

Master's Degree and Post-Degree Principal Certification Program Handbook Educational Leadership

Table of Contents

Table of Contents	1
Prefatory Note	3
Introduction	4
o Arizona Administrator Certification Requirements – Principal	5
o 2008 Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders	7
o Educational Leadership Program Description	9
o Master's of Education Course Sequence for Educational Leadership	10
o University of Arizona Educational Leadership Program Personnel	11
Course Descriptions	
Required Courses	
o EDL 504 Disciplined Inquiry in Education	12
o EDL 560 Foundations of Educational Leadership: Theory, Research and Practice	12
o EDL 561 The Principalship	12
o EDL 562 Arizona Education Law	13
o EDL 563 Supervision of the Instructional Program	13
o EDL 564 Personnel Administration in Education	13
o EDL 565 School Finance	14
o EDL 593a The Principal Internship	14
o EDL 598 Problems in Educational Leadership: Capstone Experience	14
Representative Optional Courses for Elective Credits	
o EDL 566 Computer Applications in School Administration (M.Ed.)	15
o EDL 604 Leadership for Educational Change (M.Ed.)	15
o EDL 605 Evaluation of Programs and Personnel	16
o EDL 606 Education Policy Analysis	17
o EDL 567 School, Family and Community Relations (M.Ed.)	18
Additional Information	
o Information Resources	19
o Advisor	19
o Registration for Courses	19
o D2L	19
o Plan of Study	19
o Capstone Experience	20
o Completion of Degree Requirements	20
o Administrative Certification and Institutional Recommendation	20
o Master's Program Requirements Checklist	21
o Convocation and Commencement	21
o Financial Aid Information	21

University and EDL Policies	
o Time Limitation	22
o Leave of Absence	22
o Readmission	22
o Grievance	22
o Grievances that will be Reviewed by the Graduate College	22
o Grievance Procedure	22
o College Grade Appeal	22
o Grade Appeal Time Table	24
Code of Academic Integrity	
o Prohibited Conduct	25
o Student Responsibility	25
o Faculty Responsibility	25
o Student Rights	25
Academic Integrity Procedures	26
General Provisions	
o Academic Days	26
o Advisor	26
o Grade Before Appeals	26
o Graduate Students	26
o Notice	26
o Record	26
o Rights and Responsibilities of Witnesses	26
o Students or Faculty Not Available for Conference	27
o Students Not In Class	27
CHECKLIST: Degree Requirements	28
Appendix A – Grievance Procedure	29
Appendix B – Academic Integrity Procedures	32
Appendix C – Educational Leadership Program Professionalism Rubric	35
Appendix D – Principal Internship	
o Overview	39
o Application	45
o Self-Assessment	68
o Personal Plan of Action	76
o Roles and Responsibilities	84
o Portfolio Guidelines	86
o Reflection Guidelines	87
Appendix E – Registration Form for Outreach College	90
Appendix F – Sample Graduate College Forms	
o Plan of Study	92
o Completion of Degree Requirements	94
Appendix G – Attestation Form	95

Prefatory Note

All students in the University of Arizona's Master's Degree and Post-Degree Principal Certification Program in Educational Leadership, who are in the class commencing after Summer 2010, are **required** to have read and comprehended this Handbook.

This comprehension will benefit you in navigating your way successfully through this program. Taking the time now to understand the material covered in this Handbook will save you from potential difficulties later.

All incoming students are required to sign and submit to their Educational Leadership advisor the "Attestation Form" at the back of this Handbook, as part of the requirements of the "Foundations of Educational Leadership: Theory, Research, and Practice" course taken in the first semester. This form must be submitted within 15 days of the beginning of this course.

Introduction

We welcome you to the University of Arizona Educational Leadership Program in the Department of Educational Policy Studies and Practice, and appreciate your desire to pursue principal certification in the state of Arizona. We are happy you have chosen to further your educational and career goals here. Our mission is to provide you an academic experience that will fully prepare you for a leadership role in today's educational environment. In this Handbook, you will find information that will be valuable to you as you progress through the program.

This program is designed so that you can progress through the coursework with a stable cohort. We recognize that not everyone will follow the course sequence as designed, and flexibility is included so that we might meet the needs of each individual. Core certification courses are currently offered in both the traditional format and in a hybrid online format, which combines face-to-face instruction with online learning. Please note that course content, expectations, and Signature Assignments remain the same for both venues.

This handbook will describe the processes and paperwork requirements for the Master's program, the College of Education, and the Graduate College. While we have not included all the rules and regulations related to obtaining a degree, we have included descriptions of program, date, and time requirements. **All official degree-related paperwork needs to be initiated and completed by you** at the Graduate College website at <https://grad.arizona.edu/gc/forms/>.

The EDL office is located in the College of Education building, room 321, and is open Monday through Friday, 8:00 a.m. – 5:00 p.m., except during the lunch hour, noon-1:00 p.m. Should you have any specific questions not addressed within this document, please contact:

Margo Sallet
Administrative Associate
Department of Educational Policy Studies and Practice
520-626-7313; FAX: 520-621-1875
msallet@email.arizona.edu

We ask that you

- keep this handbook in an accessible and logical place.
- consult the handbook each semester for dates, deadlines, and other important information.
- work closely with your advisor to ensure that you are progressing through your program in a timely manner.

We trust that this handbook will be helpful for navigating your journey through your program.

Sincerely,
Lynnette Brunderman, Ed.D.
Director, M.Ed. and Certification Programs

REQUIREMENTS FOR PRINCIPAL, PREKINDERGARTEN – 12 CERTIFICATE

ARIZONA DEPARTMENT OF EDUCATION – CERTIFICATION UNIT

** REQUIREMENTS MAY BE SUBJECT TO CHANGE AND ARE FULLY REFERENCED IN THE ARIZONA REVISED STATUTES AND ADMINISTRATIVE CODE.
**Version 9.0 (Rev. 7-29-2010) www.AZEd.Gov/CERTIFICATION

EXCEPT FOR INDIVIDUALS WHO HOLD A VALID ARIZONA SUPERINTENDENT CERTIFICATE AND HAVE COMPLETED THREE YEARS OF VERIFIED FULL-TIME TEACHING EXPERIENCE, THE PRINCIPAL CERTIFICATE IS REQUIRED FOR ALL PERSONNEL WHO HOLD THE TITLE OF PRINCIPAL, ASSISTANT PRINCIPAL OR PERFORM THE DUTIES OF PRINCIPAL OR ASSISTANT PRINCIPAL AS DELINEATED IN TITLE 15 OF THE ARIZONA REVISED STATUTES.

☐ PRINCIPAL, PREKINDERGARTEN – 12 CERTIFICATE

The Principal Certificate is valid for 6 years and may be renewed.

Requirements for the Principal Certificate are:

1. Completed **Application for Certification**

2. Appropriate fee (See Application for Certification)

3. One of the following:

A. A photocopy of your valid Arizona **IVP** fingerprint card (plastic) issued on or after January 1, 2008.

- OR -

B. A photocopy of your valid Arizona fingerprint clearance card (plastic) issued prior to January 1, 2008.

NOTE: Effective January 1, 2008, per Arizona State Statute A.R.S. § 15-106, an applicant who applies for a teaching certificate shall submit an **Identity Verified Prints (IVP)** Fingerprint card. "Non-IVP" Arizona fingerprint clearance cards issued on or after January 1, 2008 will **NOT** be accepted.

4. A Master's or more advanced degree from an accredited institution. Official transcript(s) must be submitted.

5. Three (3) years of verified full-time teaching experience in grades Prekindergarten – 12. Submit a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience.

6. Completion of a program in educational administration for principals, including at least 30 graduate semester hours of educational administration courses teaching the knowledge and skills described in the Professional Administrative Standards (R7-2-603) to include three credit hours in school law and three credit hours in school finance.

7. A practicum as a principal or two years of verified experience as a principal or assistant principal under the supervision of a certified principal in grades Prekindergarten – 12. Submit a letter on official letterhead from the District Superintendent or Personnel Director to verify experience.

8. A passing score on either the **Principal or Superintendent** portion of the Arizona Educator Proficiency Assessment.

9. Verification of state approved Structured English Immersion (SEI) training or comparable state approved SEI training from another state to qualify for the Provisional SEI endorsement. Option A if certified before August 31, 2006. Option B if certified on or after August 31, 2006: A. Verification of one (1) semester hour or fifteen (15) clock hours of state approved SEI training.

B. Verification of three (3) semester hours or forty-five (45) clock hours of state approved SEI training.

NOTE: The Provisional SEI endorsement is valid for three years. An additional three semester hours of state approved SEI training will be required to qualify for the Full SEI endorsement.

Individuals who hold an Arizona Full Bilingual or Full ESL endorsement are exempt from the SEI endorsement requirement. The requirement for a Provisional SEI endorsement may be waived for a period not to exceed one year for individuals who graduate from administrator or teacher preparation programs that are not approved by the Arizona State Board of Education and meet all other applicable certification requirements.

10. Arizona Constitution (a college course or the appropriate examination).

11. U.S. Constitution (a college course or the appropriate examination).

NOTE: If you otherwise qualify for the certificate but are deficient in Arizona and/or U.S. Constitution you have 3 years to fulfill the requirement.

Interstate School Leaders Licensure Consortium (ISLLC): Standards for School Leaders

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Functions

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

The Educational Leadership Program Description

The Educational Leadership Program in the Department of Educational Policy Studies and Practice at the University of Arizona, College of Education prepares scholar-practitioners for leadership roles at all levels of public education. Through coursework, internships, and independent research projects, students in both our Master's and Doctoral programs enhance their abilities to

- use theory and research to inform and guide inquiry and practice
- cultivate interpersonal relationships and strengthen political diplomacy skills
- follow ethical principles
- adapt to a changing world
- predict the consequences of proposed action
- sustain continuous educational improvements over time

Graduates from the Educational Leadership Program hold positions in urban, rural, and suburban districts. They work as principals, superintendents, and other district office professionals. Many graduates serve in leadership roles in professional organizations at the state and national level.

Master of Education (M.Ed.) in Educational Leadership

The EDL Master's program is designed for aspiring educational leaders who wish to obtain principal certification. This degree provides a solid foundation for leaders considering pursuing doctoral work in the future. Courses are offered in the summer and during the academic year allowing part time and full time students to participate in the program. Students who choose not to enroll in the cohort can opt to take coursework on a course- and space-available basis. The 36 unit program includes three units of internship for principal certification.

Minimum Requirements

- Cumulative undergraduate G.P.A. of 3.00
- Three years verified, successful teaching in a K-12 setting (or related experience if not pursuing principal certification)

Additional Requirements for Principal Certification

- A valid Arizona teaching certificate
- 90 clock hours of training in Structured English Immersion
- Arizona Fingerprint Clearance Card
- A passing score on the Arizona Educator Proficiency Assessment for Principals

EDUCATIONAL LEADERSHIP

PROGRAM

Master of Education – Educational Leadership Meets all Course Requirements for Principal Certification		
Core Courses: (21 semester hours)		
EDL 560	Foundations of Educational Leadership: Theory, Research & Practice	3
EDL 561	The Principalship	3
EDL 562	Arizona Education Law	3
EDL 563	Supervision of the Instructional Program	3
EDL 564	Personnel Administration in Education	3
EDL 565	School Finance	3
EDL 593a	Principal Internship	3-6
Research Courses: (6 semester hours)		
EDL 504	Disciplined Inquiry in Education	3
EDL 598	Problems in Educational Leadership: Capstone Experience	3
Elective Courses: (9 semester hours) (or others may be substituted with permission)		
EDL 566	Computer Applications in School Administration	3
EDL 567	School, Family, and Community Relations	3
EDL 604	Leadership for Educational Change	3
EDL 605	Evaluation of Educational Programs and Personnel	3
EDL 606	Policy Analysis in Education	3
EDL 682	The Superintendency* (required for Superintendent's certification)	3
EDL 695a	Issues in Educational Leadership	3
EDL 696b	Research in Educational Leadership	3
SERP 570	Administration of Special Education Programs	3
EDP 532	Administration and Organization of School Guidance Programs	3
TOTAL		36 units

To inquire about courses, administrative certification, or degree programs offered in the Educational Leadership Program at the University of Arizona, call (520) 626-7313 or e-mail: edlprog@email.arizona.edu

Revised April 2010

Nationally Recognized Faculty and Research Program

The faculty of the Educational Leadership Program is recognized locally, statewide, and nationally for significant educational research, outstanding teaching in the field of educational leadership, and commitment to the service of public education.

Faculty

- **Jeffrey Bennett**, Assistant Professor Ph.D., Educational Administration, The Ohio State University
- **Kris Bosworth**, Professor, Smith Endowed Chair, Ph.D., Adult Education/Educational Technology, University of Wisconsin – Madison
- **Lynnette Brunderman**, Associate Professor of Practice and Master's Coordinator, Ed.D., Educational Leadership, University of Arizona
- **John Taylor**, Professor, Ed.D., Curriculum, Instruction, and Teacher Education, Stanford University
- **Rose Ylimaki**, Associate Professor, Ph.D., Educational Administration, University of Wisconsin – Madison

Adjunct Faculty

- **J. Robert Hendricks**, Associate Professor Emeritus, Ed.D., Educational Administration, Arizona State University
- **Scott Mundell**, Ed.D., Educational Leadership, University of Arizona

Staff

- **Margo Sallet**, Administrative Associate and Graduate Coordinator
T: 520-616-7313
F: 520-621-1875
msallet@email.arizona.edu
http://coe.arizona.edu/pages/dep_edl/

Course Descriptions and Representative Complete Syllabi

Required Courses

EDL 504

Disciplined Inquiry in Education

Introduction to research methods in education: analysis of research; writing of research reviews; applying research results in educational settings. Students will learn the basic tools of quantitative and qualitative methods of research, critical analysis of peer-refereed journals, and careful and systematic investigation of educational phenomena. This course will also prepare students for EDL 598: Capstone Experience.

EDL 560 Foundations of Educational Leadership: Theory, Research and Practice

This course is an introduction to the foundations of educational administration and leadership. An open social-systems model of schools provides the theoretical framework that organizes and relates this theory and research to educational administration practice. There will be strong emphasis on problem-based learning through case studies and simulations.

EDL 561

The Principalsip

This course examines the functions and responsibilities of the school principal, including the political, social and human relations dimensions of the role. School leadership encompasses the wide range of job activities engaged in by educational administrators as they work collaboratively with teachers, school families, support staff, other administrators, and students to ensure all students learn. This course focuses on issues that include leadership responsibilities, issues, duties, and activities at the overall school level and beyond. At the conclusion of the course, students will be prepared for the Arizona Educator Proficiency Assessment (AEPA) exam required for principal certification in Arizona, and will be thoroughly familiar with the Arizona School Improvement Plan (ASIP) process. The format of the course will be class lecture, discussion, video presentations, small group activities, role-playing and simulations, reading of required articles and handouts, guest speakers, and completion of projects, assignments, and class responsibilities.

EDL 562**Arizona Education Law**

This course is a Master's level survey course of sample Arizona statutes and cases that pertain to school policies. Students will study relevant legal issues as well as learn about the legal rights and responsibilities of students, teachers and administrators within our educational system in Arizona. Also, the underlying issue emphasized in this course is that each educator will be able to apply rationale legal constructs to academic decisions. Each administrator should be prepared to reasonably apply legal parameters to academic conflicts, thereby assuring that each student, teacher and fellow administrator be able to understand why particular decisions are made.

Conceptual Framework: Justice and Care for Excellence in Education for All Children

Knowledge Base: This course, based primarily upon statutes and legal codes, also relies upon named Standards for Arizona School Administrators, Arizona Education Statutes and the ISLLC Standards.

EDL 563**Supervision of the Instructional Program**

Building upon the knowledge base of transformational and instructional leadership, this course is designed to examine the application of current supervisory theory in the school and/or school district setting. Special emphasis will be placed on the understanding of the role of instructional supervision in the improvement of classroom instruction and in curriculum development and revision. The primary focus of this course will be to acquire the knowledge, skills, and dispositions to successfully meet the challenge of improving student learning through the application of knowledge, interpersonal skills, and technical skills to various supervisory tasks. These supervisory tasks include direct assistance, group development and professional development. When implemented successfully, teachers will be able to teach in a collective, purposeful manner which unites organizational goals and teacher needs. In addition, the specifics of change process as it applies to leadership, school improvement, and school restructuring will be discussed.

EDL 564**Personnel Administration in Education**

This course is designed to provide a practical overview of the personnel functions in education. Planning, organization, implementing and evaluating as personnel functions are discussed. The selection, motivation, retention and evaluation of the organization's "human capital" are also emphasized.

EDL 565**School Finance**

This is a three credit Master's level course designed to introduce the student to the basics of school finance at both the local (school) and district levels, specific to the laws and regulations of the state of Arizona. Students will explore the policies and procedures common to many school districts in the area of school finance. Special topics include bonds and overrides, ADA, ADM, funding formulas applicable to Arizona school districts, and the role of the federal government in other issues, such as class size, employee benefits, transportation, special education, etc.

EDL 593ab**Principal Internship**

This course entails practical experiences in a leadership role at the district site. Interns will experience what it is like to assume the role of superintendent, and will become immersed in the role. Experiences in all phases of district life will be included. Interns will collaboratively plan those experiences with their on-site mentor. Substantial and significant amounts of time devoted to the internship experiences will provide a more realistic experience for interns. Combined with the field work from the program, the intern must log a minimum of 240 hours for the internship.

EDL 598**Problems in Educational Leadership: Capstone Experience**

This course entails the development and conduct of an action research project to analyze a practical problem in educational administration. Students will apply educational theory and research methodologies to problems faced by educational leaders. Students will seek and obtain permission in writing from education officials to conduct the research project.

Students' research projects will include: background to the problem, statement of the problem, purpose of the intervention/study, research questions, review of the literature, and methodology. Students will then complete the data collection, analyze the data, and describe the results, aligning their work with the ISLLC Standards. Interaction with the professor in data collection and the writing of the sections entitles research findings, conclusions, recommendations, evaluation of the process for student and workplace, references, appendices, and abstract will constitute the bulk of the course. Instruction will delineate the format, writing, and procedures. Students will share each section for instructor approval and critique. In addition, students will be required to make a juried presentation of their project. This will be coordinated through the instructor.

Representative Optional Courses for Elective Credits

EDL 566

Computer Applications in School Administration

The course explores the role of the administrator in creating a learning environment that takes advantage of current and emerging tools. The course is based on the International Society for Technology in Education's (ISTE) National Technology Standards for Administrator's (NETS-A). During the course we will explore a variety of issues related to the five NETS-A Standards.

I. Visionary Leadership. Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

II. Digital Age Learning Culture. Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

III. Excellence in Professional Practice. Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

IV. Systemic Improvement. Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.

V. Digital Citizenship. Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

These Standards are based on the April, 2009 Draft of the Administrator Standards to be adopted at NECC, 2009. Please do not distribute outside of this class (Copyright© 2009, ISTE)

EDL 604

Leadership for Educational Change

Change is a critical component in any American educational organization. Leadership is essential to implement innovation or new practice, to make mid course corrections when problems arise and to create a culture in which planning for change is an integral part of the culture. Understanding the need for change, the nature of change, the change process, and the research on change provides a leader with tools to be more effective in dealing with change within their organizations. The purpose of this course is to explore a systems change framework for transforming our schools.

Overview. In this course, students will understand and be able to apply program evaluation approaches. Why is this course important? First, evaluation has always been the basis for monitoring and improving education. Second, today evaluation is mandated at higher and more sophisticated levels by school boards, city and county governments, state legislatures, and the United States Congress. It is evident that policy makers are exercising firm oversight of funds tied to evaluation results. Evaluation results lead to public rewards or penalties, competition or cooperation, temporary sense of success or abhorrent classification. Despite these pressures and consequences, educators believe in evaluation as the cornerstone of good practice.

Students will learn those key evaluation standards, terms, and tools that guide local, state and federal programs such as: standards, accountability, assessment, accreditation, data, scientific research based evidence, testing (high stakes and teacher), outcome measures, etc. These terms and tools are applied at many levels: classroom, school, school district, higher education, state, and national agencies. Evaluation varies widely in the objects evaluated (Programs: Head Start, bilingual education, reading; people: teachers, administrators, bus drivers, etc.), the questions addressed, the methodologies (quantitative and qualitative) used, the data and evidence collected, the audiences served (Federal, state or local agencies, school boards, parents, etc), the funds expended, and the values invoked.

Students will learn that in performing evaluations, many things can and do go wrong. Yet, in all forms and practices of evaluation, ethical and moral behaviors are required. Evaluators and evaluations are subject to bias, misinterpretation, and misapplication. Evaluation can help solve complex, funky, messy, wicked, and sticky problems. On the other hand, they might address the wrong questions, provide erroneous information, waste time, resources, placed and forgotten on a shelf to collect dust. Yet, poorly performed or unfavorable evaluations produce dire consequences for people and institutions. Students will learn that even evaluations should be evaluated to assure that clients and constituents receive reliable information and ethical services.

Students will become familiar with evaluation approaches required of federal programs such as: NCLB, the Institutes of Education Sciences, Postsecondary Education Act, Individuals with Disability Education Act (IDEA), National Science Foundation, Health and Human Services, to name a few. Also, students will examine education evaluation approaches in Arizona. Students will have the opportunity to stay abreast of the consequential developments.

The course begins with (1) an emphasis on ethical, political, and interpersonal aspects of evaluations, (2) an introduction to evaluation processes generally, moves to (3) an examination of procedures for planning and conducting evaluations and case study research design and methods, then (4) explores a series of evaluation issues and the dynamics of local, state, professional associations, and federal evaluation policies that affect P-20

education. Because there are limits to the number of topics that can be covered during a single semester, this course will not address in detail a number of important topics, among them, personnel evaluation, evaluation research methodology and student testing.

More specifically, this course is intended:

- To familiarize the student with ways the education enterprise formulates and implement evaluation policies and practices with consequences on student, personnel, and program outcomes.
- To demonstrate the increasing importance of current evaluation approaches shaping education practices and policies;
- To describe the evaluation process and the mandates on education at the local, state, and national level; and
- To better equip students with current or potential responsibilities as teachers and administrators to comprehend nuances of the evaluation process and outcomes and to participate more effectively in it.

EDL 606

Overview. This course seeks to help students arrive at a better understanding of American education through an examination of education policy development, implementation, and impact. In general, the course will acquaint students with selected education policy issues and challenges that significantly influence current practices. As a foundation, students will explore the implication of political philosophy, ideology, and theories guiding politics and policy in education. The course is intended to give students (as education leaders, prospective researchers, and policy analyst) an appreciation of what drives education policy and its implementation.

As one primary activity, students will closely monitor the development of current policy positions by analyzing breaking information from media, think tanks, education associations, local, state, and federal agencies. In other words, students will stay abreast of the consequential developments of education policy implementation throughout the semester.

The course begins with an analysis of (1) political theory, philosophy, moral politics and ideology, and moves into greater depth (2) policy development and process generally. Students will examine the (3) respective roles of local, the states and federal governments, (4) exploration of a series of education policy issues and the dynamics of political processes that affect P-20 education. Last, students will (5) examine education research that claims to explain the results of education policy intervention and implementation. Because there are limits to the number of topics that can be covered during a single semester, this course will not address in detail a number of important topics, among them, the financing of schools, the roles of the courts, and the research methodology.

EDL 567

This graduate-level course is devoted to a study of the knowledge, dispositions, and skills needed by school administrators in order to understand and respond to diverse community systems, interests, and needs; collaborate effectively with families and community members; mobilize community resources to benefit students and families; and interpret the school to the public through a variety of media and modes. This course will assume school-community relations requires more than school public relations although it remains a vital component. Collaborative and ecological systems-thinking leadership perspectives will be emphasized as well as presentation and communication skills.

Additional Information

Information Resources

We ask that you obtain and use the following required publications:

The Graduate Catalog, available online only. Visit the Graduate College web site at <http://grad.admin.arizona.edu/> to download a current catalog. The catalog provides information on the programs and regulations that govern graduate exams, ethics, graduate requirements, etc. These regulations will apply to you throughout your program.

Publication Manual of the American Psychological Association (APA), 6th edition, available at the UA Bookstore. **All** of your papers should adhere to APA style requirements.

Advisor

Your work in the EDL program will be guided by Dr. Brunderman who will be your main contact and serve as your program advisor. Dr. Brunderman will also advise and supervise your internship, unless otherwise indicated.

Registration for Courses

There are **three types** of course registrations. For **fall and spring semesters**, you must submit a Registration Request form to the Administrative Associate who will in turn register you for classes through the UA Outreach College. The UA Outreach College will email the invoices to your University email account. During **summer session**, you will register yourself for classes via RegWeb at <http://www.registrar.arizona.edu/webreg.htm> and pay fees to the Bursar's Office instead of the UA Outreach College. Lastly, the Administrative Associate will register you for the **internship and capstone courses** once you have obtained approval from the appropriate instructors.

D2L

Desire2Learn (D2L) is a web-based course management system used to augment Master's courses. It is a required study component of your program. You must first be registered for the classes in order to access D2L. To use D2L, you must create a NetID if you have not already done so by visiting <https://netid.arizona.edu/> and following instructions. You will need to provide your student ID number, four-digit PIN, and date of birth.

Instructors typically use D2L to communicate with students. If you would like emails forwarded some account other than D2L, you will need to make this change yourself. Go to www.d2l.arizona.edu and enter your NetID and password. Click on "Preferences" on the left side of the screen, then the tab marked "Email." Scroll to the bottom of the screen to "Forwarding Options" and click the box "forward incoming messages to an alternate email account." Enter the alternate email address. You must click "Save." If you do not do this, all course emails will be visible in D2L only.

Plan of Study

Your **Plan of Study** serves two purposes. It is a planning document for scheduling courses you will need to complete for degree requirements. Your Plan of Study is also a record of the courses you have already taken, either at the UA or other institutions that you wish to apply toward your Masters.

There are restrictions on transferring units from other institutions and/or applying UA course units toward a master's degree. You may transfer only 6 graduate units from another accredited institution(s) and must have earned a B grade or better in those courses. Only *original* transcripts will be accepted. Your advisor, the department head and the Graduate College must approve these units.

You should submit your Plan of Study to the EPSP Administrative Associate the office **no later than the end of the second semester** (see item 2 in the Master's Program Requirements.) A \$35 fee will be billed to your Bursar's account at the time you submit your Plan of Study. Log into the Graduate College web site and complete the form at <http://grad.arizona.edu/gc>. Be sure to click (1) Generate Plan of Study and (2) save the PDF in order to obtain the official form to be signed. Examples of the form before and after you complete it are listed in the EDL and Graduate College Forms section.

Capstone Experience

EDL 504/EDL 598: These two courses- Disciplined Inquiry and the Capstone Experience- provide two preparation experiences that culminate in an educational exercise that allows you to demonstrate the skills and knowledge acquired in your M. Ed. program. A faculty member will direct the capstone and work with you to develop an appropriate action research project that you will define as you near the end of your Master's program.

Completion of Degree Requirements

A Completion of Master's Degree Requirements form, signed by your committee, must be submitted to the Graduate College **by the deadline of the semester in which you will graduate**. Approval of this form by the Dean of the Graduate College will certify completion of degree requirements. For dates that requirements must be met to graduate in a particular semester, refer to the Deadline Sheets, available at the Graduate Degree Certification website. Be sure to click (1) Generate Completion of Degree Requirements and (2) save the PDF in order to obtain the official form to be signed. Examples of the form before and after you complete it are listed in the EDL and Graduate College Forms section.

Administrative Certification and Institutional Recommendation

Upon completion of your master's or certification program course requirements, including the internship, you will be eligible to obtain administrative certification as a school supervisor, principal, or superintendent. When you have completed all requirements for certification, Ms. Letty Gutierrez, 621-7865, olgutier@email.arizona.edu, in the Office of the Dean, will assist you with the *Institutional Recommendation* (IR) questions. At the final debriefing meeting for the Internship with your University Supervisor, you will complete the necessary form requesting Institutional Recommendation.

Institutional Recommendation verifies that you have completed a certification program and all requirements to become eligible for administrative certification. This courtesy service greatly simplifies the process, reduces your wait time, and saves you time and money.

You must submit the following to ADE:

1. Completed IR application packet
2. Application for Certification and \$30 fee (\$30 for each additional endorsement)
3. Fingerprint Clearance Card

ADE has electronic records for applicants who have met Arizona and U.S. Constitution and SEI requirements as well as AEPA scores, so you do not need to provide those verifications. For more information, visit the ADE website at <http://www.ade.az.gov/certification/>.

Master's Program Requirements Checklist

Activity	Timing	Paperwork Required by:		Completed
		CoE/EDL	Grad.College	
1. Submit your Plan of Study (EPSP Administrative Associate forwards it to the Graduate Degree Certification Office)	2 nd semester	X	X	<input type="checkbox"/>
2. Capstone Experience	Final year	X		<input type="checkbox"/>
3. Submit your Completion of Degree Requirements (the EPSP Administrative Associate forwards it to the Graduate Degree Certification Office)	Final semester- per Graduate College deadline	X	X	<input type="checkbox"/>
4. Internship and Request for Institutional Recommendation	Final semester	X		<input type="checkbox"/>

Convocation and Commencement

We hope that you and your family and friends will be able to celebrate your accomplishments in two ceremonies. **Convocation**, organized by the College of Education, is for Education graduates only. It takes place prior to the larger University graduation ceremony. Family and friends are invited to this ceremony. **Commencement** is a larger ceremony in which all graduating undergraduates and graduates are recognized. Families and friends are also invited to this ceremony.

You will receive announcements of these two events, and will be asked to state whether you are coming to the convocation, and if so, how many family members and friends will be attending.

Financial Aid Information

The College of Education also offers various types of financial aid to graduate students beginning during fall semester for use the following academic year. For information and the online application, visit the College of Education financial aid website at www.coe.arizona.edu/giving/scholarships/.

The Graduate College financial aid web site provides a number of opportunities to students based on financial need, academic performance, membership in an underrepresented population, and other criteria. For information about qualifying for financial aid from the Graduate College, current dates, available scholarships, deadlines, and how to apply for financial aid through the Graduate College, visit <http://grad.arizona.edu/financial-resources>.

University and EDL Policies

Time Limitation

All requirements for the master's degree must be completed within 6 years. Time-to-degree begins with the earliest course to be applied toward the degree, including credits transferred from other institutions. Work more than 6 years old is not accepted toward degree requirements.

Leave of Absence

Students registered in a program of study must enroll continuously for fall and spring semesters until the completion of the degree. If it becomes necessary to interrupt your studies, you must file a Leave of Absence form with the Graduate College. Visit <http://grad.arizona.edu/gc/> to download and complete the form.

Readmission

When you wish to return to your studies, you must reapply for admission. Contact the EDL office to obtain an Application for Readmission form.

Grievance

Should a graduate student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, the department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance. The [University Ombudsman](#) is also available to assist students with concerns or complaints.

Grievances that will be Reviewed by the Graduate College

While the Graduate College is available to discuss any academic concern, only grievances that allege violation of a specific University rule, regulation, policy or practice will be considered for formal review as stated below. A grievance procedure is available to graduate students who have complaints that:

1. allege violation of a specific University rule, regulation, policy or practice;
2. are not remediable by other university grievance policies and procedures; and
3. are within the decision-making jurisdiction of the Graduate College.

The Associate Dean of the Graduate College or other delegate of the Dean of the Graduate College (hereinafter "Associate Dean") shall determine whether a complaint is within the decision-making jurisdiction of the Graduate College. Examples of complaints that are NOT suitable for formal grievance through the Graduate College are listed at the end of this section.

Grievance Procedure

See Appendix A for a description of the formal grievance procedure.

College Grade Appeal

A student may appeal a grade by using the following procedures. Where mentioned, the words college, dean, and department head are the department or college in which the course being appealed is offered. All timelines refer to the first regular semester after the semester or summer term in which the grade was awarded. Grade

appeals are not processed during the summer sessions unless the dean determines a case warrants immediate review.

Written verification of each step below is critical. Steps three, five, and seven require the student to submit a written appeal. Therefore, either mail the appeal via return receipt or deliver it to the appropriate office and have a staff member verify the date and time of delivery. The dean's decision on whether or not the deadlines have been met is final. The dean has authority to extend the deadlines, but only in extraordinary circumstances shall the appeal extend beyond the first regular semester.

Step 1: Within the first five weeks of the semester, the student should discuss the concerns with the course instructor, stating the reasons for questioning the grade. If the instructor is a teaching assistant/associate and this interview does not resolve the difficulty, the student shall discuss the problem with the person in charge of the course.

Step 2: Within the first five weeks of the semester, the student shall go to the college dean's office to obtain any requisite forms and to review directions. The student must attest in writing that s/he has informed the instructor s/he intends to file a grade appeal.

Step 3: Within the first five weeks of the semester, the student shall carefully formulate an appeal in writing, and submit it to the instructor with a copy to the department head.

Step 4: Within two weeks from the date of receipt of the student's written statement, the instructor shall respond to the student in writing. The instructor should explain the grading procedures and how the grade in question was determined as well as other issues raised in the student's statement.

Step 5: If the instructor is not available or does not resolve the matter within the two-week period, the student shall, within one week thereafter, readdress and submit the written appeal to the department head.

Step 6: The department head has two weeks to consider the student's written statement, the instructor's written statement, and confer with each. The department head, who does not have the authority to change the grade, shall inform the instructor and the student in writing of his/her recommendation. If a grade change is recommended, the instructor may refuse to accept the recommendation. The instructor shall notify the department head and the student in writing of his/her decision.

Step 7: If the department head does not act on or resolve this matter within a two-week period, the student shall, within one week thereafter, readdress and submit the written appeal to the dean.

Step 8: The dean shall convene a committee to review the case. The committee consists of five members. Faculty representatives include one from the department of the instructor concerned, and two from closely related departments or colleges. The student council of the college provides two student representatives. Student representatives shall be full-time upper-division undergraduate students for appeals by undergraduate students or full-time graduate students for appeals by graduate students. If the college does not have an appropriate student council, the ASUA shall appoint the student members. All student members must be in good academic standing in that college.

Within the structure provided by the dean, the committee shall design its own rules of operation and select a chair other than the faculty representative from the department concerned. The student and instructor shall represent themselves. The committee may, or may not

- meet separately with the student, the instructor, and the department head
- request each party to submit a brief written summary statement of the issues, and/or
- interview other persons who have relevant information.

If feasible, the committee should meet with the student and the instructor together in an attempt to resolve the

difference. The committee shall consider all aspects of the case before making its recommendation. The committee shall make a written report with recommendations and provide copies to the student, the instructor, the department head, and the dean.

Step 9: The dean shall make a final decision after full consideration of the committee's recommendation and within four weeks of receiving the student's appeal. The dean has the authority to change the grade and the registrar shall accept the dean's decision. The department head, the instructor, and the student shall be notified in writing of the dean's decision.

Grade Appeal Time Table

Prior to:	Complete steps:	Responsibility of:
Week 5	1, 2, and 3	Student
Week 7	4	Instructor
Week 8	5	Student
Week 10	6	Department Head/ Instructor
Week 11	7	Student
Week 15	8 and 9	Dean

Code of Academic Integrity

Principle

Integrity and ethical behavior are expected of every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments. This principle is furthered by the student Code of Conduct and disciplinary procedures established by ABOR Policies 5-308 through 5-404, all provisions of which apply to all University of Arizona students. This Code of Academic Integrity (hereinafter “this Code”) is intended to fulfill the requirement imposed by ABOR Policy 5-403.A.4 and otherwise to supplement the Student Code of Conduct as permitted by ABOR Policy 5-308.C.1.

Prohibited Conduct

1. Conduct prohibited by this Code consists of all forms of academic dishonesty, including, but not limited to:
2. Cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Student Code of Conduct, ABOR Policy 5-308-E.6, E.10, and F.1.
3. Submitting an item of academic work that has previously been submitted without fair citation of the original work or authorization by the faculty member supervising the work.
4. Violating required professional ethics rules contained or referenced in the student handbooks (hardcopy or online) of undergraduate or graduate programs, or professional colleges.
5. Violating health, safety or ethical requirements to gain any unfair advantage in lab(s) or clinical assignments.
6. Failing to observe rules of academic integrity established by a faculty member for a particular course.
7. Attempting to commit an act prohibited by this Code. Any attempt to commit an act prohibited by these rules shall be subject to sanctions to the same extent as completed acts.
8. Assisting or attempting to assist another to violate this Code.

Student Responsibility

Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the generally applicable provisions of this Code whether or not faculty members establish special rules of academic integrity for particular classes. Students are not excused from complying with this Code because of faculty members’ failure to prevent cheating.

Faculty Responsibility

Faculty members shall foster an expectation of academic integrity and shall notify students of their policy for the submission of academic work that has previously been submitted for academic advancement, as well as any special rules of academic integrity or ethics established for a particular class or program (e.g., whether a faculty member permits collaboration on coursework; ethical requirements for lab and clinical assignments; etc.), and make every reasonable effort to avoid situations conducive to infractions of this Code.

Student Rights

Students have the right to a fair consideration of the charges, to see the evidence, and to confidentiality as allowed by law and fairness to other affected persons. Procedures under this Code shall be conducted in a confidential manner, although a student has the right to an advisor in any appeal to a University Hearing Board under this Code.

Academic Integrity Procedures

See Appendix B for a description of the Academic Integrity Procedures

General Provisions

Academic Days

“Academic Days” are the days in which school is in session during the regular fall and spring semesters, excluding weekends and holidays. If possible, Faculty-Student Conferences and appeals may be heard during the summer or winter break. The Dean of the College or Dean of Students may extend these time limits when serving the interests of a fair consideration or for good cause shown.

Advisor

An individual selected by the student to advise him/her. The advisor may be a faculty or staff member, student, attorney, or other representative of the student. The student will be responsible for any fees charged by the advisor.

Grade Before Appeals

Students must be allowed to continue in class without prejudice until all unexpired or pending appeals are completed. If the semester ends before all appeals are concluded, a grade of “I” shall be recorded until appeals are completed.

Graduate Students

In cases involving graduate students, faculty shall follow the procedures outlined for undergraduate students except that in all cases where the student is found to have violated this Code, the faculty member (and in the case of appeals, the Dean of the College or Hearing Board) shall notify the Associate Dean of the Graduate College.

Notice

Whenever notice is required in these procedures it shall be written notice delivered by hand or by other means that provides for verification of delivery.

Record

Whenever a sanction is imposed, the sanction and the rationale shall be recorded in the student’s academic file. It is recommended that the standard forms “Record of Faculty-Student Conference” and “Record of Appeal to Dean of the College” be used. These forms are available from the Dean of Students Office. Students may petition the Senior Vice President for Academic Affairs/Provost after five years from the semester of the determination or upon graduation, whichever occurs first, to have the record destroyed.

Rights and Responsibilities of Witnesses

Witnesses are expected to cooperate in any proceedings under this Code. The privacy of a witness shall be protected to the extent allowed by law and with consideration to fairness to the students charged and other affected persons. Retaliation of any kind against witnesses is prohibited and shall be treated as a violation of the Student Code of Conduct or of other applicable University rules.

Students or Faculty Not Available For Conference

In cases where the student is not available, e.g., out of the area after final exams, the faculty member shall make every reasonable effort to contact the student through personal contact, telephone, University email, or mail to inform the student of the charges. If the faculty member is able to contact the student, the Faculty-Student Conference shall be scheduled as soon as both parties are available, e.g., at the beginning of the next semester. The student shall be given the grade of Incomplete until the conference is held. If either of the parties will not be available for an extended period, the Faculty-Student Conference shall be held via the telephone or by mail. If after several efforts, contact cannot be established, the faculty member may impose sanctions but must send a letter or copy of the "Record of Faculty-Student Conference" form via certified return receipt requested mail to the student's last permanent address outlining the charges, findings, conclusions and sanctions.

Students Not In Class

If students not enrolled in the class are involved in a violation of this Code, faculty shall file a Student Code of Conduct complaint with the Dean of Students Office.

CHECKLIST: DEGREE REQUIREMENTS

GENERAL REQUIREMENTS - ANSWERS TO THE FOLLOWING QUESTIONS SHOULD BE "YES"

- Were current catalog requirements followed?
- Were changes in name or addresses reported to Graduate Degree Certification?
- Did registration meet the minimum number of hours each semester (spring and fall - three graduate units, and summer session - one graduate unit)?
- Is the cumulative GPA 3.00 or higher?
- If undergraduate units were applied to the minor program (no more than six units), were they approved by the department?
- If TOEFL score was below 550, were all English courses specified by the English Placement Board completed?
- Did the department recommend change from provisional or international special status to regular graduate standing?
- Were deficiencies completed or cleared by the department?
- Was re-admission completed after a vacant spring or fall semester? (Exceptions: approved part-time status)
- Were all fees cleared by the Bursar's office?

GENERAL REQUIREMENTS - ANSWERS TO THE FOLLOWING QUESTIONS SHOULD BE "NO"

- Were any courses taken pass/fail without approval by the Graduate College? (**Only** College of Law courses qualify for this option.)
- Were any courses repeated that are not designated as repeatable in the Graduate Catalog?
- Were more than 6 units taken as a non-degree student included on the program of study?
- Did any incompletes revert to E's after one year, or do any grades appear as Y on the transcript? (grade not reported)
- Did registration exceed the maximum number of units? (16 units spring or fall, including audit and undergraduate credit; summer session six units)

MASTER'S DEGREE REQUIREMENTS -- ANSWERS TO THE FOLLOWING QUESTIONS SHOULD BE "YES"

- Were all requirements completed within a 6 year period (including transfer work)?
- Were 6 units completed on campus?
- Were one-half the total units on the Plan of Study in coursework graded A, B or C?
- Did all transfer units receive graduate level grades of A or B?
- Were all vacant semesters (semesters with no registration) approved by the department and reported to Graduate Degree Certification?
- Were you registered in all semesters in which exams were taken?

Appendix A

Grievance Procedure

To pursue a formal grievance, students must take the following steps:

1. If informal efforts to resolve the grievance have failed, students must file their written grievance complaint with the head of their academic unit. Such written complaint must be filed within 6 months of the incident that is the subject of the grievance. The grievance complaint must include a concise statement of the allegations that form the basis for the student's complaint, including a careful statement of the facts, the rule, regulation, policy or practice that was violated, a summary of the informal attempts at resolution, and a suggested remedy.
2. The academic unit head must review the grievance complaint and provide a written response to the student within 15 class days*. A student, who wishes to appeal the unit head's response, must file a copy of the grievance complaint and the unit head's response with the Graduate College within 5 class days of receiving the unit head's response.
3. The Associate Dean (or designee) will then try to negotiate a resolution. If acceptable mediation of the grievance is not achieved within 15 class days of filing with the Graduate College, the student may request that it be forwarded to the Grievance Committee.
4. In accordance with the procedures set forth below, the Grievance Committee will hold a hearing and convey its recommendation to the Graduate Dean in writing within 15 class days of their final meeting. The Associate Dean will schedule the hearing date(s).
5. The Graduate Dean will render a final decision affirming, denying or modifying the Grievance Committee's recommendation within 15 class days following receipt of the recommendation.

* "Class days" exclude Saturday, Sunday, holidays, and days in which the University is not in session. All timelines refer to the first regular semester after the incident. Grievances are not processed during the summer sessions unless the dean determines a case warrants immediate review.

Grievance Procedure Deadlines

In pursuing a formal grievance, students must take note of the necessary timeline for pursuing a formal grievance (Table 1). If a student adheres to this timeline, resolution of the grievance can be expected within about 65 class days of the student's written grievance complaint. If the Grievance Committee requires several meetings to reach a recommendation, more time might be required. Deadlines may be extended with the consent of the student, respondent, and/or the responsible party for the pending step in the process. Should there be an unavoidable delay at any step and the Graduate Dean determines that prompt disposition is not possible, he or she shall inform the grievant in writing.

The Graduate Grievance Committee

The Graduate Grievance Committee is a standing committee consisting of eight graduate students representing different academic units appointed by the Graduate and Professional Student Council (GPSC), four faculty members from the Graduate Council and twelve faculty members at large, appointed by the Graduate Dean. Faculty members serve three-year terms. Student members serve two-year terms. All terms are staggered.

To schedule a grievance hearing, the Associate Dean will select a subcommittee from the standing committee consisting of two students and four faculty members, at least one of whom is a member of the Graduate Council. This subcommittee is the hearing committee.

The Graduate Grievance Hearing

The Associate Dean of the Graduate College will arrange a time and place for a hearing. The hearing will be closed to protect the privacy of the student. The hearing committee will select a chair. The chair will preside at the hearing and will rule upon all procedural matters. The formal rules of evidence will not apply, although objections to the introduction of specific statements or documents may be considered by the chair. Irrelevant, immaterial, privileged or unduly repetitious information will be excluded. The chair may establish reasonable limits upon the time allotted to the student and the department or academic unit for oral presentation and examination of witnesses.

All members of the hearing committee and all parties to the grievance will receive a copy of the grievance and the department's response. All parties may present evidence in the hearing. Committee members may question anyone presenting evidence during the hearing. Only evidence presented at the hearing and those documents submitted up to the time of the hearing will be considered in the adjudication of the grievance.

At the hearing, the student will first present his/her case to the hearing committee. He/she may present witnesses. The student may have one advisor present. That person will play an advisory role only and shall not present or participate in the presentation of the student's case at the hearing. If the student elects to have an attorney as an advisor, the Graduate College must be notified at least one week before the scheduled hearing.

The department or appropriate academic unit shall present its case before the hearing committee. Each party may question the other party or their witnesses. The student and the department or appropriate academic unit shall each have the right to rebuttal.

After each party has presented its case and left the hearing room, the hearing committee will begin its deliberations. Additional meetings of the hearing committee may be required for deliberation. Within 15 class days, the chair will communicate the hearing committee's recommendation to the Dean of the Graduate College who will render the final decision.

Some complaints that cannot be addressed through this procedure include:

- Allegations of gender (including sexual harassment), racial, ethnic, religious and sexual orientation discrimination; these are dealt with by the Affirmative Action Office.
- Grade appeals, procedures for which are available in General Catalog or from the Graduate College Information Desk. (Grade appeal procedures apply to course grades; appeals of comprehensive examination or oral defense results follow the general Graduate College Grievance Review Procedures.)
- Complaints against University employees and students that are covered by provisions of the University Handbook for Appointed Personnel ("UHAP"), the Staff Personnel Policy Manual ("SPPM"), and the Student Code of Conduct.
- Graduate College petitions requesting waivers of policy are not addressed through the general Graduate College Grievance Review Procedures; students may appeal denials of petitions by writing directly to the Dean of the Graduate College.

The University Ombudsperson is also available to assist students with concerns and complaints.

Table 1: Graduate Grievance Timetable

All timelines refer to the first regular semester after the incident. Grievances are not processed during the summer sessions unless the dean determines a case warrants immediate review.

	Steps	Time Limit
1.	Student submits written grievance complaint to Head of Academic unit	Within 6 months of incident
2.	Head of Academic unit responds in writing	15 class days
3.	To continue grievance beyond academic unit, student must file copy of complaint and unit head's response with the Graduate College	5 class days
4.	Associate Dean attempts to negotiate a resolution	15 class days
5.	If not resolved, hearing committee hears grievance and sends recommendation to Graduate Dean	15 class days after last Committee meeting
6.	Graduate Dean renders final decision	15 class days after receiving Committee recommendation

Appendix B

Academic Integrity Procedures

I. Faculty-Student Conference

The faculty member of record for the course (i.e., responsible for signing the grade sheet) conducts these procedures. Faculty shall make sure that students receive notice and fair consideration of the charges against them. The faculty member must confer with the student within 15 academic days (hereinafter referred to as “days”) of receiving evidence of a suspected violation of this Code, unless good cause is shown for an extension of no more than 30 days. The faculty member shall confer with the student in private, explain the allegations, present any evidence, and hear the student’s response. If more than one student is involved in an incident, separate conferences are recommended but not required. When dealing with students who are unavailable for the conference, students not enrolled in the class, or graduate students, refer to the General Provisions. After the conference the faculty member shall decide, by a preponderance of the evidence, whether or not the student has committed an act prohibited by this Code. “Preponderance of the evidence” means that it is more likely than not that a violation of this Code occurred. If the evidence does not support a finding of a violation, the University will make no record of the incident in any University files. The student may continue in the class without prejudice. If the evidence supports a finding that the student has engaged in misconduct, the faculty member shall impose sanctions after considering the seriousness of the misconduct, the student’s state of mind, and the harm done to the University and to other students. In addition, the faculty member shall consider mitigating and aggravating factors in accordance with the provisions of ABOR Policy 5-308.H. A faculty member may impose any one or a combination of the following sanctions: a written warning, loss of credit for the work involved, reduction in grade, notation of the violation(s) on the student’s transcript (temporary or permanent), or a failing grade in the course. The faculty member may also impose a sanction of suspension or expulsion from the program, department, college, or University. Within 10 days of the conference, the faculty member shall prepare a written decision outlining the charges, evidence, findings, conclusions and sanctions imposed. The faculty member should use the standard form entitled “Record of Faculty-Student Conference,” and furnish copies to the student (as provided in the “Notice” section under General Provisions) and to all others as noted on the form, including the Dean of Students Office. See the General Provisions section for Grade Before Appeals.

II. Additional Sanctions for Multiple Violations

Multiple violations of this Code may subject students to additional sanctions, including suspension or expulsion at the discretion of the Dean of the student’s College (“Academic Dean”) or his/her designee. Students found responsible by a faculty member for a violation of the Code must immediately contact the Dean of Students Office to determine if they have multiple violations subjecting them to additional sanctions by their Academic Deans.

Upon receiving the Record of Faculty-Student Conference, the Dean of Students Office will notify the student and the Academic Dean of the existence of multiple violations. The Academic Dean will decide if any additional sanctions are to be imposed on the student as a result of multiple violations. The Academic Dean will convey this information to the faculty member, the student and the Dean of the college where the violation occurred (“Dean of the College”), as provided in the “Notice” section under General Provisions. The Academic Dean should use the form entitled “Sanctions for Multiple Violations,” and outline the findings and conclusions supporting his/her decision for an additional sanction. If the case is appealed as set forth below, the Academic Dean will present the case for the additional sanction.

III. Appeal to Dean of the College

The student may appeal the faculty member’s decision and sanctions to the Dean of the College or his/her designee. The student shall deliver the written appeal to the Dean of the College within 10 days of the date on which the notice of the decision is received. The Dean of the College may extend this filing period if the student shows good cause for the extension. If a student does not appeal within the time provided, the decision and sanctions of the faculty member will be final. Within 15 days of receiving the appeal, the Dean of the College

shall review the faculty member's decision, sanctions and supporting evidence, and shall confer with the faculty member and the student. The Dean of the College shall have the authority to uphold, modify, or rescind the faculty member's decision and sanctions. If the Dean of the College finds:

1. that the conclusion of a violation is not supported by the evidence, then he/she shall render a finding of no violation and that the sanction(s) imposed be rescinded.
2. that the conclusion of a violation is supported by the evidence and the sanction imposed is appropriate, then he/she shall uphold the faculty member's decision and sanction(s).
3. that the conclusion of a violation is supported by the evidence, and the sanction(s) imposed are inadequate or excessive, then he/she shall modify the sanction(s) as appropriate.

The Dean of the College shall notify the student, the faculty member and the Dean of Students in writing of his/her decision as provided in the "Notice" section under General Provisions. The Dean of the College should use the form "Record of Appeal to Dean of the College" for this purpose. If the Dean of the College fails to act within the 15 day period, the student may, within 10 days thereafter, appeal to a University Hearing Board by providing a written notice of appeal to the Dean of Students Office. If the Dean of the College decides no violation occurred, all reference to the charge shall be removed from the student's 4 University records, and the student may continue in the class without prejudice. If the semester has ended, the faculty member shall calculate the grade without the sanction. If work was not completed due to the academic integrity allegation, the faculty member and the student shall confer and a grade of "W" or "I" shall be assigned. If a grade of "I" is assigned, the student shall have the opportunity to complete remaining work without prejudice.

IV. Interim Action

1. The Dean of the College involved may suspend the student from one or more classes, clinics or labs for an interim period prior to resolution of the academic integrity proceeding if the Dean believes that the information supporting the allegations of academic misconduct is reliable and determines that the continued presence of the student in classes or class-related activities poses a significant threat to any person or property.
2. The Dean must provide a written notice of the interim suspension to the student, with a copy to the Provost. The interim suspension will become effective immediately as of the date of the written notice.
3. A student who is suspended for an interim period may request a meeting with the Provost or his/her designee to review the Dean's decision and to respond to the allegations that he or she poses a threat, by making a written request to the Provost for a meeting, including the student's dates of availability. The Provost or his/her designee will schedule the meeting no later than five (5) days following receipt of the written request and decide whether the reasons for imposing the interim suspension are supported by the available evidence.
4. The interim suspension will remain in effect until a final decision has been made on the pending academic misconduct charges or until the Provost, or his/her designee, determines that the reasons for imposing the interim suspension no longer exist or are not supported by the available evidence.

V. Appeal to University Hearing Board

The student may appeal any decision of the Dean of the College or the Academic Dean that imposes suspension or expulsion or provides for a notation on the student's transcript. The student may also appeal if the Dean of the College failed to act within the 15 day period. The Dean may grant the student the option to appeal if the sanction of a failing grade is imposed and the Dean believes reasonable persons would disagree on whether a violation occurred. The appeal must be filed within 10 days from receipt of the decision or the Dean of the College's failure to act, by providing written notice of appeal to the Dean of Students Office. If a student does not appeal within the time provided, the decisions of the Academic Dean, and the Dean of the College or the faculty member if the Dean of the College failed to act, will be final. The University Hearing Board shall follow the procedures set forth in the Student Disciplinary Procedures ABOR Policy 5-403.D. with

the following modifications:

1. The Hearing Board shall be composed of three faculty and two students and shall convene within 30 days of the time the student files the appeal.
2. Wherever the term Vice President of Student Affairs appears, it shall be replaced with Senior Vice President for Academic Affairs/Provost. The Provost is empowered to change grades and the Registrar shall accept the Provost's decision. The Provost shall also notify the parties of the final decision.
3. Wherever the Dean of Students is indicated as presenting evidence or witnesses, it shall be replaced with the faculty member who made the charges or his/her representative. Additionally, the Academic Dean or designee may also present evidence to support sanctions for multiple violations.
4. The student may be assisted throughout the proceedings by an advisor or may be represented by an attorney. If the student is represented by an attorney, the faculty member may also be represented by an attorney selected by the University Attorneys Office.
5. The faculty member has the same right as students to challenge the participation of any Board member, as noted in the Student Disciplinary Procedures (5-403.D.3.f.).
6. The Board may, in its recommendations, address any egregious violations of process.
7. Sanctions for multiple violations will be recommended and presented to the Board by the Academic Dean or his/ her designee

APPENDIX C – Educational Leadership Program Professionalism Rubric

Directions: The course instructor will place a check in the box of the behavior or attitude that best characterizes the person being evaluated.

	Distinguished		Admirable		Basic		Unsatisfactory	
Ethical Behavior and Role Model	Is honest in dealing with others. Shows a passion for truth. Can be counted on in all circumstances to keep personal and professional confidences. Is absolutely trustworthy and can be completely depended upon to keep one's word. A person of impeccable character who is an outstanding model of personal integrity.	<input type="checkbox"/>	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep one's word. Shows self to be a person of strong character. A good role model of personal integrity.	<input type="checkbox"/>	Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences entrusted to oneself. Strives to be trustworthy and keep one's word. A sound role model with personal integrity.	<input type="checkbox"/>	Shows pattern of dishonest or deceitful behavior. May sacrifice truth for personal advantage. Fails to use discretion in keeping personal confidences entrusted to oneself. Cannot be counted on to keep one's word or to follow through as promised.	<input type="checkbox"/>
In-class Performance	Shows initiative in class activities. Applies knowledge to other situations and makes connections with previous learning. Asks questions showing intellectual interest. Seeks to extend understanding through higher-level thinking.	<input type="checkbox"/>	Actively engaged and interested in class activities. Volunteers to respond to questions. Participates in discussions. Stays focused. Has done necessary preparation for class.	<input type="checkbox"/>	Is attentive to what is happening in class. Attention is focused on class-related materials and activities. Responds appropriately when called on. Does not distract others in the classroom.	<input type="checkbox"/>	Inattentive in class. May fall asleep, read newspaper, text message or attend to other materials not related to class. Rarely participates in class discussions. May distract others in the class with inappropriate behaviors.	<input type="checkbox"/>
Class Preparation	Work is of exceptional quality. Shows a desire to pursue the intended learning at a deep level. Work shows evidence of personal reflection and revision. Uses an array of quality resources to add to the scope and depth of project.	<input type="checkbox"/>	Work is completed with attention to detail, is sequential and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Seeks new resources and additional information to complete work.	<input type="checkbox"/>	Assignments completed correctly and with accuracy. Work shows basic grasp of the assignment's intent. Meets assignment deadlines adequately. Makes use of resources provided to complete work.	<input type="checkbox"/>	Work completed with little attention to quality. May be sloppy and/or contain errors. Assignments are sometimes late or missing. Uses current knowledge rather than additional resources to complete work. Procrastinates.	<input type="checkbox"/>

Relationships with Others	Actively seeks opportunity to work with those of different ability, race, gender, or ethnicity. Actively seeks interaction and feedback from variety of other people. Has compassion for others, putting their needs ahead of one's own. Listens actively and values the opinions of others.		Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Shows genuine concern for others and their needs. Listens carefully to others and respects their views.		Accepts others despite differences in ability, race, gender, or ethnicity. Interacts with others in a polite, courteous, and professional manner. Shows awareness of others' needs. Listens to others and understands them.		Usually works only with those of similar ability, race, gender, or ethnicity. Rarely interacts with others, especially those different than self. Does not listen well.	
Group Work	Promotes group by contributing above and beyond expectations. Comes early to help facilitate group meetings and is well prepared. Encourages the use of ideas from all. Does everything possible to ensure success for the group.		Contributes ideas and efforts to the group. Comes to meetings prepared and on time. Incorporates ideas of others into the group's activities. Relates well to others and promotes group success.		Does a fair share of the work. Accepts responsibility. Attends group meetings. Accepts ideas of others. Relates adequately with others and performs basic group responsibilities.		Puts forth minimal effort and fails to do fair share of the work. Attendance at group meetings is uneven or absent. Shows little regard for other people or their ideas. May actually be a roadblock for getting a project completed. Does not relate well with others.	
Professional Development and Involvement	Actively involved with professional organizations and publications. Seeks opportunities to be involved in professional activities or events. Takes a leadership role in professional organization(s). Makes professional growth a high priority. Organizes and presents professional development.		References or makes use of professional organizations or publications. Willingly participates in professional activities or events. Belongs to professional organization(s). Values professional growth. Seeks out professional development.		Aware of professional organizations and/or publications. Occasionally participates in professional activities or events. Sees the importance of professional growth. Attends professional development when required or requested.		Unaware of professional organizations and/or publications. Shows little or no interest in professional activities or events. Attends only when mandatory. Does not attend professional development.	
Respect for Rules, Routines, Policies and Norms	Follows rules, routines and policies and encourages others to respect them. Shows exemplary patterns of behavior with respect to rules and policies dealing with dress, behavior, or		Knows rules, routines and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for		Aware of rules, routines and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent		Unaware of rules, routines and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for oneself, or tries to get around established	

	other aspects of context operation.	personally following them in one's patterns of dress, behavior, etc.	them in one's patterns of behavior, dress, etc.	rules of behavior, dress, etc.
Communication	Speaking and writing is flawless in terms of grammatical correctness. Language usage is conventional and respectful. Is articulate and/or persuasive when expressing ideas.	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	Usually uses correct grammar in oral and/or written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately.	Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits (e.g., repetition of words or phrases, such as "okay" or "like").
Emotional Control/Responsibility	Always maintains composure regardless of circumstances. Respects the viewpoints of others and treats them with dignity even when not in agreement with them. Can be depended on to always be accountable and responsible for one's own emotions and behaviors.	Displays steady emotional temperament, even in potentially volatile situations. Is receptive to viewpoints of others and to their suggestions. Holds self accountable for one's emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for one's emotions and behaviors.	Emotions not under control. May lose temper and show outbursts of anger. Is disrespectful of peers and others. Does not take personal responsibility for one's emotions and behaviors. Blames others or outside circumstances for loss of emotional control.
Scholar/Practitioner	Regularly uses theories and research to gain new clarity about educational problems and possible solutions. Demonstrates exceptional quality of academic writing and contributions in class discussions / activities. Demonstrates a desire to revisit, re-read or explore other scholarly readings in order to learn more about a topic that relates to practice. Reflects on	Shows ability to read academic writing with a writer's eye. Uses academic writers' tools in writing. Writing draws on insights from theory/ research as well as experiences, and shows a synthesis and critical analysis of literature (goes beyond summary). Articulates how theoretical models, analytical tools, and research findings have been adopted into practice. Discusses how	Examines and reflects on experiences in relation to topics covered in class. Demonstrates a clear recollection of what has been read and can write summaries of academic work. Identifies practical problems that require further investigation, using emerging understandings about theory and research.	Oral and written responses strictly reflect own experiences. Little to no evidence of reading and dwelling in academic ideas of assigned readings. Cannot distinguish between academic literature and advocacy literature. Writing is simplistic and/or grammatically incorrect.

	how readings have influenced thinking and daily practices. Reflects on how thinking has changed over time in favor of philosophy, theories, and/or updated, research-based understandings.		to use academic research to further study practical problems in schools. Articulates orally and in writing how previously held knowledge and beliefs have changed or been revised in favor of updated, research-based understandings.			
Attendance	Arrives at class early. Always makes prior arrangements when absence is necessary. Submits assignments prior to absences and/or follows up to complete missed work. Arranges with classmates or instructor to secure handouts or materials presented in class.		Consistently attends class and is on time. Usually notifies instructor in advance or arranges to meet instructor following a missed class. Usually provides a valid reason for absence.		Occasionally misses class (no more than 2 times). Tries to notify instructor if going to be absent, or contacts instructor following absence with valid reason for absence.	Exhibits a pattern of tardiness or absence (more than 2 absences). Fails to contact instructor or make arrangements for missed work. Gives no reason for missing class. Sometimes disrupts class by arriving late.

To be completed during the first semester of the program, and at the end of the internship.

APPENDIX D – Principal Internship

OVERVIEW



Educational Policy Studies & Practice **EDUCATIONAL LEADERSHIP PROGRAM**

College of Education
PO Box 210069
The University of Arizona
Tucson, AZ 85721-0069
Ph: 520 626 7313
Fax: 520 621 1875
Email: edlprog@email.arizona.edu

QUALITIES OF THE INTERNSHIP PROGRAM

The University of Arizona Educational Leadership Principal Internship program

- Is based on the Interstate School Leaders Licensure Consortium (ISLLC) 2008 Standards
- Is conducted in collaboration with local school districts
- Contains a set of field-based assignments designed to facilitate student application of knowledge and skills identified in the ISLLC Standards 2008 and in current leadership research
- Recognizes that each individual will have unique developmental needs, and that the Personal Plan of Action developed by each intern in consultation with the University supervisor and field supervisor (mentor principal) will match the intern's individual needs. The continuum of practice progresses from observation to participation, with the expectation that the intern will lead school-based activities related to the core responsibilities of the building principal with analysis, synthesis, and evaluation of real-life problems.
- Encourages interns to work with diverse needs of students, parents, teachers, the district and communities
- Provides guiding materials for the intern that clearly defines the expectations, processes and schedule of the internship for interns, university supervisors, mentors and district personnel
- Provides supervision by university personnel who have the expertise to provide formative feedback on the intern's performance

- Provides site supervisors (mentors) who are Arizona administrator certified as a principal and willing to collaborate with the intern and the university to develop the intern's leadership capacity
- Conducts formative and summative evaluation of the intern using standards-based competencies from multiple data sources (i.e., university supervisor, field supervisor (mentor principal) evaluation, portfolio, self-assessment)

GOAL OF THE INTERNSHIP

The goal of the University of Arizona Principal Internship is to provide significant opportunities for principal candidates to synthesize and apply knowledge and to practice and develop the skills identified in the ISLLC Standards 2008 as measured by substantial, sustained work in real settings, planned and guided cooperatively by university and school district personnel.

UNIVERSITY AND SCHOOL DISTRICT PARTNERSHIP STRUCTURE

The Educational Leadership Program at the University of Arizona has developed relationships with our neighboring school districts in an effort to provide quality experiences for our interns.

- The Educational Leadership Program faculty meets annually with an Advisory Board consisting of university faculty, area superintendents, past students, and other community members who may have an interest in the program.
- Through the development of the cohort model for the Master's degree, partnerships with several area school districts have been forged and reinforced. These include Amphitheater Unified School District, Flowing Wells Unified School District, Marana Unified School District, Sahuarita Unified School District, Sunnyside Unified School District, and Tucson Unified School District. Each of these districts has partnered with the University of Arizona to identify quality students for the cohorts, to provide input regarding district-specific needs for inclusion in the program coursework, to participate in the instruction of courses, to place and support principal interns, and to facilitate the arrangement of substantial chunks of time for the intern to experience the role of the principal (This is most often accomplished through the authorization for the use of professional and personal days for this purpose).
- Site supervisors (principal mentors) participate in an annual mentor training program provided by University faculty prior to working with an intern.
- University supervisors meet with each site supervisor (principal mentor) and the intern at the beginning of each internship experience to discuss in detail the course expectations as well as the Personal Plan of Action for the intern. Principals and university supervisors meet as often as necessary throughout the internship process in order to maximize the learning for the intern.

INTERNSHIP STRUCTURE

Time and Experience

- The intern is expected to move along a continuum of experience, from observation to participation, and finally to leading.
- Field experiences are embedded within coursework provided throughout the candidate's program of study.
- The intern is expected to engage in an authentic experience spending substantive amounts of time in the role as principal, with opportunities for full day participation.
- Interns are encouraged (but not required) to spend time shadowing at other levels, elementary, middle and high school.
- The internship is designed to last at a minimum one semester, or 15 weeks, but interns are encouraged to extend their experience over the entire school year.
- Combined with the field work from the program courses, the intern must log a minimum of 240 hours.

Mentors & Intern: Mentor Ratio

- Mentors are expected to work with only one intern per semester, however, we do recognize that there may be situations in which a principal supervisor may work with more than one intern. The University of Arizona will not authorize our interns to work with a site principal who has more than one other intern at the same time.
- Site supervisors (mentor principals) **may** receive a stipend from the University upon completion of the mentor training and at the conclusion of their successful work with the intern. At this time, funding is provided through Helios; additional sources of funding are continually being sought.
- University supervisors will meet with the site supervisor (mentor principal) at least three times during the course of the internship: once at the beginning of the relationship, one to two times during the semester, and a final contact at the conclusion of the internship. Additionally, site supervisors and university supervisors communicate via email and/or telephone whenever there is a need.

SELECTION OF INTERNS

The internship program provides opportunities for an aspiring principal to practice the leadership behaviors linked with increased student achievement, to learn under the guidance of an experienced principal, and to meet the administrator standards as outlined in ISLLC 2008. In order to be eligible to participate in the internship program, the candidate:

- Has successfully completed all prerequisites for the internship program in an Arizona state-approved leadership preparation program, achieving a grade of "B" or better in core educational leadership courses
- Has acquired a grade of "B" or better on all Signature Assignments
- Has received a rating of "Admirable" or better in all categories of the Professionalism Rubric
- Has a minimum of three years of experience as a certified teacher in a K-12 setting (see Checkpoint #1)
- Has filed a complete Internship Application, and met with the University supervisor

- Has provided three years of teaching evaluations with Satisfactory ratings or higher
- Has provided two professional recommendations from their district administration

See UA Checkpoint #2.

COMPETENCIES FOR INTERNS

Leadership competencies for the University of Arizona Educational Leadership Program are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards 2008. Entry level proficiency is determined by acceptable scores on rubrics completed throughout the student's coursework and internship experience.

INTERN PERSONAL PLAN OF ACTION

The purpose of the Personal Plan of Action is to ensure the intern is working toward reaching specific standards in competency-based activities that build skills through a continuum of observation, participation, and leadership.

- The Personal Plan of Action should be consistent with adult learning principles
- The Personal Plan of Action is developed collaboratively with the intern, site supervisor (mentor principal), and university supervisor, is individualized to address the needs of the district, the needs of the intern, and the university requirements
- The Personal Plan of Action must be competency-based and aligned to the ISLLC Standards 2008
- The Personal Plan of Action must indicate the evidence that will be provided to demonstrate competency in the learning outcomes
- The Personal Plan of Action will be monitored and evaluated collaboratively by the university supervisor, the site supervisor (principal mentor), and the intern, using competency-based rubrics

PROGRAM MATERIALS

Program materials ensure that the internship is implemented as designed. The primary purpose of these support materials is to set clear expectations for all participants in the internships (interns, mentors, and university supervisors). The University of Arizona Educational Leadership Program provides the following:

- Program Handbook
 - Description of roles and responsibilities for each participant in the internship
 - ISLLC Standards 2008
 - Internship Application
 - Professionalism Rubric
 - Guidelines on reflection, portfolio creation, etc.
 - Characteristics of an effective mentor

MENTOR SELECTION

The selection of a mentor is initiated by the intern with approval from both the district and the university. The University supervisor works closely with the intern and the site supervisor to ensure a quality internship experience. Should conflicts arise between the site supervisor and the intern, the university supervisor will attempt to mediate the conflict. If it becomes evident that the placement will not result in a quality learning experience for the intern, the university supervisor may choose to reassign the intern to another site.

MENTOR ORIENTATION

Orientation for site supervisors (principal mentors) includes a description of the program, clarification of the roles of the involved parties, suggested timelines, site supervisor responsibilities, information about trust building, adult learning principles, coaching strategies and providing feedback, and where to seek support. This information is shared in a half day workshop, and has been supported by our district partners.

MONITORING AND EVALUATION

The purpose of monitoring and evaluation is to measure the results of the internship program and ensure the quality of the structured internship experience. A variety of formative and summative evaluation materials have been incorporated into the University of Arizona Educational Leadership Program.

- By the conclusion of the first course taken in Educational Leadership (Foundations), students will complete the Self-Assessment, aligned with ISLLC Standards 2008, and indicating evidence for mastery of competencies. This self-assessment will be placed in the student's portfolio. The Self-Assessment will be administered again in the semester prior to beginning the internship experience, and at the conclusion of the Internship.
- The Professionalism Rubric will be completed as a self-assessment during EDL 560, Foundations of Educational Leadership. The university supervisor for the internship will complete the Professionalism Rubric for the intern again at the conclusion of the internship, and discuss the perceptions with the intern.
- On a weekly basis throughout the internship, principal candidates are expected to journal, aligning leadership experiences to the ISLLC Standards 2008. They are asked to reflect on the events of the week, and share this information electronically with the university supervisor, who will reflect back and comment on the insights of the intern.
- Interns and site supervisors (mentor principals) are required to establish time for communication and reflection on a weekly basis.
- Rubrics throughout the student's coursework evaluate the student on competency in the ISLLC Standards 2008, through both field work and signature assignments.
- Monthly face-to-face internship meetings with university supervisors

- The site supervisor (principal mentor) will complete and submit a narrative evaluation of the intern at the conclusion of the internship, focusing on mastery of the leadership competencies as outlined in the intern's Personal Plan of Action.
- The student is expected to maintain a portfolio that is submitted to and discussed with the university supervisor at the end of the internship. At a minimum, the portfolio should contain:
 - Self-Assessment 1, 2 and 3
 - Personal Plan of Action
 - Weekly Logs with Reflection
 - Artifacts and evidence from interviews, shadowing experiences, major projects, board meetings attended, etc.
 - Evidence of Compliance with the ISLLC Standards 2008
 - A narrative of Lessons Learned
 - Any additional artifacts or evidence needed to demonstrate mastery of the ISLLC Standards 2008
- Additionally, the university supervisor and the intern will discuss:
 - The Professionalism Rubric
 - The quality of the internship experience, and recommendations for the future
 - Any other information pertinent to the intern at that time

APPLICATION



EDUCATIONAL LEADERSHIP PROGRAM

PRINCIPAL INTERNSHIP APPLICATION PROCEDURES

The principal internship course is identified as Educational Leadership 593a (EDL 593a). It may take be taken for 3 – 6 units. The course is designed for students desiring an Arizona administrative certificate as a Principal.

Documentation of successful completion of the coursework may be submitted directly to the Arizona Department of Education Certification Unit by the student or may meet the requirements for an “Institutional Recommendation” by the Educational Leadership Program. These options and the specific internship classification (i.e., Principal) should be discussed with your Educational Leadership advisor.

The course may be taken more than one time depending on your certification and/or program goals. (This course is an elective for an Ed.D. in Educational Leadership.)

Following are the sequential procedures necessary for enrollment:

1. Secure your EDL advisor’s authorization to register for the course. Verify the type of internship (Principal) and the number of credits (3 or 6) in which you will enroll.
2. Obtain an Internship Application packet. These are available in the EDL office, Room 321 in the College of Education. Call 626-7313 or email edlprog@email.arizona.edu to have a packet sent to you.
3. Contact the EDL Supervising Professor and inform him/her of your plans:

Dr. John Pedicone
Educational Leadership Program
College of Education, Room 218
626-8605
pedicone@u.arizona.edu

Dr. Lynnette Brunderman
Distance Learning Coordinator
College of Education, Room 250
730-8811
lbrunder@email.arizona.edu

4. Obtain permission from your supervising administrator. This will be the Principal with whom you will be interning. You are responsible for making initial contact with this person. The internship must be in a job function which corresponds to your administrative certification goal.
5. Meet with your Supervising Professor to complete the application and review all documents in the packet.

6. When you receive authorization to register for the course, contact the EDL Graduate Coordinator, Margo Sallet, who must complete the registration. Internship units are not available through WebReg.

Definitions of Terms

Field Supervisor: The Principal who has agreed to supervise and evaluate the intern's experience on a regular basis and will recommend a grade to the University Supervisor.

Educational Leadership Advisor: The Education Leadership Professor who has been assigned by the department to advise the student during his/her internship, and will ultimately approve the internship program components, supervise the internship program and issue a grade.

ISLLC Standards: The National Policy Board for Educational Administration (NPBEA) adopted the **Educational Leadership Policy Standards for School Leaders: ISLLC* 2008**. (*Interstate School Leaders Licensure Consortium)

EDUCATIONAL LEADERSHIP PROGRAM

APPLICATION FOR PRINCIPAL INTERNSHIP (EDL 593a)

Date: _____

Name: _____

Social Security #: _____ Student ID #: _____

Home Address: _____

City: _____ State: _____ Zip Code: _____

Phone: (H) _____ (C) _____ Email: _____

School Name (Where currently employed): _____

School Address: _____

City: _____ State: _____ Zip _____ Phone: _____

Position: _____ Years in Position: _____

Total Years Teaching Experience: _____ Total Years of Administrative Experience: _____

Interning as: _____

(e. g. Elementary or Secondary Principal)

Proposed Internship Site: _____

Address: _____ Phone: _____

City: _____ State: _____ Zip Code: _____

Dates of Proposed Internship from _____ to _____ Units: 3 _____ 6 _____

Field Supervisor: _____

Position: _____

Leadership courses completed and those of current enrollment

COURSE	GRADE	COURSE	GRADE

Intern Signature

Field Supervisor
(Principal or Superintendent)

District Superintendent Signature
(Unless same as above)

Educational Leadership Program Approval:

EDL Intern Advisor Signature

Please complete this form and attach completed **Student Agreement** form, **Immediate Supervisor Statement of Acceptance for Internship in Educational Leadership** form, and **Administrative Internship Learning Contract**.

Return all documents to:

Dr. Lynnette Brunderman
Educational Leadership Program
College of Education, #224
P.O. Box 210069
University of Arizona
Tucson, AZ 85721-0069
FAX: 520-626-6005
lbrunder@email.arizona.edu

STUDENT AGREEMENT FOR INTERNSHIP

I understand that I am participating in an internship sponsored by the Educational Leadership Program and a school district. I recognize that in the internship I am subject to the rules, regulations and policies of the University of Arizona, as well as those that the field supervisor deems appropriate for the school system.

I understand that in the internship I will be representing both the University of Arizona and the Educational Leadership Program; I will do nothing that would adversely affect the image of either unit. I agree that if any of my behavior is deemed improper, detrimental to the school system or the University of Arizona, I will withdraw from the internship and accept a grade of W or F; subject to the discretion of the University supervisor (instructor).

I understand that failure to abide by the policies and procedures of the internship program will result in termination of the internship with a grade of W or F; subject to the discretion of the University supervisor (instructor).

I further agree that I will:

- a. Avoid becoming involved in ideological disputes.
- b. Maintain the confidentiality of records and internal matters at all times.
- c. Not be in possession of or use any item which is considered a controlled substance (except under the direction of a physician), alcohol, or firearm, while on school or university property, during my internship.
- d. Always dress professionally for the internship.

I HAVE READ THIS AGREEMENT. THE NATURE, SCOPE AND POLICIES OF THE INTERNSHIP PROGRAM HAVE BEEN EXPLAINED TO ME, AND I AGREE TO ABIDE BY THEM.

Intern

EDL Intern Advisor Signature

Date

FIELD SUPERVISOR STATEMENT OF ACCEPTANCE FOR INTERNSHIP IN EDUCATIONAL ADMINISTRATION

FIELD SUPERVISOR INFORMATION

Name of Field Supervisor _____

Name of School _____

District _____

Degree Held _____ Certification _____

Current Position _____

Years of Administrative Experience _____

I hereby approve _____ for an internship during Fall
Spring Summer 20__ term, and agree to assist with his/her field experiences. I understand
that the internship involves a variety of administrative and supervisory experiences on-site in a
school setting.

I am willing to work with this intern and the University of Arizona Supervising Professor
from the Educational Leadership Program in developing an appropriate set of experiences and
a school improvement project. I have been provided a copy of the Checklist for Internship
Field-based Administrators, delineating expectations. I further agree to provide an evaluation
of the intern to the University of Arizona upon completion. Finally, I understand that I am
expected to participate in training for Field Supervisors provided by the University of Arizona
Educational Leadership personnel.

Signature of Field Supervisor

Date

EDUCATIONAL LEADERSHIP PROGRAM

PRINCIPAL INTERNSHIP LEARNING CONTRACT

EDL 593a

STUDENT DATA

Name _____

Start Date _____ End Date _____

This internship must meet all requirements of the Educational Policy Standards for School Leaders: ISLLC 2008 relating to a field-based practicum. Students must demonstrate competency on each of the standards as indicated below.

REQUIREMENTS

The Intern must:

1. Complete the **Application for Administrative Internship**. Schedule a meeting between your field supervisor and the university supervisor prior to the start of the internship. This meeting is designed to plan the internship experience cooperatively with the intern, the Site Supervisor, and the Educational Leadership Advisor to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. The Site Supervision will serve as a primary Mentor and will facilitate the development of a "Critical Friends Team" composed of individuals who will provide training to guide the candidate during the intern experience. **(ISLLC Standard 1 – Shared Vision)**
2. Complete a major project that is designed to provide the intern with a strong administrative experience. The internship major project must meet the intent of the ISLLC Standards by ensuring that the intern demonstrates the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. This can be an activity, at the district or building level, that will result in an "outcome." It cannot simply be an activity; it must have a beginning and an end. Further, the project should be substantial and include responsibilities that will increase in depth and complexity as well as integrate with other activities that cause the intern to interact with staff, students, parents and community leaders. **(ISLLC Standard 2 – School Culture and Instructional Programs)**

3. Develop a plan with the Site Supervisor, under the guidance of the Educational Leadership Advisor, to have extended periods of time “on the job” where (s)he is away from their normal job and given responsibility for the administration of critical functions within the school organization. This can be developed using professional, personal or other leave time as available. This should be designed to provide extended authentic experiences that increase as the intern approaches the end of the field experience to allow for intern application of knowledge and skills on a full-time basis.

(ISLLC Standard 1 – Shared Vision)

4. Interview/Shadow district level administrators in the areas of:

- Superintendency
- Personnel
- Finance
- Curriculum
- Special Services
- Student Services
- Staff Development
- Principal
- Assistant Principal

A summary of each interview or shadowing must be provided and should focus on the intern gaining knowledge and a feel for the leadership activities that occur in multiple district settings. **(ISLLC Standard 6 – Context)**

5. Attend at least two organizational meetings at the building or district level.

(ISLLC Standard 3 – Organizational Management)

6. Attend at least one governing board meeting at two separate districts. A summary of each board meeting must be provided focusing on the relationship between the superintendent and the governing board, as well as other members of the administrative team. The intern may use the home district for one observation.

(ISLLC Standard 6 – Context)

7. Assist the school administration in the responsibilities of a building level administrator to include:

- Discipline
- Attendance
- Teacher Evaluations
- Parent Conferences
- Discipline Hearings where appropriate

(ISLLC Standards 1-6)

8. Work with the school administration to be involved in other activities which will expose her/him to aspects of building level operations that will provide a global view of school administration. **(ISLLC Standards 1-6)**
9. Attend at least one community service activity within the district. The intern should gain from a wide range of relevant knowledge and skills to include work with appropriate community organizations such as individual parents, parent groups, social service groups and local businesses. **(ISLLC Standard 4 – Community)**
10. Interview a local business executive in order to understand the perceptions held of public education by the business community and discuss issues from the K-12 perspective to facilitate a better understanding of the similarities and differences between education and business. This dialogue will clarify and improve understanding by both educational and business leaders. **(ISLLC Standard 6 – Context)**
11. Maintain and submit a reflective log outlining the activities in which s(he) engaged, as well as a short summary paragraph for each week of activities, indicating their reflections on what they experienced. The Educational Leadership Advisor will reflect and relate the experiences back to the Intern on a weekly basis or more frequently, depending on individual intern needs. **(ISLLC Standards 1-6)**
12. ***CONTACT THE UNIVERSITY SUPERVISOR AT LEAST ONE TIME PER WEEK TO REPORT HIS/HER PROGRESS. THIS SHOULD BE DONE BY EMAIL. OTHER ARRANGEMENTS CAN BE MADE ON A CASE-BY-CASE BASIS.*** The Educational Leadership Advisor will reflect and relate the experiences back to the Intern on a weekly basis or more frequently, depending on individual intern needs. **(ISLLC Standard 5 – Integrity)**
13. After completion of Self-Assessment 2, the intern, with the assistance of the site supervisor and the University supervisor, will develop a Personal Plan of Action for the internship, which will assure that mastery for each of the ISLLC Standards has been achieved.

EVALUATION

Your evaluation will be based on successful completion of the following:

1. Coordination of at least two on-site visits by the University Internship Supervisor at the primary internship site.
2. Submission of a portfolio to include:
 - A) Self-Assessments 1, 2, and 3, and your Personal Plan of Action. This includes documentation of mastery of each of the ISLLC Standards and Functions, from both the

Field Experiences contained within the coursework, and from the Internship experience.

- B) A reflective log. The log must include a **minimum** of 240 hours and the dates each of those hours was performed.
- C) Summaries of (with any pertinent artifacts):
- Major project in written form
 - Administrative interviews or shadowing experiences
 - Organizational meetings attended
 - Governing board meeting attendance
 - Community service activity attended
 - Interview with a local business executive
- D) Narrative outlining major lessons learned during the internship
- E) See Portfolio Guidelines in Handbook for more detail.
3. Attendance at all meetings scheduled by the University Supervisor (monthly general meetings of interns, end of experience briefing, etc.).
4. Adherence to weekly reporting requirement.
5. Submission of **Evidence of Compliance with ISLLC Standards** form (begins on next page) and reflective document outlining major lessons learned during the internship experience.
6. Completion of all other requirements.
7. Final debriefing.

Intern Signature

Date

EDL Intern Advisor Signature

Date

Evidence of Compliance with ISLLC Standards

(Attach additional pages as needed)

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Elements	Indicators	Assignments/Activities Title & Location of Artifact (indicate tab)
1.1 Develop School District Vision	Develop a school/district vision	
	Base vision on relevant theory	
1.2 Articulate Vision	Articulate components of vision	
	Use data-based research strategies to inform vision	
	Communicate school/district vision	
1.3 Implement Vision	Formulate initiatives to motivate staff, students, and families	
	Plan for implementation of school/district vision	
1.4 Steward Vision	Understand role of effective communication skills to build shared commitment	
	Design system for using data-based research strategies	
	Assume stewardship of school/district vision	
1.5 Promote Community Involvement	Involve community members in realization of vision	
	Communicate effectively with all stakeholders in implementation process	

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Elements	Indicators	Assignments/Activities Title & Location of Artifact (indicate tab)
2.1 Promote Positive School Culture	Assess school culture using multiple methods and strategies	
2.2 Provide Effective Instructional Program	Apply principles of effective instruction to improve instructional practices	
	Design curriculum to accommodate diverse learner needs	
	Use technology to enrich curriculum and instruction	
2.3 Apply Best Practice to Student Learning	Assist school personnel to apply best practices for student learning	
	Apply human developmental, learning, and motivational theories to learning process	
	Use appropriate research strategies to promote environment for improved student achievement	

2.4 Design Comprehensive Professional Growth Plans	Implement well-planned professional development programs	
	Use observation, collaborative reflection, adult learning strategies to form professional growth plans with teachers and school personnel	
	Develop and implement personal professional growth plans that reflect a commitment to life-long learning	

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Elements	Indicators	Assignments/Activities Title & Location of Artifact (indicate tab)
3.1 Manage the Organization	Optimize the learning environment by applying appropriate models of organizational management	
	Develop plans of action for focusing on effective organization and management of fiscal, human, and material resources	
	Manage time effectively and deploy financial and human resources in ways to promote student achievement	
3.2 Manage	Involve staff in conducting operations and setting priorities using needs	

Operations	assessment, research-based data, and group process skills to build consensus	
	Develop communication plans for staff to develop family and community collaboration skills	
	Understand how to apply legal principles	
3.3 Manage Resources	Use problem-solving skills and knowledge of strategic long-range and operational planning in use of fiscal, human, and material resource allocation	
	Creatively seek new resources to facilitate learning	
	Apply and assess current technology for school management, business procedures, and scheduling	

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Elements	Indicators	Assignments/Activities Title & Location of Artifact (indicate tab)
4.1 Collaborate with Families and the Community	Bring together family and community resources to positively affect student learning	
	Involve families in the education of their children	

	Use public information and research-based knowledge to collaborate with families and the community	
	Create frameworks for school, family, business, community, government, and higher education partnerships using community-relations models	
	Develop various methods of outreach aimed at business, religious, political, and service organizations	
	Involve families and other stakeholders in school decision-making processes	
	Demonstrate the ability to collaborate with community agencies to integrate health, social, and other services	
	Develop a comprehensive program of community relations and demonstrate ability to work with the media	
4.2 Respond to Community Interests and Needs	Demonstrate active involvement within the community including persons with conflicting perspectives	
	Use appropriate assessment strategies and research methods to accommodate diverse school and community conditions	

Elements	Indicators	Assignments/Activities Title & Location of Artifact (indicate tab)
	Provide leadership to programs serving students with special and exceptional needs	
	Capitalize on the diversity of the school community to improve school programs and meet diverse student needs	
4.3 Mobilize Community Resources	Use community resources including youth services to support student achievement, solve problems, and achieve school goals	
	Use school resources and social service agencies to serve the community	
	Demonstrate ways to use public resources and funds appropriately to encourage communities to provide new resources to address student problems	

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

Elements	Indicators	Assignments/Activities Title & Location of Artifact (indicate tab)
5.1 Acts with Integrity	Demonstrate a respect for the rights of others with regard to confidentiality, dignity, and engage in honest communications	

5.2 Acts Fairly	Combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others	
5.3 Acts Ethically	Make and explain decisions based on ethical and legal principles	

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Elements	Indicators	Assignments/Activities Title & Location of Artifact (indicate tab)
6.1 Understand the Larger Context	Act as informed consumer of educational theory and concepts and apply appropriate research methods to a school context	
	Explain how legal and political systems and institutional framework of schools shape a school and community	
	Analyze the complex causes of poverty and their effects on families, communities, children, and learning	
	Understand school policies, laws, and regulations enacted by local, state, and federal authorities	
	Describe the economic factors shaping a local community and economic factors affecting schools	

	Analyze and describe the cultural diversity in a school community	
	Describe community norms and values and how they relate to the role of the school in promoting social justice	
	Explain various theories of change and conflict resolution	
6.2 Respond to the Larger Context	Communicate with members of a school community concerning trends, issues, and potential changes in the school environment and maintain ongoing dialogues with diverse community groups	
6.3 Influence the Larger Context	Engage students, parents, and the community in advocating the adoption of improved policies and laws	
Elements	Indicators	Assignments/Activities Title & Location of Artifact (indicate tab)
	Apply understanding of the larger context to develop activities and policies that benefit students and their families	
	Advocate for policies and programs that promote equitable learning opportunities and success for all students	

[illegible]

EDUCATIONAL LEADERSHIP PROGRAM

PRINCIPAL INTERNSHIP (EDL 593a) SUPERVISOR'S EVALUATION

Date _____

Name of Intern _____

Name of Field Supervisor _____

Recommended Grade _____

This grade should be your assessment of how the intern performed duties while under your supervision.

NARRATIVE

Consider the intern's mastery of competencies as outlined in the Personal Plan of Action, aligned with the ISLLC Standards 2008. Please provide any comments that would assist in the final debriefing with the intern:

Field Supervisor Signature

Forward completed form to:

Dr. Lynnette Brunderman
Educational Leadership Program
College of Education, #224
University of Arizona
P.O. Box 210069
Tucson, AZ 85721-0069
FAX: 520-626-6005
Email: lbrunder@email.arizona.edu

EDUCATIONAL LEADERSHIP PROGRAM

PLEASE GIVE THIS FORM TO YOUR SITE SUPERVISOR

Checklist for Internship Field-based Administrators

- _____ Have met with the University advisor to discuss criteria for the internship process. (at the beginning of the process)
- _____ Have met with the intern to develop a plan which should assure mastery of the ISLLC Standards.
- _____ Have crafted a meaningful “Major Project” for which the intern will assume primary responsibility.
- _____ Have a set up a system to meet with the intern on a daily/weekly basis to discuss progress.
- _____ Have helped facilitate meetings with internal or external administrators (superintendent, personnel, finance, curriculum, other) for intern shadowing/interviewing.
- _____ Have assisted the intern, as needed, with involvement in building or district organizational meetings.
- _____ Have involved the intern in critical experiences which will help the intern understand the role of building or district administrator. (Discipline, attendance, teacher evaluations [where possible], parent conferences, discipline hearings.)
- _____ Have assisted the intern with identifying a community service activity within the district.
- _____ Have involved the intern in Cabinet meetings where possible.
- _____ Have spent time with the intern for the purpose of reflection and learning.
- _____ Have met with the University advisor to discuss the overall rating of the intern and provide the intern with an opportunity to hear critique of the experience at the end of the process.
- _____ Have faxed the Administrative Internship Supervisor’s Evaluation form to the University Advisor to 626-6005.

This internship course is correlated with the **Educational Leadership Policy Standards for School Leaders: ISLLC 2008** as adopted by the National Policy Board for Educational Administration (EPBEA).

Standard 1: *An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: *An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: *An educational leader promotes the success of every student by ensuring management of the organization operation, and resources for a safe, efficient, and effective learning environment.*

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: *An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: *An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: *An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

SELF-ASSESSMENT



Educational Policy Studies & Practice EDUCATIONAL LEADERSHIP PROGRAM

College of Education
PO Box 210069
The University of Arizona
Tucson, AZ 85721-0069
Ph: 520 626 7313
Fax: 520 621 1875
Email: edlprog@email.arizona.edu

STUDENT SELF-ASSESSMENT INSTRUMENT

This instrument has been designed as a tool for the students of the University of Arizona Master of Education and Post-Degree Principal Certification program in Educational Leadership to assess their growth and mastery of the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders adopted by the National Policy Board for Educational Administration (NPBEA). The ISLLC Standards for School Leaders are intended to improve educational administration and practice by guiding models of preparation and professional development of educational leaders. The ISLLC Standards for School Leaders provide a broad conceptual statement, followed by specific Functions that explain and enhance the relevance of each Standard statement.

Each administrative candidate is expected to engage in the self-assessment at least three times throughout their program, 1) at the beginning of their coursework, 2) just prior to the Internship experience, and 3) at the conclusion of their program. Results of each self-assessment are to be shared with the College supervisor and/or advisor, and are used to provide focus and establish emphasis for the student on areas of need during coursework and the Internship. They are to then be placed in the student's portfolio, documenting growth and progress in demonstrating mastery of the student's capacity for success in educational leadership.

Student: _____ Date: _____

Check one: _____ Self-Assessment 1 _____ Self-Assessment 2 _____ Self-Assessment 3

Directions to the Student:

- As you consider your level of mastery of each Standard for School Leaders Function, you are encouraged to reflect openly and honestly about how you currently perceive your placement on this rubric. When you have made a decision about your current level of mastery, identify (in the final column) the evidence you will provide to verify your determination of current placement. If you are at the beginning of your coursework, your instructor in Foundations of Educational Leadership will assist you in understanding the relationship between the required and elective coursework and master of the Standards. **Each Self-Assessment should be placed in your portfolio, documenting your journey toward mastery and excellence in educational leadership.**
- Upon completion of the Application for Internship, and successful acceptance to advance to the Internship, you are expected to meet with your University Internship Supervisor to discuss how the results of Self-Assessment 2 can and should guide and contribute to your Internship Plan. Documentation on this Self-Assessment 2 should reflect the growth you have experienced throughout your coursework and field experiences, and reflect additional areas that still will require work.
- At the conclusion of the Internship, you will complete Self-Assessment 3, providing specific evidence (products, projects, actions, activities) that resulted from the Internship and contributed directly to your mastery of the Standard indicators. Be prepared to discuss with your site supervisor, as well as your University Internship Supervisor, the growth in mastery you have demonstrated and significant events that contributed most to your personal growth as an educational leader.

Explanation of Rubric Criterion

- **Exceeds Expectations – 4** means that you have consistently demonstrated mastery of this indicator and can provide artifacts, assessment results, and other evidence of your demonstrated mastery.
- **Meets Expectations – 3** is considered as the base level for demonstration of mastery. This means that you can provide artifacts, assessment results, and other evidence that your performance relative to this indicator is satisfactory. This score point is critical to successful completion of the Internship experience. Your Internship is not considered complete until you have demonstrated mastery of each indicator on this assessment instrument to a score point of “3” with sufficient evidence to support your claim.
- **Approaches Expectations – 2** describes the beginning demonstrations of mastery or competence with this indicator. You may demonstrate this indicator inconsistently or not be able to provide sufficient evidence as yet of mastery in terms of artifacts, assessment results, or other measures of success pertaining to this indicator.
- **Does Not Meet Expectations – 1** means that you have not engaged in study or work relative to this indicator as yet, or that you have not had success in providing evidence of mastery for this indicator.

**Individual Educational Leadership Candidate Performance in Demonstrating
Mastery of the 2008 ISLLC Standards for School Leaders**

2008 ISLLC Standards	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Does Not Meet Expectations 1	Evidence submitted for Demonstration of Mastery
Standard 1 An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.					
Functions	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Does Not Meet Expectations 1	Evidence submitted for Demonstration of Mastery
A. Collaboratively develop and implement a shared vision and mission					
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning					
C. Create and implement plans to achieve goals					
D. Promote continuous and sustainable improvement					
E. Monitor and evaluate progress and revise plans					

2008 ISLLC Standards	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Does Not Meet Expectations 1	Evidence submitted for Demonstration of Mastery
Standard 2 An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.					
Functions	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Does Not Meet Expectations 1	Evidence submitted for Demonstration of Mastery
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations					
B. Create a comprehensive, rigorous and coherent curricular program					
C. Create a personalized and motivating learning environment for students					
D. Supervise instruction					
E. Develop assessment and accountability systems to monitor student progress					
F. Develop the instructional and leadership capacity of staff					

G. Maximize time spent on quality instruction					
H. Promote the use of the most effective and appropriate technologies to support teaching and learning					
I. Monitor and evaluate the impact of the instructional program					
2008 ISLLC Standards	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Does Not Meet Expectations 1	Evidence submitted for Demonstration of Mastery
Standard 3 An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.					
Functions	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Does Not Meet Expectations 1	Evidence submitted for Demonstration of Mastery
A. Monitor and evaluate the management and operational systems					
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources					
C. Promote and protect the welfare and safety of students and staff					

D. Develop the capacity for distributed leadership					
E. Ensure teacher and organizational time is focused to support quality instruction and student learning					
2008 ISLLC Standards	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Does Not Meet Expectations 1	Evidence submitted for Demonstration of Mastery
Standard 4 An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.					
Functions	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Does Not Meet Expectations 1	Evidence submitted for Demonstration of Mastery
A. Collect and analyze data and information pertinent to the educational environment					
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources					
C. Build and sustain positive relationships with families and caregivers					
D. Build and sustain positive relationships with community partners					

2008 ISLLC Standards	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Does Not Meet Expectations 1	Evidence submitted for Demonstration of Mastery
Standard 5 An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.					
Functions	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Does Not Meet Expectations 1	Evidence submitted for Demonstration of Mastery
1. Ensure a system of accountability for every student's academic and social success					
2. Model principles of self-awareness, reflective practice, transparency, and ethical behavior					
3. Safeguard the values of democracy, equity, and diversity					
4. Consider and evaluate the potential moral and legal consequences of decision-making					
5. Promote social justice and ensure that individual student needs inform all aspects of schooling					

2008 ISLLC Standards	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Does Not Meet Expectations 1	Evidence submitted for Demonstration of Mastery
Standard 6 An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.					
Functions	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Does Not Meet Expectations 1	Evidence submitted for Demonstration of Mastery
A. Advocate for children, families, and caregivers					
B. Act to influence local, district, state, and national decisions affecting student learning					
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies					

Student Signature: _____ **Date:** _____

Comments and Recommendations by University Supervisor or Site Supervisor:

(attach additional pages if needed)

Signature: _____ **Date:** _____



Educational Policy Studies & Practice

EDUCATIONAL LEADERSHIP PROGRAM

College of Education
PO Box 210069
The University of Arizona
Tucson, AZ 85721-0069
Ph: 520 626 7313
Fax: 520 621 1875
Email: edlprog@email.arizona.edu

PERSONAL PLAN OF ACTION INSTRUMENT

This instrument has been designed as a tool for the students of the University of Arizona Master of Education and Post-Degree Principal Certification program in Educational Leadership to plan for their growth and mastery of the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders adopted by the National Policy Board for Educational Administration (NPBEA). The ISLLC Standards for School Leaders are intended to improve educational administration and practice by guiding models of preparation and professional development of educational leaders. The ISLLC Standards for School Leaders provide a broad conceptual statement, followed by specific Functions that explain and enhance the relevance of each Standard statement.

Following the self-assessment just prior to the Internship experience, each administrative candidate is expected to share the results with the university supervisor and/or advisor, and are used to provide focus and establish emphasis for the student on areas of need during the Internship. The **Personal Plan of Action** is then developed in collaboration with the university supervisor, site supervisor (principal mentor) and the intern.

Student: _____

Date: _____

Directions to the Student:

- A. As you consider your level of mastery of each Standard for School Leaders Function as documented on the Self-Assessment, and identified the evidence you will provide to verify your determination of competency, you are then expected to create a plan aligned with the results of the Self-Assessment that guides your work and growth during the Internship.
- B. The plan, documented below, is developed in collaboration with your university supervisor and your site supervisor (principal mentor). Consider the areas that you need additional experience beyond that provided in the standard activities of the internship.
- C. At the conclusion of the Internship, you will complete Self-Assessment 3, providing specific evidence (products, projects, actions, activities) that resulted from the Internship and contributed directly to your mastery of the Standard indicators. Be prepared to discuss with your site principal, as well as your University Internship Supervisor, the growth in mastery you have demonstrated and significant events that contributed most to your personal growth as an educational leader.

**PERSONAL PLAN OF ACTION Designed to Promote
Mastery of the 2008 ISLLC Standards for School Leaders**

2008 ISLLC Standards	Activities and Action Steps	Evidence submitted for Demonstration of Mastery
Standard 1 An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.		
Functions	Activities and Action Steps	Evidence submitted for Demonstration of Mastery
A. Collaboratively develop and implement a shared vision and mission		
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning		

C. Create and implement plans to achieve goals		
D. Promote continuous and sustainable improvement		
E. Monitor and evaluate progress and revise plans		
2008 ISLLC Standards	Activities and Action Steps	Evidence submitted for Demonstration of Mastery
Standard 2 An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.		
<i>Functions</i>	Activities and Action Steps	Evidence submitted for Demonstration of Mastery
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations		
B. Create a comprehensive, rigorous and coherent curricular program		
C. Create a personalized and motivating learning environment for students		

D. Supervise instruction		
E. Develop assessment and accountability systems to monitor student progress		
F. Develop the instructional and leadership capacity of staff		
G. Maximize time spent on quality instruction		
H. Promote the use of the most effective and appropriate technologies to support teaching and learning		
I. Monitor and evaluate the impact of the instructional program		
2008 ISLLC Standards	Activities and Action Steps	Evidence submitted for Demonstration of Mastery
Standard 3 An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.		

<i>Functions</i>	Activities and Action Steps	Evidence submitted for Demonstration of Mastery
A. Monitor and evaluate the management and operational systems		
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources		
C. Promote and protect the welfare and safety of students and staff		
D. Develop the capacity for distributed leadership		
E. Ensure teacher and organizational time is focused to support quality instruction and student learning		
2008 ISLLC Standards	Activities and Action Steps	Evidence submitted for Demonstration of Mastery
Standard 4 An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.		
<i>Functions</i>	Activities and Action Steps	Evidence submitted for Demonstration of Mastery
A. Collect and analyze data and information pertinent to the educational		

environment		
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources		
C. Build and sustain positive relationships with families and caregivers		
D. Build and sustain positive relationships with community partners		
2008 ISLLC Standards	Activities and Action Steps	Evidence submitted for Demonstration of Mastery
Standard 5 An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.		
<i>Functions</i>	Activities and Action Steps	Evidence submitted for Demonstration of Mastery
A. Ensure a system of accountability for every student's academic and social success		
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior		

C. Safeguard the values of democracy, equity, and diversity		
D. Consider and evaluate the potential moral and legal consequences of decision-making		
E. Promote social justice and ensure that individual student needs inform all aspects of schooling		
2008 ISLLC Standards	Activities and Action Steps	Evidence submitted for Demonstration of Mastery
Standard 6 An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.		
Functions	Activities and Action Steps	Evidence submitted for Demonstration of Mastery
<ul style="list-style-type: none"> Advocate for children, families, and caregivers 		
<ul style="list-style-type: none"> Act to influence local, district, state, and 		

national decisions affecting student learning		
o Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies		

Student Signature: _____

Date: _____

Site Supervisor Signature: _____

Date: _____

University Supervisor Signature: _____

Date: _____

ROLES AND RESPONSIBILITIES

For the Site Supervisor (Principal Mentor):

- Welcome intern to the district
- Socialize the intern to the community and school culture
- Assist intern to create Personal Plan of Action, deciding on the sequence of developmental activities most appropriate for the intern's needs as well as the needs of the district and school
- Provide coaching for skill development
- Facilitate completion of internship activities
- Engage in conversations about activities and daily events; promote self reflection and problem solving
- Assist intern to form relationships with individuals within the district and to gain entry to other settings, as needed
- Observe the intern as agreed upon with the intern
- Allocate time for frequent, regular meetings with the intern
- Provide emotional support to the intern
- Model leadership competencies, making one's own leadership choices explicit
- Assist intern to track progress against ISLLC Standards 2008
- Consult with University supervisor
- Facilitate leadership within the intern
- Ensure that the intern receives a complete picture of the duties of the principal
- Meet with the University supervisor to discuss the overall rating of the intern and provide the intern with an opportunity to hear critique at the end of the process
- Complete the Administrative Internship Supervisor's Evaluation form and fax it to the University supervisor at 626-6005

For the District

- Welcome intern to the district
- Assist in mentor training and support, as needed
- Help match mentors with interns
- Facilitate allocation of time for intern to participate in substantive amounts of time in leadership role
- Network with the University Educational Leadership Program to ensure that the goals and objectives of the program align with the district's overall needs
- Evaluate internship effectiveness

For the University Supervisor

- Meet with intern prior to the internship experience to identify needs, discuss appropriate placement, explain internship procedures, and help set expectations
- Meet with the site supervisor (principal mentor) to explain internship procedures and set expectations
- Facilitate mentor training
- Assist the intern with the development of the Personal Plan of Action, considering the sequence of developmental activities most appropriate for the internship given the intern's needs as well as those of the school and district
- Coordinate monthly intern meetings
- Respond weekly to the intern's logs and reflections, providing feedback to enhance practice
- Consult with site supervisor (principal mentor) and provide constructive feedback
- Track intern progress against ISLLC Standards 2008
- Meet with intern to debrief internship experience, discuss portfolio and Lessons Learned, and complete and discuss the Professionalism Rubric for the intern
- Evaluate intern and assign grade, with input from site supervisor
- Evaluate internship program effectiveness
- Understand all university, district, and state requirements for interns

For the Intern

- Take an active role in planning and implementing the Personal Plan of Action, based on Self-Assessment of competency with ISSLC Standards 2008 expectations
- Be proactive and assertive in arranging time for conversations, direction, feedback, and coaching from site supervisor and university supervisor
- Document evidence of progress toward competencies
- Seek support and advice
- Be professional, efficient and dependable
- Be responsible for completing all internship activities and notifying appropriate individuals of any obstacles that the intern cannot overcome alone
- Be a reflective practitioner, reflecting on experiences and matching them to the standards
- Develop the portfolio, providing evidence of competency mastery
- Understand all university, district and state requirements for interns

PORTFOLIO GUIDELINES

The intern is expected to maintain a portfolio documenting evidence of competency mastery. Artifacts included in the portfolio should be representative of the leadership experiences of the intern. Remember, your leadership development journey began with your first course, so evidence should have been collected throughout your training. Please include, at a minimum, the following items:

- Self-Assessment 1
- Professionalism Rubric (self-assessment)
- Signature Assignments from all courses
- Documentation of all Field Experiences
- Self-Assessment 2
- Copy of Internship Application with all signed documents
- Personal Plan of Action
- Summaries of (with any pertinent artifacts)
 - Major project
 - Administrative interviews/shadowing experiences
 - Organizational meetings attended
 - Governing board meetings attended
 - Community service activity attended
 - Interview with local business executive
- Reflective log documenting hours and personal reflection
- Self-Assessment 3
- Evidence of Compliance with ISLLC Standards document
- Narrative outlining major lessons learned
- Anything else that adds to the documentation of your mastery of the standards

REFLECTION GUIDELINES

Reflection in Action

Reflection As a Route to Expertise

Experts do not face isolated problems but changing situations involving complexly interwoven themes. Expertise develops as the result of “*reflective skills*,” the ability to think more deeply about a problem, and the ability to take action or make adjustments accordingly. Experts are people with content-specific knowledge (Shulman, 1986; Bransford, 1993). The expert not only masters a knowledge base but also understands the circumstances in which it is applied. This expertise cannot be gained by being told what to do; it is more than mastering a handful of general principles. Expertise is part of a complex performance rather than a discrete piece of information. Experts take action and make adjustments as they go. They also reconsider their actions after the fact.

Administrative actions cannot be reduced to a fixed set of principles about “what works” or a handful of generalized rules. Administrative practice is a complex art that combines thinking abstractly, weighing of prior experience, and taking action. It is more like driving a taxi cab in New York City, in which the performance involves keeping the final destination in mind while making multiple adjustments based on weather, time of day, traffic, accidents, advice of passengers, and so forth. No two performances are ever exactly the same because no two sets of conditions are ever exactly alike. Expertise comes from the combination of action and reflection. Expertise is gained as one learns to adjust the performance based on the factors and one’s experience with them. Learning from one’s prior actions (and mistakes) is basic to the development of expertise.

Novices often feel clumsy and unsure of themselves; they need help in thinking about problems of practice and how to use prior knowledge to determine which actions to take. One strategy focuses on the cognitive strategies used by experts. In the school administration area, this focus helps make the thinking and problem solving skills of school leaders more explicit and available to scrutiny (Hallinger, Leithwood, and Murphy, 1993; Leithwood and Steinbach, 1993, 1995).

What Expert Leaders Do Better Than Novices

Leaders acquire many skills as they progress from novice to expert. Leaders learn to

- Recognize the perspective of others
- Accommodate how others learn
- Understand how hierarchy filters information
- Anticipate problems
- Prioritize relevant detail
- Be comfortable with ambiguity

Most people perform these processes internally. Self-evaluation leads to scrutiny, discussion, and analysis of these expert processes. Reflection allows people to learn from their experiences, and administrative skills are acquired through a combination of theory and practice.

What are some of the delineating characteristics of these expert performances? One area of study concerns how leaders deal with ambiguous conditions. Wagner (1993) suggests that many problems faced by leaders

- Are ill defined
- Are formulated by oneself
- Require additional information
- Have no single correct solution
- Involve multiple methods for obtaining multiple solutions
- Involve everyday experience

Experts apply tacit knowledge, a kind of practical know-how that guides how they manage problems on a day-to-day basis.

Cognitive Processes of Leadership

How do leaders learn to make decisions? Yekovich (1993) suggests that cognitive skills required in making decisions occur in distinct stages. The first stage is the *declarative stage*, in which the individual learns concepts and facts, which are then stored in memory as declarative knowledge. The declarative knowledge base is a loosely connected set of information; as more domain-related information is acquired, there is an increase in expertise.

The second stage is the *associative stage*, which is characterized by two noticeable changes in the individual's state of knowledge: (1) there is growth in declarative knowledge, and (2) of greater importance, the organization and interconnectedness of knowledge becomes more expert. The continual development of the knowledge base allows leaders (experts) to associate facts and concepts with actions and operations in an arena of practice. This is the beginning of the movement from declarative knowledge (knowledge about) to procedural knowledge (how-to knowledge).

The final stage, the *autonomous stage*, is more of a fine-tuning stage in which there are elaboration and interconnectedness in the network. Fine-tuning also refers to refinements in generalization and discrimination, i.e., the individual learns to allow for an appropriate degree of generality of specificity. The algorithms used to make decisions become more automatic (hence the term *autonomous*). This process often occurs without awareness and uses few of the cognitive resources of the decision maker (Yekovich, 1993, pp. 151-153).

Decision making is also connected to the ability to make midcourse adjustments. Expertise relates to the leader's skill or ability to adjust and modify the explanatory models being used as new and discrepant experiences are faced. Glidewell (1993) discusses several factors concerning how leaders make these adjustments (or how and when CEOs change their minds). He looks at *celerity factors* (the speed of the midcourse changes), *background factors* (the size, nature, and competitiveness of the organization), and *personal factors* (age, previously held beliefs, pragmatism, mood of the leader, resources at issue). Successful organizational leaders in the study were able to compartmentalize their prior experiences in ways that allowed them to change

their conceptual frameworks and the mental models of what was going on and what needed to be done.

Limits to Experience

Allison and Allison (1993) report that direct experience in the role of school administrator, even for a short time, enables novices to increase attention to the details of presented problems. However, veteran administrators in their study performed worse than practitioners with less experience on some of the problems presented. This finding suggests that experience alone does not guarantee best practice. Novices would do well to consider both the advantages and limitations of experience.

Conclusion

King and Kitchener (1994) believe reflective thinking is characterized by a view that knowledge is not a given, but instead must be actively constructed within a specific context, and that individuals reasoning at these stages understand that conclusions must be grounded in relevant data and remain open to reevaluation. They argue that this kind of thinking is what Dewey (1938) called reflective thinking or reflective judgment.

Reflection is learning to analyze prior experiences in order to better understand how they shape future courses of action; it is thinking about how actions are connected to cultural norms, to initial experiences growing up, institutional histories, and on-the-job experience. Reflection provides a way for people to access the more complete story that they bring with them to their performances. It builds expertise by tapping experience and simultaneously recognizing the limits of its application.

The intern must begin to develop the art of reflection in practice and the art of reflection on practice. This kind of thinking includes reflecting on decisions and actions, making changes and adjustments, and making mistakes. You should practice asking yourself the following questions:

- What facts/concepts, i.e., mental models, are you using?
- What prior beliefs are you assuming to be truth?
- What history and/or traditions of the district/school are pressuring belief and actions?
- What are the effects of your emotional state or mood?
- How does the availability or lack of resources affect your actions?
- How have the on-the-job experiences affected belief and actions?

Reflective thinking must be practiced and nurtured if you desire to move from novice leader to expert leader. It is highly recommended that interns make daily or weekly notes on their use of and progress in reflective practice.

Excerpted from: Martin, Gary E., Wright, William F., Danzig, Arnold B., Flanary, Richard A. & Brown, Fred (2005). *School leader internship: Developing, monitoring and evaluating your leadership experience, 2nd edition*. Larchmont, NY: Eye on Education, pp. 104-107.

APPENDIX E – Form for Registration Request for Outreach College

College of Education
Educational Policy Studies & Practice
P.O. Box 210069



Tucson, AZ 85721-0069
Phone: (520) 626-7313
Fax: (520) 621-1875

Outreach College Request for Registration

This request form must be signed and submitted to administrative associate *no later than* three (3) days prior to the start of the semester.

Today's Date: _____

Student Last Name _____

First Name _____

Student ID _____

Telephone Number _____

Semester/Year: _____

Course: EDL _____ Section: _____

☐ Summer I

Course: EDL _____ Section: _____

☐ Summer II

Course: EDL _____ Section: _____

☐ Fall

Course: EDL _____ Section: _____

☐ Spring

Billing Address _____

City and State _____ **Zip Code** _____

Email Address _____

I understand that I will be billed for tuition and fees through Outreach College and it is my responsibility to make sure my tuition is paid in full. NOTE: Outreach College sends invoices via email only.

Signature

Date

KEEP THIS INFORMATION

PLEASE READ THIS VERY IMPORTANT INFORMATION

Registration Information for Outreach College

You will now receive an invoice from the Outreach College.

You will need to pay them directly.

**Please note that they are NOT connected to the
UA Bursar's billing system in any way.**

1. Tuition Waiver Information

If you receive a waiver (a scholarship that waives tuition) DO NOT use this form. Contact the administrative associate at 626-7313 for information on how to register.

2. Other Financial Aid

Students receiving financial aid: The Outreach College has a separate billing system from the University of Arizona Bursar's Office. They **are NOT** connected to the UA Bursar's billing system in any way. Therefore, they cannot be paid directly from Student Financial Aid. Students receiving financial aid will receive a check from the University of Arizona Bursar's Office - payable to you - once your financial aid has been processed by the UA Financial Aid Office, you can then pay your Outreach College bill from that check.

If you received a College of Education Scholarship, your scholarship will be posted to your Bursar's Account, it is not posted to your Outreach College Account. If your scholarship or financial aid has not been posted and you are not able to pay the Outreach College by the first day of classes please call them at 621-7724 to let them know so you do not incur late fees.

Appendix F – Graduate College Forms

MASTER'S/SPECIALIST PLAN OF STUDY

The University of Arizona
Graduate College
GRADUATE DEGREE CERTIFICATION

- ❖ The Master's Plan of Study is submitted in the 2nd semester in residence
- ❖ Submit original and 2 copies of this form to the Graduate Degree Certification Office, Admin 316

1. Name _____
Your name will appear on your diploma as indicated in your SIS (Student Information System) record. To change your SIS record, please see the Registrar's Office.

2. Student ID # _____ Degree _____

3. Major _____

4. Current Address _____

Telephone Number _____ Email Address _____

5. Expected Completion Date May _____ August _____ December _____ Year _____
If your completion date changes, notify the Graduate Degree Certification Office at least 6 weeks before Commencement to ensure your name will appear in the Commencement Program.

6. Thesis Title _____

7. Thesis Research (*advisor, please sign for the appropriate option*)

a. does not involve human/animal subjects.....Signature of Advisor _____

b. involves use of human/animal subjects.....Signature of Advisor _____

(IMPORTANT: a copy of the letter from the Human Subjects committee/IAUCUC is required with submission of this Plan of Study before it can be accepted by Degree Certification. You can contact Human Subjects at <http://www.irb.arizona.edu/home>)

8. Approved: (*department head and advisor: please PRINT your names after your signatures*)

a. Dir Grad Studies/Dept Head _____ Date _____

b. Major Advisor _____ Date _____

IMPORTANT BILLING INFORMATION – READ CAREFULLY

CANDIDACY FEES OF \$35.00 WILL BE BILLED TO YOUR UNIVERSITY OF ARIZONA ACCOUNT. THIS IS A ONE-TIME BILLING AND YOU WILL NOT BE CHARGED AGAIN IF YOU CHANGE YOUR DEGREE COMPLETION DATE. ARCHIVING THE THESIS IS OPTIONAL.

If you elect to microfilm the thesis for inclusion in the University of Arizona Library, you will be billed the following additional charges when the thesis is submitted to the Graduate College. Thesis processing fee of \$15.00, archiving fee of \$75.00, for a total of \$90.00

Failure to pay this amount may result in cancellation of your registration. Contact the Bursar's Office (520-621-3232) regarding Payment of this Account

9. Student Signature _____ Date _____

Graduate College Use Only:

Approved: _____ Date _____

Graduate College Dean or Designee

MASTER'S/SPECIALIST PLAN OF STUDY (Page Two)

Student Name: _____ **Student ID #:** _____

Course Program:

Department, Course Number and Name	Semester and Year	Number of Units	Grade
TOTAL UA UNITS			

Transfer Coursework:

Institution	Department, Course Number and Name	Semester and Year	Number of Units	Grade
TOTAL TRANSFER UNITS				
GRAND TOTAL ALL UNITS				

Please attach another sheet if you need additional space.

Graduate College Use Only:

Date Requirements Met: _____ Term Degree Awarded: _____

Approved: _____ Date posted: _____

Graduate College Dean or Designee

**MASTER'S/SPECIALIST
COMPLETION OF DEGREE REQUIREMENTS**

The University of Arizona
Graduate College
GRADUATE DEGREE CERTIFICATION

Department: _____ Date: _____

Student Name: _____

Student ID #: _____

Major: _____

For Departmental Use Only:

Date of Exam _____ Passed Exam _____ Failed Exam _____

Did the student satisfy all departmental requirements? Yes _____ No _____

If not satisfied, what is outstanding? _____

If satisfied, what is the date the departmental requirements were satisfied? _____

Comments: _____

Department Head Signature: _____

THESIS TITLE: _____

Is the student archiving their thesis with Graduate College (archiving fees will apply)? Yes ____ No ____

CHANGES IN COURSE WORK

Add:

Department, Course Number and Name	Semester and Year	Units	Grades

Delete:

Department, Course Number and Name	Semester and Year	Units	Grades

COMMITTEE: (chair and committee members, please PRINT your names after your signatures)

Committee Chair _____ Print Name _____ Date _____

Member _____ Print Name _____ Date _____

Member _____ Print Name _____ Date _____

Rev 08/08

<p style="text-align: center;">ATTESTATION FORM</p> <p>I, _____, have read and understood this Program Handbook, and agree to abide by all procedures outlined therein.</p> <p>_____</p> <p>Student Signature</p> <p>_____</p> <p>Date</p> <p>_____</p> <p>University Advisor Signature</p> <p>_____</p> <p>Date</p>
