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INTRODUCTION

Welcome to the Educational Administration Program at Charleston Southern University. We are committed to providing a quality education as we prepare administrators to meet the demands of the 21st century. Through experiences which allow candidates to explore ideas, confront educational issues, consider alternatives, make decisions and apply knowledge and skills in practical situations, they will discover their own learning resources. As a result of this discovery, we expect candidates to view learning and leading as renewing and ongoing and to act in ways that create opportunities for their own professional development and the enhancement of growth in others.

The Handbook for Educational Administration serves a dual purpose: (a) to outline specifically the required policies, procedures, guidelines and regulations for admission and satisfactory progress in the M.Ed. in Educational Administration programs and (b) to describe the steps necessary for securing South Carolina certification as an Elementary School Principal and Supervisor or Secondary School Principal and Supervisor. The Handbook for Educational Administration and the Charleston Southern University Graduate Catalog in effect at the time the candidate is admitted officially to the educational administration programs (elementary or secondary) are designated as the regulatory documents to which candidates must adhere. Both of these documents are subject to change as a result of South Carolina state legislation.

Charleston Southern University offers two programs leading toward a Master’s degree in Educational Administration: (a) Elementary School Administration and Supervision and (b) Secondary School Administration and Supervision. Successful completion of all program requirements leads to South Carolina certification as an elementary principal and supervisor for grades K-8 or secondary principal and supervisor in grades 7-12. To assist candidates in monitoring their programs of study and attaining important steps throughout the program, this handbook is distributed in the introductory course, Education 615; and all procedures should be followed as outlined. Candidates will be assigned an education advisor who will monitor their progress and meet with them each semester to review progress.

The purpose of the M.Ed. in Educational Administration Programs is to prepare competent, caring and committed administrators who approach their administrative work with a sense of confidence, a feeling of enthusiasm and an openness to making choices and changes aimed at improving the quality of education for all candidates.
TOWARD EDUCATIONAL LEADERSHIP

Above and beyond his envisioning capabilities, a leader must be a social architect who understands the organization and shapes the way it works. The social architecture of any organization is the silent variable that translates the blooming, buzzing confusion of organizational life into meaning.

Bennis and Namus in Leaders: Strategies for Taking Charge

School leaders are social architects, designing supportive and meaningful environments in which students learn and teachers feel a deep sense of commitment to doing what it takes to assure student learning. But wise leaders are much more than architects. In carrying out their challenging roles, educational leaders need a firm grasp of the structures of schools, a working knowledge of human relations skills, a real sense of the politics of leadership and a deep understanding of the symbolic meaning in all their actions. Leaders give pace and energy to instructional and curricular improvements; they demonstrate that learning matters. Leaders make others feel significant; and, they strive to build a school community in which all participants feel a commitment to quality. Leaders create vision and through their understanding of selves and others, they help make unpredictable, ambiguous life in schools more meaningful and productive.

Leadership can be felt throughout a school. Leadership is complex. Leaders need a holistic framework from which they make choices regarding significant issues, people and politics. They need to be creative and willing to take risks in response to the paradoxes of organizational lives. They need to understand negotiating as well as scheduling, imagining as well as analyzing, and meaning as well as managing. Leaders must be passionately committed to their principles but also flexible in understanding and responding to the people and events around them.

Through the experiences in the M.Ed. in Educational Administration programs, candidates will discover ways to deal with the structural, interpersonal, political, symbolic and cultural aspects of school life. Steering away from a totally traditional focus on managing the people, finances, instruction and curriculum in schools, this program will take candidates through an integrated series of experiences designed to encourage reflective thinking about personal and organizational goals. Keeping actively mindful of their personal strengths and areas of concern, candidates will participate in courses and practicum/intern activities which will enrich their perspectives of schools—instructional, technological, interpersonal, political, legal, ethical, and cultural matters.

Revised July 2006
Vision of the School of Education

The School of Education has as its vision the preparation and sustained development of competent, caring and committed educators who (1) view their role as continual learners holding high standards for themselves and others, (2) relate caringly and effectively with others for the purpose of providing the best conditions for educating a diverse student population to high academic standards and (3) commit to enhancing the educational community for the purpose of preparing learners to participate actively and effectively in an ever-changing, complex world.

Mission of the School of Education

The School of Education is dedicated to preparing educators who are guided by a strong sense of community that encourages inquiry, collaboration, and innovation in a diverse society. We strive to be a School of Education where faculty, staff and students are engaged in significant work and ongoing involvement in the public schools to improve education. We seek to inspire those who pursue careers in educational leadership to value learning as well as the learner as they serve in their roles as competent, caring, and committed educators who make a difference.

Further, with a sound foundation in values and ethics, we anticipate that our graduates will have the skills to view the diversity of our world and realize the need for creative leadership in ensuring tolerance, understanding and growth.

To meet this mission, the School of Education has established standards of performance with specific evidence indicators, and professional dispositions for the M.Ed. in Educational Administration Programs. All standards, evidence indicators and dispositions have been correlated to our conceptual framework, ELCC standards and the SC ADEPP Standards.

The Standards and Evidence Indicators are described below. The CSU Programmatic Continuum of Professional Dispositions and Behaviors is contained in Appendix A of this handbook.
1.0  *The competent educator demonstrates the knowledge, disposition and skills to create and manage supportive learning environments that result in expected student achievement. To this end, the candidate:*

<table>
<thead>
<tr>
<th>Evidence Indicators for Competent Educator</th>
<th>ELCC Standards</th>
<th>SC ADEPP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1. demonstrates competence in understanding the organizational attributes of the school including the structural/technical, human resource, political, ethical, symbolic, and cultural dimensions of leadership.</td>
<td>3.1, 3.3, 6.1, 6.2, 6.3</td>
<td>3</td>
</tr>
<tr>
<td>1.2 demonstrates competence in facilitating with all stakeholders the collaborative development, articulation, implementation, monitoring and fostering of a vision of learning that promotes success of all students.</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 4.1</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td>1.3 demonstrates appropriate interpersonal and group process skills in involving staff in priority setting, design and use of effective systems for implementing priorities, consensus building, problem solving and conflict resolution to align resources for promoting student learning.</td>
<td>1.4, 1.5, 3.2, 6.1</td>
<td>1, 3, 7</td>
</tr>
<tr>
<td>1.4 demonstrates the ability to use data-based research strategies, student assessment and demographic data, analysis of community needs and strategic planning processes aimed at attaining, monitoring and, when necessary, revising the school vision.</td>
<td>1.4, 1.5, 3.1</td>
<td>1, 5</td>
</tr>
<tr>
<td>1.5 demonstrates ability to design and implement well-planned procedures, consistent with the school vision, for selection, supervision, evaluation and continued professional development programs based on reflective practice and research, student and adult learning, and data-driven decision-making.</td>
<td>2.2, 2.3, 2.4, 3.1</td>
<td>2, 3</td>
</tr>
<tr>
<td>1.6 demonstrates an understanding of appropriate models, theories and principles of organizational development and management, including change processes, conflict resolution, and data-driven decision-making to promote a positive learning environment for all students.</td>
<td>3.1, 6.1, 7.0</td>
<td>3, 4</td>
</tr>
<tr>
<td>1.7 demonstrates the ability to use and promote research, technology and information systems to manage school operations (e.g. scheduling, budget, etc), monitor instructional practices, curriculum implementation, and assessment, and to provide staff the assistance needed for improvement.</td>
<td>2.2, 3.1, 3.3</td>
<td>2, 3</td>
</tr>
</tbody>
</table>

Revised July 2006
1.8 demonstrates skills in supervising the instructional program, by articulating appropriate curricular/instructional goals, standards/objectives, activities, and assessment through monitoring and providing feedback to teachers regarding the application of “best practices” in the classroom.  2.2, 2.3, 2.4, 7.0  2, 3, 7

1.9 demonstrates an understanding of the policies, laws and regulations enacted by local, state and federal authorities to enforce educational equity and provide a safe, effective and efficient environment for student learning.  3.1, 3.2, 3.3, 6.1  3, 4

1.10 demonstrates competence in understanding the role of the school in society and major social/economic factors that have an effect on learning and in managing human, material and fiscal resources of the school and community to deal with emerging social/educational concerns.  3.3, 4.1, 6.1, 7.0  3, 5

1.11 is able to assess school culture using multiple methods and implement appropriate strategies that capitalize on the diversity (e.g. gender, race, economic, etc.) of the teachers, students and school community to improve student learning.  2.1, 6.1  4, 7

1.12 demonstrates competence in the use of appropriate research strategies, oral and written communication skills and technology to promote an environment focused on improved student learning.  2.2, 6.1, 7.0  3

2.0 The caring and reflective educator relates effectively and sensitively to the diverse needs of learners and creates a positive and productive learning environment through ongoing inquiry and reflection. To this end, the candidate:

<table>
<thead>
<tr>
<th>Evidence Indicators for Caring and Reflective Educator</th>
<th>ELCC Standards</th>
<th>SC ADEPP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 demonstrates the skills, knowledge and dispositions to capitalize on the diversity (cultural, ethnic, racial, economic, intellectual, etc.) of the school community to improve school programs by meeting the diverse needs of all students.</td>
<td>4.1, 4.2</td>
<td>4, 5, 7</td>
</tr>
<tr>
<td>2.2 demonstrates knowledge, skills and dispositions for promoting the success of all students by collaborating with families and other community members, responding to diverse interests and needs, and mobilizing community resources for the benefit of students and their families.</td>
<td>4.2, 4.3, 6.3, 7.0</td>
<td>4, 5, 7</td>
</tr>
<tr>
<td>2.3 demonstrates the ability to use appropriate assessment and research strategies to understand and accommodate diverse school and community conditions and dynamics.</td>
<td>6.1, 7.0</td>
<td>2, 5</td>
</tr>
</tbody>
</table>

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2.4 demonstrates an understanding of rights, responsibilities, values and ethics inherent in school leadership.  

2.5 demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others, thus acting in all situations with integrity, fairly and in an ethical and sensitive manner.

<table>
<thead>
<tr>
<th>CSU Evidence Indicators/Objectives (Committed)</th>
<th>ELCC Standards</th>
<th>SC ADEPP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 applies an understanding of community relations models, marketing and outreach strategies, data-based decision-making, community agencies, higher education, and media communications to establish partnerships that promote student success.</td>
<td>4.1, 4.2</td>
<td>4, 5</td>
</tr>
<tr>
<td>3.2 pursues a commitment to the education profession through a continued process of self-assessment aimed at individual improvement, enhancement of others, and a desire for excellence in the educational community as a whole.</td>
<td>2.4, 6.3, 7.0</td>
<td>8</td>
</tr>
<tr>
<td>3.3 develops and implements personal professional development plans that reflect a commitment to life-long learning.</td>
<td>2.4, 7.0</td>
<td>9</td>
</tr>
<tr>
<td>3.4 demonstrates the ability to use a variety of strategies, and collaborative reflection to form comprehensive professional growth plans with teachers and other school personnel.</td>
<td>2.4</td>
<td>3, 8</td>
</tr>
<tr>
<td>3.5 demonstrates proficiency in communicating orally and in writing with varied populations (peers, teachers, parents, board members, administrators, state agencies, and so forth) regarding issues, trends and potential changes for the purpose of assuring quality interventions on behalf of all students.</td>
<td>4.1, 4.2, 5.1, 5.2, 5.3, 6.2, 6.3, 7.0</td>
<td>4, 5, 7</td>
</tr>
</tbody>
</table>

3.0 The committed educator pursues learning experiences individually and collaboratively thereby demonstrating a true commitment to the profession and to seeking the best possible educational practices for ensuring success for all students.
PROGRAM OF STUDY FOR ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION

ALL CANDIDATES SEEKING ADMISSION TO THE MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION: ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION PROGRAM MUST MEET THE REQUIREMENTS LISTED BELOW:

1. The candidate must meet all requirements for regular admission to the Master of Education Program as outlined in the CSU Graduate Catalog or official transcript submitted to verify Master's Degree.
2. The candidate must present a valid South Carolina teaching certificate in Elementary Education.*
3. The candidate must have completed Education 615 with a grade of “B” or better.
4. The candidate must have, at a minimum, two years successful school teaching experience.**
5. The candidate must have completed all portions of the Application for Admission to the Educational Administration program and all requirements listed above at least one semester prior to enrollment in Education 682 or 685.

*See note under Admission Requirements Handbook for Educational Administration.
**Must have three years experience to attain certification, with at least one year being in grades K-6.

Candidate: _______________________________ ID#: __________
Date Admitted to Program: _______________________________ Advisor: _______________________________

Education Core (12 hours)
- Education 601: Principles of Educational Research (3)
- Education 608: Foundations, Issues and Trends in Education (3)
- Education 631: Computers: Applications and Issues in Education (3)
- Education 632: Computers: Advanced Applications and Issues in Education (3)
- Education 662: Issues and Perspectives on Managing a Diverse Student Population (3)

Professional Education (18 hours)
- Education 615: Educational Leadership I: Organizational Behaviors (3)
- Education 616: Educational Leadership II: Human Resource and Finance Management (3)
- Education 630: Legal and Ethical Environments of Public Schools (3)
- Education 640: Curriculum Design, Implementation and Evaluation (3)
- Education 645: Planning and Supervision of the Instructional Program (3)
- Education 652: School and Community Support Services (3)

Specialty Studies (9 hours)
- Education 681: Internship and Seminar I in Elem. Sch. Administration and Supervision (3)
- Education 682: Internship and Seminar II in Elem. Sch. Administration and Supervision (3)
- Education 683: The Elementary School Principalship (3)

Recommendation for certification:
- Passed Praxis II: Educational Leadership: Administration and Supervision
- Completed Internship/Seminar II
- Satisfactory on Appraisal of Candidate Performance
- Three years teaching experience (one year in grades K-6)
- All coursework requirements on this program completed

*Out-of-state applicants must meet all requirements for a valid South Carolina Teacher’s Professional Certificate at the elementary or secondary level (depending on program).

Revised July 2006
RECOMMENDED COURSE SEQUENCE
MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION:
ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION

Year 1

Fall

   Education 662: Issues and Perspectives in Managing a Diverse Population
   Education 615: Educational Leadership I: Organizational Behaviors
      (Introduction to Internship I) Spring

Spring
   Education 601: Principles of Educational Research
   Education 640: Curriculum Design, Implementation and Evaluation

Maymester

   Education 681: Internship and Seminar I in Elementary School Administration and
                     Supervision

Summer I

   Education 608: Foundations, Issues and Trends in Education
   Education 645: Planning and Supervision of the Instructional Program

Summer II

   Education 616: Educational Leadership II: Human Resource and Financial Management
   Education 632: Computers: Advanced Applications and Issues in Education

Year 2

Fall

   Education 630: Legal and Ethical Environments of Public Schools
   Education 652: School and Community Support Services
      (Introduction to Internship II)

Spring

   Education 682: Internship and Seminar II in Elementary School Administration and
                     Supervision
   Education 683: The Elementary School Principalship
                  Completion of Individualized Project

Revised July 2006
PROGRAM OF STUDY FOR SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION

ALL CANDIDATES SEEKING ADMISSION TO THE MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION: SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION PROGRAM MUST MEET THE REQUIREMENTS LISTED BELOW:

1. The candidate must meet all requirements for regular admission to the Master of Education Program as outlined in the CSU Graduate Catalog or official transcript submitted to verify Master's Degree.
2. The candidate must present a valid South Carolina teaching certificate in Secondary Education.*
3. The candidate must have completed Education 615 with a grade of “B” or better.
4. The candidate must have, at a minimum, two years successful school teaching experience.*
5. The candidate must have completed all portions of the Application for Admission to the Educational Administration program and all requirements listed above at least one semester prior to enrollment in Education 682 or 685.

*See note under Admission Requirements Handbook for Educational Administration.
**Must have three years experience to attain certification, with at least one year being in grades 7-12.

Candidate: ____________________________ ID# : ______________
Date Admitted to Program: ____________________________ Advisor: ____________________________

Education Core (12 hours)
   Education 601: Principles of Educational Research (3)
   Education 608: Foundations, Issues and Trends in Education (3)
   Education 631: Computers: Applications and Issues in Education (3)
   OR
   Education 632: Computers: Advanced Applications and Issues in Education (3)
   Education 662: Issues and Perspectives on Managing a Diverse Student Population (3)

Professional Education (18 hours)
   Education 615: Educational Leadership I: Organizational Behaviors (3)
   Education 616: Educational Leadership II: Human Resource and Finance Management (3)
   Education 630: Legal and Ethical Environments of Public Schools (3)
   Education 640: Curriculum Design, Implementation and Evaluation (3)
   Education 645: Planning and Supervision of the Instructional Program (3)
   Education 652: School and Community Support Services (3)

Specialty Studies (9 hours)
   Education 684: Internship and Seminar I in the Secondary School (3)
   Education 685: Internship and Seminar II in the Secondary School (3)
   Education 686: The Secondary School Principalship (3)

Recommendation for certification:
   Passed Praxis II: Educational Leadership: Administration and Supervision
   Completed Internship/Seminar II
   Satisfactory on Appraisal of Candidate Performance
   Three years teaching experience (one year in grades 9-12)
   All coursework requirements on this program completed

*Out-of-state applicants must meet all requirements for a valid South Carolina Teacher’s Professional Certificate at the elementary or secondary level (depending on program).
RECOMMENDED COURSE SEQUENCE
MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION:
SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION

Year 1

Fall

Education 662: Issues and Perspectives in Managing a Diverse Population
Education 615: Educational Leadership I: Organizational Behaviors
   (Introduction to Internship I)

Spring

Education 601: Principles of Educational Research
Education 640: Curriculum Design, Implementation and Evaluation

Maymester

Education 684: Internship and Seminar I in Secondary School Administration and Supervision

Summer I

Education 608: Foundations, Issues and Trends in Education
Education 645: Planning and Supervision of the Instructional Program

Summer II

Education 616: Educational Leadership II: Human Resource and Financial Management
Education 632: Computers: Advanced Applications and Issues in Education

Year 2

Fall

Education 630: Legal and Ethical Environments of Public Schools
Education 652: School and Community Support Services

   (Introduction to Internship II)

Spring

Education 685: Internship and Seminar II in Secondary School Administration and Supervision
Education 686: The Secondary School Principalship
   Completion of Individualized Project
Master of Education in Educational Administration Program Benchmarks

Each candidate who intends to complete the Master’s degree in Educational Administration leading to South Carolina certification as an elementary principal and supervisor or secondary school principal and supervisor must first be admitted to the program by following the benchmarks and specific steps presented in this section. Admission into the Graduate Program is the first step but must be followed by official admission into the approved program for certification in elementary or secondary school administration and supervision.

Each candidate is assigned an advisor. It is the candidate’s responsibility to plan with the assigned advisor and meet all requirements for admission into the program and continuation in the sequence outlined on the individual program of studies. Failure to complete any of the steps may result in a delay in completing the approved program or in not being qualified to continue in the program.

_____Benchmark 1: Admission to Masters Program in School of Education

The faculty and staff will:
   a. review all submitted documents as noted below to determine candidate admission status

The candidate must:
   a. hold a baccalaureate degree from an institution approved by a regional accrediting agency.
   b. submit completed application packet, two professional letters of recommendation, original transcripts, valid SC Teaching Certificate, and enrollment fee to the Graduate Enrollment office for review to determine acceptance status, regular or conditional acceptance.
   c. obtain regular or conditional acceptance status that includes a GPA of at least 2.7 for the last two years of undergraduate study or 3.0 on the first twelve semester hours at CSU and recommendation by Graduate Director.
   d. provide evidence, at a minimum, of two current years of successful school teaching experience.
   e. submit all relevant transcripts and a copy of SC Teaching Certificate to the Director of Graduate Studies for transfer credit eligibility.
   f. meet with advisor to review requirements for Masters program, outline the program of study, create a plan for individual program of study and enroll in prescribed courses as determined by the course sequence of study, prerequisites, and potential transfer credits.
   g. obtain copy of Handbook for Educational Administration.

_____Benchmark 2: Pre-Admission to Masters of Education in Educational Administration Program

The faculty and staff will:
   a. introduce CSU Dispositions and discuss in EDUC 615. Each candidate receives the Disposition Programmatic Rubric with dispositional behavior indicators.
   b. administer and review the Disposition Belief Scale

The candidate must:
   c. obtain regular acceptance status
   d. complete Disposition Belief Scale
e. complete EDUC 615 with a grade of “B” or better
f. complete EDUC 681/684 (Internship I) and earn passing score of adequate or higher on the Evaluation of Candidate Performance in Internship I Assessment (EDUC 681 or 684)(SPA Assessment #4 A)
g. complete application for admission to Masters of Education in Educational Administration Program
h. earn a score of adequate or higher on SPA Assessment 2A(Reflection Paper).

Benchmark 3: Formal Admission and Progression in the Professional Program

The faculty and staff will:

a. administer the Disposition Belief Scale at the end of the professional studies course work and compare it to the Disposition Belief Scale pre-assessment and Disposition Programmatic Rubric of dispositional behaviors
b. monitor individual progression on all seven common specialized program assessments

c. obtain formal admission into Master of Education in Educational Administration program
d. earn an overall GPA of 3.0 in core and professional coursework (EDUC 601, 608, 615, 616, 630, 640, 645, 631 or 632, 652 and 662)
e. receive a score of adequate or higher on the Supervision for School Improvement Assessment. (SPA Assessment # 3)
f. receive a score of adequate or higher on the Curriculum Action Plan Assessment (SPA Assessment #5)
g. receive a score of adequate or higher on the School/Community Relations Support Plan (SPA Assessment #7).
h. meet unit Emerging Master Criteria on Dispositions Programmatic Rubric.

Benchmark 4: Progression Through and Exit from Internship II

The faculty and staff will:

a. monitor and evaluate candidate requirements noted below

The candidate must:

b. complete Internship II (EDUC 682/EDUC 685) as outlined in CSU Handbook for Educational Administration meeting the requirements on the Internship II Final Appraisal of Candidate Performance (SPA Assessment # 4B) completed by the College Supervisor with input from the School-based Mentor.
c. complete Principalship course (EDUC 683/686) with a “B” or better
d. receive a score of adequate or higher on the Internship Leadership Project Assessment (SPA Assessment # 6)
e. earn a passing score on Praxis II: Educational Leadership: Administration and Supervision (SPA Assessment #1)
f. earn a passing score on the Comprehensive Examination of Content Knowledge (SPA Assessment #2B ("This I Believe Paper") administered during Education 683/686.
g. meet unit Master Criteria on Dispositions Programmatic Rubric.

Benchmark 5: Program Completer Benchmark

The faculty and staff will:

a. validate all CSU and State Master Certification Program requirements for candidate
and recommend candidate to South Carolina Department of Education for Certification

The candidate must:

c. complete all degree requirements for the university.
d. pass all required Praxis Examinations for degree/certification and
e. provide evidence for completion of three years current teaching experience with one year in Selected Program - Elementary (K-6) or Secondary (7-12).

**Sequence of Major Assessments in the Educational Administration Program**

With the exception of Assessment #1, all assessments will be completed through LiveText. This program is to be purchased by the candidate upon admission to the first graduate course in the Masters of Education program.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>To be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment # 1: Praxis in Educational Leadership</td>
<td>During the final semester at CSU</td>
</tr>
<tr>
<td>Assessment #2: Comprehensive Examination</td>
<td></td>
</tr>
<tr>
<td>Part A - Reflection Paper</td>
<td></td>
</tr>
<tr>
<td>Part B - This I Believe Paper</td>
<td></td>
</tr>
<tr>
<td>Assessment #3: Supervision for School Improvement Plan</td>
<td>During Education 645</td>
</tr>
<tr>
<td>Assessment #4 A: Evaluation of Candidate Performance in Internship I</td>
<td>At the completion of Education 681 or 684</td>
</tr>
<tr>
<td>Assessment #4B Final Appraisal of Candidate Performance in Internship II</td>
<td>At the completion of Education 682 or 685</td>
</tr>
<tr>
<td>Assessment #5: Curriculum Action Project</td>
<td>During Education 640</td>
</tr>
<tr>
<td>Assessment #6: Internship II Leadership Project</td>
<td>At the completion of Education 682 or 685</td>
</tr>
<tr>
<td>Assessment #7: School Community Support Relations Plan</td>
<td>During Education 652</td>
</tr>
</tbody>
</table>

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Description of Clinical Experiences

One of the most significant and concrete ways candidates will improve their understanding of essential leadership/management skills is through direct observation of and interaction with public school administrators.

The clinical experiences for the Educational Administration programs are arranged at two levels with the first providing an opportunity for a broad-based internship characterized by observation of and interaction with a variety of events and people in the elementary and middle schools (elementary administration and supervision) and middle and secondary schools (secondary administration and supervision). Candidates will begin the internship during the semester following Education 615 and continue through the end of Maymester. Those candidates taking Education 615 during Spring semester will enroll in the Internship during Maymester and continue through the fall semester.

The major portion of Internship I is the completion of the Internship activities in two clinical settings—an elementary and a middle school.. By participating in specific clinical activities outlined in the Internship I Record of Activities and associated with the management and leadership roles of school principals, candidates will integrate their theoretical knowledge base with observations and interviews to reflect, synthesize and articulate relationships and roles of the school principal and best practices in school settings. Additionally, candidates will interview a variety of other stakeholders in the educational setting—parents, teachers, board members, central office personnel, and community agency representatives. Based on their observations and interviews, the candidates will write a ten-page reflective paper (1) analyzing their experiences in terms of theoretical and conceptual frameworks dealing with school administration and leadership and (2) completing a self-analysis of leadership skills including future professional development activities. Additionally, candidates will attend regularly scheduled seminars throughout the Spring semester culminating at the end of Maymester. Seminars will be interactive and candidates must be prepared to participate in a variety of collaborative (small group) and independent activities. Each candidate will also complete a written and oral analysis of a self-selected article(s) related to a specific topic dealing with school leadership and management skills. The oral presentation includes facilitating a thought-provoking and creative discussion of the article. (See syllabus for Education 681 (Elementary) or 684 (Secondary) for specific information.

At the completion of the internship, each candidate will have an individual conference with the instructor to discuss the results of the Evaluation of Candidate Performance of Internship I to determine present status and future suggestions for professional development.

Internship II is an in-depth internship during which the candidate will be placed in an elementary or secondary school with a public school mentor who will work cooperatively with the college supervisor in supervising the candidate. This internship occurs after the courses comprising the Professional Education component have been completed successfully and the candidate has been admitted to the approved program for the Masters of Education in Educational Administration. During Internship II, the candidate will complete a series of specific tasks in the assigned school setting, under the guidance and supervision of the College Supervisor and school-based mentor. In regularly scheduled seminars with the college supervisor and public school practitioners, the candidate will have an opportunity to reflect upon the experiences, assess his or her performance, and receive feedback. Included in the tasks outlined in the syllabus for Education 682 (Elementary) and Education 685 (Secondary) is a major leadership school-based project that the candidate will complete following outlined expectations and requirements. Requirements,
scoring guides and all materials related to the internship will be distributed during Internship II by the college supervisor. At the completion of the internship, each candidate will have an individual conference with the college supervisor to review the candidate’s overall performance as measured by the **Appraisal of Candidate Performance in Internship II.**

**Exit from Internship and Seminar II**

Each candidate will be scheduled for an exit interview with the college supervisor. At this time, the candidate’s record will be reviewed to insure that all requirements have been satisfied. The college supervisor will review the candidate’s overall strengths and weaknesses with the candidate who will bring to the interview a self-assessment. The mentor, college supervisor and candidate will all complete the same form (Final Appraisal of Candidate Performance in Internship II) and results will be discussed.

Candidates will be asked to provide feedback regarding the internship and to make recommendations for future experiences and placements.

**Professionalism in Clinical Experiences**

As in all courses and activities of the Masters of Education in Educational Program, candidates are expected to adhere to the behaviors and dispositions outlined in the School of Education **TEACHER EDUCATION PROFESSIONAL DISPOSITIONS AND DISPOSITIONAL BEHAVIORS PROGRAMMATIC CONTINUUM** at the **Master** Level (Please see Continuumm in Appendix A).

1. **Confidentiality of information** is critical. Interns may have access to confidential information regarding present progress and/or background status for a student, teacher or staff member. This information MUST NOT be discussed outside the professional setting. This is **IMPERATIVE.**

2. **Professional conduct** is expected at all times. Professional conduct extends from punctuality, manner of dress and attendance to the demonstration of mutual respect, dignity and integrity in relationships with students, parents, teachers, staff, administrator and others. The intern is expected to model appropriate behavior at all times and affirm and accept responsibility as a practicing intern. At all times, it is important for interns to recognize that they are participants in the public school and representatives of Charleston Southern University.

3. **Interns are expected to follow all rules and policies** of the schools to which they are assigned.

4. **Interns are expected to be punctual and regular** in attendance at predetermined meetings. Interns should remember that the public school administrators are providing a service in serving as mentors, and it is important to negotiate mutually beneficial dates, times and activities.
EDUCATION 681: INTERNSHIP AND SEMINAR I IN ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION

CANDIDATE: ___________________________ SEMESTER/YEAR ______

Elementary School: ________________________ Principal: __________________

Middle School: ____________________________ Principal: __________________

EXPECTATIONS FORM FOR EDUCATION 681

You are to maintain this form and the Record of Activities form throughout the internship and attach it to the Reflection Paper that will be submitted through Livetext at the completion of the internship. These forms serve as a portion of the official record of your completion of this internship and will be maintained in your permanent cumulative file.

The purpose of this internship is to provide you with the opportunity to observe and interact with a variety of events and people related to elementary and middle schools. Through this experience, it is expected that you will come to understand more fully the complex role of the elementary school administrator and your personal and professional skills as related to this role.

Six Month Experience

Approximately one-fourth of these hours will be spent in seminars; the remainder should be spent in on-site observation and participation. Travel to and from the sites is not considered part of the assigned time. The college supervisor will assist you in developing a schedule for the activities, and you may need to use two professional business days in order to complete the responsibilities. It is recommended that you adjust your schedules allowing you to attend after-school and evening meetings at the school as well. Unless formal permission is granted, these activities may not be completed in the school in which you presently are working. The two sites identified for the clinical experiences must represent diversity in terms of student population served (e.g. rural, suburban, inner city, magnet, alternative, etc.).

The information on the Record of Activities Form provides a general outline of the kinds of experiences you will complete. Additional and more specific directions/assignments will be given to you by the professor for Education 681.

Schools must be approved by the college professor prior to placement.

To be signed prior to completion of all activities:

Candidate: ___________________________ Date: __________
Elementary School Principal: ____________________ Phone Number: __________
School: ________________

Middle School Principal: ____________________ Date: __________
School: ________________ Phone Number: __________

College Supervisor: ____________________________

Revised July 2006
EDUCATION 684: INTERNSHIP AND SEMINAR I IN SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION

CANDIDATE: ____________________________ SEMESTER/YEAR ______________

Middle School: ___________________________ Principal: __________________

Secondary School: ___________________________ Principal: __________________

EXPECTATIONS FORM FOR EDUCATION 684

You are to maintain this form and the Record of Activities form throughout the internship and attach them to the reflection paper which you will submit at the end of the internship. These forms serve as a portion of the official record of your completion of this internship and will be maintained in your permanent cumulative file.

**********************************************************************************************

The purpose of this internship is to provide you with the opportunity to observe and interact with a variety of events and people related to secondary and middle schools. Through this experience, it is expected that you will come to understand more fully the complex role of the secondary school administrator and your personal skills as related to this role.

**********************************************************************************************

Six Month Experience

Approximately one-fourth of these hours will be spent in seminars; the remainder should be spent in on-site observation and participation. Travel to and from the sites is not considered part of the assigned time. The college supervisor will assist you in developing a schedule for the activities, and you may need to use two professional business days in order to complete the responsibilities. It is recommended that you adjust your schedules allowing you to attend after-school and evening meetings as well. Unless formal permission is granted, these activities may not be completed in the school in which you presently are working. The two sites identified for the clinical experiences must represent diversity in terms of student population served (e.g. rural, suburban, inner city, magnet, alternative, etc.)

The information on the Record of Activities form provides a general outline of the kinds of experiences you will complete. Additional and more specific directions/assignments will be given to you by the professor for Education 684.

To be signed prior to completion of all activities:

Candidate: ____________________________

Middle School Principal: ____________________________ Date: ______________
School: ____________________________ Phone Number: __________________

Secondary School Principal: ____________________________ Date: ______________
School: ____________________________ Phone Number: __________________

College Supervisor: ____________________________

Revised July 2006
INTERNSHIP I: RECORD OF ACTIVITIES

Name: ________________________________

1. Observe the approved school principals as they do the following. It may be that you will not be able to observe each activity in each school or that you may observe other areas not listed here. List the name of the school(s) at the top of each column.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date Completed</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. conducting classroom observation and follow-up conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. interacting with teachers informally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. conducting a faculty meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. conducting a School Improvement Council meeting and/or School Governance Team meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. handling discipline problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. participating in a parent-teacher conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. conducting an interview for a prospective teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. meeting with parents formally or informally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. attending an administrator’s meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. interacting with support staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. interacting with community members representing diverse groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. supervising the instructional program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. managing resources including the budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. implementing the vision of the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. dealing with curriculum issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. other (please list)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Develop a set of questions and interview an elementary school principal or secondary school principal and a middle school principal regarding topics such as the ones listed below. You may have several other items to include as well:

<table>
<thead>
<tr>
<th>Dates Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. scheduling, duties</td>
</tr>
<tr>
<td>b. supervision of staff/faculty</td>
</tr>
<tr>
<td>c. vision/goal setting/school improvement process</td>
</tr>
<tr>
<td>d. conflict resolution</td>
</tr>
<tr>
<td>e. instructional programs aimed at special needs students (e.g. handicapped, gifted, remedial)</td>
</tr>
<tr>
<td>f. school climate/discipline</td>
</tr>
<tr>
<td>g. parent/community relations</td>
</tr>
<tr>
<td>h. staff selection, development, supervision evaluation</td>
</tr>
<tr>
<td>i. curriculum alignment, implementation and assessment</td>
</tr>
<tr>
<td>j. student achievement and recognition</td>
</tr>
<tr>
<td>k. monitoring instruction/assessment</td>
</tr>
<tr>
<td>l. budget/financial management; allocation of resources</td>
</tr>
<tr>
<td>m. beginning of school/ending of school procedures</td>
</tr>
<tr>
<td>n. professional development of selves and others</td>
</tr>
<tr>
<td>o. use of technology</td>
</tr>
<tr>
<td>p. problem-solving strategies</td>
</tr>
<tr>
<td>q. relationships with superiors, board, and community agencies</td>
</tr>
<tr>
<td>r. relationships with community agencies/social services personnel</td>
</tr>
<tr>
<td>s. organizational structures and delegation of tasks</td>
</tr>
<tr>
<td>t. collaboration with others for change leading to ongoing school improvement</td>
</tr>
<tr>
<td>u. handbooks, newsletters, letters to parents (ask to view samples)</td>
</tr>
<tr>
<td>v. school governing boards/councils and committees</td>
</tr>
</tbody>
</table>

I certify that the candidate has completed all the activities as indicated on the previous pages.

______________________________________________ Date: ______________________
Signature of Principal

______________________________________________ Date: ______________________
Signature of Principal
3. Develop a set of questions for each of the following and interview:

a. School board member

   Name: ____________________________ Date: ________________
   (Signature)

b. Two parents from assigned elementary or secondary school

   Name: ____________________________ Date: ________________
   (Signature)
   Name: ____________________________ Date: ________________
   (Signature)

   Name: ____________________________ Date: ________________
   (Signature)

   Name: ____________________________ Date: ________________
   (Signature)
   Name: ____________________________ Date: ________________
   (Signature)
   Name: ____________________________ Date: ________________
   (Signature)

   Name: ____________________________ Date: ________________
   (Signature)
   Name: ____________________________ Date: ________________
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   Name: ____________________________ Date: ________________
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   Name: ____________________________ Date: ________________
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   Name: ____________________________ Date: ________________
   (Signature)

   Name: ____________________________ Date: ________________
   (Signature)
   Name: ____________________________ Date: ________________
   (Signature)
   Name: ____________________________ Date: ________________
   (Signature)
   Name: ____________________________ Date: ________________
   (Signature)
   Name: ____________________________ Date: ________________
   (Signature)
   Name: ____________________________ Date: ________________
   (Signature)
4. Develop a set of questions and interview two central office curriculum supervisors/consultants regarding the following topics and others of interest to you:

a. curriculum alignment, implementation and assessment  
b. supervision of instructional program  
c. communication with principals and teachers  
d. relationships with other members of the central office/board/community  
e. use of research in developing and evaluating new programs  
f. staff development  
g. professional development

Name of Individual: __________________________ Position: __________________________
Signature: __________________________________ Date: _______________________

Name of Individual: __________________________ Position: __________________________
Signature: __________________________________ Date: _______________________

5. Develop a set of questions and interview 2 individuals representing two community/social service agencies which interact with the schools.

Name of Individual: __________________________ Position: __________________________
Signature: __________________________________ Date: _______________________

Name of Individual: __________________________ Position: __________________________
Signature: __________________________________ Date: _______________________

6. List briefly and other activities or events you participated in that are not addressed on the previous pages.

I certify that I have completed all the activities outlined on the previous pages in accordance with the given requirements and expectations.

____________________________________________ Signature of intern
7. **REFLECTION PAPER**

Upon completion of the internship, the candidate will submit the following:

- Expectation Form
- Record of Activities Form
- Reflection Paper

Based on the observations, interviews, and readings, the candidate is to write a 10-page (approximately) reflection paper. The candidate should base the content of the paper on **Course Objectives 1-10** describing what was learned and how it deepens their understanding of the roles, tasks and styles of school administrators. To receive full credit for the paper, the content of each objective must be addressed.

The paper is **NOT** to be a chronology of activities (those are to be delineated on the forms) but rather a creative and critical analysis and synthesis of the experience. The candidate is to use the **Scoring Rubric for the Reflection Paper** as a guide and submit the paper following the Reflection Paper Template in **Livetext**. The candidate is to describe and analyze the principals’ responses to their complex roles in a variety of settings, e.g. working with diverse community groups, leading a school governance council, interacting with a team of teachers and so forth. The candidate should also incorporate an analysis of the internal and external systems that interact in a school setting including district and school power structures and opinion leaders. The candidate may use the four frames previously learned and other leadership theories and concepts to analyze this experience.

A **second section** of the paper should include a **self-reflection** in which the candidate analyzes personal/professional strengths, concerns, and needs related to the role of the principal. Included in this section should be a brief statement of the candidate’s personal set of professional values in terms of the educational process and a description of **professional development activities** that the candidate will implement to address identified needs or concerns.

The Reflection Paper will be assessed according to the criteria on the Scoring Rubric for the Reflection Paper attached to the syllabus. The candidate will present, orally, key ideas from the Reflection Paper at the conclusion of the Internship.
EDUCATION 682/685: INTERNSHIP AND SEMINAR II IN SCHOOL ADMINISTRATION AND SUPERVISION

CANDIDATE ___________________________ SEMESTER/YEAR ______

NAME OF SCHOOL ______________________ MENTOR: __________________

EXPECTATIONS FORM FOR EDUCATION 682/685

Candidates are to maintain this form and the Record of Activities form throughout the internship and include them with the paper that will be submitted at the end of the internship. These forms serve as an official record of completion of this internship and will be maintained in the candidate’s permanent cumulative file.

********************************************************************************

The purpose of this internship is to provide the candidate with an in-depth experience with a mentor who will provide guidance through a variety of activities to develop the candidate’s understanding of specific skills, attitudes and practices for success as an administrator. Through this experience and the completion of an individualized project, the candidate will identify his/her personal skills and potential for an administrative position.

********************************************************************************

The information on the Record of Activities Form provides a general outline of the kinds of experiences to be completed. Additional and more specific directions/assignments will be provided by the college supervisor for Education 682/685.

To be signed upon completion of all activities:

Candidate: ___________________________ Date: __________

College Supervisor: ___________________________ Date: __________

Public School Mentor: ___________________________ Date: __________
INTERNSHIP II: RECORD OF ACTIVITIES

EDUCATION 682/685: INTERNSHIP AND SEMINAR II IN SCHOOL ADMINISTRATION AND SUPERVISION

Each candidate will be assigned a mentor who has agreed to collaborate in a series of activities that will foster an understanding of the role of the school principal throughout the semester. The candidate has the responsibility to initiate a meeting with the mentor to review the requirements listed below and to determine additional activities.

During this Internship, the candidate will design and carry out an individualized project in the assigned school. This project will involve determining, in conjunction with the mentor, a particular area of instruction, curriculum, leadership, supervision, or overall school improvement/change that the candidate is interested in exploring. The candidate will plan, implement and evaluate the project which shall include:

1. Statement of the project emphasis
2. Focus of the project (audience, content and so forth)
3. Need for project (include a brief review of literature to support)
4. Description of project activities/procedures
5. Timeline and conclusions
6. Findings and conclusions
7. Self-assessment of success in carrying out project (What would you do again? How would you change things?)
8. “Hands-on” Documentation (e.g., video, slides, handouts)

At the conclusion of Internship II, the candidate will conduct a formal presentation of the individualized project and public school administrators and others will be invited to attend.

In addition to implementation of the individualized project, the candidate will complete the following:

1. Develop a demographic and organizational profile of the internship school that includes Report Card information.
2. Develop a promotional presentation for the internship school, a ten-minute PowerPoint presentation to promote the positive aspects of the internship school.
3. Describe the school’s operational plans and processes within the context of organizational theory in a written 3-5 page report.
4. Describe the budget development process of the internship school in a written 5-7 page report. This will also be discussed in detail in seminars.
5. Plan and conduct a staff development session addressing a contemporary issue, trend or problem facing education for the internship school. A reflection summary of this and the following items 6 – 9 will be placed in the notebook and evaluated by the mentor.
6. Conduct a classroom observation of a teacher and a follow-up conference using effective counseling and mentoring skills as appropriate to identify strengths of the lesson and suggest strategies to enhance learning.
7. Conduct a parent conference using conflict management, stress management, and counseling skills as needed (i.e. administer an IEP meeting, 504 meeting, Title I meeting, discipline hearing).

8. Facilitate a school planning/information session involving parents/community members and school personnel and demonstrating effective group process skills (e.g. conflict resolution, communication, consensus building).

9. Other activities (a minimum of three) as required by the school mentor or professor.

10. Plan and implement a special project to benefit the internship school. This project will be presented in an oral presentation using PowerPoint, be summarized in a written three-four page document, and will be posted and evaluated on the LiveText website.

The professor will make site visits to the internship site. The special project and the entire mentorship experience will be discussed at a meeting at the internship site with the professor, the student intern, and the professor. A tour of the site will also be made. Appointments for these meetings will be made shortly after the course begins.

Throughout the Internship II, interns will maintain a notebook of internship activities and personal reflections. Following completion of each activity, interns will prepare a written summary of the activity. A copy of this entry is to be given to their school mentor, the course professor and placed in their loose-leaf internship notebook. The notebooks, Assessment of Internship II Leadership Project and Assessment and the Appraisal of Candidate Performance in Internship II will be discussed with the intern at the individual conference upon completion of the Internship.
Satisfactory Progress in the Program

Once admitted to the approved program in Elementary School Administration and Supervision or Secondary School Administration and Supervision, we expect that candidates will be successful in coursework and internship experiences and that they will pass the required Praxis II Exam in Educational Leadership.

Candidate progress is monitored on a regular basis in a variety of ways. Successful completion of coursework comprises just one form of evaluation. Seven major assessments are administered as indicated earlier in this handbook. At the completion of internship and Seminar I (Education 681 or 684), a formal conference is held and evaluation of candidate progress is completed by the College Supervisor. Upon completion of Internship and Seminar II, a formal appraisal is conducted by the college supervisor and mentor and compared to the candidate’s self-assessment.

As a result of ongoing review, candidates are apprised of any areas that need improvement. If deficiencies are noted, candidates may be required to pursue additional coursework or internship experiences.

Prior to recommendation for certification in the area of elementary school administration and supervision or secondary school administration and supervision, the candidate’s academic record, Praxis II scores, years of teaching experience, major assessments, and appraisal of progress during Internship and Seminar II are reviewed by the Director of Graduate Studies. When all requirements are met, the Director of Graduate Studies will recommend the candidate for certification to the Dean of Education.

Candidate Participation in Program Development

Candidates are encouraged and expected to express views and opinions regarding procedures, content, and experiences in our program. Our goal is to assure that candidates receive the best and most meaningful experiences in preparation for becoming a school administrator; therefore, to determine our effectiveness in meeting this goal, we need each candidate’s honest feedback.

We are interested in information regarding advisement procedures, program of study, quality of course instruction, relevance and format of internships, and any other aspects which will improve preparation for facing the real world of the school administrator. Candidates are expected to:

1. complete CSU Student Evaluation of Instruction forms for courses taken;
2. participate in general surveys and questionnaires, if requested.
3. meet, when requested, with the Dean of Education and/or Director of Graduate Studies to provide input into program development, revision and implementation
4. complete evaluations of both internships
5. complete, upon graduation, a Graduate Survey which will be distributed by the School of Education
Additionally, an Educational Administration Candidate Forum will be held annually to provide a formal opportunity for candidates to express concerns, review program revisions, and offer suggestions for ongoing evaluation and improvement.
THE CERTIFICATION PROCESS

Candidates are required to follow all procedures as outlined in the Educational Administration Program and to work with their advisors each semester to ensure that certification requirements are met in a timely fashion. To be recommended for certification, the candidate must meet all requirements of the approved program. Applications for certification as an Elementary School Administrator and Supervisor or a Secondary School Administrator and Supervisor will be distributed during Education 683 or 686. Candidates are to apply for advanced certification ONLY if they have met all requirements previously outlined in their official programs of study. The following briefly summarizes the steps for receiving South Carolina certification:

1. Complete the Application for a South Carolina Teaching Credential and, at the same time, sign a request (forms will be furnished) for a complete transcript to be sent to the State Department of Education;

2. Pass the Praxis II Educational Leadership: Educational Administration and Supervision. When registering for this examination, candidates should indicate that scores be sent to the Charleston Southern University School of Education.

3. Complete three years of successful teaching experience including at least one year of teaching in grades K-8 (elementary school administration and supervision) or one year of teaching in grades 9-12 (secondary school administration and supervision). Submit a copy of the teaching credential to the Administrative Assistant, School of Education, Wingo Hall;

4. Submit the completed application to the Dean of Education, who will review each student’s records. The Dean serves as the individual from CSU who verifies that candidates have completed successfully the approved teacher education program. Upon final review of each student’s records and verification that all program requirements have been met, the application for a teaching credential will be submitted to the State Department of Education.

Completion of the approved program does not automatically ensure that the School of Education will recommend certification. Although this is usually the case, recommendation may be denied if the student has failed to meet the standards of the education faculty for successful completion of requirements and activities or if the student has demonstrated an inability to change behaviors considered to be impediments to his or her success as a school administrator.
The **Curriculum Materials Center** is located on the second floor of the Library. The hours are as follows:

- Monday through Thursday: 8:00 a.m. to 10:00 p.m.
- Friday: 8:00 a.m. to 5:00 p.m.
- Saturday: Noon to 5:00 p.m.
- Sunday: 4:00 p.m. to 9:00 p.m.

The Center supports the professional education program by acquiring, organizing and housing a collection of representative materials found in the public schools. Examples of currently available instructional media such as multimedia kits, dvd’s, maps, print and nonprint teaching aids and so forth are available for student use. Selected state-adopted textbooks with accompanying charts, tests, and other materials and representative curriculum guides also are located in the Center.

In addition to the Curriculum Materials Center, the **audio-visual center** in the Library is available for candidates who wish to check out films, dvds, cds, etc.

**Computer Laboratories** in several campus locations are also available for education candidates for use in reviewing or working with software and accessing Internet resources.

The School of Education **Teaching with Technology Center** is available for candidate’s use in Norris Hall 212.

Books and journals which support the Educational Administration program are catalogued through the regular library system and available online. Additionally, Charleston Southern University is a member of the interloan library service which allows candidates to secure additional references from other libraries throughout the state. Aggregator databases include InfoTrac, Academic Search Premier, and JSTOR, ERIC, (EBSCOHost) and Education Full Text (WilsonWeb). A microfiche collection, Tests in Microfiche (ETS), is available for use by Education students. For information regarding these services, contact Ms Sandra Hughes, Librarian.
EMPLOYMENT AND CAREER PLANNING

Through the Office of Career Planning and Student Employment (located in the Strom Thurmond Center), candidates are offered a wide range of services which include resources for personal growth, career development, and job placement and planning.

Each year, the University sponsors a CAREER EDUCATION SHOWCASE at which time school districts throughout the region send representatives who offer information regarding available teaching positions, salaries, fringe benefits and so forth. Although this showcase is focused primarily on teaching positions, representatives should also be able to inform prospective administrators of upcoming administrative vacancies in their districts.

For information regarding Career Placement, please contact:

Director
Career Services
Strom Thurmond Center
(843) 863-8020
CONCLUDING COMMENTS

Faculty members in the School of Education are committed to offering each candidate a quality education and are eager to assist candidates in developing the skills necessary for success as a school administrator. While this handbook provides specific information regarding rules, policies, procedures, and regulations, candidates are encouraged to speak with faculty personally regarding future plans, questions or concerns.

Our firm belief is that the Charleston Southern University Master of Education in Educational Administration offers candidates varied and rich academic and clinical experiences that will prepare them to enter an administrative career as competent, caring and committed professionals.

Please feel free to contact any of the education faculty or the persons named below concerning further clarification regarding any of the requirements:

Dr. Lorraine Wylie  
Dean, School of Education  
Wingo Hall  
863-7567  
 lwylie@csuniv.edu

Dr. Trudy Morris  
Director of Graduate Studies  
Wingo Hall  
863-7914  
 tmorris@csuniv.edu

Dr. Patricia Bower  
Professor of Education  
Wingo Hall  
863-7568  
 pbower@csuniv.edu

Dr. Marie Griffin  
Assistant Professor  
Wingo Hall  
863-5844  
 mgriffin@csuniv.edu

Dr. Al Eads  
Lecturer  
 doceads@aol.com

Mary E. Antley  
Administrative Assistant  
Wingo Hall  
863-7555  
 mantley@csuniv.edu
The Competent, Caring, and Committed Educator: The School of Education at Charleston Southern University operates within a unified conceptual framework that provides direction for all its undergraduate and graduate programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. Collaboratively developed both institutionally and within the School’s greater educational community, three standard strands (Competent, Caring, and Committed) comprise the conceptual framework supporting the unit’s programs and actions. These standards assessed by performance indicators are aligned with the standards of professional organizations (INTASC, NBPTS); South Carolina standards (ADEPT, ADEPP); specific program standards (e.g. ELCC, NCTE, ACEI, etc.) and the Unit’s vision, aim, mission, and philosophy. Six over arching dispositions describe the Charleston Southern University educator. The dispositions are an aggregation of information from INTASC Standard I-Dispositions, CSU Conceptual Framework and Christian values, CSU faculty, and the PK-12 Professional Community.

CATEGORIES OF DISPOSITIONS and DESCRIPTIONS

The Competent Educator

PROFESSIONAL RESPONSIBILITY (COMPETENT/KNOWLEDGE)
Believes and takes responsibility in that all children can learn at high levels and persists in helping children achieve success; appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower in a constructivist philosophy that values systematic inquiry; realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving that considers the cultural background of each student; believes in ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used in purposeful meaningful ways, are necessary for monitoring and promoting student learning; values both long and short term planning in collaboration with colleagues in a demonstration of initiative, flexibility, and openness.

SCHOOL AND CLASSROOM TECHNICAL OPERATIONS
Respects and appreciates the organizational and management of dispositional behaviors in an organization, cultural, social, and political context of schools, school systems, and classrooms; believes in intellectual curiosity, self discipline, compassion, tolerance, and understanding in carrying out the daily operations and responsibilities of teaching; understands the need for and value of accurate and effective written and oral communication with constituent groups.

The Caring Educator

LEARNING COMMUNITY (CARING AND POSITIVE LEARNING ENVIRONMENT AND INTERACTIONS)
Establishes and participates in a positive learning environment in the classroom and school; values the role of students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning that demonstrates democratic values; respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests; committed to the continuous development of individual students’ abilities and considers how different motivational strategies and intrinsic motivation contributes to students’ life-long growth and learning.

COMMUNICATION and COLLABORATION
A thoughtful and responsive listener who appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class; recognizes the power of language for fostering self-expression and development and learning; values many ways in which people seek to communicate and encourages many modes of communication in the classroom; values colleague communication and collaboration in professional activities and interactions.

RESPONSIVE TO DIVERSITY (ADAPTABILITY/FLEXIBILITY)
Appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence and believes that plans must always be open to adjustment and revision based on student needs and changing circumstances; values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs; sensitive to community and cultural norms and respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

The Committed Educator

PROFESSION INTEGRITY AND COMMITMENT
Values critical thinking and self-directed learning in supporting in own appropriate professional practices; believes in self-reflection to understand self and improve in all aspects of personal and professional life; committed to seeking out, developing, and continually refining practices that address the individual needs of students; values the role of research for informing the field of education; believes in modeling ethical, moral, Christian values in all aspects of life in and outside the classroom.
# Teacher Education Programmatic Continuum

<table>
<thead>
<tr>
<th>DISPOSITION</th>
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CSU Institutional Standard I: The competent educator demonstrates the knowledge, dispositions, and performances (or skills) to create, manage, and/or supervise supportive learning environments that result in expected and/or increased student achievement.

1. **Professional Responsibility** (Competent/ knowledge)
   - PK-12 Educator
   - Ranked #1
   - Disposition: Responsibility
   - PK-12 Educator
   - Ranked #4
   - Disposition: Knowledge
   - Knowledge
   - INTASC Principles 1.1, 1.2, 3.1, 7.1, 7.3, 8.1, 8.2, 9.1, 10.5
   - CSU Standard I
   - NBPTS Prop.#2,3
   - ELCC 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 6.1, 7.0

   - The **novice teacher candidate** recognizes the importance and validity of history, research and theory as it pertains to wider education community.
   - Articulates the philosophy of major theorists.
   - Describes how these theories are applied in the teaching of children.
   - Reads and comprehends quality research as it relates to improving the learning of students.
   - Uses supervisor and instructor feedback to evaluate the quality of their progress.
   - Demonstrates and understanding that assessment is used to determine whether the student has met the objective.
   - Articulates ethical standards of behavior for classroom teachers.

   - The **emerging teacher candidate** collaborates with students, peers, teachers and supervisors to develop a productive learning environment.
   - Serves as a member of peer teams to make short and long-range plans.
   - Attempts the implementation of new ideas and techniques as learned through study and observation.
   - Applies knowledge of student development in the planning of learning activities and environments.
   - Uses feedback from supervisors, cooperating teachers and peers to improve the quality of their teaching.
   - Demonstrates the use of multiple assessment methods to determine the level of competence of the student based on written objectives.
   - Applies ethical standards of behavior.

   - The **competent teacher** demonstrates initiative, flexibility and openness in working with students, peers, teachers, supervisors and parents.
   - Demonstrates a willingness to try new ideas in the classroom.
   - Employs multiple forms of instruction and assessment.
   - Adapts to change with an open-minded approach.
   - Demonstrates a desire to learn new and better ways of addressing instructional needs.
   - Initiates actions to improve teaching skills.
   - Self evaluates their ethical behavior as the behavior applies to the quality of instruction for all families and children.

   - The **emerging master teacher** involves the students, peers, fellow teachers, administrators and community in developing and implementing effective educational experiences.
   - Demonstrates the use of multiple assessment methods to determine the level of competence of the student based on written objectives.
   - Demonstrates the use of instructional strategies that assure optimal opportunities for nurturing the development of the diverse needs of all students.
   - Demonstrates the use of Ethical Behavior as it relates to the quality of teaching.

1.2, 1.3, 3.1, 3.2, 3.3, 6.1, 7.0

- Articulates ethical standards of behavior for classroom teachers.

- Demonstrates the use of multiple assessment methods to determine the level of competence of the student based on written objectives.

- Applies ethical standards of behavior.

- The **master teacher** demonstrates initiative, flexibility and openness in working with students, peers, teachers, supervisors and parents.

- Demonstrates a willingness to try new ideas in the classroom.

- Employs multiple forms of instruction and assessment.

- Adapts to change with an open-minded approach.

- Demonstrates a desire to learn new and better ways of addressing instructional needs.

- Initiates actions to improve teaching skills.

- Self evaluates their ethical behavior as the behavior applies to the quality of instruction for all families and children.

- Demonstrates the use of multiple assessment methods to determine the level of competence of the student based on written objectives.

- Applies ethical standards of behavior.

- The **accomplished educator** works collaboratively within the greater community including the schools to plan, implement district and statewide educational programs and serve as advocates for families, students and educational institutions.

- The accomplished educator works collaboratively within the greater community including the schools to plan, implement district and statewide educational programs and serve as advocates for families, students and educational institutions.

- Demonstrates the use of multiple assessment methods to determine the level of competence of the student based on written objectives.

- Applies ethical standards of behavior.

- The accomplished educator works collaboratively within the greater community including the schools to plan, implement district and statewide educational programs and serve as advocates for families, students and educational institutions.

- Demonstrates the use of multiple assessment methods to determine the level of competence of the student based on written objectives.

- Applies ethical standards of behavior.

Revised July 2006
2. SCHOOL AND CLASSROOM TECHNICAL OPERATIONS (e.g. punctual, organized, etc.)
CSU Institutional Standard III
ELCC 4.2, 4.3, 5.1, 5.2, 5.3, 7.0

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>The novice teacher candidate</td>
<td>conforms to the rules and regulations of campus life as defined by the student handbook. -Attends class regularly and is punctual. -Completes assignments on time. -Understands that there are regulations and ethical codes that guide the teaching profession.</td>
</tr>
<tr>
<td>The emerging teacher candidate</td>
<td>identifies the qualities of professionalism and understands the need to display them throughout the teacher education program. -Attends class regularly, and is prompt and reliable in field settings. -Exhibits professional appearance in class and in field settings. -Conforms to legal and ethical regulations that apply to the education profession. -Displays cooperation, punctuality, appropriate appearance in course and field work. -Develops a collegial relationship with college professors.</td>
</tr>
<tr>
<td>The competent educator</td>
<td>demonstrates professionalism including receptivity, confidence, cooperation, tact, punctuality, appropriate dress and demeanor, and the willingness to go beyond what is required in the classroom. -Adheres to the laws and regulations of the education profession. -Fulfills professional responsibilities in a timely &amp; positive manner. -Demonstrates intellectual curiosity through professional development. -Exhibits self-discipline, tolerance and compassion in the day to day classroom operations. -Establishes effective communication between the school, students, parents, and community.</td>
</tr>
<tr>
<td>The practicing educator</td>
<td>promotes ethical and responsible practice within the learning community. -Demonstrates democratic principles in classroom operations and student interactions -Demonstrates high professional practices and ethical codes in carrying out day to day classroom operations -Models positive practices and decisions for novice teachers</td>
</tr>
<tr>
<td>The accomplished educator</td>
<td>establishes a leadership role in promoting responsible and ethical practice within the learning community. -Demonstrates respect for the rights of others -Demonstrates the ability to combine impartiality, sensitivity to diversity, and ethical considerations in interactions with others. -Acts ethically and legally in making decisions resulting in the best interests of students.</td>
</tr>
</tbody>
</table>

Revised July 2006
### Standard II: The caring and reflective educator relates effectively and sensitively to the diverse needs of all learners and creates a positive and productive classroom and/or school-wide learning environment through on-going, systematic inquiry and reflection.

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#### 3. LEARNING COMMUNITY

**CARING AND POSITIVE LEARNING ENVIRONMENT AND INTERACTIONS**

- PK-12 Educator
- Ranked #5
- Disposition: Caring
- PK-12 Educator
- Ranked #6
- Disposition: Humor
- INTASC Principles 3.5, all of 5
- NBPTS Prop #5
- CSU Standard 2
- ELCC 2.3, 2.4, 3.1, 3.2, 4.1-4.3, 6.2, 6.3, 7.0

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- The **novice teacher candidate** brings a personal experience knowledge base related to the field of teacher education from which they will build professional knowledge, skills and dispositions.
  - Articulates that people learn in a variety of ways and can identify, from personal experience, the way they learn best (visual, auditory, etc.)
  - Can recognize and identify pronounced learning and behavior special needs among groups of students
  - Enjoys working with groups of children/students as evidenced in participation of events/activities (camp, Sunday school, tutor, etc.)
  - Demonstrates positive interactions by being able to give and take in group discussions
  - Demonstrates the ability to listen to multiple

- The **emerging teacher candidate** begins make connections
  - Articulates that a classroom of students is a learning community that represents a positive learning environment
  - Addresses all students with compassion and understanding by listening and responding in sensitive ways
  - Uses praise and encouragement
  - Articulates effective ways of meeting needs of all learners
  - Uses a cooperative learning strategy to plan a lesson
  - Identifies the active roles for which group members assume for productive interactive processes

- The **competent teacher demonstrates an intellectual curiosity toward implementing a classroom environment resulting in student achievement**.
  - Incorporates ideas gained from professional course work and activities and speakers into classroom teaching
  - Actively seeks information from students to improve strategies for meeting the needs of all students and considers differing personal and family backgrounds
  - Uses a variety of ways to collect information about students (surveys, conversations, reflection, etc.)
  - Asks questions and seeks information from peers, teachers, supervisors and others to improve teaching skills
  - Identifies differing learning styles and can apply appropriate teaching strategies
  - Uses instructional strategies that promote

- The **practicing educator** facilitates highly productive learning communities.
  - Analyzes curriculum to coordinate instructional methods to engage students in high level cooperative interactive learning experiences
  - Knows and uses the strengths, weaknesses, learning styles, family backgrounds, community, and interests of students to coordinate effective grouping for high quality learning processes
  - Establishes democratic social norms among class members to foster interdependence and cohesiveness through peer relationships
  - Articulates a personal philosophy for the purpose of schools
  - Creates meaning and connection to real world/life experiences by using out of school application through in-school problem solving paradigms
  - Takes initiative and responsibility for their own

- The **accomplished educator** is a member of learning communities that extend beyond the classroom.
  - Contributes to the effectiveness of the school by working and/or leading collaboratively with other professionals on instructional policy and curriculum and staff development
  - Collaboratively evaluates school progress and the allocation of school resources in state and local educational objectives
  - Uses knowledge about specialized school and community resources that can be engaged for their students’ benefit, and are skilled at employing such resources as needed
  - Works collaboratively and creatively with parents and community, engaging them productively in the work of the school
  - Supports professionals in...
4. **COMMUNICATION and COLLABORATION**

**PK-12 Educator Ranked #3**

**Disposition:** Positive Attitude

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<tr>
<td>- Listens attentively to a variety of opinions and perspectives.</td>
<td>- Listens attentively to a variety of opinions and perspectives.</td>
<td>- Actively seeks information from learners to better address academic abilities.</td>
<td>- Employ professional language in articulation of the importance of addressing needs of individual learners.</td>
<td>- Leads and communicates to others best practices for supporting the needs of a diverse population of learners.</td>
</tr>
<tr>
<td>- Listens attentively to a variety of opinions and perspectives.</td>
<td>- Listens attentively to a variety of opinions and perspectives.</td>
<td>- Encourages open dialogue.</td>
<td>- Participates in professional dialogue grounded in research.</td>
<td>- Facilitates collaborative relationships among colleagues.</td>
</tr>
<tr>
<td>- Contributes to class discussions by being prepared and sharing ideas.</td>
<td>- Contributes to class discussions by being prepared and sharing ideas.</td>
<td>- Responds with an open mind.</td>
<td>- Articulates relationships between theory and practice.</td>
<td>- Models active listening and reflection in professional conversations.</td>
</tr>
<tr>
<td>- Poses questions derived from professional reflections and readings.</td>
<td>- Poses questions derived from professional reflections and readings.</td>
<td>- Communicates respectfully and sensitively to parents, peers, students, and school staff.</td>
<td>- Works collaboratively with peers, administrators, and other professionals to improve learning opportunities for students.</td>
<td>- Makes contributions to the professional knowledge base.</td>
</tr>
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5. **RESPONSIVE TO DIVERSITY (ADAPTABILITY/FLexIBILITY)**

**PK-12 Educator Ranked #2**

**Disposition:** Flexibility

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<td>- Can identify the variety of cultural, social, racial and economic differences that exist among students in today’s public school classroom.</td>
<td>- Can identify the variety of cultural, social, racial and economic differences that exist among students in today’s public school classroom.</td>
<td>- Demonstrates a commitment to the success of all students regardless of social, cultural, ethnic or economic background.</td>
<td>- Creates a vision on relevant knowledge and theories that include the diversity of learning goals, learners, and learners’ needs.</td>
<td>- Demonstrates the ability to relate effectively and sensitively to the diverse needs of students, parents, colleagues, and the wider educational community.</td>
</tr>
<tr>
<td>- Can identify the variety of cultural, social, racial and economic differences that exist among students in today’s public school classroom.</td>
<td>- Can identify the variety of cultural, social, racial and economic differences that exist among students in today’s public school classroom.</td>
<td>- Develops lessons and instructional activities that can be modified and</td>
<td>- Provides an effective instructional program, applying best practice to</td>
<td>- Uses data-based</td>
</tr>
<tr>
<td>Standards</td>
<td>Descriptions</td>
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</table>
| 2.1, 3.2, 3.3, 3.4, 4.2, 7.2 NBPTS Prop #4 ELCC 1.1-1.5, 2.1-2.4, 3.1-3.3, 4.1-4.3, 7.0 | | Can identify the need to be flexible in instructional style and strategy.  
- Can describe how personal ethics, morals and religious beliefs impact a teacher’s openness and ability to work with diverse students and families.  
- Can describe the importance of seeing the strengths as well as the weaknesses in each student.  
- Demonstrates via reflective writing based upon field experience that awareness of and sensitivity to student and family diversity is necessary to designing and presenting effective instruction.  
- Engages in university coursework and field experience activities designed to develop skills in modification and adaptation of instruction to meet needs of a variety of students.  
- Seeks opportunities to expand knowledge and understanding of different cultural, racial, ethnic and economic groups.  
- Seeks advice and assistance diversity from professors, teacher mentors and other school professionals regarding effective ways of dealing with student.  
- Demonstrates via reflective writing based upon field experience that awareness of and sensitivity to student and family diversity is necessary to designing and presenting effective instruction.  
- Engages in university coursework and field experience activities designed to develop skills in modification and adaptation of instruction to meet needs of a variety of students.  
- Seeks opportunities to expand knowledge and understanding of different cultural, racial, ethnic and economic groups.  
- Seeks advice and assistance diversity from professors, teacher mentors and other school professionals regarding effective ways of dealing with student.  
- Component writing that capitalizes on the diversity of learners (population, language, disability, gender, race, socio-economic)  
- Identifies, clarifies, and addresses barriers to student learning.  
- Organizes and lead parent and teacher focus groups about high-stakes testing and alternative methods of measuring student performance.  
- Provides leadership programs serving students with special and exceptional needs.  
- Communicates effectively with families from diverse social, cultural, ethnic or economic backgrounds.  
- Demonstrates the ability to modify instructional activities to meet needs of handicapped and disadvantaged learners.  
- Seeks opportunity to meet with families of students in order to become better informed about social, cultural, ethnic or economic differences and how these may impact student performance and success.  
- Seeks advice and critique regarding own teaching style, instructional activities and communication strategies and adjusts behavior accordingly.  
- Research to develop, articulate, and implement a vision that takes into account the diversity of learners.  
- Designs, implements, and assesses curriculum to provide an effective instructional program and positive school climate for all learners using researched best practices.  
- Ensures decisions about curriculum, instructional strategies, assessment capitalize on diversity to create a school culture that promotes respect and success for all students.  
- Uses appropriate assessment strategies, and research methods to understand and accommodate diverse school and community conditions and dynamics.  
- Writes a school improvement plan that include recommendations for inclusion in the school. |

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Standard III: The committed educator pursues personal and professional learning experiences alone and collaboratively on an ongoing, systematic basis thereby demonstrating a true commitment to the profession and to seeking the best educational practices.

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<td>1. Understands the need for and value of being able to self-critique instructional practice and procedures in order to benefit students and improve pedagogy</td>
<td>- Articulates and understanding that teaching is a specialized profession with demanding skills that require one to keep current</td>
<td>- Reflects and integrates learning to write lesson plans and units of study</td>
<td>1. Understands the need for and value of being able to self-critique instructional practice and procedures in order to benefit students and improve pedagogy</td>
<td>- Understands how students develop and learn and use prevailing theories to guide their decision making</td>
<td>- Critically examines their practice by seeking to expand their repertoire to deepen their understandings and to sharpen their judgment</td>
</tr>
<tr>
<td>2. Uses self-reflection to understand self and improve themselves in all aspects of their personal and professional life.</td>
<td>- Asks questions in class from readings and class discussion to seek understanding</td>
<td>- Demonstrates positive ethics and morals, behaviors and ideas in classroom and group settings with peers, professors, and cooperating teachers</td>
<td>2. Uses self-reflection to understand self and improve themselves in all aspects of their personal and professional life.</td>
<td>- Is adept at recognizing the influence of context and culture on behavior by working in partnership with parents, fostering students self-esteem and character</td>
<td>- Makes decisions regarding best practice and can adapt their teaching/monitor instruction to include new findings, ideas, and theories</td>
</tr>
<tr>
<td>3. Seeks assistance from colleagues and professional mentors</td>
<td>- Invests assistance in their classroom/school</td>
<td>- Seeks assistance from colleagues and professional mentors</td>
<td>3. Seeks assistance from colleagues and professional mentors in order to participate effectively with the educational community</td>
<td>- Seeks to understand the larger professional organizational system in order to participate effectively with the educational community</td>
<td>- Makes decisions grounded in research literature and in personal experience</td>
</tr>
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<td>4. Sets personal and professional goals that include specific ways they will work toward their achievement and evaluate his/her progress</td>
<td>- Tackles initiative and is actively engaged in the development of their own learning for teacher preparation</td>
<td>- Demonstrates positive ethics and morals, behaviors and ideas in classroom and group settings with peers, professors, and cooperating teachers</td>
<td>4. Sets personal and professional goals that include specific ways they will work toward their achievement and evaluate his/her progress</td>
<td>- Models ethical, moral, and Christian values in all aspects of personal and professional life</td>
<td>- Contributes to the profession by conducting research/action research and presents results to colleagues at professional meetings</td>
</tr>
<tr>
<td>5. Takes courses, reads journals, attends</td>
<td>- Investigates connections between assigned professional journal readings and course content delivery</td>
<td>- Uses reflection to identify weaknesses and seeks to strengthening their practice by acting with self-directed learning</td>
<td>5. Takes courses, reads journals, attends</td>
<td>- Models ethical, moral, and Christian values in all aspects of personal and professional life</td>
<td>- Models life-long learning for colleagues and students in their classroom/school</td>
</tr>
<tr>
<td>6. Participates in mentoring and training activities for colleagues as they share their expertise</td>
<td>- Uses reflection to understand and improve knowledge and pedagogy in application to student learning</td>
<td>- Uses reflection to understand and improve knowledge and pedagogy in application to student learning</td>
<td>6. Participates in mentoring and training activities for colleagues as they share their expertise</td>
<td>- Participates in professional activities in addition to regular coursework (i.e. visits teacher centers, locates Educational</td>
<td>- Participates in mentoring and training activities for colleagues as they share their expertise</td>
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Revised July 2006
| Improvement Centers for materials and “make and take” sessions | workshops  
- Uses field research to improve the learning/teaching in his/her classroom  
- Demonstrates pride of Self through appropriate dress and grooming | - Is adept at facilitating the belief that all students can learn by treating all students equitably and assuring that all decisions are made with the best interests of students in mind.  
- Uses a variety of strategies to encourage others to grow and develop professionally.  
- Acts fairly and ethically demonstrating dignity for all. |
| - Is focused and takes work seriously with goals to be among the best teachers  
- Takes constructive criticism to heart in order to improve professional development | 3. Understands and values the role that families and communities play in the education of children. They are sensitive to family culture including: ethnicity, religion, socio-economic status, and language. They are advocates for children and their families.  
- Uses knowledge of family culture and language to improve the quality of instruction.  
- Invites parents and guardians to be involved in the life of their classroom and the school community | |
| Uses field research to improve the learning/teaching in his/her classroom | | |
CHARLESTON SOUTHERN UNIVERSITY
APPLICATION FOR ADMISSION TO
EDUCATIONAL ADMINISTRATION PROGRAM
To be submitted during Education 681 or 684

NAME: _____________________________________________________________

SSN: ___________________ STUDENT ID#: _______________________________

ADDRESS: _______________________________________________________________________

E-MAIL ADDRESS: ___________________ SEX __ RACE ___ DATE OF BIRTH: __________

TELEPHONE #: ___________________ SEX __ RACE ___ DATE OF BIRTH: __________

BACCALAUREATE DEGREE EARNED AT: ________________________

UNDERGRADUATE GPR: ___________ DATE DEGREE CONFERRED: _____________

MAJOR: _______________________________________________________________________

************************************************************************************

INDICATE PROGRAM:

_____ ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION

_____ SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION

Are you seeking add-on certification only? ______________

TEACHING CERTIFICATE #: ______________

YEARS TEACHING EXPERIENCE _____________

PRESENT PLACE OF EMPLOYMENT: ______________ PHONE: __________

ADDRESS: _______________________________________________________________________

NAME OF SUPERIOR: _______________________________________________________________________

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Signature of Applicant: ______________________________ Date: ______________

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The Dean of Education will advise each applicant in writing of action taken by the Teacher Education Committee. Written notice of intent to appeal before the Teacher Education Committee must be forwarded within 45 days of the dates of notification of an unfavorable decision.

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FOR SCHOOL OF EDUCATION USE ONLY

_____ Education 615 and Internship I completed with grade of B or higher
_____ All requirements met for regular admission to M. Ed. Program or
   official transcripts submitted to verify master’s degree
_____ Two years teaching experience (one year in K-8) for elementary and one year
   in grades 7-12 for secondary.
_____ Valid South Carolina teaching certificate
_____ Recommended by Director of Graduate Studies

ACTION TAKEN

_____ Approved to full admission

_____ Not recommended for admission
   Reason:

Dean of Education: ___________________________ Date: __________

NOTES: