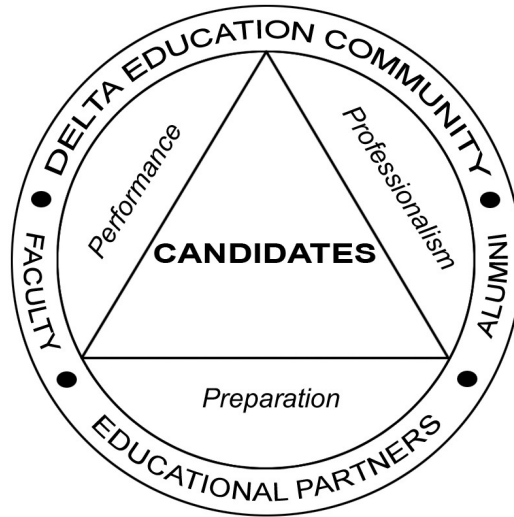


DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SCIENCES



EDUCATIONAL Administration and Supervision
HANDBOOK

2022-2023

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I. Welcome

Dear Educational Administration and Supervision Candidates,

We are pleased to welcome you to the Educational Administration and Supervision program at Delta State University. Our faculty are committed to developing competent leaders who are capable of creating and sustaining the highest quality educational environments that provide opportunities for all learners to succeed in the global community.

The fact that you are now holding this handbook warrants congratulations for being accepted into this program. This handbook should serve as a guide for you as you progress through the program. The handbook articulates the expectations from the beginning of the program through the final internship including expectations for you as a candidate, your mentor, and your supervisor.

We look forward to working with you to achieve your personal goals and enhance your knowledge and skills to be an educational leader.

Sincerely,

Dr. Diana Ezell
Program Coordinator

II. Contact Information

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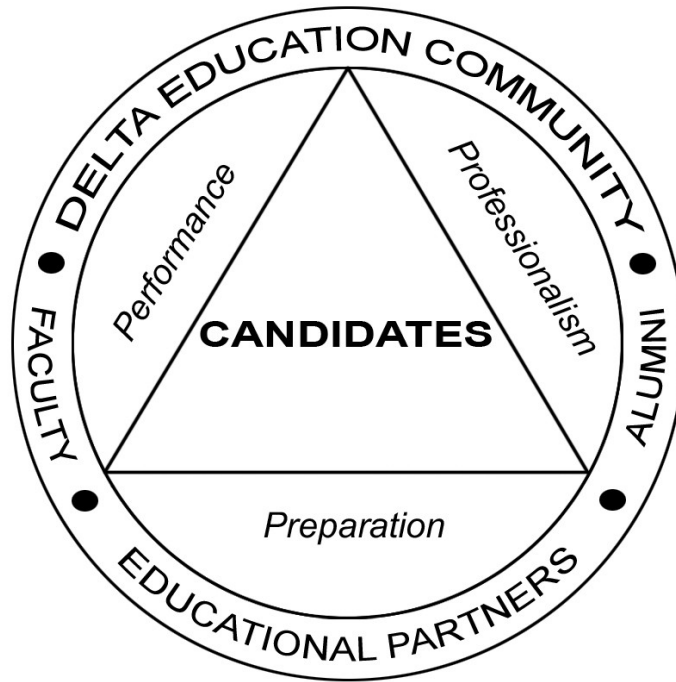
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III. College of Education and Human Sciences Mission and Conceptual Framework

Conceptual Framework DELTA EDUCATION MODEL



Vision: The Delta State University College of Education and Human Sciences promotes a vibrant educational community committed to preparing capable and confident teacher candidates and leaders who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects teacher candidate development through the triad of preparation, performance and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. Education is a lifelong endeavor, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. Education is interactive and reflective, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. Education is culturally contextualized, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. Education is dynamic, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
Education is enhanced by technology, infused throughout programs and services. (GP5)

IV. The Educational Administration and Supervision Program Overview and Requirements

Introduction

The graduate Educational Administration and Supervision Programs at Delta State University are designed to prepare P-12 leaders who serve the Mississippi Delta region and beyond. There are many criteria to be met in the accomplishment of this objective. Certain identifiable characteristics, qualifications, and standards for admission to and retention in the program are set forth in this publication as well as the description of the governance structure in which the program operates.

The administrative control of Educational Administration and Supervision is centered in the Professional Education Council. The Chair of the Division of Teacher Education, Leadership and Research is the administrative chair for the Professional Education Council. Candidates who complete the appropriate curriculum in the prescribed sequence and produce a passing score on the School Leaders Licensure Assessment (SLLA) are eligible for Mississippi licensure as a public school administrator. Since Delta State University is accredited by the National Council for Accreditation of Teacher Education (NCATE), recommended graduates may also be certified in any of the states which currently recognize NCATE and/or the Council for the Accreditation of Educator Preparation (CAEP) accreditation.

Program Learning Outcomes

Candidates who graduate from the Educational Administration and Supervision programs will be able to demonstrate knowledge, application, and understanding of professional leadership standards. The learning objectives are aligned with professional standards from the Council for Accreditation of Education Preparation (CAEP), National Education Leadership Preparation Standards (NELP), and Professional Standards for Educational Leadership (PSEL)

PLO1 Candidate will demonstrate mastery of content and pedagogical content knowledge (CAEP A.1; NELP 4; PSEL4)

PLO2 Candidate will demonstrate mastery of program specific content (CAEP A.1; NELP 3-7; PSEL 1-10)

PLO3 Candidate will demonstrate instructional leadership (CAEP A.1; NELP 1-5; PSEL 3, 4, 5, 8 and 10)

PLO4 Candidate will demonstrate the ability to evaluate and instruction and curriculum systems (CAEP A.1; NELP 4 and 7; PSEL 3-5)

PLO5 Candidate will apply principles of operations and management (CAEP A.1; NELP 1-3 and 6; PSEL 1-4 and 9-10)

PLO6 Candidate will demonstrate proficiency of organizational management and community relations (CAEP A.1; NELP 3, 5 and 6; PSEL 3, 5, 8 and 9)

PLO7 Candidate will demonstrate professional dispositions for educational leadership (CAEP A.1-A.5; NELP 1-8; PSEL 1-10)

V. Master of Education In Educational Administration And Supervision Program
Overview and Requirements

The Master of Education degree in Educational Administration and Supervision is a 30 credit-hour, online program centered around K-12 administration. The curriculum is for candidates seeking to receive their K-12 administrator license.

Admissions: Students seeking a Master of Education degree in Education Administration and Supervision through the public school concentration must meet the following minimum entrance requirements set forth by the College of Education and Human Sciences and the Division of Teacher Education, Leadership, and Research:

1. A Class A teaching renewable certificate, or its equivalent. (A Master of Education degree applicant who does not yet qualify for a Mississippi Class A Educator License may be admitted to the Graduate School but must meet the requirements for a Mississippi Class A Educator License in a teaching field before the end of the first semester of coursework.
2. An overall undergraduate grade point average (UGPA) of a minimum of 2.50 or 2.75 on the last 60 hours of required course work. The first 9 hours of coursework must be specified and approved of by the division. NOTE: A minimum grade of B is required for each course for the initial 9 hours. A student with a grade below B in any of the three initial required courses will be allowed to repeat the course(s) one time. No additional courses toward completion of the degree may be taken until initial course requirements are fully met.
3. A minimum of 3 years of K-12 teaching experience.
4. A minimum score on the Praxis CORE Writing of 162 (provided that the average score of the accepted cohort of candidates meets or exceeds the 50th percentile for the Praxis CORE Writing).
5. Letter of recommendation from the current school administrator that addresses the candidates' ethics, leadership, abilities and potential, collegiality, and ability to perform in the K-12 setting.

Upon completion of the master's degree program for initial licensure in Educational Administration and Supervision, the candidate must make an acceptable score on the School Leaders Licensure Assessment as established by the Mississippi Department of Education to be eligible for a Mississippi Administrator License.

Educational Administration and Supervision Curriculum- 30 hours

Core Education Courses.....	9
EPY 601: Psychology of Learning	
ELR 605: Methods of Educational Research and Statistics	
CUR 608: Historical Foundations of Educational Thought and Curriculum Methodology	
Required Courses.....	21
EDL 601: Foundations I: Instructional Leadership	
EDL 602: Foundations II: Instructional Leadership	
EDL 603: Foundations III: Instructional Leadership	
EDL 620: Leadership Practices I	
EDL 624: Leadership Practices II	
EDL 628: Leadership Practices III	
EDL 656: School Leadership Internship	

Degree Requirements. A candidate for the Master of Education degree in the College of Education and Human Sciences is required to meet the following:

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete graduate work consisting of core courses, major field hours and elective hours as specified. At least one half of major field courses must be at 600-level or higher;
3. Earn a grade point average of at least 3.0 in the major field and overall;
4. Earn a B average on the education core courses (ELR 605, EPY 601, and CUR 608);
5. Pass an oral and/or written examination in the candidate's major field administered by a committee appointed by the division chair.

Completing Degree Requirements

The first 9 hours of course work must be specified and approved by the division. NOTE: A minimum grade of B is required for each course for the initial 9 hours. A student with a grade below B in any of the three initial required courses will be allowed to repeat the course(s) one time. No additional courses toward completion of the degree may be taken until initial course requirements are fully met.

VI. Educational Specialist in Educational Administration and Supervision Program Overview and Requirements

The Educational Specialist degree in Educational Administration and Supervision is a 30 credit-hour, online program centered around K-12 administration. The Educational Specialist degree in Educational Administration and Supervision provides the following two tracks: Initial Licensure and Career Level. The Initial Licensure track curriculum is for candidates seeking to receive their K-12 administrator license. The Career Level track curriculum is for existing K-12 administrators.

Admissions. The following are the admission criteria for the Ed.S in Educational Administration and Supervision, effective fall 2020, as presented in the 2020-2021 *DSU Graduate Catalog*, and approved by the Mississippi Department of Education. Students seeking the Educational Specialist (EdS) degree in Education Administration and Supervision must meet the following minimum entrance requirements set forth by the College of Education and Human Sciences and the Division of Teacher Education, Leadership, and Research:

1. A master's degree from an institution fully accredited by one of the recognized accrediting agencies;
2. A Class AA valid, renewable teaching certificate, or its equivalent, and a Master's degree in a related field; Ed.S. applicants seeking the career level track who hold a current administrator's Educator License must provide documentation of that license.
3. A grade point average of 3.25 on coursework completed for the master's degree;
4. A documented Praxis Core/Writing score of 162 or higher must be submitted (provided that the average score of the accepted cohort of candidates meets or exceeds the 50th percentile).
5. Three years of school related work experience;
6. A letter of recommendation from the current school administrator that addresses the candidates' ethics, leadership abilities and potential, collegiality, and ability to perform in the K-12 setting.

Degree Requirements. A candidate for the Educational Specialist degree in Educational Administration and Supervision is required to meet the following:

1. Fulfill the general requirements for a graduate degree at Delta State University.
2. Complete a minimum of 30 semester hours of graduate work beyond the master's degree, at least one-half of which must be 700-level courses, consisting of 6 hours of core courses and 24-30 hours in major subject area. Courses that are at the 500-level are not acceptable in the Educational Specialist degree program.

3. Maintain a grade point average of at least 3.25 on all graduate work attempted toward the Educational Specialist degree in Educational Administration and Supervision. Candidates in the Educational Specialist degree must earn at least a GPA of 3.0 on all graduate work attempted by the end of the first 12 hours of coursework, then earn and maintain at least a 3.25 overall GPA in order to qualify for the comprehensive exam and graduation.
4. Pass a comprehensive examination during the last term of course work.

Educational Specialist in Educational Administration and Supervision Curriculum

Initial Licensure Track

A.	Core Education Cores.....	6
	CUR 701: Philosophy of Education	
	ELR 701: Research for Educational Practitioners	
B.	Required Courses	24
	EDL 701: Foundations of Instructional Leadership I	
	EDL 702: Foundations of Instructional Leadership II	
	EDL 703: Foundations of Instructional Leadership III	
	EDL 720: Educational Leadership Practices I	
	EDL 724: Educational Leadership Practices II	
	EDL 728: Educational Leadership Practices III	
	EDL 656: School Leadership Internship	
	AED 725: District Level Leadership Roles and Functions	

Career Level Track

A.	Core Education Cores.....	6
	CUR 701: Philosophy of Education	
	ELR 701: Research for Educational Practitioners	
B.	Required Courses	24
	AED 636: Practicum I in School Administration or AED 736: Practicum II in School Administration	
	SUP 731: Supervision Roles in Instruction	
	AED 701: Introduction to Educational Leadership	
	AED 702: The Role of the Principal	
	AED 704: Resource Management	
	CUR 703: Dynamic Leadership for Curriculum and Assessment	
	AED 721: Leadership for Continuous Improvement	

VII. Educational Administration and Supervision Course Descriptions

EDL 601. FOUNDATIONS I: INSTRUCTIONAL LEADERSHIP. This course establishes the foundation for the program participant’s vision of leadership by integrating introductory elements of the teaching and learning process with basic leadership skills of organization and planning in the context of community influences. The basic elements of the Curriculum, Instruction, and Assessment; Continuous Improvement and Culture for Learning; and Leading Operations for Learning program anchors are 2020-2021 GR catalog 114 presented. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 602. FOUNDATIONS II: INSTRUCTIONAL LEADERSHIP. This course develops the program candidate’s instructional leadership skills for (1) understanding and analyzing effective teaching/learning

behavior as applied in a specific teaching situation, (2) using and interpreting data to improve teaching and learning, (3) demonstrating knowledge of school law, district policy and procedures, and its relationship to educational decisions, and (4) understanding the diversity issues in a multicultural school and community. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 603. FOUNDATIONS III: INSTRUCTIONAL LEADERSHIP. This course furthers the development of the instructional leadership knowledge and skills in the areas of: 1) using the clinical supervision cycle to assess teaching and learning; 2) the ability to collect, analyze, interpret, apply, and evaluate data for continuous improvement; and 3) assessing, planning, and understanding the principles of quality professional development and systems that promote efficient practices in the management of people, processes, and resources to improve candidate achievement. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 620. LEADERSHIP PRACTICES I. Knowledge and leadership skills will be developed in the following areas: classroom observation and teacher conferencing techniques, instructional planning, instructional techniques and strategies, curriculum development and application, and instructional assessment methodologies to improve teaching and learning. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 624. LEADERSHIP PRACTICES II. Knowledge and leadership skills will be developed in the following areas: school staffing; organizing professional learning communities; and management of facilities, fiscal operations, and technology. Additionally, priority will be given to ensuring a safe and orderly school, legal and ethical issues, and planning to improve teaching and learning. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 628. LEADERSHIP PRACTICES III. Knowledge and skills will be developed in the following areas: building an effective relationship between school and community, enhancing the school culture for learning through focused professional development, and knowledge and guidelines of effective teacher recruitment, selection, and termination processes. Additional areas of instruction will focus on effective school guidance counseling and school related health services, promotion and governance of extracurricular activities, alternative education services, teacher leadership development, and positive public relations. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 656. SCHOOL LEADERSHIP INTERNSHIP. Supervised administrative internship in a P-12 school setting assigned through collaboration among the intern, the university, the school and school district, and a supervising licensed principal mentor. Must complete a minimum of 10-15 clock hours of leadership field experiences per week for full semester. Course may be repeated. 3

EDL 701. FOUNDATIONS OF INSTRUCTIONAL LEADERSHIP I. Integration and implementation of the basic elements of the teaching and learning process, program anchors, and organizational effectiveness as related to the school and community. Intense professional research required. This course may be cross listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 702. FOUNDATIONS OF INSTRUCTIONAL LEADERSHIP II. A study of developing instructional leadership skills for analyzing effective teaching/learning objectives, implementing effective school scheduling methodologies, creating staff development programs, and understanding the diversity

issues in a multicultural school and community. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 703. FOUNDATIONS OF INSTRUCTIONAL LEADERSHIP III. This course is an in-depth study of the role of the principal. Included will be all aspects of school facilities and leadership, including classroom observation techniques, feedback, and conferencing skills. Emphasis will be placed upon developing the skills needed to be a collaborative educational leader. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 720. EDUCATIONAL LEADERSHIP PRACTICES I. Development of school leadership skills as related to classroom observation, conferencing with teachers, instructional planning and techniques, curriculum development, and assessment of instruction. Development of a portfolio showing expertise in these areas required. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 724. EDUCATIONAL LEADERSHIP PRACTICES II. Integration of knowledge bases in the areas of student management services, fiscal control, facility operations, business and industry, an auxiliary governmental service agency with the development of a plan for school improvement. A portfolio of the plan for school improvement will be the culminating activity required for the class. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 728. EDUCATIONAL LEADERSHIP PRACTICES III. A study of building effective relationships between school and community, enhancing professional development, and enhancing school culture for learning. Additionally, developing effective guidance counseling programs, school health programs, and governance of extracurricular activities will be studied. The latest research in all aforementioned areas will be discussed. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

AED 636. PRACTICUM I IN SCHOOL ADMINISTRATION. Practical experiences in school administration under the collaborative supervision of field based administrators and university instructors. The initial practicum experience focuses on supervision, instructional leadership, the assistant principalship, and principalship at the building level. Prerequisite: required administration courses in the master's level program (12 hours). Fee required. 3

AED 701. INTRODUCTION TO EDUCATIONAL LEADERSHIP. An overview of Leadership theories, models, and applications at the local, state, and federal levels. Among the included topics are organizational structure, policies, culture, and climate. 3

AED 702. THE ROLE OF THE PRINCIPAL. An in-depth study of the roles and responsibilities of the school building level leader in P-12 schools. 3

AED 704. RESOURCE MANAGEMENT. An in-depth study of personnel management, finance, and facilities at the local, state, and federal levels for the P-12 school leader. 3

AED 721. LEADERSHIP OF CONTINUOUS IMPROVEMENT. A comprehensive study of the change process and strategic planning required to facilitate an effective school community relationship that promotes a culture of continuous school improvement. 3

AED 725. DISTRICT LEVEL LEADERSHIP ROLES AND FUNCTIONS. A study of the various programs and roles, functions, and organizational structures of the school district office staff and the 2019-2020 GR catalog 112 interrelating leadership skills employed in implementing instructional programs, state and federal programs, and the operational programs of the school district. 3

AED 736. PRACTICUM II IN SCHOOL ADMINISTRATION. Practical experiences in school administration under the collaborative supervision of field based administrators and university instructors. The second practicum experience focuses on the legal, financial, and regulatory aspects of the school district operation. Prerequisite: AED 636 and 6 hours of administration at the Specialist level. Fee required. 3

VIII. Selection of a Mentor

After the first semester orientation the first week of classes, the intern will identify a mentor in collaboration with district personnel. The mentor identification form (See Appendix F) is completed and returned to Office of Clinical Experiences, Licensure, and Accountability.

IX. Clinical Experiences

Candidates in the EAS programs complete multiple clinical experiences/projects throughout their coursework. The projects and experiences require the candidates to engage in leadership activities that are designed to give them multiple, **diverse** experiences. Prior to the internship course, candidates engage in 30 clinical hours in each of six courses completing assigned tasks, projects, and clinical experiences aligned with NELP standards that require the application of content knowledge in an authentic P-12 setting. They complete specific designated projects that give them multiple school leadership experiences (NELP 8.1, 8.2) and address areas such as culturally responsive teaching, resource management, school safety, professional development, and data analysis. Candidates are assessed on each project using a four-point rubric that addresses content, project steps, data analysis, and results. A matrix that includes the name of the course, number of field experience hours, description of the candidate’s role in the experience and projects to be completed, description of the placement, and assessment of the experience is included in the EAS Clinical Progression Chart. Options for clinical experiences aligned with standards can be found in the Appendix. Documentation for CELA for clinical experiences prior to internship can be documented in the Field Experience Request Form in the Appendix.

EAS Field Experience Progression Chart

Course Title and Prefix	Number of Clinical Hours Required Per Course with the Total Hours for the Program Included	Description of Candidate’s Role in Experience	Description of Placement	Assessment of Experience
EDL 601/701: Foundations I Instructional Leadership	30 hours for course	The candidate completes the project on the Mississippi Code of Ethics. The candidate completes 10 hours of field experiences aligned with NELP Standards 1 and 2 from the	The candidate chooses the P-12 site to complete the project and field experiences.	Each project rubric uses a four-point rubric that specifies content, data analysis, project steps and results and APA style presentation and timeliness of submission. Criteria are: <ul style="list-style-type: none"> Content is aligned with the MS Educator Code of Ethics and contributes to or

		Field Experience Options in the EAS handbook.		<p>enhances the knowledge base.</p> <ul style="list-style-type: none"> • Goals and objectives are clear, challenging, and appropriate for the audience. • Instructional strategies are appropriate for target audiences. • Information is well organized, easy to understand, and easy to use. • Materials are well written. • Module contains an evaluation plan that is linked to training objectives.
EDL 602/702: Foundations II Instructional Leadership	30 hours for course	<p>The candidate completes Assessment 10: Clinical Supervision Project</p> <p>The candidate completes 10 hours of field experiences aligned with NELP Standards 3 and 7 from the Field Experience Options in the EAS handbook.</p>	The candidate chooses the P-12 site to complete the project and field experiences.	<p>Each project rubric uses a four-point rubric that specifies content, data analysis, project steps and results and APA style presentation and timeliness of submission.</p> <ul style="list-style-type: none"> • Evidence of clinical supervision steps 1-4 (Glickman; Sergiovanni); NELP 7.4; CAEP Research • Discussed ways the supervisor provided focused feedback and practice. NELP 4.2; • Discussed ways the supervisor provided opportunities for the teacher to discuss the lesson content and the technology to support the academic program. NELP 4.1 • Discussed opportunities the supervisor provided for teachers to reflect or provide input on her performance. NELP 7.3 • Explained which supervisory practices seemed to be more conducive to teacher learning. NELP 4.4 • Discussed insights gained from observing the instructional leader in the various contexts. NELP 7.2

				<ul style="list-style-type: none"> Discussed the assessment practices that seemed to be the most effective for improving teaching and learning. NELP 4.3
EDL 603/703: Foundations III Instructional Leadership	30 hours for course	<p>The candidate completes Assessment 4: Professional Growth System Assessment</p> <p>The candidate completes 10 hours of field experiences aligned with NELP Standards 4 and 7 from the Field Experience Options in the EAS handbook.</p>	The candidate chooses the P-12 site to complete the assessment and field experiences	<p>Each project rubric uses a four-point rubric that specifies content, data analysis, project steps and results and APA style presentation and timeliness of submission. Evaluation criteria of elements (Data Literacy; Data Analysis; Collaboration):</p> <ul style="list-style-type: none"> Evidence relevant to the standard contains unbiased descriptions with no judgments or interpretation, and no consideration of what the candidate may have done in this instructional situation. Evidence relevant to the standard contains details unique to this lesson and this classroom, including specific lesson content, student names when shared, number of students engaged in activities, etc. No key or significant activities or details are overlooked by the evaluator. Evidence relevant to the standard contains specific language from the provided PGS rubric to show how evidence is relevant Evidence features timestamps for every instance when a specific teacher or leader behavior is mentioned. <p>Criteria for Feedback Report:</p> <ul style="list-style-type: none"> Program completers are able to provide relevant, developmental feedback to the teacher directly related to evidences cited in the lesson. (NELP 4.4; CAEP 1.1 Data Analysis and Evidence)

				<ul style="list-style-type: none"> • Program completers understand equitable access, how to use resources to enhance lessons, and can provide developmental feedback to teachers related to equitable access directly related to evidences cited in the lesson. (NELP 4.2; CAEP 1.1 Collaboration) • Program completers are knowledgeable of high-quality instructional practices that lead to student success and teacher growth and are able to provide teachers with development feedback in this area directly related to evidences cited in the lesson. (NELP 4.2; CAEP 1.1 Data literacy) • Program completers are knowledgeable of equitable, inclusive, culturally responsive practices that foster a safe classroom environment centered around students' individual and collective needs. Completers are able to provide teachers with development feedback in this area directly related to evidences cited in the lesson. (NELP 7.3; CAEP 1.1 Collaboration) • Program completers are knowledgeable of high-quality instructional practices, able to identify strengths and deficiencies in instruction, and provide developmental instructional support to teachers to positively impact efficacy and student outcomes. (NELP 7.3; CAEP 1.1 Collaboration) • Program completers are knowledgeable of instructional strategies that support teacher
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				<p>growth and are able to set career and instructional targets that improve teacher efficacy and student outcomes (NELP 7.3; CAEP 1.1 Collaboration)</p> <ul style="list-style-type: none"> • Program completers are knowledgeable in the collective use of instruction, pedagogy, student learning, evaluation, and data to improve student learning. Completers are able to provide teachers with development feedback in this area directly related to evidences cited in the lesson. (NELP 4.3; CAEP 1.1 Applications of Data Literacy)
EDL 620/720 Leadership Practices I	30 hours for course	<p>The candidate completes Assessment 3: Leadership for School Improvement</p> <p>The candidate completes 10 hours of field experiences aligned with NELP Standards 2 and 4 from the Field Experience Options in the EAS handbook.</p>	The candidate chooses the P-12 site to complete the assessment and field experiences.	<p>Each rubric for Years 1 and 3 uses a four-point rubric that specifies content, data analysis, project steps and results and APA style presentation and timeliness of submission.</p> <p>Research – Candidate demonstrates use of research to identify specific research-based strategies designed to promote the turn-around process. (CAEP 1.1 Research)</p> <p>Overall Plan – Candidate develops a turn-around plan that addresses the targeted area in need of improvement. (NELP 4.1; PSEL 10e; CAEP 1.1 Data Analysis)</p> <p>Implementation Candidates develop an implementation plan that addresses areas in need of change, a timeline for implementation and the collaborative process. (NELP 4.3; PSEL 10d;)</p> <p>Monitoring Program completers understand and can demonstrate the capacity to</p>

				<p>evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. (NELP 4.2; PSEL 10c; CAEP 1.1 Data Literacy)</p> <p>Goals</p> <p>Candidates set high-quality and equitable goals for instructional practices, use of resources and technologies and services designed to improve student learning.</p> <p>(NELP 1.2; PSEL 10b; CAEP 1.1 Data Analysis)</p>
EDL 624/724: Leadership Practices II	30 hours for course	<p>The candidate completes Assessment 5: School Safety</p> <p>The candidate completes 10 hours of field experiences aligned with NELP Standards 6 and 7 from the Field Experience Options in the EAS handbook.</p>	The candidate chooses the P-12 site to complete the assessment and field experiences	<p>The assessment rubric uses a four-point rubric that specifies content, data analysis, project steps and results and APA style presentation and timeliness of submission.</p> <ul style="list-style-type: none"> • Candidates analyze emergency situations to identify strategic and tactical challenges and enact policies and practices for emergency response. (NELP 6.1; PSEL 9a; CAEP 1.1 Dispositions, laws, and policies) • Candidates demonstrate capacity to assess, manage, and monitor the emergency response. (NELP 6.3; PSEL 9h; CAEP 1.1 Dispositions, laws, and policies) • Candidates demonstrate the capacity to advocate data-informed and equitable resourcing needed for future emergency response. (NELP 6.2; PSEL 9d.; CAEP 1.1 Data analysis)
EDL 628/728: Leadership Practices III	30 hours	The candidate completes Assessment 6: Leadership for School – Community Relations and Management	The candidate chooses the P-12 site to complete the assessment and field experiences.	The assessment rubric uses a four-point rubric that specifies content, data analysis, project steps and results and APA style

		The candidate completes 10 hours of field experiences aligned with NELP Standard 5 from the Field Experience Options in the EAS handbook.		<p>presentation and timeliness of submission. Criteria are:</p> <ul style="list-style-type: none"> • Candidate understands and demonstrates the capacity to build and sustain productive partnerships working to advocate for school and community needs (NELP 5.3, PSEL 8.b; CAEP 1.1 Collaboration) • Program candidates understand the diversity represented within the school and neighboring community and uses it to cultivate change (NELP 5.2, PSEL 8.f; CAEP 1.1 Collaboration) <p>Candidate demonstrates awareness of the diverse needs of families and students in the school and community (NELP 5.1, PSEL 8.b; CAEP 1.1 Diversity)</p>
EDL 656: School Leadership Internship	225 hours	The candidate participates in an internship supervised by a licensed principal mentor. The candidate's experiences fall within the scope of the following NELP Standards: NELP Standard 1: Mission, Vision, and Improvement; NELP Standard 2 Ethics and Professional Norms; NELP Standard 3 Equity, Inclusiveness, and Cultural Responsiveness; NELP Standard 4 Learning and Instruction; NELP Standard 5 Community and External Leadership; NELP Standard 6 Operations and Management; NELP Standard 7 Building Professional Capacity.	The student completes his/her internship in a P-12 school through collaboration among the candidate, mentor, the school and school district, and Delta State University.	<p>Each candidate completes a self-evaluation, and the candidate's mentor and DSU instructor work together to complete an evaluation of the candidate's performance. The measurement criteria are:</p> <p>A. Demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school. (NELP 6.1)</p> <p>B. Demonstrates the leadership skills necessary to work collaboratively with members of the school community to implement high standards</p> <p>C. Demonstrates the leadership skills necessary to guide instruction and oversee</p>

				<p>the implementation of a culturally responsive curriculum. (NELP 4.3)</p> <p>D. Demonstrates the leadership skills necessary to provide for staffing and professional development to meet student learning needs (NELP 7.3)</p> <p>E. Demonstrates skills in creating a supportive learning environment that engenders positive effects on student learning (NELP 4.2)</p> <p>F. Demonstrates the leadership skills necessary to coordinate services that support student development and achievement (NELP 6.2)</p> <p>G. Demonstrates the leadership skills necessary to use assessment and evaluation information about students, staff and the community when making decisions (NELP 4.4)</p> <p>H. Demonstrates the leadership skills necessary to communicate with diverse groups and individuals with clarity and Sensitivity (NELP 5.3)</p> <p>I. Demonstrates the leadership skills necessary to act in accordance with established laws, policies, procedures and good business practices (NELP 6.3)</p> <p>J. Demonstrates the leadership skills necessary to understand the influence of social, cultural, political, and economic forces on the educational environment (NELP 3.1)</p> <p>K. Demonstrates the leadership skills necessary to facilitate participation of parents</p>
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				<p>and families as partners in the education of children (NELP 5.1)</p> <p>L. Demonstrates the ability to act with integrity, fairness, and in an ethical manner (NELP 2.1)</p> <p>Overall: Demonstrates the knowledge and skills necessary to provide leadership to an educational organization (NELP 8.1)</p> <p>The mentor and DSU instructor complete a Dispositions Scale on the candidate.</p>
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X. Internship

During their last semester, candidates take EDL 656: School Leadership Internship course in which they spend 225 clock hours in a P-12 school engaged in tasks and projects in the areas that are addressed on the School Leaders Licensure Assessment: strategic leadership, instructional leadership, climate and culture leadership, ethical leadership, organizational leadership, community engagement leadership, and analysis. Candidates spend 30 hours each at an elementary school, middle school, and high school. The remaining 135 hours are spent at their home school.

Candidates meet regularly with their mentors to co-select and design the projects, tasks, and activities to benefit both the candidates and the P-12 school/district. During these meetings, the mentor and candidate reflect on the projects and activities which are documented in the candidate's log, which is required for each clinical experience/project. Logs include a description of the clinical experience/project, a reflection from the candidate, and a discussion of how it relates to the PSEL professional standards. The university supervisor meets with the candidates at least twice during the semester to discuss progress, dispositions, assignments, and clinical experiences. Candidates receive regular feedback from the instructor through Canvas, email, and phone calls, seminars, and focused observations.

To ensure that candidates work with diverse groups of students, candidates complete a Diversity Checklist (See Appendix) for each of the six clinical experience/projects prior to the internship as well as for the internship. The checklist is completed by the candidate and includes information on the P-12 group of students with whom the candidate is working: categories for completion include a description of race/ethnicity, socioeconomic status, gender, language, exceptionalities, and Multi-tiered Systems of Supports (MTSS). The mentor or course instructor reviews the demographic data forms to ensure candidates are working with diverse populations. The candidate attaches the form to the log and completed tasks to meet the requirements of the clinical experience or the project.

XI. Roles and Responsibilities

There are three persons who play major roles in internship experiences – the candidate, the site mentor, and the university supervisor. Individual role responsibilities are as follows:

- a. Responsibilities of the Candidate:

- Attend virtual program orientation during the first week of classes to discuss expectations and identify and confirm a mentor for the program. The mentor must be a current building administrator.
 - Identify the location for the internship and seek approval from the on-site mentor for that location. Complete a form to record the name of the mentor and location of the internship and district approval from the appropriate person. Submit mentor evaluation form to the Office of Clinical Experiences, Licensure, and Accountability.
 - Meet with the on-site mentor and collaborate on program and internship activities.
 - Meet all guidelines and requirements as outlined in the internship log
 - Maintain professional conduct, dress, and demeanor at all times.
 - Maintain confidentiality with all stakeholders.
 - Demonstrate dispositions aligned with the MS Code of Ethics.
 - At the end of the Internship, complete self-assessment using the mentor evaluation.
 - Obtain verification signatures of the on-site mentor for the time and activity log.
 - Seek regular feedback in internship activities from the on-site mentor and university supervisor through discussions and reflective journals.
 - Attend internship class meetings.
 - Complete all required activities.
 - Meet with mentor a minimum of bi-weekly.
 - Complete a mentor evaluation and an internship course evaluation at the end of internship.
- b. Responsibilities of the On-site Mentor:
- Attend an orientation to the role of mentor and the PSEL Standards at the beginning of the program.
 - Attend an orientation to internship and the Mentor Evaluation meeting at the onset of the semester of the internship.
 - Approve the internship plan as completed.
 - Serve as a coach and mentor to the intern.
 - Provide scheduled sessions for candidate feedback.
 - Consult with the university supervisor as needed.
 - Approve documentation created by the intern including the time and activity log for the internship.
 - Support the intern through a variety of required experiences which are applicable to the role of contemporary school leaders, including exposure to technological applications as appropriate.
 - Provide opportunities for collegial discussions.
 - Complete a mid-term evaluation on the candidate to submit to the university supervisor.
 - Complete the On-site Mentor Evaluation for Internship Candidates and Dispositions with the University Supervisor and provide feedback prior to the end of the internship.
 - Provide feedback on clinical experiences and program requirements for continuous improvement.
- c. Responsibilities of the University Supervisor/ Instructor:
- Conduct mentor orientation and training for the internship.
 - Monitor progress at mid-term with the on-site mentor and mid-term evaluation.
 - At the completion of the internship, complete the mentor evaluation jointly with the mentor and the evaluation of candidate dispositions.
 - Meet with mentor at any time if there are concerns about candidate performance.
 - Serve as an advocate and support for the intern.
 - Communicate regularly with the on-site mentor and intern.
 - Provide feedback to the intern through intern produced reflective logs.
 - Verify demonstration of intern requirements and completion of the mentor evaluation.

- Assign a grade to the intern based on the on-site mentor assessment and completion of the internship portfolio.
- Meet with interns at midterm and final evaluation for feedback and progress monitoring.
- Collect SLLA data and other assessment data completed during internship.

XII. Timeline for Candidates

- Within the first semester of the EAS program:
 - Admit to the program
 - Register for coursework
 - Identify mentor and complete paperwork (Appendix)
 - Attend new candidate orientation
 - Register for Task Stream (1 year minimum)
 - Notify mentor of new mentor orientation
 - Complete all initial coursework
- Throughout Coursework:
 - Upload required assessments to Task Stream
 - Maintain minimum (or higher) GPA requirements specified in the catalog and handbook
 - Adhere to the MS Code of Ethics and DSU Professional Dispositions
 - Complete all required coursework and clinical experiences
- During Internship
 - Ensure mentors attend Mentor Orientation to fully understand the Mentor Evaluation and internship requirements
 - Work with University Supervisor and On-Site Mentor to complete internship requirements
 - Attend meetings with University Supervisor and On-Site Mentor
 - Upload required assessments to Task Stream
 - Maintain minimum (or higher) GPA requirements specified in the catalog and handbook
 - Adhere to the MS Code of Ethics and DSU Professional Dispositions
 - Complete all required coursework and clinical experiences
 - Apply for the Comprehensive Examination when all required criteria are met

XIII. Dispositions/ MS Code of Ethics

Mississippi Educator Code of Ethics

Student health, safety and general welfare is paramount. Ethical conduct is mandated, at all times, of Mississippi educators and leaders. The Dispositions Assessment, a statewide instrument used at EPP's in Mississippi, is utilized in the program. The purpose of the Dispositions Assessment is to ensure the adherence to the Mississippi Educator Code of Ethics (MCoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator's performance (attitude and behavior). See Appendix L for the Dispositions Assessment Instrument.

XIV. School Leaders Licensure Assessment (SLLA)

Page 96 of 2020-2021 Graduate Catalog:

Upon completion of the Master's and Specialist's degree program for initial licensure in Educational Administration and Supervision, the candidate must make an acceptable score on the School Leaders

Licensure Assessment as established by the Mississippi Department of Education to be eligible for Mississippi Administrator license.

The SLLA can be taken at any time. Most wait until the end of their coursework so that they will be better prepared. The test is costly and not passing it would necessitate a retake. It is required by MDE for the Career Level Endorsement on MS Educator License. Other states may have other requirements, so we ask our out of state students to be clear on what their state requires. We ask for submission of the SLLA Composite and sub score report to be sent to Delta State University. The SLLA is not a passing requirement for our degree. The department put a copy in the student's file and a copy is filed in Banner. We keep a spreadsheet with results in the EDS EAS SharePoint file "EAS Data Reports" SLLA Worksheet file. <https://www.ets.org/sls/states/ms>

XV. Comprehensive Exam Protocol

DSU Educational Administration and Supervision MEd and EdS Programs General Information Regarding Comprehensive Examinations

"A final oral and/or written comprehensive examination in the candidate's major field, or the equivalent thereof, is required of all candidates and must be completed at least two weeks before the graduation date. A committee to administer the comprehensive examination is appointed by the college or school dean upon the recommendation of the department chair. The examination covers all major field content including transfer and off-campus work. To be eligible to take the major field comprehensive the candidate must be enrolled in, or have completed, the final coursework, have a 3.0 average in the major field (3.25 for specialist and doctoral), and have approval from advisor." (DSU 2018-2019 Graduate Catalog, p. 33)

- 1. Eligibility** Candidates must meet the following criteria to take the comprehensive examination in the MEd and EdS programs in Educational Administration and Supervision: Enrolled in last hours of course work; Submitted the online application for graduation through the DSU registrar's website; Have an overall minimum GPA of 3.25 within the degree program at the time of the exam; Have a signed program of study on file. Failure to meet any of the requirements may prevent a candidate from taking the exam.
- 2. Application for the Exam** Eligible candidates must apply for the comprehensive exam. The exam administration date, application, and deadline for receipt of applications are **posted on the DSU EAS program website.**
- 3. Location** The examination will be administered in the Center for Teaching and Learning computer lab located on the 2nd floor of Ewing Hall, room 238 on the DSU campus. The exam is scheduled to begin at 1:00 p.m. and end at 5:00 p.m. If a candidate lives more than 50 miles from Delta State University, the candidate can submit a request to take the exam at a proctored alternate site. The alternate site and proctor must be approved by DSU, and any fee associated with the proctored site is the responsibility of the candidate. The proctored, alternate site exam must be given on the same day as the on-campus exam. Deadline for receipt of a submission of an Alternate Site Request Form. Contact the program advisor, coordinator, or secretary for more information.
- 4. Format** The comprehensive examination for the MEd and EdS programs in EAS are written, proctored exams, completed on a computer provided by the testing center. Candidates will be

required to sign in on the day of the exam and verify identity with a photo IDs. Candidates will not be allowed to bring books, notes, cell phones, other cellular devices, or other personal items into the testing area. Candidates are allowed to bring a small notecard with up to five APA formatted references to be used to support responses to the exam questions. The notecard will be approved during registration. Also, candidates will not be allowed to have internet access. The exam is administered in one continuous four-hour period.

The test will consist of four questions. Three are open-ended, problem-based questions aligned with the *PSEL 2015 Standards*, including one question that requires analysis and interpretation of data. For one question, respondents will be provided a research article from a peer reviewed professional journal and required to provide a review of the article. Candidates will be expected to be able to discuss their responses in the context of alignment with the *PSEL 2015 Standards* as well as cite relevant theorists. Candidates will receive all four assessments at the beginning of the time period and will be allowed to manage the time for responding to each prompt within the four hours as they choose. When the candidate has completed all responses, he/she may submit the work and leave. All work will be stopped at the end of the four hours.

5. **Preparation** A study guide will be provided to those who have applied to take the exam.
6. **Exam Scoring and Retakes** Scoring is done blindly so the readers do not know the identity of the test taker. Candidates will be notified about scores earned as soon as the exam scoring can be verified and scores recorded. Several weeks are needed for this process. If at all possible, one retake exam administration will be provided for any candidates who are unsuccessful in their first attempt. Any candidates who are not successful after two attempts will be required to participate in remediation as directed by the program faculty before a third attempt is allowed.

XVI. Program Completion Verification

In order to qualify for most educator licenses in Mississippi the regionally/nationally accredited institution where the applicant completed an educator preparation program must complete a verification form. This form is located on the Mississippi Department of Education website here:

https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/form_ipv_02.2020.pdf

XVII. Other Program Information

Dismissal Information

Page 39-40 of the 2020-2021 Graduate catalog

Academic Suspension and Dismissal

Students who earn three grades of “C” or one grade of “D” or “F” will be dismissed from their degree program. Also, graduate level students must maintain a 3.0 GPA during the first nine semester hours of graduate work in a degree program. Failure to do so will result in dismissal from that program unless otherwise stipulated by the department offering the program. If, at any time after completion of nine hours, a student’s overall grade point average on graduate courses drops below a 3.0, the student will be placed on probation. A student on probation is not a candidate for a degree. Probationary status is

removed by raising the overall grade point average to 3.0 or better on all graduate work at the end of the next semester of enrollment after being placed on probation. (For students enrolled in the summer, both school terms will be used to determine if probationary status should be removed.) Failure to remove probation in the manner described will result in the student being dropped from the degree program whether the same program or two different programs.

Students who have been dismissed from a graduate degree program may be eligible to apply for re-admission, upon approval from their respective graduate program and school, after one full semester has passed since their dismissal. One full semester refers to one regular term (fall or spring) or both summer terms. During the dismissal term, students who intend to return to their graduate degree program are encouraged to address deficiencies in their academic work with their advisor and academic program. These deficiencies, whether in undergraduate or graduate course work, should be approved by the graduate program and the respective school. A student will not be eligible to seek readmission to the university after a second dismissal from a graduate degree program whether the same program or two different programs.

If, at any period of enrollment, a student demonstrates to the satisfaction of the advisor and the department chair that a consistently satisfactory level of achievement cannot be maintained, withdrawal from the graduate program is advised.

Non-Academic Dismissal

All non-academic expulsions from Delta State University levied by the established University Judicial System will be noted on student academic transcripts.

Students expelled for non-academic reasons are permanently removed from all classes and will not be eligible for readmission to the university. A final grade of “W” will be posted for each registered course at the time of expulsion. These transcript notations will appear as “Non-Academic Disciplinary Expulsion” and will include the expulsion effective date. Expulsion notations will remain on the student transcript permanently.

Attendance

Regular and punctual attendance at all scheduled online classes and activities is expected of all students and is regarded as integral to course credit.

The 2020 – 2021 Academic Year is significantly impacted by the COVID-19 global pandemic. It is essential to the health and safety of students, faculty and staff that we adhere to the CDC recommendation to “stay home if you are sick.”

Students are allowed to make up assignments, quizzes, tests, major presentations, or other graded course activities missed due to illness. Proof of illness from a medical professional is not required, but may be submitted if it is available.

DSU Policy on Class Attendance

<http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/>

Academic Honesty Policy/Grievance Policy/FERPA

DSU Policy on Academic Honesty: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>

Academic Grievance Policy-Undergraduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-undergraduate/>

Academic Grievance Policy-Graduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-graduate/>

Family Education Rights and Privacy Act (FERPA): FERPA provides the faculty member the right to discuss issues pertaining to a student’s performance with DSU employees who have a legitimate

educational interest. If a faculty member is concerned about a student, the faculty member may submit an alert to the appropriate DSU department. For more information about FERPA, please visit the website: <http://www.deltastate.edu/academic-affairs/registrars-office/forms-and-policies>

Etiquette and Civility Online/Netiquette

Netiquette refers to the guidance and expectations for students communicating online in a group setting. This includes discussion forums, email, and any other form of communication used in this course.

Below is a source with some basic netiquette tips that you may find useful:

<https://elearningindustry.com/10-netiquette-tips-online-discussions>

Technology

Twitter, Web Searches, Presentation Tools, Digital Media Tools

For assistance using Canvas, you can click the help icon in your course, or refer to the Canvas Student Guide. If you experience technical difficulties, or need technical assistance with this course, please contact OIT's 24-hour Help Desk via email at helpdesk@deltastate.edu or by phone at 662-846-4444 or 866-264-1465 (toll free). Please include the course name and your 900# when contacting the Help Desk.

Link to Canvas: <https://deltastate.instructure.com>

Canvas Technical Requirements: <https://community.canvaslms.com/docs/DOC-10720>

Canvas Privacy Policy: <https://www.canvaslms.com/policies/privacy>

Canvas Accessibility Statement: <https://www.canvaslms.com/accessibility>

Applying for Graduation

There is a fee for the graduation application. After the deadline date for applying, there is also a late fee when submitting this application. Information can be found through the Registrar's office site at <http://www.deltastate.edu/academic-affairs/registrars-office/>. This application will start the paperwork for processing your degree. There is a question on the application concerning whether you wish to participate in Spring Commencement, but the purpose of this application is to process your degree completion for Spring, 2021.

Student Support Services

Student Success Center

The Student Success Center provides educational learning services and assistance for all students.

Additional information can be found at: <http://www.deltastate.edu/student-success-center/>

Roberts-LaForge Library

The Roberts-LaForge Library provides numerous resources and services for students, faculty, and staff.

Along with the diverse print collections there are thousands of full-text journals and eBooks available 24/7 through its website. It also houses a computer lab, group study rooms, and individual study spaces.

Research assistance is always available and additional material can be ordered from across the country using Interlibrary Loan. Additional information about the Roberts-LaForge Library can be found at: <http://www.deltastate.edu/library/>.

Writing Resources for Students

- Roberts-LaForge Library: <http://www.deltastate.edu/library/student-writing-resources/>
- <http://www.deltastate.edu/academic-affairs/center-teaching-learning/writing-enhanced-courses/>
- Student Success Center: <http://www.deltastate.edu/student-success-center/academic-support-services-developmental-studies/>
- Writing Center: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>
Services include individual assistance at all stages of the writing process, including: brainstorming, discovering a thesis, organizing and developing and argument, sentence structure, documentation style, and resumes and letters of application.

Additional Course-Specific Rules, Policies, Expectations

The following are DSU policies, rules and expectations that apply to all courses.

The Delta State University College of Education and Human Sciences is committed to creating an educational experience that infuses cultural competence and appreciation for diversity throughout all interactions.

Sexual Harassment Statement

In accordance with Title IX, Delta State University is committed to maintaining a learning and working environment free from sexual and gender-based discrimination, harassment, sexual assault, sexual exploitation, sexual intimidation, stalking, dating violence, domestic violence, or any other behavior that is non-consensual or has the purpose or effect of coercing a person or persons. For questions or concerns about Title IX, please visit <http://www.deltastate.edu/policies/policy/university-policies/employment/employee-responsibilities-and-standards/sexual-harassment/> or contact Deidra Byas, Title IX Coordinator at (662)846-4690 or email titleix@deltastate.edu.

ADA Statement and Disability Services

Information about Disability Services can be found on the DSU website.

<http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>

For assistance with and to make arrangements for accommodation for disabilities, please contact [Kashanta Jackson](#), Disability Services, at the O.W. Reilly Student Health Building, 662-846-4690 or ada@deltastate.edu. It is the responsibility of students who have professionally diagnosed disabilities to notify the disability coordinator and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs. Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

Appendices

Appendix A. Professional Education Council (PEC)

Delta State University's (DSU) Professional Education Council (PEC) shall serve as the governing authority for all professional education programs that prepare teachers and other P-12 school personnel. The general purpose of the PEC shall be to provide leadership in the process of educating and graduating professionals in the fields of teacher education, counselor education, and educational leadership who meet national standards and exhibit current best practices.

Goals: The goals of the PEC related to all initial and advanced professional education programs are:

- Ensure high quality curriculum and instruction in all professional education programs;
- Provide leadership in the development, evaluation, and continuous improvement of all professional education programs; and
- Assist in making policies that meet requirements of the Mississippi Department of Education (MDE), the Board of the Mississippi Institutions of Higher Learning (IHL), and the Council for the Accreditation of Educator Preparation (CAEP).

Responsibilities: The responsibilities of the PEC related to all initial and advanced professional education programs shall be to:

- Review and approve curriculum changes for all initial and advanced professional education programs;
- Advise and provide input regarding decision-making, partnerships, assessments, and other relevant areas of the programs;
- Assist in advisement and policy that ensures effective partnerships and provide high quality clinical practices central to preparation in conjunction with the Assessment Committee;
- Review and approve policies for all initial and advanced professional education programs (e.g., admission to program, field/clinical experiences, program completion);
- Consider state and federal mandates and assist in implementing them into the curriculum;
- Respond to mandates of the DSU Academic Council/Cabinet;
- Review accreditation standards and processes to assist in maintaining quality programs through continuous improvement;
- Review data from the common key assessments for initial programs and data from the key assessments for each advanced program to identify trends over time, and to improve programs and candidates' performance;
- Adjudicate candidates appeals (admission to program, field/clinical experience placements, program completion); and
- Advise the dean of the College of Education and Human Sciences on appropriate issues, as requested.

Organization: Members of the PEC shall be appointed annually by the Dean of the College of Education and Human Sciences, in consultation with division chairs in the College of Education and Human Sciences, the Dean of the College of Arts and Sciences, and the Director of Clinical Experiences,

Licensure, and Accountability. The Chair of the Division of Teacher Education, Leadership, and Research shall serve as Chair of the PEC.

Membership: The membership of the PEC shall consist of 17 voting members and two ex officio members:

- Three to five full-time faculty members from the College of Education and Human Sciences;
- Two full-time faculty members from the College of Arts and Sciences;
- Three to five teachers from P-12 schools inclusive of elementary and secondary;
- Three administrators from P-12 schools;
- One representative from a community college;
- One business/community leader;
- Chair of the Division of Teacher Education, Leadership, and Research;
- Director of Clinical Experiences, Licensure, and Accountability;
- One current candidate enrolled in an initial professional education program;
- One current candidate enrolled in an advanced professional education program;
- Executive Director of the Delta Area Association (ex officio); and
- Dean of the College of Education and Human Sciences (ex officio).

Meetings: The meetings of the PEC shall be convened by the Chair of the Division of Teacher Education, Leadership, and Research. Meetings shall be held a minimum of two times each semester, usually in September, November, February, and April. Additional meetings shall be called as needed. A quorum shall be present in order to conduct official business of the PEC. The Chair of the PEC shall annually appoint a recorder of the minutes. The minutes shall be housed in the office of the Chair of the Division of Teacher Education, Leadership, and Research.

Appendix B.

Council for the Accreditation of Educator Preparation (CAEP) Standards

Council for the Accreditation of Educator Preparation can be found at

<http://caepnet.org/standards/standards-advanced-programs>.

Appendix C.

Professional Standards for Educational Leaders (PSEL)

Standard 1: Mission, Vision, and Core Values- Effective Leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Effective leaders:

- a. Develop an educational mission for the school to promote the academic success and well-being of each student.
- b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c. Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e. Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g. Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS and PROFESSIONAL NORMS: Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

- a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
- b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c. Place children at the center of education and accept responsibility for each student’s academic success and well-being.
- d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
- f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3. EQUITY and CULTURAL RESPONSIVENESS: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

- a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h. Address matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD 4. CURRICULUM, INSTRUCTION, and ASSESSMENT: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

- a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e. Promote the effective use of technology in the service of teaching and learning.
- f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY of CARE and SUPPORT for STUDENTS: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

- a. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.

- b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e. Cultivate and reinforce student engagement in school and positive student conduct.
- f. Infuse the school's learning environment with the cultures and languages of the school's community.

STANDARD 6. PROFESSIONAL CAPACITY of SCHOOL PERSONNEL: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

- a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY for TEACHERS and STAFF: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

- a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

- d. Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.
- e. Develop and support open, productive, caring and trusting working relationships among leaders faculty and staff to promote professional capacity and the improvement of practice.
- f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h. Encourage faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT of FAMILIES and COMMUNITY: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

- a. Are approachable, accessible, and welcoming to families and members of the community.
- b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e. Create means for the school community to partner with families to support student learning in and out of school.
- f. Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g. Develop and provide the school as a resource for families and the community.
- h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i. Advocate publicly for the needs and priorities of students, families, and the community.
- j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS and MANAGEMENT: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

- a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.
- c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d. Are responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e. Protect teachers’ and other staff members’ work and learning from disruption.
- f. Employ technology to improve the quality and efficiency of operations and management.

- g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j. Develop and manage productive relationships with the central office and school board.
- k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

- a. Seek to make school more effective for each student, teachers and staff, families, and the community.
- b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Appendix D. National Education Leadership Preparation Standards (NELP)

STANDARD 1: MISSION, VISION AND IMPROVEMENT.

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

STANDARD 3: EQUITY, INCLUSIVENESS AND CULTURAL RESPONSIVENESS

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

STANDARD 4: LEARNING AND INSTRUCTION

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

STANDARD 5: COMMUNITY AND EXTERNAL LEADERSHIP

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

STANDARD 6: OPERATIONS AND MANAGEMENT

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

STANDARD 7: BUILDING PROFESSIONAL CAPACITY

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

STANDARD 8: INTERNSHIP

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Appendix E. Field Experiences Options

(EDL 601/701, EDL 602/702, EDL 603/703, EDL 620/720, EDL 624/724, EDL 628/728)

NELP Standard 1: Mission, Vision, and Improvement (EDL 601/701)

- Facilitate a team in reviewing the district's vision, mission and/or goals and analyzing the school improvement plan for its alignment with the school's vision, mission and/or goals. Prepare a report for the School Advisory Council (SAC).
- Facilitate a campus vision/mission walk to examine ways in which the district's vision/ mission are articulated and communicated in the school and the school community. Develop a plan for more effective articulation and communication.
- Plan and implement a celebration of accomplishments that represent the realization of the district's vision, mission and/or goals.
- Develop a regular communication venue for communicating the district's progress toward its vision, mission and/or goals.
- Act as a team leader or committee chair on a project/committee aimed at accomplishing a district improvement goal or objectives.
- Participate in the school improvement plan development process and facilitate the use of relevant demographic data and student learning assessment data to develop district goals and objectives.
- Assist in identifying needed resources to support the implementation of the district's vision, mission and/or goals.
- Develop a plan for a retreat or staff development program focusing on the district's vision, mission and/or goals.
- Plan and implement a parent/community orientation event to introduce parents of new students and new community members to the school's vision, mission and goals.
- Review the school improvement plan and select in consultation with the superintendent or assistant superintendent an area to evaluate. Facilitate or assist in data collection and analysis to evaluate the effectiveness of the selected component of the plan. Prepare a report for the principal or assistant principal describing your findings and suggesting ideas for action.
- Review co- and extracurricular programs for their relationship to the district's vision, mission and goals. Select a co- or extracurricular program to evaluate, develop an evaluation plan for determining the effectiveness of the co- or extracurricular program in helping the school realize its vision, mission and goals, and conduct the evaluation.
- Facilitate a meeting and demonstrate effective group process, consensus building, conflict resolution and problem solving skills. Get feedback from meeting participants and write a report on your insights including how you would improve the process in the future.

NELP Standard 2 Ethics and Professional Norms (EDL 601/701, EDL 620/720)

- Identify the various publics that influence district level policy and decision making. Review meeting minutes of the governance committee and analyze the degree to which stakeholders from the various publics are involved in decision making. Write a report on your findings including possible ideas for improving the process.
- Attend district Advisory Council or governance committee meetings. Observe group process, consensus building and conflict resolution behaviors. Discuss your insights with the principal and SAC or governance committee chair. Research effective group process, consensus building or conflict resolution behaviors and make recommendations to the supervisor or governance committee chair for ways in which the committee processes might be strengthened.
- Review the Professional Code of Ethics and review a district policy, rule and/or regulation handbook. Analyze the degree to which the district policy, rule and/or regulation handbook supports the Professional Code of Ethics. Write a report of your findings including possible suggestions for improvement.

- Interview the superintendent or designee and explore their perspectives on ethical dilemmas that school leaders face. Write a report on your insights and implications for school leadership.
- Interview three school employees and explore their perspectives on ethical dilemmas that they see in teacher and/or student behavior in the school. Write a report on your insights and implications for school leadership.
- Monitor board agendas on policy discussions/decisions and make reports to the site administrator.
- Monitor state and national legislation involving public education and make reports to the site administrator.
- Identify practices that should be included in a faculty handbook and other operational procedures that reduce negligence, educational malpractice, and liability.
- Outline school official responsibility in student searches (personal and property). Review school procedures for conducting searches. Write a report identifying strengths and weaknesses of the search procedures.
- Compile a list of student rights in relation to speech, demonstrations, newspapers and other forms of expression. Review the district handbook. Write a report identifying strengths and weaknesses of the handbook in communicating student rights and responsibilities in relation to speech, demonstrations, newspapers and other forms of expression.
- Interview the principal and/or district legal counsel. Identify the most frequent legal issues facing the school and/or district. Develop a report outlining potential reasons underlying these issues, including recommendations to remedy the situations.
- Work on some aspect related to federal program compliance.
- Attend a legal hearing and report on it to the staff and/or administrator.
- Evaluate a planned holiday program to determine if it meets legal requirements and district policy guidelines.
- Monitor board agendas on policy discussions/decisions and make reports to the site administrator regarding the relation of the discussions/decisions to the school's vision, mission and goals.
- Monitor state and national legislation involving public education and make reports to the site administrator regarding the relation of the discussions/decisions to the district's vision, mission and goals.
- Review/discuss with site administrator district policies on affirmative action, recruitment, selection and dismissal of staff. Write a report on your insights and implications for school leadership.
- Monitor school board elections. Write a report on the policy agendas of candidates and their relation to the school's vision, mission and goals.

NELP Standard 3 Equity, Inclusiveness, and Cultural Responsiveness (EDL 602/702)

- With special education personnel, identify strategies used to support the inclusion of all children at the district level. Describe the possible roles of an education leader to support the inclusion of all children at your school. Write a report to describe strategies that you as an education leader could use to support the inclusion of all children in your school.
- Identify several potential social and community agencies as potential collaborators with district leaders. Develop a community relations plan to work effectively with community groups and professional organizations for the local school.
- Visit a community agency such as a county mental health department, child protective services, medical or dental service agency, or any others related to children services. Conduct an interview with the agency representatives and a family that might benefit from agency services in the district office. Develop a proposal for agency/school collaboration and present to administration, faculty, or school advisory council.
- Consider multiple perspectives in the district office's response to at-risk students of color and their families by interviewing two individuals from a racial/ethnic group other than your own, who also

represent a culture you are NOT familiar. Compare and contrast the responses and critically analyze the implications of any dissonance in the responses. Based on your findings develop an action plan to ensure a “culture of empowerment” within your school.

- Review district level student discipline records and analyze ethical issues underlying student behaviors. Write a report on your insights and implications for district leadership.
- Review grievances and analyze ethical issues underlying teacher/administrator behaviors. Write a report on your insights and implications for district leadership.
- Identify the communications system that the school uses to communicate with the school community regarding trends, issues and potential changes in school operations. Research effective school-community communications and analyze the school’s communications system. Write a report of the strengths and weaknesses of the school’s communication system and make recommendations for improvement.
- Prepare a news release or feature article on some aspect of the school program that deserves recognition. Ensure that your news release or feature article takes into account communication and cultural sensitivity needs of the school community.
- Identify venues used for school-home communications. Research effective school-home communications. Write a report of the strengths and weaknesses of the school’s school-home communications and make recommendations for improvements.
- Conduct home visit(s) to establish rapport with parents who may be reluctant to come to school. Write a report on your insights and implications for school leadership.
- Review or develop the annual calendar or school-community events and activities. Write a report on the ways in which the calendar or school-community events and activities support the attainment of the school vision, mission and goals.
- Evaluate one aspect of home-school-community relations and provide recommendations for improvement.
- Develop a public relations pamphlet or a product (e.g., publication, video) to articulate the school vision, mission and goals and to highlight school accomplishments and needs.
- Attend PTA meetings or parent group meetings. Analyze the relation of issues discussed and decisions made to the school vision, mission and goals, Write a report on our insights.
- Assess the school culture by collecting data on the diversity (population, language, disability, gender, race, socio-economic) of the school and community. Use that data to develop a policy to enhance positive school culture.

NELP Standard 4 Learning and Instruction (EDL 603/703, EDL 620/720)

- With the principal or assistant principal, or district leadership conduct a curriculum audit of one aspect of the curriculum that is being addressed as an area of need in the district improvement plan.
- With the superintendent or designee, analyze student achievement data. Identify possible barriers to student learning and actions that might be taken (e.g., curriculum modification, instructional change) to address an area of need. Prepare a report for the superintendent.
- Plan, organize, and facilitate a professional development activity targeted to an area of need in curriculum, instruction, and/or student performance improvement.
- Assist district personnel or curriculum committee with development or evaluation of some aspect of the instructional program.
- Develop, plan, and organize a new student orientation program that introduces students to school learning expectations, supports, and services.
- Develop, plan, and organize graduation or a student assembly to celebrate student accomplishments toward the realization of student learning and/or district goals.
- Review the literature outlining the best practices for student learning then lead a faculty discussion of the application to improved student learning.
- Determine the Annual yearly progress formula for your building and critique the efforts made to reach it each year in your building and your district

- Review and critique your building efforts to close the achievement gap in the various “sub groups.” If there is no formal plan, develop and propose one.
- If you are currently employed in a high priority school, compare the plan as it relates to suggestions from Murphy’s “Nine Lessons for Turning around Failing Schools.”
- With your mentor’s permission, conduct a walk through and document teachers teaching and/or student engagement.
- Compile and review student data to plan for extended school year program or for Title I purposes.
- Review weekly lesson plans using Mississippi Professional Growth Rubric.
- Observe using the clinical supervision model.
- Observe principal as he/she conducts teacher conferences and data meetings.
- Review MTSS documentation.

NELP Standard 5 Community and External Leadership (EDL 628/728)

- Develop an assessment instrument for collecting student, parent, faculty, staff, and community opinions.
- Review or develop a community relations plan.
- Review or develop a media relations plan.
- Plan and execute a one-day retreat that includes business, civic, religious, medical, and other community agencies to present a plan for integrated community services to benefit children and youth in the school.
- Create a community resource file for the district that can be used to build interagency cooperation and serve as possible field trip sites.
- Review the partnerships that the school has with area businesses, higher education institutions and community agencies/groups. Analyze the ways in which these partnerships support the school’s vision, mission and goals. Write a report on your insights including possible steps for improvement.
- Work with others to develop a special program such as a neighborhood or clean school day.
- Work with others to plan school activities in observance of special events.
- Conduct a needs assessment for organizational/community communication. Evaluate the perceptions of stakeholders and make recommendations for improvements in the internal/external communications policy.

NELP Standard 6 Operations and Management (EDL 624/724)

- Assist in preparing a report for a categorical program and develop a cost/benefit analysis of one program component.
- Work on a district accreditation committee.
- Conduct a needs assessment as directed by the administration and write a summary of findings.
- Assist with revising a district handbook.
- Assist with or prepare required school, district and/or state reports.
- Maintain a daily log of an administrator's management activities and allocation of time for one week. Write a summary of insights gained regarding the management work of a district administrator.
- Interview school records manager(s) regarding confidentiality and privacy of school records. Research district and state guidelines on records management. Write a report on your insights into the effectiveness of the school’s records management system describing your findings and suggesting possible ideas for a improvement.
- Assist with budget preparation, becoming familiar with federal, state and local funding processes, and attend budget hearing or committee meetings. Prepare a report on the ways in which budget decisions are made to support the attainment of the school’s vision, mission and goals and considering ideas for improvement.

- Organize or assist with a school fund raising project. Write a report on the project's effectiveness and recommendations for improvement.
- Assist with writing a grant proposal.
- Create and give a presentation explaining the school budgeting process to faculty, staff, and community.
- Meet with the person responsible for the district budget. Write a summary of how he/she does the budget.
- Meet with the person who does the employee payroll at a district level. Write a summary of how/she does the payroll.
- Review the plan for management and use of district facilities. Assess ways in which the plan supports the attainment of the district's vision, mission and goals. Write a report of your findings along with possible suggestions for improvement.
- Study the inventory/control/ordering/ receiving process for supplies and materials. Make recommendations for improvements.
- Review and develop a system for distributing supplies, equipment, etc.
- Assist, if needed, in identifying building repairs and/or possible safety hazards. Write a report of your findings along with possible suggestions for improvement.
- Devise a plan for managing departments (finance, maintenance, special services).
- Assist in reviewing or developing a crisis management plan. Write a report of your insights and recommendations for improvement.
- Assist in reviewing a disaster preparedness plan or supervising disaster drill. Write a report of your insights and recommendations for improvement.
- Interview the maintenance director. Ask them what advice they would give a new administrator. Write a summary of their insights and implications for district management.
- Provide an in-service to staff on "strategic supervision" of classroom, playground; legal requirements of "high risk" areas; and/or guidelines for field trips.
- Conduct a study to determine if hazards exist in and around school that could result in possible cases of negligence. Write a report of your findings including possible suggestions for improvement.

NELP Standard 7 Building Professional Capacity (EDL 602/702, EDL 603/703, EDL 624/724)

- Develop a district plan to assist beginning teachers and to address retention, support, and development of new teachers.
 - Observe interviews with prospective teachers and staff, and/or review the teacher and staff hiring process from the current district year. Analyze the relationship between the interview questions and/or hiring process and the school's vision, mission and goals. Write a report on your insights into the ways in which the interviews and/or hiring process support the attainment of the school's vision, mission and goals along with possible suggestions for improvement.
 - Participate and/or observe the procedures utilized to reach agreement with faculty-staff on contracts for the following year. Write a report on your insights along with possible suggestions for improvement.
 - Review and develop a job description for teachers in the district to align with the district's vision, mission and goals.
 - Review staffing assignments and develop a plan for evaluating the effectiveness of staff skills, abilities, and training.
 - Review and develop an orientation program for substitutes, volunteers, and classroom assistants.
 - Plan and organize staff development on collaborative skills.
 - Design a one year long professional development plan appropriate for instructional or non-instructional personnel.
 - Conduct a needs assessment for staff development needs of the faculty and propose appropriate research-based recommendations for future in-service endeavors
 - Attend professional development designed for administrators.

- Read and report on leadership books - <https://www.weareteachers.com/books-on-leadership-education/>
- Develop professional development training modules on teaching and learning.

Appendix F. Mentor Agreement Form

Delta State University Educational Administration and Supervision Mentor Agreement

Candidate _____

Candidate School Site _____

Complete Site Address _____

District Name _____

Mentor Name _____

Mentor Title _____

Mentor Site _____

Mentor Phone and Email _____

The graduate Educational Administration and Supervision Programs at Delta State University are designed to prepare P-12 leaders who serve the Mississippi Delta region and beyond. There are many criteria to be met in the accomplishment of this objective including meaningful and intentional clinical experiences under the direction of an on-site mentor. Throughout the program, candidates complete 405 clinical hours which includes 225 hours during internship. The on-site mentor provides essential feedback and support for the candidate throughout the program. Candidates who complete the appropriate curriculum in the prescribed sequence and produce a passing score on the School Leaders Licensure Assessment (SLLA) are eligible for Mississippi licensure as a public-school administrator.

Mentors must be certified principals or assistant principals in Mississippi and meet requirements of effective leaders. Roles and responsibilities of the candidate and the mentor are outlined below:

Responsibilities of the Candidate:

- Attend virtual program orientation during the first week of classes to discuss expectations and identify and confirm a mentor for the program. The mentor must be a current building administrator.
- Identify the location for the internship and seek approval from the on-site mentor for that location. Complete a form to record the name of the mentor and location of the internship and district approval from the appropriate person. Submit mentor evaluation form to the Office of Clinical Experiences, Licensure, and Accountability.
- Meet with the on-site mentor and collaborate on program and internship activities.
- Meet all guidelines and requirements as outlined in the internship log
- Maintain professional conduct, dress, and demeanor at all times.
- Maintain confidentiality with all stakeholders.
- Demonstrate dispositions aligned with the MS Code of Ethics.
- At the end of the Internship, complete self-assessment using the mentor evaluation.
- Obtain verification signatures of the on-site mentor for the time and activity log.

- Seek regular feedback in internship activities from the on-site mentor and university supervisor through discussions and reflective journals.
- Attend internship class meetings.
- Complete all required activities.
- Meet with mentor a minimum of bi-weekly
- Complete a mentor evaluation and an internship course evaluation at the end of internship.

Responsibilities of the On-site Mentor:

- Attend an orientation to the role of mentor and the PSEL Standards
- Attend an orientation to internship and the Mentor Evaluation meeting at the onset of the semester
- Approve the internship plan as completed.
- Serve as a coach and mentor to the intern.
- Provide scheduled sessions for candidate feedback.
- Consult with the university supervisor as needed.
- Approve documentation created by the intern including the time and activity log.
- Support the intern through a variety of required experiences which are applicable to the role of contemporary school leaders, including exposure to technological applications as appropriate.
- Provide opportunities for collegial discussions.
- Complete the On-site Mentor Evaluation for Internship Candidates and Dispositions with the University Supervisor and provide feedback prior to the end of the internship.
- Provide feedback on clinical experiences and program requirements for continuous improvement.

The EAS Handbook outlines additional information for the candidate, mentor, and supervisor.

I acknowledge that I possess the required educational leadership and/or principal certification issues by the Mississippi Department of Education. By my signature, I agree to serve as mentor for the above named candidate; to assist the student in the selection of appropriate leadership/administrative activities; to help the student gain access to meetings of groups such as the school board, district administrators, district and school committees, and other appropriate bodies; to attend mentor training and feedback sessions; and to supervise field activities as delineated in the candidate’s project and activities throughout the program including internship. I also agree to evaluate the candidate’s performance for on-site and in-course projects, activities, and experiences; and to provide evaluative information to the university supervisor.

Signatures Required:

Mentor: _____ Date: _____

Candidate: _____ Date: _____

EAS Coordinator/Advisor: _____ Date: _____

Appendix G. Diversity Checklist for Clinical Experiences (Included in online form)

Clinical Hours Reporting

Please enter information that describes your clinical hours earned through field experiences, projects, and tasks.

1. Name *

2. Date of Experience *

Please input date (M/d/yyyy)

3. Number of Hours Spent *

4. Name of Experience *

Description 5. of Experience *

6. What leadership skill or strategy was used? *

Reflection - This should show how the experience relates to the standard and what you learned about leadership from completing this experience.

How will this help you when you become an administrator? *

7.

Elementary School

Middle School

High School

Other

8. School Level *

Students

Parents

Teachers

Administrators

Support Staff

The population included 9. in the experience

10. Number of African American Males

11. Number of African American Females

12. Number of Caucasian Males

13. Number of Caucasian Females
 - Number 14. of Hispanic Males
 15. Number of Hispanic Females
 16. Number of Native American Males
 17. Number of Native American Females
 18. Number of Asian Males
 19. Number of Asian Females
 - Number 20. of Unspecified Males
 21. Number of Unspecified Females
 22. Number of Gender Neutral Participants
 23. Number of Participants who qualify for free or reduced lunches
 24. Number of ELL Participants
 25. Number of Students with a disability who are documented with an IEP
behavior
SLD
Autistic
Language Impairment
Speech
Hard of Hearing
Intellectual Disability
Developmental Delayed
Blind/Low Vision
Significant Cognitive Impairment
Multiple Disabilities
None
- Which disabilities are represented in the participants? Check all that apply
26. Number of Intellectually 27. Gifted Participants
 28. Number in MTSS Tier 2 Academic

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

Microsoft Forms

Number 29. in MTSS Tier 2 Behavior

30. Number in MTSS Tier 3 Academic

31. Number in MTSS Tier 3 Behavior

Appendix H.

INTERNSHIP REQUEST FORM

Request From (Department/Division)

Teacher Education, Leadership and Research
--

 Faculty Member:

--

Faculty Member Signature/ Date: _____

Department / Division Chairperson Signature / Date: _____

Course Number:	Course Name:
EDL	Leadership Internship

Field Experiences. List the specific activities you want your candidates to do including objectives, a description of the activity and the evaluation procedures.

Objectives:	Completion of a hands on, field-based leadership experience at the district level with a minimum of 10-15 hours per week and a total of 225 hours per semester
-------------	--

Description of Activity:	Mentors are asked to supervise candidates for the following: assign and supervise day to day field-based experiences; verify hours reported as internship; submit a mid-term and a final evaluation; schedule conferences with the administrative candidate and serve as a mentor. The candidate will be required to keep logs of hours and experiences, which the mentor will be asked to verify.
--------------------------	--

Evaluation / Candidate Outcome(s):	Submission of a mid-term and final mentor evaluation form of the candidate by the district level supervising mentor.
------------------------------------	--

Attach any additional explanation(s) if needed.

Please note that the mentor administrator should hold a valid administrator's license, work in a school district level administrative position, and should not be related to the practicum student.

School District:	<input type="text"/>	Requested School(s):	Not applicable
------------------	----------------------	----------------------	----------------

Requested Mentor Administrator	Mentor Administrator's Position
<input type="text"/>	<input type="text"/>

Visits (check one):	<input type="checkbox"/> One-Time Visit	Date: _____
	<input type="checkbox"/> On-Going Visits	Dates: _____

Internship Candidates make initial contact with the district and mentor.

Number of DSU candidates:

Names of DSU Candidates or attach roster with names highlighted: See Attached or List Below:

Candidate Name(s):	900 Number(s):

To add additional blanks for more than 5 students: Hit "tab" button while cursor is in last box under 900 numbers column.

Director, Field Experiences Signature / Date:	<input type="text"/>
---	----------------------

School District Representative Signature / Date:	<input type="text"/>
--	----------------------

School District Representative Please print/type name and position:	<input type="text"/>
---	----------------------

Please check one:

<input type="checkbox"/> Request Granted	<input type="checkbox"/> Request Denied
--	---

After signing, please return to Internship Student who will submit to the instructor of the course.
Additional Comments:

Appendix I.

Clinical Experiences Request Form
Delta State University
College of Education and Human Sciences
Office of Clinical Experiences, Licensure, and Accountability
Box 3121 DSU Cleveland, MS 38733
Phone: 662.846.4405 Fax: 662.846.4402

Request From
(Department/Division)

Faculty
Member:

Faculty Member
Signature/ Date:

Department / Division
Chairperson Signature / Date:

Course Number:	Course Name:

Field Experiences. List the specific activities you want your students to do including objectives, a description of the activity and the evaluation procedures.

Objectives:	

Description of Activity:	

Evaluation / Student Outcome(s):	

Attach any additional explanation(s) if needed.

School District: Requested School(s):

Requested Teacher	Grade Levels	Subject Area(s):
<input type="text"/>	<input type="text"/>	<input type="text"/>

Visits (check one): One-Time Visit | Date: _____
 On-Going Visits | Dates: _____

Faculty member has spoken with the principal(s) about this experience:

Number of DSU candidates:

Names of DSU Candidates or attach roster with names highlighted: See Attached or List Below:

Student Name(s):	900 Number(s):
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

To add additional blanks for more than 5 students: Hit "tab" button while cursor is in last box under 900 numbers column.

Director, Clinical Experiences Signature / Date:

School District Representative Signature / Date:

Please check one:

<input type="checkbox"/>	Request Granted
--------------------------	--------------------

<input type="checkbox"/>	Request Denied
--------------------------	----------------

After signing, please return to the Office of Clinical Experiences, Licensure, and Accountability by fax or mail.

Additional Comments:

Appendix J.

Reporting Form Template for Field Experience Hours (included in online form)

EDL 601/701, 602/702, 603/703, 620/720, 624/724, 628/728, 656

* Required

Clinical Hours Reporting

Please enter information that describes your clinical hours earned through field experiences, projects, and tasks.

1. Name *

2. Date of Experience *

Please input date (M/d/yyyy)

3. Number of Hours Spent *

4. Name of Experience *

Description 5. of Experience *

6. What leadership skill or strategy was used? *

Reflection - This should show how the experience relates to the standard and what you learned about leadership from completing this experience.

How will this help you when you become an administrator? *

7.

Elementary School

Middle School

High School

Other

8. School Level *

Students

Parents

Teachers

Administrators

Support Staff

The population included 9. in the experience

10. Number of African American Males

11. Number of African American Females

12. Number of Caucasian Males

13. Number of Caucasian Females

Number 14. of Hispanic Males

15. Number of Hispanic Females
16. Number of Native American Males
17. Number of Native American Females
18. Number of Asian Males
19. Number of Asian Females
- Number 20. of Unspecified Males
21. Number of Unspecified Females
22. Number of Gender Neutral Participants
23. Number of Participants who qualify for free or reduced lunches
24. Number of ELL Participants
25. Number of Students with a disability who are documented with an IEP

behavior

SLD

Autistic

Language Impairment

Speech

Hard of Hearing

Intellectual Disability

Developmental Delayed

Blind/Low Vision

Significant Cognitive Impairment

Multiple Disabilities

None

Which disabilities are represented in the participants? Check all that apply

26.

Number of Intellectually 27. Gifted Participants

28. Number in MTSS Tier 2 Academic

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

Microsoft Forms

Number 29. in MTSS Tier 2 Behavior

30. Number in MTSS Tier 3 Academic

31. Number in MTSS Tier 3 Behavior

Appendix K. Reporting Form Template for Internship Hours
EDL 656

DSU Student Name:

Date Completed:

School:

Mentor Name:

Mentor Position:

Mentor Signature:

Field Experience Title:

Field Experience Description:

Date(s) and Time Log of Experience:

Total Time on Experience:

PSEL Standard and Element (Type out the full standard and Element references)

Reflection: (This should show how the experience relates to the standard and what you learned about leadership from completing this experience. How will this help you when you become and administrator?)

Artifacts: Attached

One artifact is required per Reporting Form. An artifact consists of any item (i.e. handout, photograph, agenda, work product, notes, etc.) that documents the field experience occurred.

Appendix L.

DESCRIPTION TERM: **Mississippi Educator Code of Ethics and Standards of Conduct**

ADOPTION DATE: April 17, 1998

CODE: 1717

DESCRIPTION TERM: **Mississippi Educator Code of Ethics and Standards of Conduct**

ADOPTION DATE: April 17, 1998

CODE: 1717

REVISION: January 20, 2011

Mississippi Educator Code of Ethics and Standards of Conduct

Each educator, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the

following code of ethics which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators.

Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues.

Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues.

Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Superintendents shall report to the Mississippi Department of Education license holders who engage in unethical conduct relating to an educator/student relationship (Standard 4).

Delta State University Educational Leadership Professional Dispositions

What are dispositions?

Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator's own professional growth (National Council for the Accreditation of Teacher Education). It is expected that each candidate in the educational leadership program will exhibit these dispositions in their professional practice.

The dispositions assessed in this instrument align with state standards (MS Code of Ethics, Standards of Conduct), national program standards (NELP), and association standards (PSEL). All teacher candidates will be reviewed for dispositional growth and development throughout their education coursework.

Candidates complete a self-assessment of disposition in EDL 601/701 Foundations of Instructional Leadership. The mentor and university supervisor meet at the end of the internship and complete the assessment of dispositions.

Success Indicator: Items rated at the “Meets Standard” level represent successful leadership by the candidate. Anything below that can be seen as an area in need of improvement.

DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS

Standards	Criterion	Unacceptable 1	Needs Improvement 2	Meets Standard 3	Exceeds Standard 4
Confidentiality PSEL 2-b NELP 2.1 MS Code of Ethics Standard 9	The candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure	The candidate reveals confidential information concerning students and/or colleagues.	The candidate unknowingly reveals confidential information concerning students and/or colleagues.	The candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure.	The candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure AND completes professional development, training, or outreach on the issue of confidentiality
Professional Conduct PSEL 2-a NELP 2.1 MS Code of Ethics Standard 5	The candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, students, and parents.	The candidate continues to demonstrate unethical conduct with colleague(s). {This could include, but is not limited to harassment of colleagues, misuse or mismanagement of tests or test materials, inappropriate language on school grounds or school activity, physical altercations, and failure to provide appropriate supervision and disciplinary actions of students.}	The candidate lacks maturity and/or sound judgment that results in occasional, unprofessional interactions with colleagues.	The candidate demonstrates maturity and sound judgment through professional interactions with students and/or colleagues.	The candidate demonstrates maturity and sound judgment through professional interactions with students and/or colleagues AND works to build consensus in the workplace.
Legal Behavior PSEL 9-h NELP 6.3 MS Code of Ethics Standard 3	The candidate follows all federal, state, local, local school board, university, and P-12 school policies, laws and statutes including but not limited to policies for alcohol, drug, tobacco, public funds/property, remunerative conduct, and social media use.	The candidate violates federal, state, local, local school board, university, or P-12 school policies, laws or statutes.	The candidate exhibits a lack of understanding of federal, state, local, local school board, university, or P-12 school policies, laws and statutes including but not limited to policies for alcohol, drug, tobacco, use of public funds/ property, proper remunerative conduct, or appropriate social media use.	The candidate follows federal, state, local, local school board, university, and P-12 school policies, laws and statutes including but not limited to policies for alcohol, drug, tobacco, use of public funds/ property, proper remunerative conduct, and appropriate social media use.	The candidate follows federal, state, local, local school board, university, and P-12 school policies, laws and statutes including but not limited to policies for alcohol, drug, tobacco, use of public funds/ property, proper remunerative conduct, and appropriate social media use AND uses teachable moments or planned instruction to reinforce school policy.

DOMAIN II. CHARACTER DISPOSITIONS

Standards	Criterion	Unacceptable 1	Needs Improvement 2	Meets Standard 3	Exceeds Standard 4
Professional Norms PSEL 2-b NELP 2.1 MS Code of Ethics Standard 2	The candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program.	The candidate does not exemplify honesty, diplomacy, tact and integrity with all stakeholders during his/her time in the program and/or knowingly engages in deceptive practices regarding official policies and procedures.	The candidate demonstrates, on an inconsistent basis, honesty, diplomacy, tact, and integrity with all stakeholders during his/her time in the program.	The candidate exemplifies honesty, diplomacy, tact, and integrity with all stakeholders during his/her time in the program.	The candidate exemplifies honesty, diplomacy, tact, and integrity with all stakeholders during his/her time in the program AND encourages others to also act with honesty and integrity.
Actionable Feedback PSEL 6-e NELP 7.4 MS Code of Ethics Standard 1	The candidate accepts constructive feedback in a positive manner.	The candidate is non-receptive to and/or rejects constructive feedback.	The candidate listens to constructive feedback but responds in a manner inconsistent with provided guidance and suggestions for improvement.	The candidate responds to constructive feedback in a positive manner.	The candidate responds to constructive feedback in a positive manner AND takes steps to address and identify areas of identified weakness to promote personal professional growth (i.e. professional development, coursework).
Diversity PSEL 8-f NELP 5.2 MS Code of Ethics Standard 4	The candidate demonstrates the capacity to collaboratively engage and cultivate relationships with diverse stakeholders.	The candidate fails to collaboratively engage and cultivate relationships with diverse stakeholders in an unbiased, non-disparaging manner.	The candidate exhibits unconscious bias while collaboratively engaging and cultivating relationships with diverse stakeholders AND/OR needlessly exposes stakeholders to unnecessary embarrassment or disparagement.	The candidate provides a collaborative environment that engages and cultivates relationships with diverse stakeholders AND does not needlessly expose stakeholders to unnecessary embarrassment or disparagement.	The candidate provides a collaborative environment that engages and cultivates relationships with diverse stakeholders AND does not needlessly expose stakeholders to unnecessary embarrassment or disparagement. AND promotes education and inclusivity.

DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS

Standards	Criterion	Unacceptable 1	Needs Improvement 2	Meets Standard 3	Exceeds Standard 4
Equitable Access PSEL 6-c NELP 3.2 MS Code of Ethics Standard 2	The candidate advocates for fair and equitable opportunities for all stakeholders in a non-discriminatory manner.	The candidate shows bias against certain stakeholders or groups of stakeholders based on race, gender, national origin, religion, or disability.	The candidate plans one-size-fits all opportunities and makes little or no attempt to learn about the stakeholders' interests and needs.	The candidate advocates for fair and equitable opportunities for all stakeholders in a non-discriminatory manner.	The candidate advocates for fair and equitable opportunities for all stakeholders in a non-discriminatory manner AND nurtures the intellectual, physical, emotional, social, and/or civic potential of all stakeholders.
Building Ethical Relationships PSEL 2-a NELP 2.3 MS Code of Ethics Standard 4	The candidate maintains an ethical, professional relationship with stakeholders, including educator/student interactions.	The candidate fails to fulfill the role of mentor and advocate, fails to maintain an ethical professional relationship in their interactions with all stakeholders OR fails to express concern, empathy, or encouragement to all	The candidate is inconsistent in fulfilling the role of mentor and advocate regarding the maintaining of an ethical professional relationship in their interactions with all stakeholders AND/OR regarding the expressing of	The candidate fulfills the role of mentor and advocate regarding the maintaining of an ethical professional relationship in their interactions with all stakeholders AND regarding the expressing of concern, empathy,	The candidate fulfills the role of mentor and advocate regarding the maintaining of an ethical professional relationship in their interactions with all stakeholders AND regarding the expressing of concern, empathy,

		students and other stakeholders.	concern, empathy, and encouragement to all students.	and encouragement to all students.	and encouragement to all students. AND provides opportunities for others to do the same.
Positive Impact on Learning PSEL 4-a NELP 4.4 MS Code of Ethics Standard 1	The candidate demonstrates capacity to foster and develop a collaborative culture conducive to promoting high-quality student learning.	The candidate fails to demonstrate value of working collaboratively to foster and develop a collaborative culture conducive to promoting high-quality student learning.	The candidate demonstrates a developing capacity to foster and develop a collaborative culture conducive to promoting high-quality student learning.	The candidate demonstrates the capacity to foster and develop a collaborative culture conducive to promoting high-quality student learning.	The candidate demonstrates the capacity to foster and develop a collaborative culture conducive to promoting high-quality student learning AND collaboratively develops presentations and training to impact high-quality student learning.

**STATEMENT OF ACKNOWLEDGEMENT -
MISSISSIPPI EDUCATOR CODE OF ETHICS AND STANDARDS OF CONDUCT
DISPOSITIONS RATING SCALE
ADMINISTRATION AND SUPERVISION CANDIDATE HANDBOOK**

I have read and been given adequate instruction concerning the Mississippi Educator Code of Ethics and Standards of Conduct, Delta State University College and Education and Human Sciences Dispositions Rating Scale, and the Delta State University College of Education and Human Sciences Educational Administration and Supervision Handbook.

I agree to abide by the Code of Ethics and Standards of Conduct, the Dispositions Rating Scale, and the guidelines, policies, and procedures in the Administration and Supervision Candidate Handbook throughout my program. I understand that any violation pertaining to the standards, policies, or procedures in any of the aforementioned documents may result in my dismissal from the program at Delta State University.

Administration and Supervision Candidate Signature _____

Printed Name _____

Date _____

Appendix M. ASSESSMENT FOUR: MENTOR EVALUATION PART A

Required Field Experiences/Projects

Directions for the MENTOR: At the end of the internship, you will complete an evaluation of the candidate's competence in the NELP components described below. The DSU instructor will assign the work to the candidate and partner with you to ensure that the candidate's work is evaluated appropriately. Please familiarize yourself with the Mentor Evaluation tool at the beginning of the internship. You will see a list of criteria and performance level descriptors that you will use to rate the candidate's performance.

NELP 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult. (Criterion L)

NELP 2.1 Task: Using the log of field experiences and clinical correlations, the candidate reflects on, communicates, cultivates, and models professional dispositions that support educational success and the well-being of learners and adults. (225 hours – 30 must be at the elementary level, 30 at the middle school level, and 30 at the high school level.

NELP 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. (Criterion J)

NELP 3.1 Task: Using the school's data, the candidate evaluates these data and then uses inferences from the data to write a plan to cultivate a more supportive and inclusive school culture. The candidate must complete this task at a middle school.

NELP 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems. (Criterion E)

NELP 4.2 Task: The candidate gathers appropriate data on instructional practices and then evaluates them to identify improvements and refinements needed. The candidate crafts a written plan articulating the data used to identify program improvements and three implementation strategies necessary for improving teaching and learning. The candidate use yje data from a high school.

NELP 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. (Criterion C)

NELP 4.3 Task: Using three assessments and data from the schools, the candidate develops a written plan for evaluating the cultural responsiveness and accessibility of each assessment and then identifies necessary improvements to each assessment and how the identified improvements can be implemented. Candidate must use an assessment from each of the following: the elementary level, middle school level, and high school level.

NELP 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. (Criterion G)

NELP 4.4 Task: Using data from the school, the candidate writes a plan in which s/he articulates the steps necessary to evaluate the school’s math curriculum at an assigned grade level. The candidate may use his home school.

NELP 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. (Criterion K)

NELP 5.1 Task: Candidate designs a school- wide literacy or science event for engaging families in supporting student learning. The candidate may use his home school.

NELP 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. (Criterion B)

NELP 5.2 Task: Candidate drafts a community engagement plan for the school that includes various strategies for reaching out and maintaining contact with a variety of community members. The candidate must complete this task at an elementary school.

NELP 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community. (Criterion H)

NELP 5.3 Task: Candidate identifies a need of the school and drafts a communication plan that includes multiple forms of communication (e.g., oral, written, and digital) strategies for reaching a variety of stakeholder communities to assist in meeting the need. The candidate must complete this at a high school.

NELP 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school. (Criterion A)

NELP 6.1 Task: Candidate uses the Mississippi Department of Education’s Safe School Safety audit tool to audit the school and writes a plan to improve areas noted through the audit. The candidate may use his home school.

NELP 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. (Criterion F)

NELP 6.2 Task: Candidate monitors use of a selected school resource to identify areas where the resource can be more effectively allocated as well as where additional resources are needed. Candidate writes a summary of findings. The candidate completes this for his home school.

NELP 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. (Criterion I)

NELP 6.3 Task: Candidate develops a research-informed training event for school staff that fosters staff understanding and ability to effectively communicate and implement FERPA. This task may be completed and used at any school level.

NELP 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. (Criterion D)

NELP 7.3 Task: Candidate engages the school staff in professional training that defines and promotes cultural responsiveness in the classroom and in communications to parents and families. This task should be completed for the home school.

NELP 8.1: Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills. (Criterion Overall)



**Division of Teacher Education, Leadership, &
Research College of Education & Human Sciences**

**Internship Final Evaluation by Supervising School Administrator
ASSESSMENT FOUR Part B**

Candidate's Name: _____

Course & Semester: _____

Date: __

Please complete this assessment of the candidate's performance during the school internship. Using the performance level descriptors, rate the candidate in each of the identified areas. Refer to Part One of the assessment for details of the matching assignments.

	0	1	2	3
	Does not Meet Expectations	Approaching expectations	Meets expectations	Exceeds expectations
A. Demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level	Does not demonstrate the capacity to use the audit tool to evaluate	Used the Safety audit tool to evaluate the safety of the school campus	Used the Safety audit tool to evaluate the safety of the	Used the Safety audit tool to evaluate the safety of the

<p>governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school. (NELP 6.1, CAEP A1.1.3, A1.1.6)</p>	<p>the school’s safety.</p>	<p>but did not write a plan to improve areas noted in the audit.</p>	<p>school campus and wrote a plan to improve areas noted in the audit.</p>	<p>school campus, developed a plan to improve areas noted in the audit and noted methods for a continuous improvement process.</p>
<p>B. Demonstrates the leadership skills necessary to work collaboratively with members of the school community to implement high standards of learning for all students. (NELP 5.2, CAEP A1.1.4, A1.1.6)</p>	<p>Did not draft a plan for community engagement</p>	<p>Drafted a plan for engagement but only included one stakeholder</p>	<p>Drafted a community engagement plan for the school that includes various strategies for reaching out and maintaining contact with three groups of community members.</p>	<p>a community engagement plan for the school that includes various strategies for reaching out and maintaining contact with a four or more groups of community members</p>
<p>C. Demonstrates the leadership skills necessary to guide instruction and oversee the implementation of a culturally responsive curriculum. (NELP 4.3, CAEP A1.1.2, A1.1.6)</p>	<p>Did not write a plan</p>	<p>Wrote a plan but did not include evaluation of culturally responsiveness or needed improvements</p>	<p>Developed a written plan for evaluating the cultural responsiveness and accessibility of the assessment and then identified necessary improvements to the assessment and how the identified improvements can be implemented.</p>	<p>Developed a written plan for evaluating the cultural responsiveness and accessibility of the assessment and then identified necessary improvements to the assessment and how the identified improvements can be implemented and created a</p>

				timeline of implementation
D. Demonstrates the leadership skills necessary to provide for staffing and professional development to meet student learning needs (NELP 7.3, CAEP A1.1.2, A1.1.3, A1.1.5)	Did not develop a professional training	Created a professional training but did not address cultural responsiveness in the classroom or in communications with parents and families	Engaged the school staff in professional training that defined and promoted cultural responsiveness in the classroom and in communications to parents and families.	Engaged the school staff in professional training that defined and promoted cultural responsiveness in the classroom and in communications to parents and families. Included an activity for staff to develop an assignment or communication.
E. Demonstrates skills in creating a supportive learning environment that engenders positive effects on student Learning (NELP 4.2, CAEP A1.1.2, A1.1.3, A1.1.4)	Did not create a plan.	Gathered data that did not allow evaluation of instructional practices or did not identify improvements and three implementation strategies	Gathered appropriate data on instructional practices and then evaluated them to identify improvements and refinements needed. The candidate crafted a written plan articulating the data used to identify program improvements and three implementation strategies necessary for improving teaching and learning.	Gathered appropriate data on instructional practices and then evaluated them to identify improvements and refinements needed. The candidate crafted a written plan articulating the data used to identify program improvements and more than three implementation strategies necessary for

				improving teaching and learning.
F. Demonstrates the leadership skills necessary to coordinate services that support student development and achievement (NELP 6.2, CAEP A1.1.3, A1.1.5)	Did not identify and monitor a school resource	Monitored a school resource did not determine how the resource could be used more effectively	Monitored use of a selected school resource to identify areas where the resource can be more effectively allocated as well as where additional resources are needed. Candidate wrote a summary of findings.	Monitored use of two or more school resources to identify areas where the resources can be more effectively allocated as well as where additional resources are needed. Candidate wrote a summary of findings.
G. Demonstrates the leadership skills necessary to use assessment and evaluation information about students, staff and the community when making decisions (NELP 4.4, CAEP A1.1.1, A1.1.3)	Did not write a plan	Did not use data or did not articulate the steps necessary	Using data from the school, the candidate wrote a plan in which s/he articulated the steps necessary to evaluate the school's math curriculum at an assigned grade level.	Using data from the school, the candidate wrote a plan in which s/he articulated the steps necessary to evaluate the school's math curriculum at an assigned grade level. In addition, the candidate added a timeline for the completion of the evaluation and/or next steps.

	0	1	2	3
	Does not meet expectations	Approaching expectations	Meets expectations	Exceeds expectations
H. Demonstrates the leadership skills necessary to communicate with diverse groups and individuals with clarity and sensitivity (NELP 5.3, CAEP A1.1.2, A1.1.4)	Did not identify the need or did not write a plan.	Identified the need but did not draft a communication plan with multiple forms of communication.	Identified a need of the school and drafted a communication plan that included multiple forms of communication (e.g., oral, written, and digital) strategies for reaching a variety of stakeholder communities to assist in meeting the need	Identified a need of the school and drafted a communication plan that included multiple forms of communication (e.g., oral, written, and digital) strategies for reaching a variety of stakeholder communities to assist in meeting the need and created a timeline for implementation.
I. Demonstrates the leadership skills necessary to act in accordance with established laws, policies, procedures and good business practices (NELP 6.3, CAEP A1.1.2, A1.1.6)	Did not develop a training event	Candidate developed an event but did not have enough information for the staff to understand and communicate FERPA.	Candidate developed a research-informed training event for school staff that fosters staff understanding and ability to effectively communicate and implement FERPA.	Candidate developed a research-informed training event for school staff that fosters staff understanding and ability to effectively communicate and implement FERPA. Included scenarios in

				the training for staff to role play.
J. Demonstrates the leadership skills necessary to understand the influence of social, cultural, political, and economic forces on the educational environment (NELP 3.1, CAEP A1.1.2, A1.1.5, A1.1.6)	Did not write a plan.	Candidate did not use data that indicated the presence of a supportive and inclusive school culture to write a plan.	Using the school's data, the candidate evaluated the data and then used inferences from the data to write a plan with three strategies to cultivate a more supportive and inclusive school culture.	Using the school's data, the candidate evaluated the data and then used inferences from the data to write a plan with four or more strategies to cultivate a more supportive and inclusive school culture.
K. Demonstrates the leadership skills necessary to facilitate participation of parents and families as partners in the education of children (NELP 5.1, CAEP A1.1.4)	Did not write a plan	Candidate's design did not engage families in a school wide event that supported student learning.	Candidate designs a school- wide literacy or science event for engaging families in supporting student learning.	Candidate designs a school- wide literacy or science event for engaging families in supporting student learning that includes an evaluation method for the success of the plan.
L. Demonstrates the ability to act with integrity, fairness, and in an ethical manner (NELP 2.1, CAEP A1.1.6)	Candidate did not reflect professional dispositions	Candidate used the log of experiences or clinical correlations to reflect on, communicate, cultivate, and model	Candidate used both the log of his field experiences and the clinical correlations to reflect on,	Candidate used both the log of field experiences and the clinical correlations to reflect on

		professional dispositions	communicate, cultivate, and model professional dispositions that support educational success and the well-being of learners and adults.	his own dispositions as well as the professional dispositions of others and communicate, cultivate, and model professional dispositions that support educational success and the well-being of learners and adults.
Overall: Demonstrates the knowledge and skills necessary to provide leadership to an educational organization (NELP 8.1, CAEP A1.1.1, A1.1.2, A1.1.6)	Candidate did not engage in appropriate clinical and field experiences.	Candidate engaged in less than 225 hours of authentic school-based leadership work that required them to synthesize and apply the knowledge and skills of a school leader.	Candidate engaged in 225 hours of authentic school-based leadership work that required them to synthesize and apply the knowledge and skills of a school leader.	Candidate engaged in more than 225 hours of authentic school-based leadership work that required them to synthesize and apply the knowledge and skills of a school leader.

General Comments regarding this Administrator Candidate's projects and performance:

Observations regarding this candidate's ability to work with and lead students and teachers to greater levels of achievement:

Recommendations regarding this candidate's future leadership development activities:

Signature of Mentor: _____ Date: _____