



University of North Carolina
WILMINGTON

Master's of School Administration (MSA) Program and Add-On Licensure Handbook

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- This MSA Handbook was revised in 2015 and is subject to further revision.

**WATSON COLLEGE OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON**

MASTER OF SCHOOL ADMINISTRATION

Graduates of the Master of School Administration (M.S.A.) program will be effective educational leaders who can inspire, engage and lead others towards a common vision. The graduate program is aligned with Professional Standards for Educational Leaders (PSEL) and the NC Standards for School Executives (NSSE). Students receive high quality learning experiences designed and delivered by expert faculty.

Program Objectives

Upon completion of the School Administration program, graduates will be professionals who:

1. Foster a school vision that respects community values and are guided by empirical evidence of effective practices.
2. Evaluate student and teacher performance consistently and continuously and modify practices as necessary.
3. Support and value the contribution of a school's culture in achieving exemplary student performance.
4. Encourage respectful relationships between and among all of the school's stakeholders and respond to critical needs.
5. Create an effective and innovative learning environment reflecting high quality instruction in a safe and orderly setting.
6. Lead in the selection, evaluation, and implementation of effective curricula.
7. Identify organizational strengths and areas in need of improvement.
8. Make decisions and allocate resources rationally on the basis of evidence and/or demonstrated need.
9. Act with integrity and fairness in dealings with students, faculty, staff, and the larger learning community.

Important Information

- A. The Master of School Administration program requires that students have North Carolina “A” level licensure and strongly recommends a minimum of three years of teaching experience prior to admission. Final selection will be based upon consideration of test scores, academic record, writing samples and recommendations. Applications are considered on a rolling admissions basis. See deadlines and details here: <http://www.uncw.edu/gradschool/>
- B. Students earning the M.S.A. must complete a comprehensive performance-based electronic portfolio
- C. Fall-Spring or Spring-Fall internships of 350 hours (each semester) are required. Students are expected to complete internships in two different levels in public school settings. All internships and county assignments are determined by the MSA Coordinator.
NOTE: Full-time teachers are still required to meet the internship expectations.
- D. The M.S.A. program is authorized by the Principal Fellows Commission to serve students selected for the North Carolina Principal Fellows Program. The Principal Fellows Program provides two-year scholarship loans to students who enroll in and complete a full-time program. Information may be obtained by calling (919) 962-4575.
- E. Students must meet with their advisors during the fall and spring semesters to plan program coursework and to receive their registration information. Prerequisites and co-requisites for courses are listed in the *UNCW Graduate Catalogue*.
- F. Selected courses require additional field experiences.
- G. During the fall and spring semesters, graduate courses are typically offered in the late afternoon and evening time periods. During the summer, graduate courses may be offered during the Summer Session I or II.
- H. Individuals may take up to 6 semester hours as non-degree students provided they meet the admissions requirements. These hours may be applied toward the degree upon acceptance as a degree-seeking student. A maximum of six semester hours of graduate credit may be transferred from another accredited institution in partial fulfillment of the total hours required for the master’s degree. For more information see our MSA FAQ page.
- I. A graduate student has five calendar years to complete his or her degree program. The five-year period begins with the student’s first term of work after formal admission to a degree-granting program. Work completed as a non-degree student does not initiate the five-year period for completing a degree program. Students must be enrolled in the term in which they complete their graduate work or are scheduled to receive their degree.
- J. Applications for graduation are available online at www.uncw.edu/grad.
- K. Graduate assistantships may be available in the Watson College of Education. The positions provide employment for 20 hours per week working as research assistants with faculty members or as assistants in the Ed Lab, Technology Lab, or Curriculum Materials Center. For additional information, contact the Graduate Coordinator (Associate Dean for Academic Programs) in the Watson College of Education at (910) 962-4142.
- L. Students who have earned National Board status may request a waiver of three hours of elective credit by providing appropriate documentation (i.e., copy of NBPTS score report or ACE transcript) to the WSE Graduate Coordinator.

University of North Carolina Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex, age, color, gender, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, veteran status or relationship to other university constituents – except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs.

Watson College of Education
University of North Carolina Wilmington

MSA Record of Progress
(updated Spring 2014)

The program leading to the Master of School Administration (M.S.A.) provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure in at least one area of education. The 36-semester hour program is comprised of conceptual and programmatic studies, practicum, internships and an e-portfolio of projects designed to meet program standards and objectives. Please note that courses with embedded Hallmark projects have the **HM** designated below in bold.

Student Name: _____

Date: _____

Advisor Name: _____

Instructions: As you complete this sheet, please update & initial the correspondence sheet in the folder as well.

Completed Semester/Year

___√___	__Fall '12__	EDL 501- Sample Course (3)
_____	_____	EDL 513 Organizational Theory & Leadership HM 5 (3)
_____	_____	EDL 514* Technology for School Leaders HM 3 (3)
_____	_____	EDL 568** Program Design and Evaluation HM 6 (3)
_____	_____	EDL 512 Legal Issues and Policy as a Systemic Process (3)
_____	_____	EDL 530*** Curriculum, Instruction and Assessment HM 1 (3)
_____	_____	EDL 566 Supervision & Teacher Evaluation HM 2 (3)
_____	_____	EDL 526 Managerial Leadership and Administration HM 4 (3)
_____	_____	EDL 570 Internship: Leadership Applications I (350 hrs) (6)
_____	_____	EDL 571 Internship: Leadership Applications II (350 hrs) (6)
_____	_____	EDL XXX Elective: _____ or Optional Thesis* (3) or
_____	_____	EDL 569 Pre-lead internship (3) (<u>required</u> for part-time students)
_____	_____	e-Portfolio Defense

*EDL 514 Technology for School Leaders was previously called EDL 514 School Improvement, Innovation and Change. Either of those named courses will count for the EDL 514 credit.

**EDL 568 was previously numbered EDL 522 with a similar course name- Either 522 or 568 will count toward the EDL 568 credit

***EDL 530 was previously called EDL 515 Curriculum and Instruction for School Leaders- Either EDL 515 or 530 will count toward the EDL 530 credit

Add-on Licensure Record of Progress

(updated Spring 2014)

Student Name: _____
 Date: _____
 Advisor Name: _____

Program of Study (24 hours total):

Candidates must complete 9 hours of coursework plus a 3 hour **required** Pre-Leadership Internship course beyond the initial master's degree from selected courses in School Administration followed by the administrative internship. Please note that courses with embedded Hallmark projects have the **HM** designated below in bold.

Instructions: As you complete this sheet, please update & initial the correspondence sheet in the folder as well.

Completed Semester/Year

___√___ _Fall '12_ EDL 501- Sample Course (3)

*Pick three of the following courses (for a total of nine hours) *HM refers to Hallmark*
 NOTE: It is recommended that students pick courses with a **HM** as add-on students will still be responsible for completing all HMs for their e-Portfolio (See Handbook for specific information on all HM projects)

- | | | |
|-------|-------|---|
| _____ | _____ | EDL 513 Organizational Theory & Leadership HM 5 (3) |
| _____ | _____ | EDL 514* Technology for School Leaders HM 3 (3) |
| _____ | _____ | EDL 568** Program Design and Evaluation HM 6 (3) |
| _____ | _____ | EDL 512 Legal Issues and Policy as a Systemic Process (3) |
| _____ | _____ | EDL 530*** Curriculum, Instruction and Assessment HM 1 (3) |
| _____ | _____ | EDL 566 Supervision & Teacher Evaluation HM 2 (3) |
| _____ | _____ | EDL 526 Managerial Leadership and Administration HM 4 (3) |
| _____ | _____ | EDL 523 Research (no longer an MSA class, but can be an elective) |

The following internship courses are required (for a total of fifteen hours):

- | | | |
|-------|-------|--|
| _____ | _____ | EDL 569 REQUIRED Pre-Leadership Internship (3) |
| _____ | _____ | EDL 570 Internship: Leadership Applications I (350 hrs) (6) |
| _____ | _____ | EDL 571 Internship: Leadership Applications II (350 hrs) (6) |
| _____ | _____ | e-Portfolio Defense (completed at end of EDL 571) |

*EDL 514 Technology for School Leaders was previously called EDL 514 School Improvement, Innovation and Change. Either of those named courses will count for the EDL 514 credit.

**EDL 568 was previously numbered EDL 522 with a similar course name- Either 522 or 568 will count toward the EDL 568 credit

***EDL 530 was previously called EDL 515 Curriculum and Instruction for School Leaders- Either EDL 515 or 530 will count toward the EDL 530 credit

Watson College of Education
Add-On Licensure in School Administration

Eligibility Criteria:

To be eligible for consideration for the add-on licensure option, candidates must have:

1. A master's degree from a regionally accredited university
2. Highly recommend a minimum of three years of teaching or other professional education experience upon completion
3. A current North Carolina educator's license

Application Process:

To apply for the add-on licensure program, candidates must complete the following:

1. An application for non-degree status in the UNCW Graduate School
http://www.uncw.edu/grad_info/index.htm
2. A written statement of interest and description of experience as an educator, and copy of current North Carolina licensure (enclose with application)

Admissions decisions are based upon review of all three components listed above.

See more details about our admissions here: <http://www.uncw.edu/gradschool/>

Program of Study (24 hours total):

Candidates must complete 9 hours of coursework plus a 3 hour **required** Pre-Leadership Internship course* beyond the initial master's degree from selected courses in School Administration. Courses will be identified in consultation with the advisor based upon the candidate's background, previous graduate work, and teaching/leadership experiences. Candidates must also complete all six hallmarks for the MSA program. The hallmarks are completed in the MSA coursework. Candidates in the licensure program do not complete all the courses and may be missing hallmarks. Students may choose to work independently on the hallmarks for completion and inclusion in e-portfolios. See the previous page for specific program courses.

EDL 512	Legal Issues and Policy as a Systemic Process	(3)
EDL 513	Organizational Theory & Leadership *HM 5	(3)
EDL 514	School Improvement, Innovation and Change *HM 3	(3)
EDL 530	Curriculum and Instruction for School Leaders *HM 1	(3)
EDL 523	Research in Education	(3)
EDL 526	Managerial Leadership and Administration *HM 4	(3)
EDL 566	Supervision and Teacher Evaluation *HM 2	(3)
EDL 568	Program Design and Evaluation *HM 6	(3)
EDL 569*	<u>REQUIRED</u> Pre-Leadership Internship	(3)

Students will need to complete the missing hallmarks during the program independently

****Licensure Internship Options**

Option A – Full-time MSA students – Principal Fellows – 2 different levels and locations.

Option B – Full-time MSA students – Non-Principal Fellows (such as teachers, other) – initial level placement for EDL 570 & EDL 571 requires adequate release time with principal to complete one other level.

Option C - Part-time MSA students – Non-Principal Fellows (such as teachers, other) – same level placement for EDL 570 and EDL 571; must also take EDL 569 at two other levels.

Option D – Add-on Licensure Students – Must complete EDL 570, EDL 571 and EDL 569.

Exceptions – The above options allow for students to meet the required levels of administrative experiences. To qualify for special consideration and exceptions, students must demonstrate compelling reasons for why they cannot meet the requirements via the Options A – D. This requires approval from each of the following *prior* to beginning the internship sequence: 1) Program Coordinator; 2) Program Chair; and 3) Dean.

Licensure Recommendation: Upon completion of the program of study, candidates should schedule an appointment with Dr. Carol McNulty, Associate Dean for Academic Programs (910-962-4142), to complete the paperwork for add-on licensure.

CIS Licensure: To add CIS licensure, MSA students must complete both EDL 567 and EDL 578, and may transfer credit from completion of EDL 513 and EDL 566. Six additional credit hours may be transferrable from completed MSA program coursework.

Hallmark Projects

Required for MSA Degree and Add-On Licensure

The Hallmark Projects link course content, NC Standards for School Executives (NSSE) and applications for executive leaders. All students seeking the MSA Degree or Add-On Licensure are required to complete the following Hallmark Projects in courses or internships:

Hallmark Project 1 - Curriculum Audit and Alignment Project

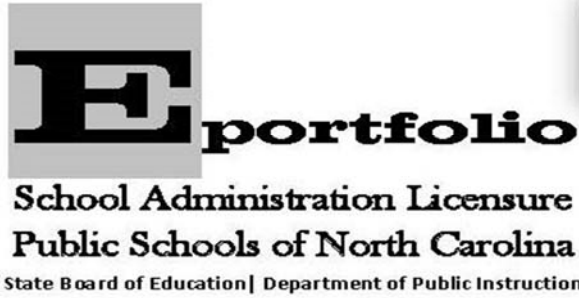
NCSSE Standards - Standard 2: Instructional Leadership
Standard 4: Human Resource Leadership

Course - *EDL 530, Curriculum and Instruction for School Leaders* or internships

Curriculum Audit and Alignment Project (The student will assess and, as needed, recommend specific improvements to school curricula, including (1) materials [textbooks and programs]; (2) logically coherent sequence; (3) examination of content integration; and (4) supplemental materials needed for diverse and/or struggling learners; and (5) a review of the *Teaching Working Conditions survey*. The student will be guided by scientific research on learning and curriculum program design in relation to student needs and background characteristics.

1. The student will examine instructional alignment with the NC Standard Course of Study and/or Common Core State Standards (CCSS), identify gaps, and, as needed, suggest specific improvements in instructional goals and objectives.
2. The student will assess and, as needed, recommend specific improvements in instructional methods.

Curriculum Audit and Alignment Project Task Analysis	
Instructional Objectives	Consists of the following:
Assess instructional methods including items 1-5 above.	A minimum of a 2 page overview about the instructional items (1-5).
Examine instructional alignment with the NC Standard Course of Study and/or Common Core State Standards (CCSS).	A minimum of a 2 page overview of alignment, identification of any gaps and recommendations in regards to instructional goals and objectives.
Make recommendations for improvements in Items 1-5 (not all items may be addressed)	A minimum of a 2 page overview of recommendations in regards to Items 1-5.



DPI Evidence 1: Positive Impact on Student Learning and Development

Descriptors of the elements addressed in the evidence: *DPI: 2a1; 2a2; 2a3;2b1;2b2;4a2; 4c1*

Student's name: _____

Student ID #: _____

College/University: _____

MSA Program Coordinator: _____

Overview

Description of Project: (i.e. IHE description from MSA Blueprint or student description)

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

DPI pre-service descriptors(<i>Examples listed below</i>)	Leadership Project Evidence (<i>What you did to meet each descriptor</i>)	Reviewers: Met/Not Met (✓)
Standard 2: Instructional Leadership 2a1. Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning.		
Standard 2: Instructional Leadership 2a2. Helps organize targeted opportunities for teachers to learn how to teach subjects well with engaging lessons.		
Standard 2: Instructional Leadership 2a3. Utilizes multiple sources of data, including the Teacher Working Conditions Survey, for the improvement of instruction		
Standard 2: Instructional Leadership 2b1. Adheres to legal requirements for planning and instructional time		
Standard 2: Instructional Leadership 2b2. Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs		
Standard 4: Human Resources Leadership 4a2. Routinely participates in professional development focused on improving instructional programs and practices		
Standard 4: Human Resources Leadership 4c1. Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice		

Hallmark Project 2 – Strategic Stakeholder Empowerment Project (SSEP)

NCSSE Standards - Standard 1: Strategic Leadership
 Standard 3: Cultural Leadership
 Standard 4: Human Resources Leadership

Course - *EDL 566 Supervision and Teacher Evaluation* or internships

Strategic Stakeholder Empowerment Project (SSEP)

Evidence that demonstrates the ability to empower faculty and staff and support teacher leadership. The project integrates all related leadership proficiencies and associated activities into a project that focuses on improving student achievement via the maximization of all school personnel skills, abilities and talents. The purpose of the SSEP is to develop procedures and practices that include all stakeholders in the school decision making process. The SSEP will include:

1. A research report on school distributive leadership models
2. A summary of and plan of Action for the Teacher Working Conditions Survey for a local school - observations, interviews, and engagement will occur in collaboration with public school partners

Strategic Stakeholder Empowerment Project (SSEP) Task Analysis	
Instructional Objectives	Consists of the following:
<p>The purpose of the SSEP is to develop goals, policies, and procedures that include and empower all faculty and staff, and support teacher leadership in the school decision making process; for example, in areas such as (1) integrating content knowledge within and across courses and grade levels; (2) improving instruction; (3) improving supervision and mentoring; and (4) methods for differentiating instruction.</p>	<p>The student will provide a research project on distributive leadership, which includes:</p> <ol style="list-style-type: none"> 1. An analysis of the leadership style and division of authority in the school; 2. A summary of and plan for the Teacher Working Conditions Survey---including observations and interviews with local public school partners; 3. Identification of goals, specific objectives, and procedures for improving student achievement (outcome) via increased meaningful involvement of staff and faculty in planning and improving curriculum, instruction, and supervision.



School Administration Licensure
Public Schools of North Carolina
State Board of Education | Department of Public Instruction

DPI Evidence 2: Teacher Empowerment

Descriptors of the elements addressed in the evidence: *DPI: 1d1, 1d2, 3a1, 3a2, 3d1, 4a1, 4b1*

Student's name: _____

Student ID #: _____

College/University: _____

MSA Program Coordinator: _____

Overview

Description of Project: (i.e. IHE description from MSA Blueprint or student description)

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

DPI pre-service descriptors(<i>Examples listed below</i>)	Leadership Project Evidence(<i>What you did to meet each descriptor</i>)	Reviewers: Met/Not Met (✓)
Standard 1: Strategic Leadership 1d1. Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles.		
Standard 1: Strategic Leadership 1d2. Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school.		
Standard 3: Cultural Leadership 3a1. Designs strategies for achieving a collaborative and positive work environment within the school.		
Standard 3: Cultural Leadership 3a2. Seeks input from the School Improvement Team and other stakeholders to make decisions.		
Standard 3: Cultural Leadership 3d1. Identifies strategies for building a sense of efficacy and empowerment among staff.		
Standard 4: Human Resources Leadership 4a1. Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development.		
Standard 4: Human Resources Leadership 4b1. Supports, mentors, and coaches staff members and emerging teachers leaders.		

Hallmark Project 3 – School-Community Relations, Communication and Engagement Plan

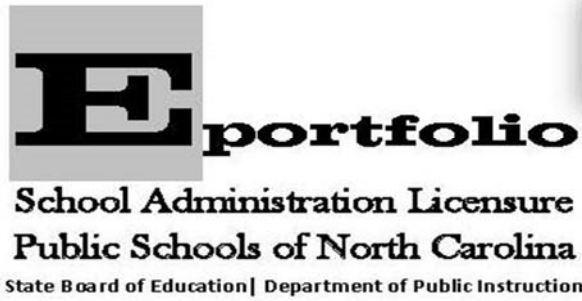
NCSSE Standards - Standard 5: Managerial Leadership
Standard 6: External Development Leadership
Standard 7: Micropolitical Leadership

Course – EDL 514, School Improvement, Innovation and Change or internships)

School-Community Relations, Communication and Engagement Plan

1. The student will develop an outline for improving school-community relations via internal and external communications, interactions and activities in a school.
2. The student will align the school's improvement plan in one critical area with faculty expertise and identify opportunities and processes for school-community partnerships.

School-Community Relations, Communication and Engagement Plan Task Analysis
Create a product that consists of the following:
Identification of a goal from the School Improvement Plan. Alignment of the goal with school-community relations.
Use of innovative technology resources to support teachers and administrators in accomplishing the school's goals and objectives. Possible technologies include web page, presentations, LiveBinder, school blog, wiki, GoogleDocs, video, etc. If unsure, check with your EDL 514 instructor (or internship instructor if applicable).
A written 2-page summary that addresses all aspects of the project including: <ol style="list-style-type: none">1.) An overview of the SIP plan and specific goal chosen;2.) Discussion of alignment of SIP goal to school-community relations;3.) Overview of the project and innovation approach.
Students must also complete the accompanying DPI rubric and cover page that notes the alignment to managerial, external, and micro-political leadership



DPI Evidence 3: Community Involvement and Engagement

Descriptors of the elements addressed in the evidence: *DPI: 5b1, 5c1, 5c2, 6a1, 7a1*

Student's name: _____

Student ID #: _____

College/University: _____

MSA Program Coordinator: _____

Overview

Description of Project: (i.e. IHE description from MSA Blueprint or student description)

[Large grey rectangular area for project description]

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

[Large grey rectangular area for summary]

DPI pre-service descriptors(<i>Examples listed below</i>)	Leadership Project Evidence(<i>What you did to meet each descriptor</i>)	Reviewers: Met/Not Met (✓)
Standard 5: Managerial Leadership 5b1. Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement.		
Standard 5: Managerial Leadership 5c1. Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community.		
Standard 5: Managerial Leadership 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.		
Standard 6: External Leadership 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		
Standard 7: Micro-political Leadership 7a1. Works with others to build systems and relationships that utilize the staff’s diversity, ideological differences, and expertise to realize the school’s goals.		

Hallmark Project 4 – Create A Written Case Study

NCSSE Standards: Standard 4: Human Resource Leadership
 Standard 5: Managerial Leadership
 Standard 6: External Development Leadership

Course - *EDL 526 Managerial Leadership and Administration* or internships

Create A Written Case Study

The student will identify a key managerial issue and create a fictitious case study based on an understanding of best practices regarding that particular issue. The case will include what research says about the issue, a description of a situation in which this key issue is related, and a resolution that is based on incorporating best practices in regards to this situation. The written case will be a hypothetical scenario; if this is based on a real case, no identifying information shall be included. The written case study project should demonstrate the students understanding of federal, state, and district requirements and mandates. Students shall select two of the following management planning items to develop the case study:

- Transportation
- Budget and Finance
- Safety and security
- Record Keeping (such as attendance)
- Time/ Calendar management (meetings, schedule)
- Operational Standards Checklist (facility, safety plans, etc)
- Human Resource Elements (Personnel Induction and Retention Plan)

The case study should contain an introduction of the key managerial issues from the bulleted list above, a description of a hypothetical case that describes and discusses the situation, a conclusion summary describing how the key personnel would address and resolve the issues via best leadership and managerial practices.

Case Study Task Analysis	
Written Case Study	Consists of the following:
Introduction of Key Managerial Issues	A minimum of a 2 page synopsis of what research says about best practices regarding this topic.
Description of a hypothetical case that discusses the situations.	A minimum of a 2 page description of the issues that are identified in this case; key requirements, mandates, and related resources that should be considered; the role of key personnel and/or stakeholders in this case; and finally implications of the issue for school leadership.
Resolutions/ Conclusion	A minimum of a 2 page conclusion describing how key personnel would address the issues in this case by using best leadership practices.



DPI Evidence 4: Organizational Management

Descriptors of the elements addressed in the evidence: *DPI: 4c2, 5a1, 5a2, 5d1, 5d2, 6b1*

Student's name: _____

Student ID #: _____

College/University: _____

MSA Program Coordinator: _____

Overview

Description of Project: (i.e. IHE description from MSA Blueprint or student description)

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

DPI pre-service descriptors <i>(Examples listed below)</i>	Leadership Project Evidence <i>(What you did to meet each descriptor)</i>	Reviewers: Met/Not Met (✓)
Standard 4: External Leadership 4c2. Works with others to implement district and state evaluation policies in a fair and equitable manner.		
Standard 5: Managerial Leadership 5a1. Works with others to incorporate the input of the School Improvement Team in budget and resource decisions.		
Standard 5: Managerial Leadership 5a2. Works with others to use feedback and data to assess the success of funding and program decisions.		
Standard 5: Managerial Leadership 5d1. Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.		
Standard 5: Managerial Leadership 5d2. Works with others to effectively implement district rules and procedures.		
Standard 6: External Leadership 6b1. Works with others to ensure compliance with federal, state, and district mandates.		

Hallmark Project 5 – Safe and Positive Culture Audit

NCSSE Standards - Standard 3: Cultural Leadership

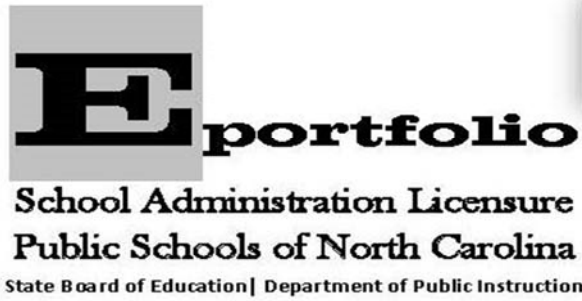
Course - *EDL 513, Organizational Theory and Leadership* or internships

Safe and Positive School Culture Audit

The student will complete a Safe and Positive School Culture Audit that is aligned with *Bolman and Deal's* frame theory.

1. Symbolic Frame: students will provide examples of artifacts, symbols, rites, ceremonies, rituals, visual and auditory images that help to explain and describe accepted beliefs and shared, vision and values that define a school's identity and culture [Examples: award ceremonies, incentive programs, mascots, academic recognitions, graffiti].
2. Structural Frame: students will identify evidences [or lack thereof] of fair and equitable policies, structures, rules, and procedures for students and staff [Examples: policy & procedural manuals, protocol sheets, safe school plans, school improvement planning and instructional practices].
3. Human Resource Frame: students will gather information on stakeholders' perspectives, attitudes and perceptions of the school and the community and relate these to the school leader's role in establishing expectations, structures, rules, and procedures [Examples: internal and external demographic shifts, interviews, teacher working conditions survey, needs assessments, attendance, teacher turnover, volunteerism rates, discipline data, parental surveys].
4. Political Frame: Identify key political groups that have direct or indirect impact on the school system and environment and the role of the school leaders in managing the complexity of human interactions to focus on improving student achievement [Examples: stakeholders, legislature, city officials, governmental officials, board of education, PTSA and religious organizations].

Safe & Positive School Culture Audit Task Analysis	
Written Case Components	Consists of the following:
	<i>Symbolic Frame</i> : students will provide examples of artifacts, symbols, rites, ceremonies, rituals, visual and auditory images that help to explain and describe accepted beliefs and values that define a school's identity and culture using various software options (such as LiveBinder) to support each frame.
	<i>Structural Frame</i> : students will identify evidences [or lack thereof] of fair and equitable policies, structures, rules, and procedures for students and staff using various software options (such as LiveBinder) to support each frame.-
	<i>Human Resource Frame</i> : students will gather information on stakeholders' perspectives, attitudes and perceptions of the school and the community using various software options (such as LiveBinder) to support each frame.
	<i>Political Frame</i> : Identify key political groups that have direct or indirect impact on the school system and environment. using various software options (such as LiveBinder) to support each frame.



DPI Evidence 5: School Culture and Safety

Descriptors of the elements addressed in the evidence: *DPI: 3a3, 3b1, 3b2, 3c1, 3d2*

Student's name: _____

Student ID #: _____

College/University: _____

MSA Program Coordinator: _____

Overview

Description of Project: (i.e. IHE description from MSA Blueprint or student description)

[Redacted area for Description of Project]

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

[Redacted area for Summary]

DPI pre-service descriptors(<i>Examples listed below</i>)	Leadership Project Evidence(<i>What you did to meet each descriptor</i>)	Reviewers: Met/Not Met (✓)
Standard 3: Cultural Leadership 3a3. Utilizes data gained from the Teacher Working Conditions Survey and other sources to identify perceptions of the work environment		
Standard 3: Cultural Leadership 3b1. Uses shared values, beliefs, and a shared vision to promote a school culture of learning and success.		
Standard 3: Cultural Leadership 3b2. Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan.		
Standard 3: Cultural Leadership 3c1. Works with others to use established criteria for performance as the primary basis for reward and recognition.		
Standard 3: Cultural Leadership 3d2. Identifies strategies for developing a sense of well-being among staff, students and parents/guardians.		

Hallmark Project 6 - School Improvement Plan

NCSSE Standards - Standard 1: Strategic Leadership
Standard 6: External Leadership

Course - *EDL 568, Program Design and Evaluation*

School Improvement Plan

1. The student will conduct a school-based needs assessment.
2. The student will determine root causes of needs assessment findings and develop goals by prioritizing data-based needs.
3. The student will select research-based and locally-relevant strategies to address root causes and goals and will develop a plan for strategy implementation.
4. The student will develop a monitoring and evaluation plan to evaluate strategy implementation and effectiveness.
5. The student will demonstrate understanding of how to meaningfully involve stakeholders in the school improvement process.
6. The student will apply the knowledge and skills learned in this process in the EDL 570 and EDL 571 internship placements to assist school leaders and teachers in improving instruction and student achievement. Evidence may include:
 - Stakeholder engagement plan
 - Coaching plan
 - Leadership project
 - Reflective journals
 - School profile

School Improvement Plan Task Analysis

Needs Assessment	The needs assessment will include the following data and information from an elementary, middle, or high school: <ul style="list-style-type: none">• School mission and vision• School, district, community characteristics• North Carolina Teacher Working Conditions Survey• Teacher characteristics• North Carolina End-of-Grade or End-of-Course Tests• School attendance• School safety and student out-of-school suspensions and expulsions• SAT test (high school)• Graduation rates (high school)
Root Cause Analysis and Goals	The student will identify root causes to understand needs assessment findings and facilitate long-term solutions. Based on the needs assessment and root cause analysis, the student will prioritize needs

	and develop goals that are specific and strategic, measurable, attainable, results based, and time bound (SMART).
Strategy Selection and Implementation Plan	<p>The student will select strategies to address root causes and goals and will develop a plan for strategy implementation, including:</p> <ul style="list-style-type: none"> • Description of the strategies (e.g., intervention program) and research regarding the strategies. • Consideration of school, district, and community factors that may facilitate or present challenges to strategy implementation. • Identifying responsibilities for strategy implementation and professional development, funding, and resource requirements.
Monitoring and Evaluation Plan	<p>The student will develop a plan for ongoing monitoring and evaluation of strategies for continuous improvement, including:</p> <ul style="list-style-type: none"> • Identifying indicators, targets, and milestones for monitoring short-term progress and longer-term effectiveness. • Developing a plan for implementation and effectiveness monitoring. • Developing a plan for longer-term evaluation of strategy effectiveness. • Developing a communication and reporting plan for communicating with school, district, and community stakeholders about the evaluation and evaluation results.



DPI Evidence 6: School Improvement

Descriptors of the elements addressed in the evidence: *DPI: 1c1, 1c2, 6b2, 1a1, 1b1, 6b3, 1a2*

Student's name: _____

Student ID #: _____

College/University: _____

MSA Program Coordinator: _____

Overview

Description of Project: (i.e. IHE description from MSA Blueprint or student description)

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

DPI pre-service descriptors(<i>Examples listed below</i>)	Leadership Project Evidence(<i>What you did to meet each descriptor</i>)	Reviewers: Met/Not Met (✓)
Standard 1: Strategic Leadership 1c1. Works with others to systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives.		
Standard 1: Strategic Leadership 1c2. Utilizes multiple sources of data including the Teacher Working Conditions Survey, for improvement of instruction		
Standard 6: External Leadership 6b2. Continually assesses the progress of district initiatives and reports results to district-level decision makers.		
Standard 1: Strategic Leadership 1a2. Maintains a focus on the vision and strategic goals throughout the school year.		
Standard 1: Strategic Leadership 1a1. Works with others to develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff		
Standard 1: Strategic Leadership 1b1. Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan.		
Standard 6: External Leadership 6b3. Works with others to implement district initiatives directed at improving student achievement		

**Watson College of Education
Department of Educational Leadership
Guidelines for Comprehensive E-Portfolio**

A. Requirements: Students earning a Master of School Administration (MSA) degree or Add-On licensure must complete a comprehensive examination e-portfolio as part of the final semester of coursework in the program. The comprehensive e-portfolio should provide evidence of the objectives as described in the MSA Program Sheet.

B. Guidelines: The following is the table of contents for your e-portfolio. Part I includes a letter to the reader of no more than three double-spaced pages that summarizes your learning throughout the program. Part II details the evidence that meets MSA Program Objectives, the PSEL, the NC Standards for School Executives and how each item of evidence meets selected standards.

I. Letter to the reader (3 pages maximum). The letter should include:

1. Discuss the professional goals you had when you entered the program and the extent to which they were achieved.
2. Explain how the program helped you grow professionally.
3. Reflect upon your ability to work effectively with colleagues, students, parents and the community.
4. Describe how the standards have impacted your current performance and may affect your future administrative knowledge, skills and dispositions.

II. Evidence that Meets Program Objectives, PSEL and NC Standards for School Executives

In developing your e-portfolio, you will choose evidence that represents your best work in the program. You should include 6 artifacts in the e-portfolio. Each artifact should be aligned with the MSA program objectives, the PSEL standards and NC Standards for School Executives as illustrated through a matrix. One possible matrix is included below. At the beginning of each entry you should include a two-page DPI cover sheet (See pages 10-11 in this handbook and following) for the evidence, again, these are formatted in the DPI Cover Sheets on pages 10-25 of this MSA Handbook:

C. Committee Process and Defense of the E-Portfolio

You will write a proposal statement describing the intended contents of the E-Portfolio using a matrix (see sample below). Your e-portfolio committee chair will be assigned to you during your internship to plan a timeline for to complete your e-portfolio. Two additional committee members will include a faculty member and a P-12 administrator. Committee information, date and time of defense should then be written and submitted to the MSA Coordinator by November 15th for December graduation and by April 15th for May graduation (unless otherwise noted).

You will create your online E-portfolio in a web-based toolset called "TaskStream." Your defense should generally be completed at least a month prior to your anticipated graduation date (unless otherwise specified by your professor and/or program coordinator). E-portfolios should be submitted to the committee chairperson for review no later than one week prior to the scheduled defense date. Please use this handbook as your guide.

The defense is an opportunity for you to formally present your e-portfolio to your

committee. You will be asked by your Chair to **briefly summarize the 6 artifacts** and then **choose two-three of the artifacts** that represent your greatest growth in the program and to discuss those selected entries in more detail. During the defense, you will be expected to critically analyze your knowledge, skills and dispositions and how they will allow you to positively impact the profession as an effective leader.

The defense typically lasts one hour and is open to faculty from the Watson College of Education and university community. Committee members are given the opportunity by the Chair to ask specific questions about the e-portfolio, about the candidate’s presentation detailed above, and/or about their overall learning experiences. At the end of the defense, the Committee will inform the candidate if the e-portfolio and the oral defense were satisfactory or unsatisfactory. Students will typically complete their evidences pieces, referred to as Hallmark projects, during their MSA (or add-on licensure) coursework. If a student does not take the course in which the hallmark project is imbedded, the student will need to complete the project independently (typically while in their administrative internship- see page 7). Students may be asked by their course instructor (including the internship supervisor) to revise their evidences for the purpose of either the course or the final defense.

MSA Matrix:

MSA Courses Taken	Artifact Entry	PSEL Standards Met	MSA Objectives Met	NC Standards for School
EDL 512				
EDL 513				
EDL 514				
EDL 530				
EDL 523				
EDL 526				
EDL 566				
EDL 568				
EDL 569*				
EDL 570-71				
Elective**				

Master of School Administration Comprehensive
E-portfolio Matrix

**EXAMPLE
ONLY**

The matrix below indicates the evidence that represents my best work from the coursework required for the MSA program. Each artifact is aligned with the PSEL Standards, MSA Program Objectives and NC Standards for School Executives*.

MSA Courses	Artifacts	PSEL** Met	MSA Program Objectives Met	NC Standards for School Executives
EDL 513	Hallmark 5 Safe and Positive Culture	1, 2, 5, 8	2, 8, 9,	3b, 3c, 5b, 5d
EDL 514	Hallmark 3 School & Comm. Rel. proj	1, 4,7, 8	5, 6, 8	5c, 6a,7a
EDL 530	Hallmark 1 Curriculum Alignment &	2, 3, 4, 5,	2, 5, 7, 8,	2a, 2b
EDL 526	Hallmark 4 Written Case Study	1, 5,9	2, 8,	4b, 4c, 5d
EDL 566	Hallmark 2 Stakeholder Project	2, 5	3, 8, 9,	3a, 3d,4a,4b, 4c
EDL 568	Hallmark 6 School Improvement Plan	1, 2, 3, 4, 5, 6, 10	1, 2, 3, 4, 5, 6, 7, 8, 9	1a, 1b, 1c, 1d

***Matrix does not represent accurate artifacts and standards**

Letter to the Reader

- *Discuss the professional goals you had when you entered the program and the extent to which these were achieved.*
- *Explain how the program helped you grow professionally.*
- *Reflect upon your ability to work effectively with colleagues, students, parents and the community.*
- *Synthesize and analyze the standards and how these impact your current performance and future administrative knowledge, skills and dispositions.*

Sample instructions for Preparing the E-Portfolio

January 2015

Dear EDL 571 Students,

Many of you are busy completing your Hallmark Projects in preparation for your MSA (or add-on licensure) e-Portfolio defense at the end of your second full internship semester (typically EDL 571). Here is information that we have shared with you in our meetings and that is in our *MSA Handbook*, but I wanted to go through it again in case there are any questions. I am attaching the *MSA Handbook* as a Word Doc in case anyone for your easy reference for these items below.

- 1.) **Accessing Taskstream**- Read over page 31 of the *MSA Handbook* to find out how to do this.
- 2.) **Cover Sheets**- You have been working on these as you have turned in your work; we will be using the ones you have worked on (formatted by DPI) as your two page cover sheets. These can again be found on pages 10-25.
- 3.) **Letter to the Reader**- Using the format on page 29, please write a reflective letter that addresses these four items (about 2 pages in length is fine).
- 4.) **E-Portfolio Matrix**- This can be found on pages 28-29. This matrix provides you the opportunity to list your six Hallmark projects and how they meet each standard. In the first column, you name the course in which you completed the HM project. If you did this during your internship, list either EDL 570 (first semester) or 571 (Second semester). Important: the links to the actual standards are found here:
 - a. **PSEL Standards**:
<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>
 - b. **MSA Program Objective Standards**: (See our nine standards on page 3of the handbook)
 - c. **North Carolina Standards for School Executives**
<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/princ-asst-princ-standards.pdf>
- 5.) **Sharing with the committee members**- After you complete the Taskstream e-Portfolio as described on page 31 by uploading your Letter to the Reviewer, Matrix, and 6 HM projects with cover sheets, you can share it first with your committee chair (your EDL 571 instructor) for their initial review. This should be done two weeks prior to your defense. This can be done by choosing the “share” option in Taskstream. Then, one week prior to your defense, you need to share with your principal (again, “share” through Taskstream by entering their respective e-mail address) and give them the attached “MSA Review Form-Guiding Document” (they do not have to turn this in; it just allows them to frame and reference your work).

Many of you are still finalizing **defense dates**; again, please work with your principal and your supervising professor to pick a **90-minute block in April** (these will take place in the Watson Education building unless you request a WebEx format). Once you confirm a date with your supervising professor *and* principal, please let me know your date/time and format (Watson building or WebEx) at sterrettw@uncw.edu so that we can arrange for a second UNCW professor as well as a room (if needed).

Sincerely,
Dr. Sterrett

Instructions for Creating Your MSA E-portfolio

It may help if you view the UNCW Tutorial. They are found here:

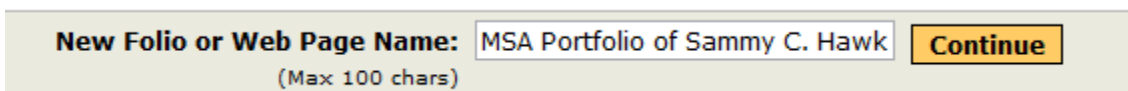
<http://www.uncw.edu/ed/online/taskstream.html>

1. Log into Taskstream
2. Down the left column of tools find and click once on Folios & Web Pages tab at the top.

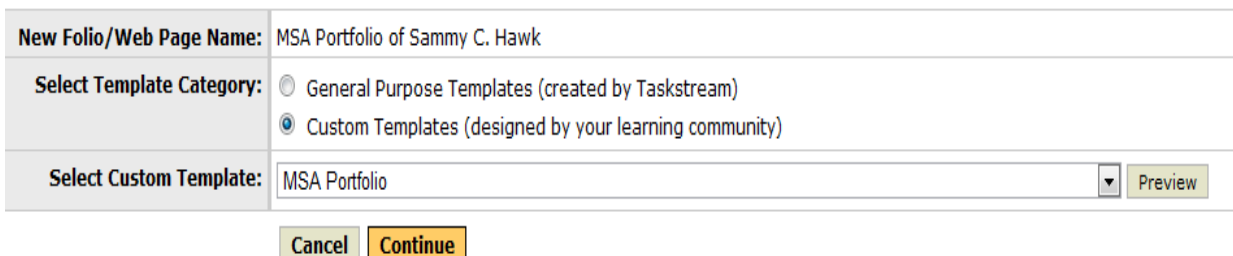
A screenshot of a web interface showing a tab labeled "Folios & Web Pages". The tab is highlighted with a light purple background and has a small arrow pointing to it from the left.

3. In the box at the top type "MSA E-portfolio of (Your Name)".

Example:

A screenshot of a form field for creating a new folio. The label "New Folio or Web Page Name:" is followed by a text input box containing "MSA Portfolio of Sammy C. Hawk". Below the input box is the text "(Max 100 chars)". To the right of the input box is a yellow "Continue" button.

4. Click the Continue tab.
5. On the next screen choose Custom Templates. Then select the template titled "MSA Comprehensive E-portfolio".

A screenshot of a form showing template selection options. The "New Folio/Web Page Name:" field contains "MSA Portfolio of Sammy C. Hawk". Under "Select Template Category:", there are two radio button options: "General Purpose Templates (created by Taskstream)" and "Custom Templates (designed by your learning community)". The "Custom Templates" option is selected. Under "Select Custom Template:", there is a dropdown menu showing "MSA Portfolio" and a "Preview" button. At the bottom are "Cancel" and "Continue" buttons.

6. Click the Continue tab.
7. The next screen allows you to select a style for your e-portfolio. You can make the e-portfolio any style you choose. You can select the layout and the theme. Then scroll down and select Save Changes.
8. Click the Edit Content tab at the top of the e-portfolio. You will now see links on the left for each of the aspects required for the e-portfolio. To add evidences or edit these simply click on them. You can add images, upload documents, link to other site, and more by using the features found at the bottom of the page. To edit the text within the section, click on *Edit Text & Image*.
9. You have now completed creating your web e-portfolio. You will not have to do the above steps again. To view or add to your e-portfolio in the future, simply click on the Folios & Web Pages Tab, and then choose your e-portfolio.

MSA COMMITTEE E-PORTFOLIO REVIEW FORM

CANDIDATE: _____ **Committee Members:** _____

Committee members should complete one week prior to defense to determine areas of strength, areas for improvement/revision, and areas for additional defense questions.

MSA Program Objectives: Which e-portfolio entries address each objective?			
1. Foster a school vision that respects community values and are guided by empirical evidence of effective practices.	____ Artifact 1 ____ Artifact 4	____ Artifact 2 ____ Artifact 5	____ Artifact 3 ____ Artifact 6
2. Evaluate student and teacher performance consistently and continuously and modify practices as necessary.	____ Artifact 1 ____ Artifact 4	____ Artifact 2 ____ Artifact 5	____ Artifact 3 ____ Artifact 6
3. Support and value the contribution of a school's culture in achieving exemplary student performance.	____ Artifact 1 ____ Artifact 4	____ Artifact 2 ____ Artifact 5	____ Artifact 3 ____ Artifact 6
4. Encourage respectful relationships between and among all of the school's stakeholders and respond to critical needs.	____ Artifact 1 ____ Artifact 4	____ Artifact 2 ____ Artifact 5	____ Artifact 3 ____ Artifact 6
5. Create an effective and innovative learning environment reflecting high quality instruction in a safe and orderly setting.	____ Artifact 1 ____ Artifact 4	____ Artifact 2 ____ Artifact 5	____ Artifact 3 ____ Artifact 6
6. Lead in the selection, evaluation, and implementation of effective curricula.	____ Artifact 1 ____ Artifact 4	____ Artifact 2 ____ Artifact 5	____ Artifact 3 ____ Artifact 6
7. Identify organizational strengths and areas in need of improvement.	____ Artifact 1 ____ Artifact 4	____ Artifact 2 ____ Artifact 5	____ Artifact 3 ____ Artifact 6
8. Make decisions and allocate resources rationally on the basis of evidence and/or demonstrated need.	____ Artifact 1 ____ Artifact 4	____ Artifact 2 ____ Artifact 5	____ Artifact 3 ____ Artifact 6
9. Act with integrity and fairness in dealings with students, faculty, staff, and the larger learning community.	____ Artifact 1 ____ Artifact 4	____ Artifact 2 ____ Artifact 5	____ Artifact 3 ____ Artifact 6

Results of E-Portfolio Review

What areas of strength, areas for improvement/revision, and areas for defense questions are evidenced?

1. What areas of strength are evidenced by the artifacts and accompanying justifications?
2. Which MSA Program Objectives are well-addressed?
3. What areas for improvement and/or revision are evidenced by the artifacts and accompanying justifications?
4. Which MSA Program Objectives are not well-addressed?
5. What areas should be addressed with defense questions?

MEMORANDUM

To: Graduate School, UNCW

From: Dr. Carol McNulty
Graduate Coordinator
Watson College of Education

Subject: Report of Comprehensive/Portfolio Examination

Date:

This is to certify that the following student has submitted a comprehensive examination/portfolio and completed a comprehensive/portfolio defense with the grade indicated.

Student's Name:

Student's ID:

Candidate's degree: M.E.D. _____ M.S.A _____ M.S. _____

Program (major): _____

Date of Comprehensive Exam/Portfolio Submission:

Grade: **PASS** _____ **FAIL** _____

Date of Portfolio Defense (if applicable):

Grade: **PASS** _____ **FAIL** _____

cc: Department Chair

MSA DEFENSE RUBRIC

CANDIDATE: _____ **Committee Members:** _____

The committee should complete this rubric following the defense, to document the defense outcome, and to provide feedback to the MSA candidate.

MSA Program Objectives	Provides Sufficient Evidence of Meeting Objective	Provides Insufficient Evidence of Meeting Objective
1. Foster a school vision that respects community values and are guided by empirical evidence of effective practices.		
2. Evaluate student and teacher performance consistently and continuously and modify practices as necessary.		
3. Support and value the contribution of a school's culture in achieving exemplary student performance.		
4. Encourage respectful relationships between and among all of the school's stakeholders and respond to critical needs.		
5. Create an effective and innovative learning environment reflecting high quality instruction in a safe and orderly setting.		
6. Lead in the selection, evaluation, and implementation of effective curricula.		
7. Identify organizational strengths and areas in need of improvement.		
8. Make decisions and allocate resources rationally on the basis of evidence and/or demonstrated need.		
9. Act with integrity and fairness in dealings with students, faculty, staff, and the larger learning community.		

OVERALL COMMENTS:

Strengths:

Areas for continued growth:

OVERALL RECOMMENDATION:

PASS _____

PASS WITH RESERVATIONS _____

DOES NOT PASS _____

Committee Members' Signatures:

Date: _____



Department of Educational Leadership

Watson College of Education
University of North Carolina Wilmington
MSA Field Experience Request

(Office) 910-962-3369(Fax) 910-962-3609

(DATE)

Dear (Principal Name),

I am writing to you as a graduate student in the Department of Educational Leadership at the University of North Carolina Wilmington. I am seeking your permission as principal to complete a required field experience in your school. At UNCW, the Department of Educational Leadership emphasizes the field experience as a critical component of our leadership preparation. Before entering the schools, students are acquainted with a variety of instructional and theoretical understandings, current research in the field, and collaborated on a variety of projects that are relevant to understanding key issues in educational leadership. Each field experience, from a short interview with a staff member or a one-year administrative internship, provides an authentic experience that is vital to developing successful leaders for tomorrow's schools. Our objective is to provide a mutually beneficial experience for our students and our partnership district schools.

I would like to seek your permission to complete field experience work in your school; here is relevant information regarding this request:

Student Name and Contact: (Enter your name here and @uncw.edu)

Graduate Program: Master of School Administration (MSA)

Name of Field Experiences: (name of project and course)

Dates of Completion: _____

Supervising University Instructor Contact: (Name) (-name-@uncw.edu)

If you have any questions please contact me at the above e-mail. If you have further questions, you may also contact my university supervising instructor as well.

Thank you for your consideration of this request; after indicating your approval or denial of this request, please scan/upload this form to your course Blackboard Shell. The department will verify all necessary criteria (background check and course registration) and will then give me permission to begin the assignment at your school.

Sincerely,

(PLEASE SIGN YOUR NAME LEGIBLY HERE)

____ Yes, I approve this request. Signed _____
PRINT NAME and SCHOOL: _____

____ No, I decline this request. Signed _____
PRINT NAME and SCHOOL: _____

Masters of School Administration Professional Dispositions

1. Commitment to Personal and Professional Qualities

- Integrity (honesty, ethics and character)
- Caring
- Tolerance
- Critical thinking and problem solving
- Creativity and innovation
- Consideration and thoughtfulness
- Language appropriate to context and audience
- Attendance, punctuality and responsiveness
- Professional attire and appearance

2. Commitment as a Learner

- Engages actively in class
- Completes assignments to the best of one's ability
- Takes responsibility for one's learning by showing initiative in responding to assignments, projects and class activities both as a learner and a teacher
- Accepts feedback readily and is receptive to new ideas
- Gives thoughtful consideration to different views
- Contributes ideas and demonstrates initiative when working in groups and teams, comes to meetings prepared
- Collaborates with peers, colleagues and other teachers to create a professional learning community

3. Commitment as an Educator to the Success of all Students

- Reflects about one's own cultural identity and experiences
- Examines and seeks to overcome biases and stereotypes
- Shows respect for and sensitivity to students' varied perspectives and cultures
- Takes responsibility for all students' learning including holding high expectations for all students
- Establishes an environment that is inviting, respectful, supportive and inclusive
- Works collaboratively with the families and significant adults in the lives of their students
- Chooses methods and materials that engage students to raise academic achievement of all learners and strives to eliminate achievement gaps

4. Commitment to Professional Leadership ¹

- Involves families and the community in the classroom and the school
- Participates in initiatives to improve public education, including professional associations, community service, boards, panels, agencies or special projects
- Advocates for positive change in policies and practices affecting student learning and lives
- Seeks solutions to overcome social, political, cultural, economic, physical and cognitive barriers that may prevent effective family and community involvement in the education of their students

¹ Candidates will show evidence of some aspects of Category 4 during our preparation programs. The intent is to show the continuum of commitment and professional behaviors that will grow beyond our programs. This category will be assessed by candidates' demonstrating their connections across the classroom, school, and community and society.