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<tbody>
<tr>
<td>Change Management</td>
<td>o Prompt (arriving at work and attending meetings and other work-related activities).</td>
<td>_____Not Observed</td>
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<tr>
<td></td>
<td>o Appropriate appearance.</td>
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<td></td>
<td>o Responsible/Dependable (e.g., following through on professional commitments made, taking the initiative to get things done, when appropriate)</td>
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**Assessment of Progress:**
- _____Emerging/Developing
- _____Proficient
- _____Not Observed

**End of Semester Status:**
- ____ Met
- ____ Not Met

**Comments:**

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**CHANGE**

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<thead>
<tr>
<th>Competency</th>
<th>Descriptor</th>
<th>Ratings/Comments</th>
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<tbody>
<tr>
<td>Change Management</td>
<td>o Anticipates or seeks to resolve confrontation, disagreements, or complaints in a constructive manner</td>
<td>_____Not Observed</td>
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<tr>
<td></td>
<td>o Works with others to ensure compliance with federal, state, and district mandates.</td>
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<td></td>
<td>o Continually assesses the progress of district initiatives and reports results to</td>
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</table>

**Assessment of Progress:**
- _____Emerging/Developing
- _____Proficient
- _____Not Observed

**End of Semester Status:**
- ____ Met
- ____ Not Met

**Comments:**

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- Works with others to implement district initiatives directed at improving student achievement.
- Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process.
- Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan.
- Works with others to systematically collect, analyze, and use data regarding the school’s progress toward attaining strategic goals and objectives.

<table>
<thead>
<tr>
<th>Creative Thinking</th>
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<tbody>
<tr>
<td>o Engages in and fosters an environment for others to engage in innovative thinking</td>
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<tr>
<td>o Works with others to provide structures for and implement the development of effective professional learning communities and</td>
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**Assessment of Progress:**

- Emerging/Developing
- Proficient
- Not Observed

**End of Semester Status:**

- Met
- Not Met

**Comments:**
<table>
<thead>
<tr>
<th>Results Orientation</th>
<th>Assessment of Progress:</th>
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<tbody>
<tr>
<td>o Effectively assumes responsibility.</td>
<td>_____ Emerging/Developing</td>
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<tr>
<td>o Recognizes when a decision is required. Takes prompt action as issues emerge</td>
<td>_____ Proficient</td>
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<td>o Resolves short-term issues while balancing them against long-term goals</td>
<td>_____ Not Observed</td>
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<tr>
<td>o Works with others to use established criteria for performance as the primary basis for reward and recognition.</td>
<td>End of Semester Status:</td>
</tr>
<tr>
<td>o Works with others to ensure compliance with federal, state, and district mandates.</td>
<td>_____ Met _____ Not Met</td>
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<tr>
<td>o Continually assesses the progress of district initiatives and reports results to district-level decision-makers.</td>
<td>Comments:</td>
</tr>
<tr>
<td>o Works with others to implement district initiatives directed at improving student achievement.</td>
<td></td>
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<tr>
<td>Competency</td>
<td>Descriptor</td>
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<td>---------------------</td>
<td>----------------------------------------------------------------------------</td>
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<tr>
<td>Delegation</td>
<td>o Effectively assigns work tasks to others in ways that provide learning</td>
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<td>experiences for them and in ways that ensure the efficient operation of the</td>
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<td>school</td>
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<td>Organizational Ability</td>
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<td>o Effectively plans and schedules one’s own and the work of others so that</td>
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<td>resources are used appropriately</td>
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<td>o Adheres to legal requirements for planning and instructional time.</td>
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<td>o Reviews scheduling processes and protocols that maximize staff input</td>
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<td>and address diverse student learning needs</td>
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<td>Responsiveness</td>
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<td>o Does not leave issues, inquiries or requirements for information go</td>
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<td></td>
<td>o Creates a clearly delineated structure for responding to requests/situations</td>
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<td>in an expedient manner</td>
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<td>Time Management</td>
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<td></td>
<td>o Effectively uses available time to complete work tasks and activities that</td>
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<td>lead to the achievement of desired</td>
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### End of Semester Status:

| ____ Met | ____ Not Met |

**Comments:**

<table>
<thead>
<tr>
<th>TECHNOLOGY</th>
<th>Competency</th>
<th>Descriptor</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology</strong></td>
<td>o Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction</td>
<td></td>
<td>_____Emerging/Developing _____Proficient _____Not Observed Comments:</td>
</tr>
</tbody>
</table>

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<tr>
<td>LEA Official (Principal/Mentor)</td>
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<tr>
<td>IHE Official (ECU Internship Supervisor or MSA Coordinator)</td>
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**Candidate Comments (optional):**

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<th>IHE Comments (optional):</th>
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</table>
**NCDPI Certificate of Competency**  
*(Summative Assessment)*

Candidate Name:  
Banner ID#:  

Site Supervisor/Principal Name:  
LEA/District:  

East Carolina University Program Coordinator:  

*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.*  

<table>
<thead>
<tr>
<th>VISION</th>
<th>Competency</th>
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</thead>
<tbody>
<tr>
<td>Environmental Awareness</td>
<td>Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions</td>
<td>____ Met ____ Not Met</td>
</tr>
</tbody>
</table>
| Global Perspective | 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 | 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 | 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 |

<table>
<thead>
<tr>
<th>RELATIONSHIPS</th>
<th>Competency</th>
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</table>
| 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  
| | Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation | ____ Met ____ Not Met |
| Conflict Management | Anticipates or seeks to resolve confrontation, disagreements, or complaints in a constructive manner | Met ____ Not Met |
| Cultural Awareness | 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 | Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly | Met ____ Not Met |

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<thead>
<tr>
<th>EMPOWERMENT</th>
<th>Competency</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>Dialogue/Inquiry</td>
<td>Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad</td>
<td>Met ____ Not Met</td>
</tr>
</tbody>
</table>
relationships that are hindering school performance

<table>
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<tr>
<th>Competency</th>
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<th>Ratings/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitivity</td>
<td>o Effectively perceives the needs and concerns of others;</td>
<td>Met</td>
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<tr>
<td></td>
<td>o Deals tactfully with others in emotionally stressful situation or in conflict</td>
<td>Met</td>
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<tr>
<td></td>
<td>o Knows what information to communicate and to whom</td>
<td>Not Met</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>o Is able to manage oneself through self awareness and self management</td>
<td>Met</td>
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<tr>
<td></td>
<td>o Is able to manage relationships through empathy, social awareness and relationship management</td>
<td>Met</td>
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</table>

**ETHICS**

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<thead>
<tr>
<th>Competency</th>
<th>Descriptor</th>
<th>Ratings/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judgment</td>
<td>o Effectively reaches logical conclusions and making high quality decisions based on available information</td>
<td>Met</td>
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<tr>
<td></td>
<td>o Gives priority and caution to significant issues</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>o Analyzes and interprets complex information</td>
<td>Not Met</td>
</tr>
<tr>
<td>Personal Ethics and Values</td>
<td>o Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.</td>
<td>Met</td>
</tr>
<tr>
<td>Personal Responsibility for Performance</td>
<td>o Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths</td>
<td>Met</td>
</tr>
</tbody>
</table>

**CHANGE**

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<tr>
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<tbody>
<tr>
<td>Change Management</td>
<td>o Anticipates or seeks to resolve confrontation, disagreements, or complaints in a constructive manner</td>
<td>Met</td>
</tr>
<tr>
<td>Creative Thinking</td>
<td>o Engages in and fosters an environment for others to engage in innovative thinking</td>
<td>Met</td>
</tr>
<tr>
<td>Results Orientation</td>
<td>o Effectively assumes responsibility.</td>
<td>Met</td>
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<td></td>
<td>o Recognizes when a decision is required</td>
<td>Met</td>
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<td></td>
<td>o Takes prompt action as issues emerge</td>
<td>Met</td>
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<tr>
<td></td>
<td>o Resolves short-term issues while balancing them against long-term goals</td>
<td>Not Met</td>
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**MANAGEMENT**

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<tr>
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<tbody>
<tr>
<td>Delegation</td>
<td>o 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</td>
<td>Met</td>
</tr>
<tr>
<td>Organizational Ability</td>
<td>o Effectively plans and schedules one’s own and the work of others so that resources are used appropriately</td>
<td>Met</td>
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<tr>
<td>Responsiveness</td>
<td>o Does not leave issues, inquiries or requirements for information go unattended</td>
<td>Met</td>
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<tr>
<td></td>
<td>o Creates a clearly delineated structure for responding to requests/situations in an expedient manner</td>
<td>Met</td>
</tr>
<tr>
<td>Time Management</td>
<td>o Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results</td>
<td>Met</td>
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<td></td>
<td>o Runs effective meetings</td>
<td>Not Met</td>
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**TECHNOLOGY**

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<td>o Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction</td>
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38
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<tr>
<td>ECU Official (MSA Coordinator or Department Chair)</td>
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<td>Candidate Comments (optional):</td>
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<tr>
<td>MSA Coordinator Comments (optional):</td>
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Public education’s changed mission dictates the need for a new type of school leader – an executive instead of an administrator. No longer are school leaders just maintaining the status quo by managing complex operations, but just like their colleagues in business, they must be able to create schools as organizations that can learn and change quickly if they are to improve performance. Schools need executives who are adept at creating systems for change and at building relationships with and across staff that not only tap into the collective knowledge and insight they possess but powerful relationships that also stir their passions for their work with children. Out of these relationships the executive must create among staff a common shared understanding for the purpose of the work of the school, its values that direct its action, and commitment and ownership of a set of beliefs and goals that focus everyone’s decision making. The staff’s common understanding of the school’s identity empowers them to seek and build powerful alliances and partnerships with students, parents and community stakeholders in order to enhance their ability to produce increased student achievement. The successful work of the new executive will only be realized in the creation of a culture in which leadership is distributed and encouraged with teachers, which consists of open, honest communication, which is focused on the use of data, teamwork, research-based best practices, and which uses modern tools to drive ethical and principled, goal-oriented action. This culture of disciplined thought and action is rooted in the ability of the relationships among all stakeholders to build a trusting, transparent environment that reduces all stakeholders’ sense of vulnerability as they address the challenges of transformational change.

Philosophical Foundations of the Standards
The standards are predicated on the following beliefs:
Today schools must have proactive school executives who possess a great sense of urgency. The goal of school leadership is to transform schools so that large-scale, sustainable, continuous improvement becomes built in to their mode of operation. The moral purpose of school leadership is to create schools in which all students learn, the gap between high and low performance is greatly diminished and what students learn will prepare them for success in their futures, not ours. Leadership is not a position or a person. It is a practice that must be embedded in all job roles at all levels of the school district. The work of leadership is about working with, for and through people. It is a social act. Whether we are discussing instructional leadership, change leadership or leadership as learning, people are always the medium for the leader. Leadership is not about doing everything oneself but it is always about creating processes and systems that will cause everything to happen. Leadership is about the executive’s ability to select and develop a strong executive staff whose complementary strengths promote excellence in all seven functions of leadership identified in this document.
The concept of leadership is extremely complex and systemic in nature. Isolating the parts of leadership completely misses the power of the whole. It is not just knowing what to do, but why to do it, how to do it and when to do it. Within a school district there are nested leadership systems (local boards of education, central office, school, and classroom). For the organization to be successful these systems must be aligned and supportive, and function as a team. Leadership is about setting direction, aligning and motivating people to implement positive sustained improvement. Leaders bring their “person” to the practice of leadership. Matching the context of leadership to the “person” of the individual is important to the success of the leader.

**Intended Purposes of the Standards**
The North Carolina School Executive Standards have been developed as a guide for principals and assistant principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. Although there are many influences on a school executive’s development, these standards will serve as an important tool for principals and assistant principals as they consider their growth and development as executives leading schools in the 21st century. Taken as a whole these standards, practices and competencies are overwhelming. One might ask, “How can one person possess all of these?” The answer is, one person cannot. It is, therefore, imperative that a school executive understands the importance of building an executive team that has complementary skills. The more diversity that exists on the team the more likely the team will be to demonstrate high performance in all critical function areas. The main responsibility of the school executive is to create aligned systems of leadership throughout the school and its community. In addition, these standards will serve other audiences and purposes. These standards will: Inform higher education programs in developing the content and requirements of school executive degree programs; focus the goals and objectives of districts as they support, monitor and evaluate their school executives; Guide professional development for school executives; Serve as a tool in developing coaching and mentoring programs for school executives.

**Organization of the Standards**
Each standard is formatted as follows:

**Standard:** The standard is the broad category of the executive’s knowledge and skills.

**Summary:** The summary more fully describes the content and rationale of each Standard.

**Practices:** The practices are statements of what one would see an effective executive doing in each Standard. The lists of practices are not meant to be exhaustive.

**Artifacts:** The artifacts are evidence of the quality of the executive’s work or places where evidence can be found in each Standard. Collectively they could be the components of a performance portfolio. The lists of artifacts are not meant to be exhaustive.
Competencies: Although not articulated, there are many obvious competencies inherent in the practices of each critical leadership function. This document concludes with a list of those competencies which may not be obvious but that support practice in multiple leadership functions.

The Seven Standards of Executive Leadership and Their Connection
Relevant national reports and research in the field focused on identifying the practices of leadership that impact student achievement were considered in the development of these standards. Particularly helpful were the Maryland Instructional Leadership Framework, and work by the Wallace Foundation, the Mid-continental Regional Education Laboratory, the Charlotte Advocates for Education and the Southern Regional Education Board. Work by the National Staff Development Council, the National Association of Secondary School Principals, the National Association of Elementary School Principals, the National Middle School Association, the Interstate School Leader Licensure Consortium, and the National Policy Board for Educational Administration Education Leadership Constituent Council were also considered in the development of these standards. Additionally, input was solicited from stakeholders and leaders in the field.

The seven critical standards used as the framework for the North Carolina School Executive Standards are borrowed from a Wallace Foundation study, Making Sense of Leading Schools: A Study of the School Principalship (2003). Unlike many current efforts that look at all of the things principals “might” or “should” do, this study examined what principals actually do. As such, it is grounded in practice, exploits story and narrative, and supports the distribution of leadership rather than the “hero leader.” North Carolina’s Standards for School Executives are interrelated and connect in executives’ practice. They are not intended to isolate competencies or practices. Executives’ abilities in each standard will impact their ability to perform effectively in other standard areas. For example, the ability of an executive to evaluate and develop staff will directly impact the school’s ability to reach its goals and will also impact the norms of the culture of the school. School executives are responsible for ensuring that leadership happens in all seven critical areas, but they don’t have to provide it.

Standard 1: Strategic Leadership

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

Practices: The school executive practices effective strategic leadership when he or she:
1.1 Is able to share a vision of the changing world in the 21st century that schools are preparing children to enter;

1.2 Systematically challenges the status quo by leading change with potentially beneficial outcomes;

1.3 Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented;

1.4 Utilizes data from the NC Teacher Working Conditions Survey in developing the framework for continual improvement in the School Improvement Plan;

1.5 Is a driving force behind major initiatives that help students acquire 21st century skills;

1.6 Creates with all stakeholders a vision for the school that captures peoples’ attention and imagination;

1.7 Creates processes that provide for the periodic review and revision of the school’s vision, mission, and strategic goals by all school stakeholders;

1.8 Creates processes to ensure the school’s identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school;

1.9 Adheres to statutory requirements regarding the School Improvement Plan;

1.10 Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives;

1.11 Facilitates the successful execution of the school improvement plan aligned to the mission and goals set by the State Board of Education;

1.12 Facilitates the implementation of state education policy inside the school’s classrooms;

1.13 Facilitates the setting of high, concrete goals and the expectations that all students meet them;

1.14 Communicates strong professional beliefs about schools, teaching, and learning that reflect latest research and best practice in preparing students for success in college or in work;

1.15 Creates processes to distribute leadership throughout the school.

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

**Standard 2: Instructional Leadership**

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

**Practices:** The school executive practices effective instructional leadership when he or she:

2.1 Focuses his or her own and others’ attention persistently and publicly on learning and teaching by initiating and guiding conversations about instruction and student learning that are oriented towards high expectations and concrete goals;

2.2 Creates an environment of practiced distributive leadership and teacher empowerment;

2.3 Demonstrates knowledge of 21st century curriculum, instruction, and assessment by leading or participating in meetings with teachers and parents where these topics are discussed, and/or holding frequent formal or informal conversations with students, staff and parents around these topics;

2.4 Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state’s accountability program;

2.5 Creates processes and schedules that facilitate the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge;

2.6 Challenges staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students;

2.7 Creates processes for collecting and using student test data and other formative data from other sources for the improvement of instruction;
2.8 Creates processes for identifying, benchmarking and providing students access to a variety of 21st century instructional tools (e.g., technology) and best practices for meeting diverse student needs;

2.9 Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;

2.10 Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction;

2.11 Creates processes that protect teachers from issues and influences that would detract from their instructional time;

2.12 Systematically and frequently observes in classrooms and engages in conversation with students about their learning.

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

Standard 3: Cultural Leadership

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

Practices: The school executive practices effective cultural leadership when he or she:

3.1 Creates a collaborative work environment predicated on site-based management that supports the “team” as the basic unit of learning and decision-making within the school and promotes cohesion and cooperation among staff;
3.2 Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with teachers, staff, parents, and students and then operates from those beliefs;

3.3 Influences the evolution of the culture to support the continuous improvement of the school as outlined in the school improvement plan;

3.4 Systematically develops and uses shared values, beliefs and a shared vision to establish a school identity that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff and students;

3.5 Systematically and fairly acknowledges failures and celebrates accomplishments of the school and staff;

3.6 Visibly supports the positive, culturally responsive traditions of the school community;

3.7 Promotes a sense of well-being among staff, students and parents;

3.8 Builds a sense of efficacy and empowerment among staff that result in a “can do” attitude when faced with challenges;

3.9 Empowers staff to recommend creative 21st century concepts for school improvement.

Artifacts:
- Work of Professional Learning Communities within and tangential to the school
- Documented use of the SIT in decision making throughout the year
- NC Teacher Working Conditions Survey
- School improvement plan
- Teacher retention data
- Student achievement data
- Awards structure developed by school

**Standard 4: Human Resource Leadership**

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

4.1 Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and for 21st century student learning;

4.2 Models the importance of continued adult learning by engaging in activities to develop personal knowledge and skill along with expanded self – awareness;

4.3 Communicates a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy;

4.4 Creates processes for teachers to assume leadership and decision making roles within the school that foster their career development;

4.5 Creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school;

4.6 Uses the results of the Teacher Working Conditions Survey to create and maintain a positive work environment for teachers and other staff;

4.7 Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve performance;

4.8 Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to school improvement goals and is differentiated based on staff needs;

4.9 Continuously searches for the best placement and utilization of staff to fully benefit from their strengths;

4.10 Is systematically and personally involved in the school’s professional activities.

Artifacts:

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

**Standard 5: Managerial Leadership**

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

**Practices:** The school executive practices effective managerial leadership when he or she:

5.1 Creates processes to provide for a balanced operational budget for school programs and activities;

5.2 Creates processes to recruit and retain a high quality workforce in the school that meets the diverse needs of students;

5.3 Creates processes to identify and solve, resolve, dissolve or absolve school-based problems/ conflicts in a fair, democratic way;

5.4 Designs a system of communication that provides for the timely, responsible sharing of information to, from, and with school and district staff;

5.5 Designs scheduling processes and protocols that maximize staff input and addresses diverse student learning needs;

5.6 Develops a master schedule for the school to maximize student learning by providing for individual and on-going collaborative planning for every teacher;

5.7 Collaboratively develops and enforces clear expectations, structures, rules and procedures for students and staff.

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

**Standard 6: External Development Leadership**

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

**Practices:** The school executive practices effective external development leadership when he or she:

6.1 Implements processes that empower parents and other stakeholders to make significant decisions;

6.2 Creates systems that engage all community stakeholders in a shared responsibility for student and school success;

6.3 Designs protocols and processes that ensure compliance with state and district mandates;

6.4 Creates opportunities to advocate for the school in the community and with parents;

6.5 Communicates the school’s accomplishments to the district office and public media in accordance with LEA policies;

6.6 Garners fiscal, intellectual and human resources from the community that support the 21st century learning agenda of the school;

6.7 Builds relationships with individuals and groups to support specific aspects of the learning improvement agenda and also as a source of general good will.

**Artifacts:**

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

Standard 7: Micropolitical Leadership

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

Practices: The school executive practices effective micropolitical leadership when he or she:

7.1 Uses the School Improvement Team to make decisions and provides opportunities for staff to be involved in developing school policies;

7.2 Creates an environment and mechanisms to ensure all internal stakeholder voices are heard and respected;

7.3 Creates processes and protocols to buffer and mediate staff interests;

7.4 Is easily accessible to teachers and staff;

7.5 Designs transparent systems to equitably manage human and financial resources;

7.6 Demonstrates sensitivity to personal needs of staff;

7.7 Demonstrates awareness of informal groups and relationships among school staff and utilizes these as a positive resource;

7.8 Demonstrates awareness of hidden and potentially discordant issues in the school;

7.9 Encourages people to express opinions contrary to those of authority;

7.10 Demonstrates ability to predict what could go wrong from day to day;

7.11 Uses performance as the primary criterion for reward and advancement;

7.12 Maintains high visibility throughout the school;

7.13 Maintains open, vertical and horizontal communications throughout the school community.

Artifacts:
• NC Teacher Working Conditions Survey
• Teacher retention data
• Dissemination of clear norms and ground rules
• Evidence of ability to confront ideological conflict and then reach consensus
• Evidence of shared decision-making
• Evidence of use of a decision matrix
• Evidence of a school that operates through teams
• Evidence of distributed leadership

**Competencies**

A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices. Factual knowledge is simply “knowing” content; experiential knowledge is the knowledge one gains from understanding – it is knowing the when and why. Skills bring structure to experiential knowledge. It is when one can put their accumulated knowledge into a series of steps that – if followed – will lead to practice. There are many competencies that are obviously inherent in the successful performance of all of the practices listed under each of the seven critical functions of leadership.

The principal may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but can effectively and efficiently execute them. Although the principal may not personally possess them all, he or she is still responsible for their effective use in the various 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 Micropolitical Leadership, Strategic Leadership, 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.

1. **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.

2. **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.

3. **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.

4. **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative thinking.

5. **Customer Focus** – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.
6. **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.

7. **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.

8. **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.

9. **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.

10. **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.

11. **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.

12. **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.

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

14. **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.

15. **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.

16. **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.

17. **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.

18. **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.

19. **Technology** – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.

20. **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.
21. **Visionary** – Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.
ELCC BUILDING—LEVEL STANDARDS – Adopted in 2011

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC STANDARD 1 ELEMENTS:
ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.
ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

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

ELCC STANDARD 2 ELEMENTS:
ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

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

ELCC STANDARD 3 ELEMENTS:
ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.
ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC STANDARD 4 ELEMENTS:

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

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

ELCC STANDARD 5 ELEMENTS:

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

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

ELCC STANDARD 6 ELEMENTS:

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

ELCC STANDARD 7 ELEMENTS:

ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop
professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.
ELCC 7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.
ELCC 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

### Alignment of ELCC Standards >> NCSES Standards >> NCSEER Preservice Standards

<table>
<thead>
<tr>
<th>ELCC Standards</th>
<th>NCSES Standards</th>
<th>NCSEER preservice</th>
</tr>
</thead>
</table>
| ELCC Standard 1 | Standard 1 Strategic leadership | 1a. School Vision, Mission and Strategic Goals  
1b. Leading change  
1c. School improvement plan |
| ELCC Standard 2 | Standard 2. Instructional Leadership  
2b. Focus on Instructional Time  
4a. Professional Development/Learning Communities  
4b. Hiring, Placing and Mentoring of Staff  
4c. Teacher and Staff Evaluation  
5b. Conflict Management and Resolution  
6a. Parent and Community Involvement and Outreach |
| ELCC Standard 3 | Standard 3. Cultural Leadership  
Standard 5. Managerial Leadership | 1d. Distributive Leadership  
2b. Focus on Instructional Time  
3a. Focus on Collaborative Work Environment  
3b. School Culture and Identity  
3d. Efficacy and Empowerment  
5a. School Resources and Budget  
5c. Systemic Communication  
5d. School Expectations for Students and Staff |
3a. Focus on Collaborative Work Environment  
3b. School Culture and Identity  
5b. Conflict Management and Resolution  
5c. Systemic Communication  
6a. Parent and Community Involvement and Outreach  
7a. School Executive Micropolitical Leadership |
| ELCC Standard 5 | Standard 3. Cultural Leadership  
Standard 6. External Development | 2b. Focus on Instructional Time  
3c Acknowledges Failures; Celebrates Accomplishments and Rewards  
4c. Teacher and Staff Evaluation |
| ELCC Standard 6 | Standard 1. Strategic Leadership  
Standard 6. External Development | 1b. Leading change  
1c. School improvement plan  
6b. Federal, State and District Mandates |
| ELCC Standard 7 | Each NCSE Standard delineates practices of what one would see in an effective executive doing in each standard. | Each NCSEER delineates indicators that describe the practices that an MSA candidate should experience |
## MSA Assessment Center (MSAAC) Skills

<table>
<thead>
<tr>
<th>Code</th>
<th>Educational Leadership</th>
<th>Setting Instructional Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>SID</td>
<td>Articulates a vision related to teaching and learning</td>
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</tr>
<tr>
<td>SID</td>
<td>Articulates high performance expectations for self or others</td>
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<tr>
<td>SID</td>
<td>Encourages improvement in teaching and learning</td>
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<tr>
<td>SID</td>
<td>Sets clear measurable objectives</td>
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<tr>
<td>SID</td>
<td>Generates enthusiasm toward common goals</td>
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<tr>
<td>SID</td>
<td>Seeks to develop alliances outside the school to support high quality teaching and learning</td>
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<tr>
<td>SID</td>
<td>Acknowledges achievement or accomplishments</td>
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<tr>
<td>SID</td>
<td>Seeks commitment to a course of action</td>
<td></td>
</tr>
</tbody>
</table>

### Teamwork

<table>
<thead>
<tr>
<th>T</th>
<th>Supports the ideas of team members</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-1</td>
<td>Encourages team members to share ideas</td>
</tr>
<tr>
<td>T-2</td>
<td>Contributes ideas toward accomplishing the team’s goals</td>
</tr>
<tr>
<td>T-3</td>
<td>Assists in performing the operational tasks of the team</td>
</tr>
<tr>
<td>T-4</td>
<td>Seeks input from team members</td>
</tr>
<tr>
<td>T-5</td>
<td>Acts to maintain direction or focus to achieve the team’s goals</td>
</tr>
<tr>
<td>T-6</td>
<td>Seeks consensus among team members</td>
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</tbody>
</table>

### Sensitivity

<table>
<thead>
<tr>
<th>S</th>
<th>Interacts professionally and tactfully with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-1</td>
<td>Elicits perceptions, feelings, or concerns of others</td>
</tr>
<tr>
<td>S-2</td>
<td>Voices disagreement without creating unnecessary conflict</td>
</tr>
<tr>
<td>S-3</td>
<td>Communicates necessary information to appropriate persons in a timely manner</td>
</tr>
<tr>
<td>S-4</td>
<td>Expresses written, verbal, and/or non-verbal recognition of feelings, needs, or concerns in responding to others</td>
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</table>

## Resolving Complex Problems

<table>
<thead>
<tr>
<th>Code</th>
<th>Resolution Complex Problems</th>
<th>Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>Takes action within the bounds of appropriate priority</td>
<td></td>
</tr>
<tr>
<td>J-1</td>
<td>Acts with caution in approaching an unfamiliar person or situation</td>
<td></td>
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<tr>
<td>J-2</td>
<td>Analyzes information to determine the important elements of a situation</td>
<td></td>
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<tr>
<td>J-3</td>
<td>Communicates a clear rationale for a decision</td>
<td></td>
</tr>
<tr>
<td>J-4</td>
<td>Seeks additional information</td>
<td></td>
</tr>
<tr>
<td>J-5</td>
<td>Uses information sources that are relevant to an issue</td>
<td></td>
</tr>
<tr>
<td>J-6</td>
<td>Asks follow-up questions to clarify information</td>
<td></td>
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<tr>
<td>J-7</td>
<td>Seeks to identify the cause of a problem</td>
<td></td>
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<tr>
<td>J-8</td>
<td>Sees relationships among issues</td>
<td></td>
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<tr>
<td>RO</td>
<td>Results Orientation</td>
<td></td>
</tr>
<tr>
<td>RO-1</td>
<td>Takes action to move issues toward closure</td>
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<tr>
<td>Code</td>
<td>Communication Skills</td>
<td></td>
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<tr>
<td><strong>DO</strong> Development of Others</td>
<td></td>
<td></td>
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<tr>
<td>DO-1</td>
<td>Shares expertise gained through experience</td>
<td></td>
</tr>
<tr>
<td>DO-2</td>
<td>Encourages others to change behaviors that inhibit professional growth</td>
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<tr>
<td>DO-3</td>
<td>Recommends specific developmental strategies</td>
<td></td>
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<tr>
<td>DO-4</td>
<td>Asks others for their perceptions of their professional development needs</td>
<td></td>
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<tr>
<td>DO-5</td>
<td>Seeks agreement on specific actions to be taken for developmental growth</td>
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<tr>
<td><strong>OSW</strong> Understanding Own Strengths and Weaknesses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSW-1</td>
<td>Recognizes own strengths</td>
<td></td>
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<tr>
<td>OSW-2</td>
<td>Recognizes own developmental needs</td>
<td></td>
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<tr>
<td><strong>OA</strong> Organizational Ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OA-1</td>
<td>Delegates responsibilities to others</td>
<td></td>
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<tr>
<td>OA-2</td>
<td>Plans to monitor delegated responsibilities</td>
<td></td>
</tr>
<tr>
<td>OA-3</td>
<td>Develops action plans</td>
<td></td>
</tr>
<tr>
<td>OA-4</td>
<td>Monitors progress</td>
<td></td>
</tr>
<tr>
<td>OA-5</td>
<td>Establishes timelines, schedules, or milestones</td>
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</tr>
<tr>
<td>OA-6</td>
<td>Prepares for meetings</td>
<td></td>
</tr>
<tr>
<td>OA-7</td>
<td>Uses available resources</td>
<td></td>
</tr>
<tr>
<td><strong>WC</strong> Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WC-1</td>
<td>Writes concisely</td>
<td></td>
</tr>
<tr>
<td>WC-2</td>
<td>Demonstrates technical proficiency in writing</td>
<td></td>
</tr>
<tr>
<td>WC-3</td>
<td>Expresses ideas clearly in writing</td>
<td></td>
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<tr>
<td>WC-4</td>
<td>Writes appropriately for different audiences</td>
<td></td>
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<tr>
<td><strong>OC</strong> Oral Communication</td>
<td></td>
<td></td>
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<tr>
<td>OC-1</td>
<td>Demonstrates effective presentation skills</td>
<td></td>
</tr>
<tr>
<td>OC-2</td>
<td>Speaks articulately</td>
<td></td>
</tr>
<tr>
<td>OC-3</td>
<td>Uses proper grammar, pronunciation, diction, and syntax</td>
<td></td>
</tr>
<tr>
<td>OC-4</td>
<td>Tailors message to meet the needs of unique audiences</td>
<td></td>
</tr>
<tr>
<td>OC-5</td>
<td>Clearly presents thoughts and ideas in small group settings</td>
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</tbody>
</table>