WINGATE UNIVERSITY
GRADUATE AND PROFESSIONAL PROGRAMS
INTERNSHIP HANDBOOK
for the
K-12 PRINCIPAL LICENSURE PROGRAM

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The Purpose of the Internship

The purpose of the Wingate Educational Leadership Internship Program is to bridge the gap between theory and practice. The internship is a supervised experience in an organizational setting for graduate students interested in becoming principals. We consider the internship an essential part of the preparation of a competent educational leader. The program is designed to build on academic and experiential learning. During the internship, supervised educational leadership experiences are required. Its purposes are to assist the student to...

- Integrate professional experience with theory for more complete learning.
- Determine suitability, aptitude, interest, and skills for the K-12 principalship.
- Develop and expand professional competencies, skills, interests and expectations in preparing for a job as a school principal.
- Fulfill requirements and expectations for a degree in educational leadership or K-12 principal licensure.

Each student will collaboratively plan experiences with the mentor and the internship supervisor that are aligned with the North Carolina Standards for School Executives.   The plan will be approved by the mentor and the internship supervisor.

Guidelines for the internship experiences and internship worksheets and forms are included in this handbook.

Overview of the Internship

The internship for North Carolina K-12 Principal Licensure consists of field-based clinical experiences that take place in a school setting. The complete internship program requires 475 hours of guided leadership experiences supervised by the on-site principal and a Wingate University internship supervisor. These internship experiences are determined cooperatively by the intern, the mentor, and the internship supervisor. North Carolina also requires principal interns to complete six (6) Electronic Evidences, case studies, two per semester. All internship experiences are to be consistent with the North Carolina Standards for School Executives.

Guidelines for the Internship

- The first requirement of the intern is to secure the cooperation and support of the principal to be his/her internship mentor. Interns who are not supervised by a school principal will secure the cooperation of a licensed principal who is currently leading a school.

- An internship plan will be developed for each of the three internship courses (EDLD 694, EDLD 695, EDLD 696). This plan must include activities described in the Electronic Evidences.

- Internship activities must be in direct working relationship with individuals and/or groups and must consist of tasks that are representative of tasks performed by educational leaders.

- Each intern will be assigned a Wingate University internship supervisor who meets with the intern approximately once every three weeks during each course. The internship supervisor will communicate program guidelines, provide program support, monitor the intern's progress, and assess the end-of-course Internship Journal and Electronic Evidences.

- Mentors and interns may communicate with the Director of Graduate Education Programs, the academic advisor, and the internship supervisor anytime by e-mail or phone.

Requirements for the North Carolina K-12 Principal License

- Complete satisfactorily all required courses.
- Complete satisfactorily and submit required documentation for 475 hours of supervised internship activities.
- Complete satisfactorily the Program Portfolio.
- Complete at least at the Proficient Level all requirements for the six (6) Electronic Evidences case studies.

Previous Coursework

Prior to the internship, students must complete all previous coursework. The courses required for the master's degree are: 532, 535, 605, 610, 615, 620, 625, 630, 634, 640.

Requirements for the Internship Journal

An internship journal is assembled for each of the three internship courses. The purpose of this journal is to record and document the intern's activities and experiences. (See page 11 and Appendix G)

Internship Journal Assessment

Internship courses are graded PASS/FAIL. A PASS grade will be earned upon   satisfactory completion of all course requirements. Satisfactory completion of the Internship Journal is confirmed by the mentor (Mentor's   Internship Journal Confirmation - Appendix F) and assessed satisfactorily by the internship supervisor. In addition, the artifacts included in the Electronic Evidences case studies must be assessed at the Proficient level by the internship supervisor.

Internship Courses

EDLD 694	75 Hours	1 Semester hour credit	Summer Only
EDLD 695	200 Hours	3 Semester hour credits	1st Semester only
EDLD 696	200 Hours	3 Semester hour credits	2nd Semester only

Ten percent of the required internship hours may be used to prepare   the documents for the Internship Journal.

With prior approval of the Wingate University Internship Supervisor, fifty percent (50%) of contact hours may be documented for internship credit when participating in leadership training and workshops.

Intern Responsibilities

- Obtain the support of his/her principal as mentor. The mentor must be currently working as the principal of a school.

- Complete the Internship Contract (Appendix A) and forward to the assigned Wingate Internship Supervisor. Registration for internship courses occurs after this completed form is received by the Registrar.

- Complete the Mentor Contract (Appendix B).

- **Participate in School Improvement Team Meetings for 1 year.**

- Develop the Internship Plan (Appendix C) collaboratively with the mentor.

- Obtain signatures of the mentor and the internship supervisor as evidence of their approval of the internship plan.

- Take initiative, with the mentor's guidance, to be involved as much as possible in all school activities and functions.

- Maintain a daily log of internship activities (Appendix D).

- Maintain a weekly reflection log as evidence of contemporaneous weekly reflections (Appendix E).

- Maintain a coaching log of meetings with the mentor, assistant principals, and internship supervisor.

- Attend all scheduled seminars and write a summary of each seminar for the seminar log.

- Abide by all policies, rules and guidelines of the school.

- Maintain an open relationship with the mentor and others.

- Maintain absolute confidentiality and ethical standards.

- Utilize professional days to participate in appropriate professional development activities, with approval of the mentor.

- Assemble an Internship Journal for each internship course.

- Schedule conferences with the mentor and Wingate Internship Supervisor approximately every three weeks to review required documentation, to discuss program requirements, and progress.

Mentor Responsibilities

- Serves as an administrative role model for the intern.

- Signs Mentor Contract (Appendix B).

- **Communicates to the school faculty, students, and parents, at the beginning of the internship, the intern's role in the school.**

- Leads conferences with the intern to develop the internship plan.

- Approves the plan collaboratively with the intern and internship supervisor.

- Provides ongoing feedback to the intern, guides and monitors authentic work experiences including the Electronic Evidences case studies (Appendix I).

- Provides learning opportunities that will enhance the quality of the internship experiences.

- Communicates with the Wingate internship supervisor or Director of Graduate Programs as needed.

- Provides release time, when possible, for the intern to participate in authentic tasks associated with the principalship.

- Reviews the intern's Internship Journal.

- Signs the Mentor Internship Journal Confirmation (Appendix F) which serves as official affirmation that the contents of the journal faithfully report the intern's activities and experiences.

Internship Supervisor Responsibilities

- Serves as an administrative role model to the intern.

- Provides the intern program guidelines, requirements, documents, and support to successfully complete the internship experience.

- Works collaboratively with the intern and mentor to develop the internship plan.

- Approves and signs the internship plan.

- Participates in scheduled meetings with the mentor and intern.

- Meets with the intern approximately every three weeks each semester to approve the internship plan, to review progress, discuss challenges, and provide support for preparing the internship journal and the Electronic Evidences.

- Provides formative feedback regarding the intern's performance of internship requirements.

- Evaluates and assigns the grade for the Internship Journal and the artifacts produced for the Electronic Evidences.

Internship Journal

Interns will record and document their internship experiences. The documents created in this process will be organized in the sequence components are listed on the Internship Journal Assessment (Appendix G). The Internship Journal is submitted in a small 3-ring folder, binder or notebook at the end of each internship course.

- Cover Sheet (include name, cohort, course, semester, Internship Supervisor)

- Internship Contract (Appendix A)

- Mentor Contract (Appendix B)

- Internship Plan (Appendix C)

- Daily Log (Appendix D)

- Reflection Log (Appendix E)

- Mentor's Internship Journal Confirmation (Appendix F)
  This form is the mentor's confirmation that the contents of the Internship Journal have been satisfactorily completed and faithfully reflect the intern's activities and experiences.

- Seminar Log
  The intern will write a reflection summary after each seminar.

- Coaching Log
  The intern will write a reflection to record the details of any administration situations.

- Internship Journal Assessment   (Appendix G)
  Insert this form after Title Page of the Internship Journal.

Taskstream

The electronic evidences products will be uploaded to Taskstream after the products are evaluated and approved by the Wingate internship supervisor. When producing these products, interns will use word, Google docs or another electronic format that can be uploaded to Taskstream. Following is the sequence of events of activities for the case studies:

• Intern meets with principal mentor and plans appropriate activities for the electronic evidences.

• Intern completes activities and produces evidences specified in the case study description.

• Intern assures that finished products provide sufficient evidence for each of the required standards.

• Intern assures that evidence provided meets, at minimum, the description for the PROFICIENT level.

• Intern submits the required products to the Wingate supervisor for evaluation and comments.

• Intern makes improvements/changes recommended by the Wingate internship supervisor.

• Intern submits revised products to the Wingate internship supervisor for approval.

• Intern uploads approved evidences to Taskstream within ten business days after approval is received from the Wingate supervisor.

• Wingate internship supervisor formally evaluates the electronic evidences.

• Intern includes the electronic evidences products in the Program Portfolio as directed by the Wingate academic advisor.

APPENDICES

WINGATE UNIVERSITY
GRADUATE EDUCATION LEADERSHIP PROGRAM

INTERNSHIP CONTRACT

_____
NAME

_____
COHORT

____	EDLD 694: Internship I	1 Semester Credit Hour	75 Hours
____	EDLD 695: Internship II	3 Semester Credit Hours	200 Hours
____	EDLD 696: Internship III	3 Semester Credit Hours	200 Hours

   I, the undersigned, am enrolled in the course indicated above. In order to earn credit for this course, I hereby agree to complete all requirements described in the "Internship Handbook for the K-12 Principal Licensure Program".

_____   _____
Signature of Intern   Date

_____   _____
Signature of Internship Supervisor   Date

Original is forwarded to the Wingate Internship Supervisor for signature. The Wingate Ballantyne Administrative Assistant will note and forward to the Registrar.

WINGATE UNIVERSITY
GRADUATE EDUCATION LEADERSHIP PROGRAM

MENTOR CONTRACT

The educator named below has enrolled in Wingate University's Principal Internship Program. The intern is required to spend seventy-five hours (75) during the Summer Semester and two hundred hours (200) each during the Fall Semester and Spring Semester actively participating in campus-based administrative activities as well as other principal experiences. These hours will be scheduled jointly by the mentor and the intern.

Name of Intern: _____

Cohort: _____   Intern's E-Mail Address: _____

Summer _____Semester I_____Semester II _____Year_____

Current Position: _____

School Assignment: _____

School Address: _____

Home Address: _____

Phone Number: _____

Mentor: _____

School: _____ School District: _____

School Phone Number: _____

School E-Mail Address: _____

Internship Supervisor: _____

Phone:_____

E-Mail: _____

I, the undersigned school administrator, do hereby accept the above-named intern. I will assist in supervising his/her activities for the required amount of time this semester. I understand my responsibilities as outlined in the internship handbook.

_____

Intern's Signature   Printed Name of Intern

_____

Mentor's Signature   Printed Name of Mentor

WINGATE UNIVERSITY
GRADUATE EDUCATION LEADERSHIP PROGRAM

INTERNSHIP PLAN

_____
INTERN'S NAME
_____
COHORT

Course No. EDLD _____   Semester _____   Year _____   Internship Hours _____

Intern's Signature _____ Date _____

Mentor's Signature _____   Date: _____

Internship Supervisor's Signature:_____   Date: _____

Consult with your mentor to discuss activities and responsibilities you will undertake during your internship. List these activities and responsibilities and write a brief description estimating the number of hours required to complete each activity. Ten percent of the total hours required for the internship may be used to prepare the documents for your Internship Journal.

This plan is required to focus your early actions as an intern. Adjustments may be made during the semester to reflect evolving interests and needs of the school. Changes are to be initialed by the mentor.

Review and approval of this plan will occur during the first site visit by the internship supervisor.

Activity/Responsibility: _____   Estimated Hours_____
Description:

Activity/Responsibility: _____   Estimated Hours _____
Description:

The format of the internship plan may be adapted by the intern to suit his/her sense of organization provided all required components are included.

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GRADUATE EDUCATION LEADERSHIP PROGRAM

INTERNSHIP DAILY LOG

(Use a Word chart or Excel chart)

Name of Intern: _____   Cohort: _____

Semester: _____

School: _____

Mentor: _____

Internship Supervisor: _____

The intern is to devise his/her own format for recording daily internship activities. The daily log entry will include (1) the date, (2) the amount of time and (3) a narrative to describe the activity and provide pertinent details. Other information may be maintained in the daily log for the intern's reference.

A simple listing of activities is not acceptable. The narrative is to be a mini-news report with pertinent details about the internship activities. That is: Who was involved? What happened? When? Where? Additional pertinent details.

Date   Description of Activity   Time

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GRADUATE EDUCATION LEADERSHIP PROGRAM

INTERN REFLECTION LOG (WEEKLY)

Name of Intern: _____

Dates Covered: _____

The intern is to devise his/her own format for maintaining the reflection log. The long-term goal for this requirement is that the intern will develop the habit of frequent professional reflection. Required components are (1) the time span (dates) covered by the reflection narrative and (2) the narrative related to events recorded in the daily log.

WHAT IS A REFLECTION?

Reflection requires the intern to actually think about what he/she is doing, why they are doing it, what the outcomes are, and how the information can be used for continuous improvement. Interns are to critique their activities and then say "So what?", "What did I learn?", "What do I still need to know?", "Who can help me?", "What can I read?", "What do I do to adjust what I am doing?", etc.

Acceptable reflections are written contemporaneously with the events referred to in the intern's narrative.

WINGATE UNIVERSITY
GRADUATE EDUCATION LEADERSHIP PROGRAM
MENTOR'S INTERNSHIP JOURNAL CONFIRMATION

This form is required at the end of each internship course and included in the Internship Journal.

Name of Intern: _____ Course No. _____

Cohort: _____

Semester: _____ Year _____

The intern's signature serves as confirmation that the documents included in this Internship Journal have been satisfactorily completed and reflect a faithful record of his/her activities and experiences.

_____   _____

Signature of Applicant   Date

The mentor's signature affirms the intern's activities and experiences as described in the Internship Journal.

_____   _____

Signature of Mentor   Date

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GRADUATE EDUCATION LEADERSHIP PROGRAM

INTERNSHIP JOURNAL ASSESSMENT

Intern: _____   **Cohort:** _____
Course No: _____   **Semester:** _____

Satisfactory	**Unsatisfactory**	
_____	_____	Cover Sheet
_____	_____	Internship Contract (Appendix A)
_____	_____	Mentor Contract (Appendix B) signed by the principal
_____	_____	Internship Plan (Appendix C) signed by the principal
_____	_____	Daily Log Entries (Appendix D)
_____	_____	Reflection Log with weekly entries (Appendix E)
_____	_____	Mentor's Internship Journal Confirmation (Appendix F) signed by the principal
_____	_____	Seminar Log
_____	_____	Coaching Log (minimum of four)
_____	_____	Use of standard language conventions
_____	_____	Electronic Evidence #1
_____	_____	Electronic Evidence #2
_____	_____	Electronic Evidence #3
_____	_____	Electronic Evidence #4
_____	_____	Electronic Evidence #5
_____	_____	Electronic Evidence #6

_____ PASS
_____ FAIL

Comments:

Signature of Evaluator: _____   Date: _____

WINGATE UNIVERSITY
GRADUATE EDUCATION LEADERSHIP PROGRAM

ELECTRONIC EVIDENCES

The North Carolina State Board of Education and Department of Public Instruction have required that all students participating in licensure programs for the principalship (Add On/Masters) must be prepared to submit an e-portfolio on work done to meet the 21st Century Leadership Standards. The Wingate Graduate Education Program has revised its program in accordance with the new process for addressing the 21st Century Executive Leadership Standards. All courses in the Masters and Add On in Educational Leadership address the specific standards. In addition, the principal internship has been revised to address the standards.

Students in the internship will address standards:

- Evidence 1 & 2 will be completed in 694.
- Evidence 3 & 4 will be completed in 695.
- Evidence 5 & 6 will be completed in 696.

Students will organize the tasks addressing these standards into electronic evidences. The electronic evidences will be reviewed by faculty for final submissions via Taskstream to NCDPI. NCDPI approved e-portfolios will lead to a licensure as a principal in North Carolina.

WINGATE UNIVERSITY
GRADUATE EDUCATION LEADERSHIP PROGRAM

ELECTRONIC EVIDENCES PROCEDURES

For each of the sixteen electronic evidences, interns will gather data, produce the required products and engage in all activities specified in the case study descriptors. These products must address the North Carolina Standards for School Executives at the PROFICIENT level or above. In addition, case studies products are expected to meet the EXCELLENT rating descriptions for the nine quality indicators listed on the Assessment Rubric – Wingate MSA Program (Appendix I). The time required to complete the electronic evidences case studies is documented in the same manner as all other internship activities and should be included in the internship journal.

In addition, the Electronic Evidences products must fully address each of the descriptors. For example, the narrative for Electronic Evidence #1 will include information, at the proficient level, that satisfies the descriptors 1b1, 2a1, 2a2, 4a1, 4a2, and 5b1.

Wingate University
School Administration Internship
Electronic Portfolio Evidence # 1
Implementing a Professional Learning Community (PLC)

Descriptors of the elements addressed in the evidence: 1b1; 2a1; 2a2; 4a1; 4a2; 5b1; 6b3

OVERVIEW

Working with a primary school leader and based on data you have reviewed, develop,

implement, and evaluate a Professional Learning Community (PLC) designed to address one area

of student achievement. Create a PowerPoint or formal narrative that will be delivered to the

School Improvement Team or faculty that provides the following information:

- detailed overview of the data used in establishing the SMART goal (1b1; 2a1; 4a1; 5b1; 6b3)
- clear SMART goal (Specific, Measureable, Attainable, and Timely) (1b1; 2a1; 4a1; 5b1)
- rationale the need for the SMART goal (2a1; 4a1; 5b1)
- your rationale of the composition of the PLC (1b1; 2a1; 4a1; 4a2)
- procedures for implementing the PLC (1b1; 2a1; 4a1; 4a2; 5b1)
- example of benchmarking throughout the process (How do you know you are on track to achieving the SMART goal you established?) (1b1; 2a1; 2a2; 6b3)
- process for evaluating the PLC's effectiveness in achieving the SMART goal (2a1; 5b1; 6b3)
- reflection

The reflection portion of this portfolio project should include a description/overview of the

value of the process for both you and the members of the PLC and the impact on student learning.

The knowledge gained from this experience and its impact on your future practice as a school

leader should also be discussed.

The DAF for this evidence needs to explain how this project demonstrates your proficiency on

elements 1b1, 2a1, 2a2, 4a1, 4a2, 5b1, and 6b3.

The culminating activity of this project requires that you present your findings to your internship group and discuss how your presentation was received at the school level.

Possible data points: EOG/EOC scores, subgroup information, attendance records, School Improvement Plan, gender achievement, 504 students, common assessment data, etc

Delivery format: PowerPoint presentation, formal narrative, or other presentation format approved by Internship Supervisor

Description of Project (i.e description from university or student description):

Summary (i.e. brief reflection/impact/ evaluation of evidences):

Wingate University
School Administration Internship
Electronic Portfolio Evidence # 1
Implementing a Professional Learning Community (PLC)

Project to Impact Student Learning

Student: _____   Date Completed: _____

Evaluators:_____

Emerging/Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comments Required)
1b1 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.			
The candidate demonstrates in his/her artifact knowledge of leading and engaging stakeholders in the change process. He/She can answer questions at a very concrete level about leadership issues related to this topic.	The candidate' artifacts demonstrate that he/she has been successful in engaging stakeholders in the change process for the purpose of improving student achievement through the implementation of a PLC.	The candidate's artifacts demonstrate that he/she has developed and implemented through a PLC, a highly collaborative and innovative approach in the change process for the purpose of improving student achievement.	
2a1 Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning.			
The candidate's artifacts collect and analyze student assessment data in adherence with instructional and legal requirements.	The candidate's artifacts demonstrate a systematic focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning.	The candidate's artifacts demonstrate an exemplary alignment of learning, teaching, curriculum, instruction, and assessment focused to maximize student learning.	

2a2 Helps organize targeted opportunities for teachers to learn how to teach their subjects well with engaging lessons.

The candidate artifacts identify area(s) for teachers to learn how to teach their subjects well with engaging lessons.	The candidate's artifacts demonstrate knowledge, organization, and implementation of an opportunity (PLC) for teachers to learn how to teacher their subjects well with engaging questions.	The candidate's artifacts demonstrate a highly engaging opportunity (PLC) that captures people's attention and imagination.	

4a1 Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development.

The candidate's artifacts demonstrate an understanding of the importance of developing effective professional learning communities and results-oriented professional development.	The candidate's artifacts reflect meaning and experience in working with others to provide structures for and implementation of the development of effective professional learning communities and results-oriented professional development.	The candidate's artifacts reflect meaningful work with others to facilitate opportunities for effective professional nearing communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning.	

4a2 Routinely participates in professional development focused on improving instructional programs and practices.

The candidate's artifacts demonstrate the importance of continued personal learning and professional development	The candidate's artifacts show evidence of work with others to provide structures for and implement the development of effective learning communities and results-oriented professional development	The candidate's artifacts show evidence of working with others to facilitate opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning.	

5b1 Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement.

The candidate's artifacts demonstrate awareness of potential problems and/or areas of conflict within the school as they pertain to the planning and implementation of a PLC.	The candidate's artifacts create processes to resolve potential problems and/or areas of conflict within the school as it pertains to the development and implementation of a PLC.	The candidate's artifacts demonstrate evidence of opportunities for staff members to express opinions contrary to those of authority or in relation to potential discordant issues.	

6b3 Works with others to implement district initiatives directed at improving student achievement.

The candidate's artifacts demonstrate knowledge of applicable federal, state and district mandates as a basis for organizing a PLC. The candidate's artifacts demonstrate awareness of district goals and initiatives directed at improving student achievement as a basis for organizing a PLC.	The candidate's artifacts show evidence of implementing district initiatives directed at improving student achievement through the development and implementation of a PLC.	The candidate's artifacts demonstrate the interpretation of federal, state, and/or local mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school through the development, implementation, and evaluation of a PLC.	

Wingate University
School Administration Internship
Electronic Portfolio Evidence # 2
Distributed Leadership Analysis (DLA)

Descriptors of the elements addressed in the evidence: 1d1; 1d2; 3c1; 3d1; 4b1; 4c1

OVERVIEW

This entry requires an analysis of The Teacher Working Conditions Survey (TWC) for your assigned school. For more information on the survey visit: http://www.ncteachingconditions.org/ Analyze the school's most recent survey results, paying particular attention to the "Teacher Leadership" and "Professional Development" sections. Develop a well-organized synopsis of the findings comparing past surveys if necessary, and provide research-based suggestions for improving or enhancing the distributed leadership opportunities within the school.   You will present the findings and suggestions to a primary school leader or SIT.

 Compile your analysis of TWC Survey and write a well-developed reflection incorporating the following:

· Overview of findings from in-depth analysis of TWC Survey (1d1; 1d2; 3c1)
· Recommendations for improving or enhancing strategies to enhance distributed leadership opportunities at the school (1d1; 1d2; 3c1; 3d1; 4b1)
· Rationale for research-based suggestions to improve and/or enhance distributed leadership (3d1; 4b1)
· Detailed explanation of one suggestion for improvement from inception to implementation and a discussion of the results (1d1; 1d2; 3c1;3d1;4b1; 4c1)

The reflection should also include the SIT's or school leader's reaction to your findings, a summary of knowledge gained from this experience, and its impact on your future practice as a school leader. The culminating activity for this project will be a presentation to your internship group where you will summarize your findings, suggestions, and reactions from the school's SIT or leader.

The DAF for this evidence needs to explain how this project demonstrates your proficiency on elements 1d1, 1d2, 3c1, 3d1, 4b1, and 4c1.

<u>Possible data points</u>: Teacher Working Conditions Survey

<u>Delivery format</u>: PowerPoint, written narrative, or other delivery method approved by your internship supervisor.

<u>Description of Project (i.e description from university or student description)</u>:

<u>Summary (i.e. brief reflection/impact/ evaluation of evidences)</u>:

Wingate University
School Administration Internship
Electronic Portfolio Evidence # 2
Distributed Leadership Analysis (DLA)

4c1 Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.
Student: _____ Date Completed: _____

Evaluators: _____

Emerging /Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comments Required)
1d1 Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles.			
The candidate's artifacts reflect a general understanding of ways to seek input from a variety of stakeholder groups, including teachers and parents/ guardians.	the candidate's artifacts reflect a thorough understanding of various ways to involve staff members in the decisions about school governance through discussion of specific examples	The candidate's artifacts reflect (1) creative and feasible suggestions for ensuring that parents/guardians, community members and staff members have autonomy to make decisions and (2) attitudes which support the decisions made as a part of the collective decision-making process.	
1d2 Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school.			
The candidate's artifacts reflect basic understanding of the importance of providing opportunities for teachers to assume leadership and decision making roles in schools.	The candidate's artifacts reflect a thorough understanding of ways to provide leadership development activities for staff members.	The candidate's artifacts reflect creative ideas for principals to use in developing opportunities for staff to assume leadership and decision-making roles that foster the career development of participating teachers.	

3c1 Works with others to use established criteria for performance as the primary basis for reward and recognition.

The candidate's artifacts reflect a basic recognition of the importance of acknowledging failures and celebrating accomplishments of the school and staff.	The candidate's artifacts reflect specific examples that illustrate an understanding of using established criteria for performance as the primary basis for reward and accomplishment.	The candidate's artifacts reflect recognition of the power of systematic recognition of individuals for reward and advancement based on established criteria.	

3d1 Identifies strategies for building a sense of efficacy and empowerment among staff.

The candidate's artifacts reflect a basic understanding of the importance of building a sense of efficacy and empowerment among staff.	The candidate's artifacts reflect specific strategies identified for building a sense of efficacy and empowerment among staff.	The candidate's artifacts reflect recognition of a variety of activities, tools, and protocols to develop efficacy and empowerment among staff.	

4b1 Supports, mentors, and coaches staff members and emerging teacher leaders.

The candidate's artifacts reflect a basic understanding of the school's need to recruit, hire, appropriate place, and mentor new staff members.	The candidate's artifacts reflect an understanding of specific processes used for mentoring new teachers and staff.	The candidate's artifacts reflect specific ways to support, mentor, and coach staff members who are new or emerging leaders who need additional support.	

4c1 Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.

The candidate's artifacts reflect a basic understanding of the legal requirements for teacher evaluation.	The candidate's artifacts reflect an understanding of processes needed to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.	The candidate's artifacts reflect a strong gasp of the process of evaluating teachers in a fair and include equitable manner and specific examples of suggestions to utilize the results of evaluations to improve instructional practice.	

Descriptors of the elements addressed in the evidence: 3a2; 5c1; 5c2; 6a1

OVERVIEW

This portfolio entry is comprised of four parts and addresses community involvement.

Part One requires you to conduct an analysis of your school community. This analysis is meant to be a brief synopsis of the school community, and suggestions for analysis include a brief history of the area, cultural make-up of the population, business/industry composition, current unemployment statistics, traditions including celebrations, interviews with parents and community members, and other information, which is particularly relevant for understanding various stakeholders. Describe the number of parent organizations that exist within the school and chart the number of parents who are involved in each organization. What implications did you find particularly relevant to the school administration and the SIT that will impact successful communication with the community and build positive working relationships?

Part Two. Analyze two SIT meetings from planning to implementation with attention to methods for creating the agenda, participation of all members, and meeting leadership. Using the knowledge gained about the school's community in Part One, does your team include parent and/or community representation? To what extent do the members participate in the meetings? Does the makeup of the team reflect the diversity of the school population?

Part Three. After reviewing the results of your analysis from Parts 1 and 2, further explore the community involvement and outreach in your school by reviewing examples of communication from your school to various stakeholders in the community and to parents. Do these examples reflect adequate communication with the groups you identified in Part One?

   You should also conduct an analysis of the school's website working with the individual responsible for managing and updating the website. How are decisions made about the content of the website? What input does staff have into the website? Comment on the scope of the information available within the site? Is it easy to navigate? Are parents able to review individual class activities and contact the child's teacher online? What improvements do you suggest to strengthen parent/community involvement?

Part Four. The culminating activity for this portfolio entry is the development of a new tool or support document to enhance parent/community involvement and communication within your school. You should work closely with your SIT in the development of this component.   Is there an under-represented population in communication efforts? A need for additional information on the website? A need for additional materials such as brochures, handouts, etc.? A need for a community event? Ideas for this portion of your portfolio entry should be discussed you're your internship supervisor prior to the implementation or creation of the tool, document, activity, etc.

Compile your analysis and the necessary information for each part of this portfolio entry and write a well-developed reflection incorporating the following:

· Overview of school community and parent involvement including impact on SIT and school administration (5c1; 5c2; 6a1)

· Analysis of two SIT meetings from planning to implementation with attention to methods for creating the agenda, participation of all members, and meeting leadership (3a2; 5c1; 6a1)

· Analysis of current communications and school website and how they reflect school community (3a2, 5c1, 5c2, 6a1)

· Analysis of website content and development and summary of discussion with webmaster (3a2, 5c1, 5c2, 6a1)

· A copy of the document or tool you developed in conjunction with the SIT (3a2, 5c1, 5c2, 6a1)

· Rationale for the development of the document or tool and how it will be used in your school's communication process (3a2, 5c1, 5c2, 6a1)

The DAF for this evidence needs to explain how this project demonstrates your proficiency on elements 3a2, 5c1, 5c2, and 6a1.

Your analyses will be shared with the SIT chair and/or a primary school leader. The reflection should also include a summary of the knowledge gained from this experience and its impact on your future practice as a school leader.

Delivery format: Powerpoint presentation, formal narrative or other presentation format approved by Internship Supervisor

Description of Project (i.e description from university or student description):

Summary (i.e. brief reflection/impact/ evaluation of evidences):

Wingate University
School Administration Internship
Electronic Portfolio Evidence # 3
Community Involvement Kit

Student: _____ Date Completed: _____

Evaluators: _____

Emerging /Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comments Required)
3a2 Seeks input from the School Improvement Team and other stakeholders to make decisions.			
The candidate's artifacts reflect a basic understanding of the characteristics of a collaborative work environment within the school.	The candidate's artifacts reflect specific examples of elements of a collaborative and positive work environment as well as analysis of participation from all stakeholders in making decisions about school policies.	The candidate's artifacts reflect feasible suggestions for utilizing a collaborative work environment predicated on site-based management and decision making along with suggestions for monitoring the implementation and response to school policies.	
5c1 Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community.			
The candidate's artifacts reflect a basic understanding of the importance of open, effective communication in the operation of a school.	The candidate's artifacts reflect an insightful analysis of school communication procedures with the goal of open communication that provides for the timely, responsible sharing of information to, from, and with the school community.	The candidate's artifacts reflect analysis and suggestions for school communication procedures that provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community.	

5c2 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.

The candidate's artifacts reflect a basic understanding of a well constructed school website designed to foster open, effective communication in the operation of a school.	The candidate's artifacts reflect an analysis of a website that provides for timely, responsible sharing of information, to, from, and with the school community.	The candidate's artifacts reflect not only an analysis of a website but creative suggestions that provide opportunities for communication with all members of the community.	

6a1 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.

The candidate's artifacts reflect a basic knowledge of the importance of working with parents/guardians and community members.	Using specific data, the candidate's artifacts reflect recognition of the level of diversity of the community and recognition of systems that may be created that engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community 's vision of the school.	Using specific data from the community and based on its diversity and key characteristics, the candidate's artifacts reflect processes that might empower parents/guardians and all community stakeholders to make significant decisions.	

Descriptors of the elements addressed in the evidence: 2b1; 2b2; 4c2; 5a1; 5a2; 5d1; 5d2; 6b1

OVERVIEW

This entry requires the study and analysis of a school's budget, financial decisions, the ADMs (staffing allotment) at the school level. First steps include obtaining a copy of all funding sources made available to your assigned school, reviewing your school's staffing allotment, and analyzing the SIP for budget implications. Analysis should include the use of current budget allotments, funding allocated to professional development, and initiatives addressed in the SIP as well as how the budget impacts the development of the master schedule. In addition to the funding and SIP analysis, you should conduct interviews with your principal and three (3) School Improvement Team members who are also members of the faculty during which you should discuss their views on the school budgeting process, use of funding and scheduling the divers needs of students, and how successful funding and program decisions have been made.

Compile your analysis of aforementioned components and write a well-developed reflection incorporating the following:

· Detailed synopsis of findings (2b2; 5d1)
· Analysis of all components (SIP, budgets, allotments, interviews, etc.) (2b1; 5d2)
· Analysis of principal's/faculty's perception of the budget process and their input into the master schedule development (from interviews) (2b25a1; 5a2)
· Analysis of monies allocated to staff PD plan, remediation, specialized materials, parent/community initiatives, etc. (2b2; 5a1; 5a2; 6b1)
· Analysis of how this funding impacted the development of the master schedule in regard to legal requirements for planning and instructional time (2b1; 4c2; 5d2; 6b1)
· Suggestions for improvement
· Rationale for these suggestions

The reflection should also include a summary of the knowledge gained from this experience and its impact on your future practice as a school leader.

The DAF for this evidence needs to explain how this project demonstrates your proficiency on elements 2b1, 2b2, 4c2, 5a1, 5a2, 5d1, 5d2, and 6b1.

Wingate University
School Administration Internship
Electronic Portfolio Evidence # 4
Organizational Management Case Study

The culminating activities for this project include a presentation to your principal/SIP regarding your findings and a presentation of these findings to your internship group including a discussion of how your presentation was received at the school level.

Possible data points: TWC survey results, SIP, funding sources, school budget

Delivery format: Powerpoint presentation, formal narrative, or other presentation format approved by Internship Supervisor

Description of Project (i.e description from university or student description):

Summary (i.e. brief reflection/impact/ evaluation:

Student: _____   **Date Completed: _____**

Evaluators: _____

Emerging /Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comments Required)
2b1 Adheres to legal requirements for planning and instructional time.			
The candidate's artifacts reflect a basic understanding of the need for teachers to have daily planning time and duty-free lunch periods in accordance with state laws.	The candidate's artifacts reflect an insightful analysis of a schedule in regards to legal requirements for planning and instructional time.	The candidate's artifacts reflect analysis that offers feasible suggestions for providing teachers with legally required planning time and lunch periods.	
2b2 Reviews scheduling processes and protocols that maximize staff input and address diverse student needs.			
The candidate's artifacts reflect a basic understanding of the design of age-appropriate school schedules which address the learning needs of diverse student populations.	The candidate's artifacts reflect a master schedule designed to maximize student learning by (1) considering the diverse needs of students, (2) providing for individual and on-going collaborative planning for every teacher, and (3) acknowledging staff involvement.	The candidate's artifacts reflect creative solutions to the design of a master schedule designed to maximize student learning by (1) considering the diverse needs of students, (2) providing for individual and on-going collaborative planning for every teacher, and (3) acknowledging staff involvement.	
4c2 Works with others to implement district and state evaluation policies in a fair and equitable manner.			

The candidate's artifacts reflect a basic understanding of the legal and district requirements for the evaluation of certified and classified employees.	The candidate's artifacts reflect a thorough understanding of the legal and district requirements and processes used in the evaluation of certified and classified employees.	The candidate's artifacts reflect an understanding of the evaluation of certified and classified employees that includes the results of multiple assessments and evaluations to improve performance.	

5a1 Works with others to incorporate the input of the School Improvement Team in budget and resource decisions.

The candidate's artifacts reflect a basic knowledge of school budget and accounting issues.	The candidate's artifacts reflect an accurate analysis of the incorporation of input of the SIT in budget and resource decisions.	The candidate's artifacts reflect suggestions for the improvement of transparency to equitably manage human and financial resources.	

5a2 Works with others to use feedback and data to assess the success of funding and program decisions.

The candidate's artifacts reflect a basic knowledge of school funding sources and how they are applied in one school setting.	The candidate's artifacts reflect an understanding of the use of feedback and data to assess the success of funding and program decisions.	The candidate's artifacts reflect positive and feasible suggestions for improvement in the use of feedback and data to assess the success of funding and program decisions.	

5d1 Works with others to communicate and enforce clear expectations, structures, rules and procedures for students and staff.

The candidate's artifacts reflect a basic knowledge of the importance of clear expectations, structures, rules and procedures for students and staff.	The candidate's artifacts reflect an understanding of collaborate processes used to develop clear expectations, structures, rules and procedures for students and staff through the School Improvement Team.	The candidate's artifacts reflect positive and feasible suggestions for communicating and enforcing clear expectations structures and fair rules and procedures by using staff and student input.	

5d2 Works with others to effective implement district rules and procedures

The candidate's artifacts reflect a basic understanding of district and state policy and law related to student conduct.	The candidate's artifacts reflect a comprehensive analysis of the effective implementation of one rule with accompanying suggestions for improvement.	The candidate's artifacts reflect creative suggestions for one policy issue accompanied by evidence of the involvement of others in the creation of the solution.	

6b1 Works with others to ensure compliance with federal, state, and district mandates.

The candidate's artifacts reflect a basic understanding of applicable federal, state, and district mandates.	The candidate's artifacts reflect an understanding of the protocols and processes need to comply with federal, state and district mandates.	The candidate's artifacts reflect constructive suggestions for protocols and processes needed to comply with federal, state and district mandates.	

Descriptors of the elements addressed in the evidence: 3a1; 3a3; 3b1; 3d2; 7a1

OVERVIEW

This entry requires the study and analysis of specific school evidences that describe efforts to build collaborative structures and a positive work environment. These evidences could include, but are not limited to, SIP agendas and minutes, a list of standing school committees with their responsibilities and accomplishments, Ad Hoc committees to address specific issues, SACS committees, etc. In addition to these structures, you should also conduct an analysis of the most recent Teacher Working Conditions survey (TWC) results (http://ncteachingconditions.org/) and utilize the information gained to identify perceptions of the work environment. Reflect on the degree to which the efforts to create a collaborative environment have been successful and make recommendations for improvement.

Final steps in completing this portfolio entry include a review of the school's mission statement with members of the SIT and use the statement in asking the following questions:

· To what extent do you agree with the mission statement?

· Do students and parents know that this is the mission statement?

· Do they understand and agree with it? How do you know?

· Are important educational goals missing?

· What should be added or changed?

Conducting a gap analysis to evaluate the extent to which shared visions and values characterize the school's leadership and the extent to which the staff's diversity, ideological differences, and expertise are utilized in achieving the school's goals.   Submit to your findings from each of the three components (review of structures and TWC Survey, and gap analysis from interviews).

Compile your analysis of aforementioned components and write a well-developed reflection incorporating the following:

· Detailed synopsis of strategies currently used within the school to establish collaborative work environments with a shared vision and contributions you made to contribute to a positive work environment. (3a1, 3b1, 3d2, 7a1)

· Overview of findings from in-depth analysis of TWC Survey and suggestions for change (3a1; 3a3; 3b1; 3d2; 7a1)

· Detailed synopsis of findings from gap analysis regarding school mission statement (3a1; 3b1; 3d2; 7a1)

· Recommendations for improving or enhancing strategies to achieve a collaborative work environment and promote a shared school culture or learning and resources (3a1; 3b1)

· Rationale for suggestions to improve and enhance school culture for all stallholders 3a1; 3d2; 7a1)

The reflection (presentation or written format) should also include a summary of the knowledge gained from this experience and its impact on your future practice as a school leader. The culminating activities for this project include a presentation or discussion to your principal/SIP regarding your findings.

The DAF for this evidence needs to explain how this project demonstrates your proficiency on elements 3a1, 3a3, 3b1, 3d2, and 7a1.

Possible data points: SIP agendas and minutes, a list of standing school committees with their responsibilities and accomplishments, Ad Hoc committees to address specific issues SACS committees, TWC Survey, school mission statement, etc.

Delivery format: Presentation to your principal and/or SIP via PowerPoint, written narrative, or other delivery method approved by your internship supervisor.

Description of Project (i.e description from university or student description):

Summary (i.e. brief reflection/impact/ evaluation:

Student: _____   **Date Completed: _____**

Evaluators: _____

Emerging /Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comments Required)
3a1 Designs strategies for achieving a collaborative and positive work environment within the school.			
The candidate's artifacts reflect a basic understanding of the characteristics of a collaborative work environment within the school.	The candidate's artifacts reflect an analysis of specific elements of a collaborative and positive work environment within the school.	The candidate's artifacts acknowledge and analyze the elements of a collaborative work environment predicated on site-based management and decision making, a sense of community, and cooperation within the school.	
3a3 Utilizes data gained from the Teacher working Conditions Survey and other sources to identify perceptions of the work environment.			
The candidate's artifacts reflect a basic retelling of data gained from the Teacher Working Conditions Survey.	The candidate's artifacts reflect an appropriate analysis of data gained from the TWC Survey and other sources to understand perceptions of the work environment.	The candidate's artifacts include suggestions for change based on an insightful analysis of data gained from the TWC Survey and other sources to understand perceptions of the work environment.	

3b1 Uses shared values, beliefs and a shared vision to promote a school culture of learning and resources.

The candidate's artifacts reflect a basic understanding of the importance of developing a shared vision, mission, values, beliefs, and goals to establish a school culture and identity.	The candidate's artifacts reflect a thorough understanding of the use of specific systematic procedures to develop and use shared values, beliefs, and a shared vision to establish a school culture and identify.	The candidate's artifacts reflect not only analysis but insight and suggestions for improvement in the development of specific procedures to develop and use shared values, beliefs, and a shared vision to establish a school culture and identify.	

3d2 Identifies strategies for developing a sense of well-being among staff, students, and parents/guardians.

The candidate's artifacts reflect a basic understanding of the importance of developing a sense of well-being among staff, students and parents/guardians.	The candidate's artifacts reflect specific strategies for developing a sense of well-being among staff, students, and parents/guardians.	The candidate's artifacts reflect suggestions for modeling and promoting a sense of well-being among staff, students, and parents/guardians.	

7a1 Works with others to build systems and relationships that utilize the diversity, ideological differences, and expertise to realize the school's goals.

The candidate's artifacts reflect a basic understanding of varied expertise including power and influence of staff members.	The candidate's artifacts reflect an analysis of school leadership that includes specific examples of shared leadership, team learning systems thinking, along with the incorporation of staff diversity and ideological differences in pursuit of school goals.	The candidate's artifacts reflect a thorough understanding of systems thinking that utilizes the staff's diversity, ideological differences and expertise to realize the school's goals.	

Wingate University
School Administration Internship
Electronic Portfolio Evidence # 6
Evaluating the Improvement Process

Descriptors of the elements addressed in the evidence: 1a1; 1a2; 1c1; 1c2; 2a3; 3b2; 6b2

OVERVIEW

This entry requires the evaluation of the school improvement process; there are four parts to this portfolio component. You will submit a written analysis and reflection of these four components.

Part One requires a review of multiple school data points which you will use to determine the most significant areas for improvement. These finding should be shared with the SIT. You should include charts, graphs, and tables to illustrate your findings. Data points may include an analysis of:

· Student data (student body composition by NCLB subgroup and gender)

· Test data (AYP growth)

· Student attendance

· Student grades

· Discipline data

· Teacher data (attendance data, student/teacher radio, turnover rate, etc.)

· Characteristics of team members (grade level/subject assignments, experience level, gender, race)

· Teacher Working Conditions Survey results

· Technology available (student/computer ratio)

Part Two. Using the knowledge gained in **Part One**, analyze the current School Improvement Plan and discuss the effectiveness of the following components of the plan:

· Do all objectives and action plans relate directly to the school's selected goals?

· Who selected and refined the objectives and action plans?

· Does each plan of action also include a clear implementation plan?

· How and who will monitor the success of the plan?

· Does the plan include appropriate training for teachers and other staff?

· Have equity issues been addressed in this plan?

· To what extent did you find evidence of the distributed leadership in this process?

Understanding the School Improvement Plan should be working document and using data collected from your observations of the SIP, then chart the number of times the SIT and faculty address the plan. How is progress to achieving the goals monitored, measured, and communicated to stakeholders?

Part Three. Examine your LEA's strategic plan or district goals as outlined in a district accreditation plan. Determine the alignment of your school's SIP with that of the LEA. Do the school's initiatives and objectives align with those of the district? How? If not, what suggestions would you provide to assist in developing common vision between district and school goals? If so, identify clear examples of the alignments and steps the school is taking to ensure that individual school goals are assisting in the achievement of district goals.

Part Four. Select at least one major district initiative cited in your School Improvement Plan and analyze its impact on the school. How does this initiative fit into the overall SIP? What resources will be made available to comply with initiatives or directives? How are the school results reported to the LEA?

Compile your analysis of aforementioned components and write a well-developed reflection incorporating the following:

- Findings from the review of the school's data points (1a1; 1a2; 1c1; 3b2)
- Analysis of SIP and discussion of progress towards achieving the goals, and how they are monitored, measured, and communicated to stakeholders (1a1; 1a2; 1c1; 3b2)
- Analysis of the district's goals or strategic plan (1a2; 1c1; 3b2)
- Review of the SIP's goals and its alignment to the district's strategic plan or goals (1a2; 1c1; 3b2)
- Analysis of a district initiative found within the school's SIP (1c1; 1c2;3b2; 6b2)

The reflection should also include the SIT's or school leader's reaction to your findings, a summary of knowledge gained from this experience, and its impact on your future practice as a school leader. The culminating activity for this project will be a presentation to your internship group where you will summarize your findings, suggestions, and reactions from the school's SIT or leader.

The DAF for this evidence needs to explain how this project demonstrates your proficiency on elements 1a1, 1a2, 1c1, 1c2, 2a3, 3b2, and 6b2.

Possible data points: EOG/EOC scores, subgroup information, attendance records, School

Improvement Plan, gender achievement, 504 students, common assessment data, etc.

Description of Project (i.e. description from university or student description):

Delivery format: Powerpoint presentation, written reflection, graphs, charts, tables, etc.

Summary (i.e. brief reflection/impact/ evaluation of evidences

Student: _____   **Date Completed:** _____

Evaluators: _____

Emerging /Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Proficient (Comments Required)
1a1 Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan.			
The candidate's artifacts reflect a basic understanding of the principles of continuous improvement.	The candidate's artifacts reflect an understanding of the basic principles of continuous improvement as it relates to the incorporation of 21st century concepts into the school improvement plan.	The candidate's artifacts reflect an in-depth understanding of processes that create with stakeholders a vision for the school that captures people's attention and imagination.	
1a2 Works with others to systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives.			
The candidate's artifacts reflect a basic understanding of the data needed to assist a school in charting progress toward attaining strategic goals and objectives.	The candidate's artifacts reflect an understanding of the collaborative processes used to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals.	The candidate's artifacts reflect ideas to initiate change based on data to improve performance, school culture and school success throughout the school year.	

1c1 Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan.

The candidate's artifacts reflect a basic understanding of the statutory requirements regarding the School Improvement Plan.	The candidate's artifacts reflect an analysis of the need for the collaborative development of the annual School Improvement Plan.	The candidate's artifacts reflect thoughtful and creative suggestions on the facilitation and successful execution of the School Improvement Plan which is aligned with the mission and goals set by the State Board of Education as well as the local BOE.	

1c2 Works with others to systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives.

The candidate's artifacts reflect a basic understanding of the data needed to assist a school in charting progress toward attaining strategic goals and objectives.	The candidate's artifacts reflect an understanding of the collaborative processes used to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals.	The candidate's artifacts reflect ideas to initiate change based on data to improve performance, school culture and school success.	

2a3 Utilizes multiple sources of data, including the Teacher Working Conditions Survey for the improvement of instruction.

The candidate's artifacts reflect a basic understanding of the Teacher Working Conditions Survey (TWC) data.	The candidate's artifacts reflect a thorough understanding of the use of TWC Survey results for the purpose of improving instruction.	The candidate's artifacts reflect creative ways to utilize TWC data to improve instruction.	

3b2 Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan.

The candidate's artifacts reflect a basic understanding of the many aspects of diversity as they apply to schools and their missions.	The candidate's artifacts reflect a systematic understanding of the development and use of shared values, beliefs, and a shared vision to establish a school culture and identity that recognizes diversity and promotes equity.	The candidate's artifacts reflect an understanding of distributed leadership and continuous improvement in the school which guides the disciplined thought and action of all staff and students.	

6b2 Continually assesses the progress of district initiatives and reports results to district-level decision-makers

The candidate's artifacts reflect a basic awareness of district goals and initiatives directed at improving student achievement.	The candidate's artifacts reflect analysis of one district initiative directed at improving student achievement and the degree to which the implementation is successful.	The candidate's artifacts illustrate methods for continually assessing the progress of district initiatives and reporting results to district-level decision makers.	

WINGATE UNIVERSITY
GRADUATE EDUCATION LEADERSHIP PROGRAM

ASSESSMENT RUBRIC WINGATE MSA PROGRAM

ASSESSMENT RUBRIC WINGATE MSA PROGRAM

	Excellent	Good	Needs Improvement	Unsatisfactory
Evidence	Provides compelling and accurate evidence that convinces reader to understand and see utility of project. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning; i.e. the reader does not need to assume anything or do additional research to accept project premise.	Provides necessary evidence to convey to the reader of most aspects of the project but not all. The importance/relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully grasp all aspects of project.	Not enough evidence is provided to support author's presentation, or evidence is incomplete, incorrect, or oversimplified. Information from coursework, internship and 21st Century Standards are not adequately addressed.	Either no evidence is provided, or there are numerous factual mistakes, omissions or over-simplifications. There is little or no reference to appropriate coursework and internship experiences, no reference to Standards.
Sources	Evidence is used from a wide range of sources, including class work, course readings, and internship. When appropriate, author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in classes.	Evidence is used from many sources, but author relies heavily on a more limited set of sources. Evidence is presented that demonstrates a minimum effort going beyond material presented in class. Outside sources are primarily non-scholarly (i.e. intended for a general audience) and/or web-based.	Uses only a few of the sources provided in class, does not go beyond what has been provided by faculty when required to do additional research.	Does not use sources, only minimally uses sources provided by coursework, or relies exclusively on non-scholarly outside sources.

ASSESSMENT RUBRIC WINGATE MSA PROGRAM

	Excellent	**Good**	**Needs Improvement**	**Unsatisfactory**
Explanation	Demonstrates thinking with a clear, sequential explanation. The explanation can stand alone. A complete response with a detailed explanation is provided.	Explanation is basic, lacks elaboration. Good solid response with clear explanation is provided.	Explanation of the process is unclear or incomplete. Explanation is unclear.	Explanation is confusing or non-existent Misses key points.
Portfolio Layout	Layout is well organized. There is consistency in the components that allows the evaluator to easily locate information. Technology used in project is digitally advanced including, when appropriate, video/audio clipping to demonstrate understanding and skill in project.	Layout is organized. Most components are consistent within the publication. Information can be located. Technology used in project demonstrates a use of additional resources such as hyperlink and web based academic/research processes.	Layout is somewhat organized. Most of the components are not consistent. Partial information can be located. Use of technology basic elements used in presentation.	Layout is confusing. Components are inconsistent and information is missing. Inadequate use of technology for project.
Idea and Content	The student has many original ideas and expresses them clearly. The great majority of ideas are related to State Standards and best practices.	The student expresses original ideas. The majority of ideas are related to education or more clearly to the State standards and best practices.	The ideas expressed are not necessarily original, and appear disconnected lacking continuity connected to discussions around pertinent State standards and best practices.	The ideas expressed are not original, often confused and are not connected to coursework, clinicals, internships, discussions around pertinent State standards and best practices.

ASSESSMENT RUBRIC WINGATE MSA PROGRAM

	Excellent	Good	Needs Improvement	Unsatisfactory
Writing Quality	Written submissions are well written, and are characterized by elements of a strong writing style. The content demonstrates that the student is well read, synthesizes learned content and constructs new meaning and applies material to appropriate standards. Follows all guidelines of APA 6th edition.	Written submissions show above average writing style. The content demonstrates attempts to synthesize information and form new meaning including a disposition analysis. Follows all guidelines of APA 6th edition.	Written submissions show a below average writing style with a lack of attention to style, over reliance, inadequate use of reflection and application format of subject to practical educational leadership examples. Follows all guidelines of APA 6th edition.	Written submissions are poor quality. There is little to no evidence of reading other information in order to form new meaning of the topic and application. There is inconsistency in writing to the APA 6th edition style.
Reasoning	Arguments or positions are reasonable and supported with evidence from the readings, class coursework, practicum and internship. Submission extends the awareness of the topic by going beyond the topic, recognizing implications and extensions of the topic. Provides analysis of complex ideas that help deepen the inquiry and further insight regarding topic.	Observation entries are reasonable and mostly supported by evidence from the class coursework, practicum and internship. In general, the comments and ideas contribute understanding of the material and concepts related to the appropriate standard.	Contributions are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow.	Entries are frequently with little or no substantiation. Rather than critique the assignment/text or sources, the student may resort to ad hominem attacks on the author instead.

ASSESSMENT RUBRIC WINGATE MSA PROGRAM

		Excellent	Good	Needs Improvement	Unsatisfactory
Generates Valid Conclusions/Decisions		Recommended solution is based on stated criteria, analysis and constraints.	Solution/decision is reasonable; further analysis of some of the alternatives or constraints may have led to different recommendation.	Only one solution is considered or other solutions were ignored or incompletely analyzed. Many constraints and criteria were ignored.	Solution/recommendations observations do not meet basic criteria for consideration. No elements are included.
Overall Impression		Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings or class discussions. The author has retained nearly all of the knowledge presented in coursework. He/she is able to synthesize this knowledge in new ways and relate to applied educational settings.	Author competently addresses project or issue, but does not add much new insight into the subject. Evidence indicates the author has learned a great deal via the program project and is able to communicate this knowledge to others.	Author attempts to address the requirements of the project but fails to meet minimal requirements. The author has retained some information from the course program, but does not fully understand its meaning or context for application in learning endeavors and cannot clearly convey it to others.	Project does NOT address main criteria or issues and it is apparent that author has not retained any information from the program.

WINGATE UNIVERSITY
GRADUATE EDUCATION LEADERSHIP PROGRAM

NORTH CAROLINA STANDARDS FOR SCHOOL EXECUTIVES

Adopted by North Carolina State Board of Education, December 7, 2006

In reproducing this document, minor changes were
made in spelling, punctuation and syntax to conform
with standard usage conventions.