

High Point University Stout School of Education



Ed.D. Program in Educational Leadership

EDU 7300/7400 Internship Guidebook
2018-2019

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Welcome

Welcome to the Ed.D. Program in Educational Leadership Internship at High Point University! We are excited to be working with educational leadership (Ed.D.) interns and Internship Coaches during this dynamic time when university and school district leadership partnerships are impacting leadership preparation. With a variety of constantly changing expectations and challenges, successful schools in the 21st century require strong organizational leadership at all levels, including district leadership, teacher leadership, and principal leadership. It is our privilege to support both doctoral interns on their leadership journey and the Internship Coach, who has agreed to partner with High Point University (HPU). The internship experiences will provide doctoral interns with opportunities to demonstrate strategic leadership skills, behaviors, and dispositions through both active and reflective practices that are major requirements of EDU 7300 of the Ed.D. Program of Educational Leadership. The candidate's internship experiences will provide Internship Coaches and University Doctoral Committee (UDC) Chairs opportunities to coach the candidate engaged in leadership work.

This Guidebook is a document that helps explain the basic purposes and expectations of the internship experiences and the doctoral-level course, EDU 7300 and EDU 7400 at High Point University. While not exhaustive in addressing all of the issues that may come up during internship experiences, it is grounded in requirements of the internship that fulfill university requirements for the Ed.D. Degree and also fulfill some of the requirements for the North Carolina Superintendent's License. We hope clarity and resources provided in this Guidebook will enhance the quality and rigor of internship experiences.

Please feel free to contact us if we can be of service in any way during the internship experience. We wish you much success and many wonderful learning opportunities.

2018 – 2019
Approved Graduate Faculty

Faculty	Department	Email
Dr. Mariann Tillery <i>Dean Professor of Education</i>	Stout School of Education	mtillery@highpoint.edu
Dr. Thomas Albritton <i>Associate Dean Associate Professor of Education</i>	Stout School of Education	talbritt@highpoint.edu
Dr. Tawannah Allen <i>Associate Professor of Education</i>	Leadership Studies	tallen@highpoint.edu
Dr. Steve Bingham <i>Professor of Education</i>	Leadership Studies	cbingham@highpoint.edu
Dr. Allison Blosser <i>Assistant Professor of Education</i>	Leadership Studies	ablosser@highpoint.edu
Dr. Leslie Cavendish <i>Department Chair Associate Professor of Education</i>	Elementary & Middle Grades Education	lcavendi@highpoint.edu
Dr. Shirley Disseler <i>Associate Professor of Education</i>	Elementary & Middle Grades Education	sdissele@highpoint.edu
Dr. Dustin Johnson <i>Department Chair Associate Professor of Education</i>	Leadership Studies	djohnson@highpoint.edu
Dr. Heidi Summey <i>Assistant Professor of Education</i>	Specialized Curriculum	hsummey@highpoint.edu
Dr. Sarah Vess <i>Department Chair Associate Professor of Education</i>	Specialized Curriculum	svess@highpoint.edu
Dr. Barbara Zwadyk <i>Associate Professor</i>	Leadership Studies	bzwadyk@highpoint.edu

Introduction to the Ed.D. Internship

The Dissertation Chair's role is to supervise the doctoral candidate's entire dissertation, whether for the traditional dissertation or the dissertation in professional practice, which we refer to as the DiPP. Because the candidate will be developing and implementing a strategic plan designed to solve an educational problem or opportunity of practice during the internship experience, we ask that the Internship Coach and the University Doctoral Committee (UDC) Chair work in concert to guide the doctoral candidate in his/her work in completing the requirements of the strategic plan.

General Information

Ed.D. interns typically enroll in the Ed.D. Internship course (EDU 7300) during the third year of Ed.D. study in spring semester. The course is primarily designed to begin work on design and implementation of a strategic plan to solve a high leverage problem of practice in the educational organization that employs the candidate. During the internship course, 150 clock hours of internship activities are required to earn a grade for each of the three- hour university credit internship courses.

Purpose of the Internship

The purpose of the internship is to afford interns in the Ed.D. Program an opportunity to practice many of the theoretical skills in leadership and communication that have been core in the Program curriculum. The internship course provides opportunities to develop one's leadership capacity by leading and working with teams. This effort will be grounded in strong research and aligned to EE4.

Description of EDU 7300: Practices in Executive Internship

This initial internship experience is designed to provide the candidate with opportunities to work with others to apply and practice the skills needed for effective leadership.

For doctoral students completing a DiPP, these efforts will be grounded in strong research and focus on activities designed to solve an important district problem of practice. The internship will be used to begin work on the implementation of the (DiPP), which will include leading the strategic planning committee in the work of producing a plan to address the problem/issue identified in the briefing paper.

With the traditional dissertation, doctoral students are required to work with a group of educators. While the ongoing work with a team can take on various forms, the team may have various focus areas. For example, the team may include but is not limited to the following:

- A strategic planning team
- A data team
- A district-level team
- A school-level team
- A community-level team
- A research team

The team would be clearly linked to each doctoral student's dissertation topic, course of study, and would require approval of the UDC chairperson and the Internship Coordinator. The doctoral student would be responsible for creating a proposal for the team they want to use, a rationale for the team, and an anticipated timeframe. In addition, the doctoral student is responsible for assembling the team, guiding the team, and reporting to the UDC chairperson and the Internship Coordinator.

While the doctoral student, UDC chairperson, and Internship Coordinator will always collaborate and communicate with one another, the Internship Coordinator will observe and complete all evaluations.

Description of EDU 7400: Practices in Executive Leadership II: Coaching for Leaders

This second internship develops the necessary understanding and skill set that varied educators need in order to build leadership capacity in others through the structure of coaching. There are multiple approaches to coaching, which will be studied in addition to the NewHigh Framework. Through critical reflection, students will become more self-aware during this journey of learning, an attribute critical to strong coaching. Students will focus on coaching either teachers or executive leaders, depending on their specific experience level. The course consists of face-to-face sessions coupled with synchronous and asynchronous on-line work, as well as fieldwork experience. Students who score at the proficient level on their portfolio of coaching experience will receive a coaching certification.

The instructor for the class will observe and complete all evaluations for this internship.

Eligibility for Internship

Interns must be in good academic standing (not on academic probation) in order to be eligible to enroll in **EDU 7300: Practices in Executive Internship** and **EDU 7400: Practices in Executive Leadership II: Coaching for Leaders**. If a candidate is placed on academic probation during the semester or session prior to when the internship has been planned, he/she may be asked to delay the start of the internship.

Roles and Responsibilities

Overview of Individuals with Major Roles in the Candidate's Internship Courses

1. **Ed.D. Intern:** The High Point University doctoral intern has successfully passed through three gateways of the Ed.D. Program. He or she should conduct him/herself as a professional representative of the university as well as the educational organization (school district) where the internship work will take place. The intern is expected to establish professional relationships and lead with integrity and authenticity.
2. **District Level (or Organizational) Internship Coach:** This person is the on-site individual who has accepted the responsibility of supervising the internship. The IC will be required to administer and assess the candidate's performance required in Key Evidence #4 and internship activities as described below in the Guidebook. The IC will also coach the intern and provide formative feedback on progress. The IC shall communicate with the Ed.D. Internship Coordinator concerning progress (or lack thereof) of the candidate's work related to the DiPP.
3. **Ed.D. Internship Coordinator (IC):** The Ed.D. Internship Coordinator at High Point University is the first

point of contact and troubleshooter for any problems associated with the intern's performance or progress towards meeting course requirements. This person is also the contact for grade submission for the courses EDU 7300.

4. **University Doctoral Committee (UDC) Chair:** The UDC Chair should guide, coordinate, and recommend requirements for completing and implementing the strategic plan, which is required to be completed during enrollment in the internship courses.
5. **Strategic Planning Team (SPT):** This team, comprised of district (or organizational) personnel, is the team that the intern will select, recruit, and lead as part of the requirements of the internship. The IS will assist the intern in forming and norming the role of the SPT in the educational organization.
6. **Traditional Dissertation Team (TDT):** The team may include but is not limited to the following: a strategic planning team, a data team, a district-level team, a school-level team, a community-level team, or a research team. The team will be aligned to the candidate's dissertation topic and plan of work.

Role of the Intern

First of all, in most cases, the intern is likely to be an employee of the district (or organization) where the internship will take place. In cases where the intern is not formally employed in the site where the internship will take place (district or organization), the intern should expect to abide by and follow the organization's Code of Ethics, become familiar with board policy, district (or organizational) procedures, and maintain a code of dress and conduct that is in keeping with professional responsibilities. In all internship cases, interns are held to high standards of professional conduct and confidentiality. The intern has most likely studied the district's policy manual, but it is essential and critical that interns follow Board policies.

Secondly, one of the major strands in the Ed.D. Program of Educational Leadership is *Building Collaborative Relationships*. While engaged in internship activities, the intern is responsible for and accountable for interacting appropriately with individuals and groups who serve in various roles in the (district) educational organization. The intern should be familiar with the organization's culture and act responsibly as a leader and follower. The intern recognizes his or her role as the "coached one," but s/he also has to take initiative and "own" the internship experience. Whether an employee or not, the intern should follow the same rules, policies, and procedures as personnel in the district (organization) and establish a professional working relationship with his or her Internship Coach. If the Internship Coach delegates responsibility to another individual in the organization, the intern shall respect and interact with that individual in a professional manner. Time logs and logs of activities (see Internship Log format in Appendices) must be kept with integrity and in accordance with the quality expected of a professional educator.

Thirdly, very early in the internship, the intern should plan to sit down face-to-face with the UDC and Internship Coach and Internship Coordinator to establish goals, expectations, and outcomes of the internship. ALL INTERNS, regardless of completing a DiPP or a traditional dissertation, will be required to be engaged in major activities as identified in KEY EVIDENCES #4, as identified in needs-based, "superintendent leadership" activities. The intern must discuss the role of "confidentiality" in internship relationships with the Internship Coach. It is critical that a method of communication is established, and it is also critical that the intern is aware of specific activities and artifacts required during the internship.

Role of the District Level (or Organizational) Internship Coach

The Internship Coach (IC) will be an educational leader (superintendent or designee) in the intern's district (or organizational) setting who will assist in establishing goals, expectations, and outcomes of the internship and monitor progress of the candidate while s/he is enrolled in EDU 7300. The Internship Coach will be a fully licensed, practicing educational leader who will serve as the primary contact for the candidate throughout the internship.

The IC will assist the candidate in identification of members for the Strategic Planning Team, aid in facilitating the members' commitment to the strategic plan, and provide support and guidance for the candidate's work as it relates to the problem of practice and development of the strategic plan.

Additionally, the IC will support and monitor the internship hours of activities that the candidate will complete as described in this Guidebook. The intern must organize, provide critical reflection on, and document leadership work for all activities using the Internship Log and Journal template provided in the appendices; the IC will review journal entries and log, acknowledging acceptance of work with his/her signature. Failure to meet the established deadlines for submission is cause for a student to receive No Credit.

A mutually-agreed upon schedule that will allow for on-going communication, coaching, and accountability should be determined. In addition to face-to-face conferences, ICs may choose to interact virtually with the intern on a regular basis. The supervisor will confer with the intern regarding the individual's growth as an educational leader. The supervisor and the UDC Chair must confer in a timely manner regarding any serious deficiency in the intern's performance.

The IC will receive a stipend of \$300 for the work as internship coach.

Role of the Ed.D. Internship Coordinator

The Ed.D. Internship Coordinator serves in the role of chief advocate and leadership coach for the intern. The Coordinator is also the person whom the Internship Coach should directly contact about accomplishments or problems, as needed. The Coordinator can respond to questions and troubleshoot issues and situations that are bound to arise during the course of 150 hours of fieldwork. The Internship Coordinator will serve as the evaluator for those pursuing a traditional dissertation.

Role of the UDC Chair

The intern is concurrently working on his or her Dissertation in Professional Practice (DiPP), while enrolled in EDU 7300. Therefore, the University Doctoral Committee (UDC) Chair acts as the intern's major advisor and leadership coach. The UDC Chair may check on progress of the intern and meet regularly with the intern while he or she is working during the internship. The UDC Chair will communicate with UDC members periodically to report progress and needs of the Ed.D. intern. It is expected that the UDC Chair, the intern, the Internship Coach, and Internship Coordinator will communicate regularly concerning the intern's progress.

Role of the Strategic Planning Team

While enrolled in EDU 7300, the candidate will formally form his/her field-based strategic planning team (SPT). The candidate will invite key persons from the designated district (or relevant educational organization) to serve as members of the SPT, whose major objective is to develop a strategic plan designed to ameliorate the problem of practice. Qualifications for onsite SPT membership include the person's knowledge and interest in the problem of practice, the person's skill in school/district planning, and the person's professional desire to assist in strategic leadership of the organization.

With the Internship Coach, the candidate will assemble the SPT to include the superintendent, or his/her designee, and a minimum of three other credentialed district (or educational organization) school leaders, whose background and expertise match the problem area or "need" selected by the candidate. The candidate will work with the SPT during EDU 7300 to design and write the strategic plan to solve a problem of practice and to engage in effective practices of district level collaborative planning and distributed leadership. The SPT, therefore, should be able to make a significant commitment, and the candidate must plan to reward accomplishments by noting the work and acknowledging the contributions of each SPT member in his/her final presentation of the Dissertation-in-Professional Practice (DiPP).

The SPT member must agree to assist the doctoral candidate in the development of the DiPP by participating in a team approach to decision-making related to the problem of practice and development of the strategic plan that has potential for implementation in the district (or related educational setting). The role of the SPT member is not to do the work of the doctoral candidate, rather to collaborate with the candidate in a planning capacity.

Grading the Intern

At the completion of EDU 7300, the Internship Coach will submit, to the Internship Coordinator, a grade for interns enrolled in EDU 7300 and working on a DiPP; the Internship Coordinator will submit a grade for interns pursuing a traditional dissertation. The HPU instructor for EDU 7400 will submit a grade for this second internship. Grades for the three-hour university credit internship courses (both EDU 7300 and 7400) are reported as "Credit" or "NO Credit."

EDU 7300 and EDU 7400

The grade for EDU 7300 will be based on the rubric score of the Strategic Planning Evaluation Form. The intern will need an overall proficient score or above (45+ points) and completion of 150 hours in order to receive "CREDIT" for the grade for EDU 7300.

If a student does not earn CREDIT as her/his grade, he will either be awarded the score of "NO Credit," which could impact her/his enrollment in the Program, or be given an INCOMPLETE, with the plan to enroll in the continuation course to complete requirements of the internship course.

The continuation course (EDU 7300a and EDU 7400a) is offered for candidates who may require additional time to complete the requirements of either internship. These are non-credit bearing courses and are

available on an as-needed basis. Tuition for these courses is pro-rated by the university (student should contact Norcross Graduate School for additional tuition information).

Key Evidence #4: Candidates enrolled in the Ed.D. Program are working to earn the doctoral degree, which requires gateway assessments for the School of Education's comprehensive assessment plan for the Council for the Accreditation of Educator Preparation (CAEP), which is the accreditor for educator preparation in the United States. "CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning."

<http://caepnet.org/about/strategicplan/>

Also, candidates in the Ed.D. Program may also be seeking NC Superintendent licensure, which requires artifacts and assessment of leadership knowledge, skills, and dispositions. The KEY EVIDENCE #4 is an assessment that formally allows the School of Education to validate key learning of the Ed.D. candidate.

Memorandum of Understanding (MOU): The memorandum of understanding is a form used to establish the formal partnership between High Point University and the candidate's organization (district). The MOU basically states the partnership as an agreement that allows the candidate to engage in an internship experience to develop a strategic plan. It is submitted during the candidate's first semester and at the time of his/her Gateway III assessment. If the candidate's employing organization changes during the candidate's enrollment in the Program, the candidate must submit an updated MOU.

University Doctoral Committee (UDC): The candidate's University Doctoral Committee (UDC) must include a minimum of three members who have the appropriate graduate faculty credentials and qualifications. The Chair of the Doctoral Committee must be a full-time faculty member in the School of Education. For the second committee member of the UDC, candidates are free to choose from among faculty in the School of Education, qualified faculty in other academic disciplines at High Point. The third committee member will be Dr. Tom Albritton, Associate Dean for the School of Education. The candidate will work with his/her UDC during EDU 7300 to further develop and refine the DiPP initiative, or the research for the traditional dissertation. The UDC assesses the candidate's DiPP or traditional dissertation to determine if it meets the rigor of Program requirements. Both types of dissertations provide evidence of the doctoral candidate's knowledge, skills, behaviors, scholarship, and dispositions of educational leadership.

Appendix A: Memorandum of Understanding

**HIGH POINT UNIVERSITY
Norcross Graduate School
Ed.D. in Educational Leadership
Memorandum of Understanding (MOU)**

Candidate Name: _____

Name of Organization: _____

Candidate's Position/Title in the Organization: _____

High Point University offers a Doctoral Degree in Educational Leadership (Ed.D.), which is designed to develop the leadership capacity of candidates from a variety of organizational leadership positions and roles. The focus of the scholarly, practitioner Program is “to solve problems of practice” by combining the latest research findings within cultural, political, and demographic context of the candidate’s organization. The desired outcomes of this program are to develop the leadership capacity of our graduates and to provide a body of work that addresses everyday issues faced by leaders in educational organizations with potential resolutions to problems in context.

The candidate enrolled in the Doctoral Degree Program in Educational Leadership at High Point University needs your support and commitment to assist in his or her leadership development. The Program spans approximately 3 ½-4 years and requires the candidate to attend weekend (Friday/Saturday) classes each semester that focus on varied aspects of educational leadership. At the beginning of the third year, the candidate will complete an internship experience, which engages him/her in many facets of executive-level leadership activities within your organization. In addition, the candidate will complete a dissertation in professional practice (DiPP), which is designed as a major culminating requirement of the Ed.D. Program. The DiPP requires the Ed.D. candidate to solve a problem of practice within the organization by identifying a major problem (or opportunity), defining the problem, and leading a strategic planning process that will resolve the problem, if implemented. The candidate is required to lead the implementation of an action plan emanating from the strategic plan. The process requires the candidate to develop a comprehensive strategic plan from a scholarly, practitioner perspective, using the most current research findings and designed to accommodate the variables/demographics, which are unique to your organization.

A significant indicator for future success of the candidate (named above) includes the organization's willingness to support the candidate by:

- Serving (or appointing a designee to serve) on the candidate's Dissertation in Professional Practice (DiPP) University Doctoral Committee during the internship and subsequent phase of implementation and evaluation.
- Allowing the candidate to determine a problem of practice pertinent to your organization and complete a review of the literature based on relevant research findings.

- Allowing the candidate to engage in an internship designed to provide observational opportunities and interactive relationships with varied organizational leaders to develop a strategic plan (This problem proposal must be approved by the EdD faculty and have approval and support from the organization.)
- Allowing the candidate to interact with district/organization employees to gain sufficient data for the development of a strategic plan to address the organizational problem of practice.

Please Note:

Ideally, the development of this strategic plan may provide new ideas that have potential to change/improve/make better the organization. The development of this strategic plan, however, in no way obligates the organization to implement the comprehensive plan, but will allow the candidate to implement an action plan emanating from it. The primary purpose is to provide an opportunity for the candidate to lead the development of a research-based strategic planning process and to implement short-term interventions (initiatives) designed to provide data for future discussion.

Organizational CEO Statement of Support

I have read the above candidate requirements for the Ed.D. in Educational Leadership at High Point University. During enrollment in his/her course of study, I agree to allow the candidate listed above to complete an internship experience under the supervision of a leader in the organization, who will be compensated with a stipend from the university. Internship experiences will include leading a strategic planning process and may include other leadership activities requested by the organization and approved by the university internship coordinator. I also agree to allow the candidate to complete a DiPP based on the need to solve a problem of practice within the organization. This DiPP will be the development of a comprehensive strategic plan designed by the candidate with the approval of the university doctoral committee (UDC), whose membership includes an organizational leader. The organizational leader (who is provided a stipend by the University) will serve a dual role as the internship coach and member of the UDC.

Signature of Organization’s CEO

Signature of Ed.D. Program Coordinator

Title of CEO

Date

Appendix B: Internship Log and Journal

Internship Log and Journal

Sample Form

HIGH POINT UNIVERSITY
School of Education

Date	Time	Hours	Standard	Description of Activity
Reflection on activity				
Reflection on activity				
Reflection on activity				
Weekly total				
Cumulative total				
Artifacts Collected				
Summary Reflection from Internship. Identify as EDU 7300 or EDU 7400:				

Signature of Intern Date

Signature of Internship Coach Date

Credit _____ No Credit _____

Appendix C: Candidate Strategic Planning Evaluation Form

Instructions: Please place a check beside the descriptor that best describes the Intern’s performance during the internship experience and write comments where appropriate.

Descriptor	Performance in Field				
	Emerging (1)	Developing (2)	Proficient (3)	Accomplished (4)	Not Observed (0)
<p>1. Works with others to convene a core group of district leaders to engage in a comprehensive district planning process focused on short-term goals and objectives with regard to a problem of practice.</p> <p><i>Comment:</i></p>					
<p>2. Effectively communicates the strategic and comprehensive district planning process to principals and other stakeholders.</p> <p><i>Comment:</i></p>					
<p>3. Works with others to convene a core group of district leaders to create a shared vision for problem-based solutions.</p> <p><i>Comment:</i></p>					
<p>4. Works with others to convene a core group of district leaders to engage in a strategic and comprehensive district planning process focused on student learning and targeting short-term goals and objectives.</p> <p><i>Comment:</i></p>					

<p>5. Effectively articulates the core concepts and beliefs that define the district's value frameworks.</p> <p>Comment:</p>					
<p>6. Works with others to systematically review and when appropriate challenge guiding assumptions, strategies and processes and implement change.</p> <p>Comment:</p>					
<p>7. Works with others to use the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning.</p> <p>Comment:</p>					
<p>8. Works with others to develop effective working relationships with members of the local school board, both as individuals and as a group.</p> <p>Comment:</p>					
<p>9. Works with others to implement structures to distribute leadership and decision-making among faculty/staff members throughout the district.</p> <p>Comment:</p>					
<p>10. Works with others to engage in consistent, sustained and open dialogue with principals, faculty, and staff members about how policies and practices relate to the district mission and vision.</p>					

Comment:					
11. Works with others to help principals establish criteria for evaluating programs and performance. Comment:					
12. Effectively leads the assessment process to conduct a needs assessment that organizes data needed in the strategic planning process.					
13. Effectively communicates with selected stakeholder groups the successes and shortcomings of the district based on needs assessment data. Comment:					
14. Works with others to use the results of district level data to monitor and suggest a focus for adaptations to instruction, building relationships, using data for meaningful assessment and/or strategic planning. Comment:					
15. Overall Evaluation Comment:					

Internship Coach Signature

Date

EDU 7300 for Traditional Dissertation Internship: Evaluation Form

Instructions:

The University internship coordinator will complete this form based on evidence provided by the intern. The internship coordinator will place check beside the descriptor that best describes the intern’s performance during the internship experience and write comments where appropriate. The evaluation form will be sent to the UDC Chair, who will use the data from the Internship Evaluation form for element 5 in the rubric below.

Descriptor	Performance in Field				
	Emerging (1)	Developing (2)	Proficient (3)	Accomplished (4)	Not Observed (0)
1. Works with others to engage in a comprehensive literature review focused on current and significant educational issues in conjunction with their chosen topic. <i>Comment:</i>					
2. Effectively communicates the current literature from a variety of sources. <i>Comment:</i>					
3. Effectively articulates the core beliefs and viewpoints represented in the current literature. <i>Comment:</i>					
4. Works with others to dialog and receive feedback. <i>Comment:</i>					
5. Effectively communicates a comprehensive view of the related literature and how it relates to educational issues. <i>Comment:</i>					

<p>6. Effectively articulates any information, problems, and solutions of the current literature and how it relates to the district’s framework.</p> <p>Comment:</p>					
<p>7. Works with others to systematically review and when appropriate challenge guiding assumptions, strategies and processes linked to the literature.</p> <p>Comment:</p>					
<p>8. Works with others to use the feedback to potentially fill a gap in the literature.</p> <p>Comment:</p>					
<p>9. Works with others as they model effective working relationships with various members and stakeholders.</p> <p>Comment:</p>					
<p>10. Uses feedback to expand current theory or knowledge related to the literature review.</p> <p>Comment:</p>					
<p>11. Works with others to engage in consistent, sustained and open dialogue with various leaders and stakeholders about potential gaps in the literature and how to add to the literature.</p> <p>Comment:</p>					
<p>12. Works with others to showcase current literature which is both rigorous and linked to higher levels of effectiveness.</p>					

Comment:					
13. Effectively focuses the discussion on potential findings and how they connect to current theory.					
Comment:					
14. Effectively communicates with selected stakeholders the perceived successes and shortcomings connected to the literature.					
Comment:					
15. Works with others to use the dialog and feedback to suggest a plan for strengthening the current literature review and future methodology.					
Comment:					

Internship Coach Signature

Date

Appendix D: AASA's Statement of Ethics for Educational Leaders

AASA's Statement of Ethics for Educational Leaders

An educational leader's professional conduct must conform to an ethical code of behavior, and the code must set high standards for all educational leaders. The educational leader provides professional leadership across the district and also across the community. This responsibility requires the leader to maintain standards of exemplary professional conduct while recognizing that his or her actions will be viewed and appraised by the community, professional associates and students.

The educational leader acknowledges that he or she serves the schools and community by providing equal educational opportunities to each and every child. The work of the leader must emphasize accountability and results, increased student achievement, and high expectations for each and every student.

To these ends, the educational leader subscribes to the following statements of standards.

The educational leader:

1. Makes the education and well-being of students the fundamental value of all decision making.
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Implements local, state and national laws.
5. Advises the school board and implements the board's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
7. Avoids using his/her position for personal gain through political, social, religious, economic or other influences.
8. Accepts academic degrees or professional certification only from accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties.
11. Accepts responsibility and accountability for one's own actions and behaviors.
12. Commits to serving others above self.

Appendix E: High Point University Code of Ethical and Professional Behaviors

School of Education Revised March 2011 Code of Professional and Ethical Behaviors

All school system employees hold positions of public trust. They are responsible for the education of students and also serve as examples and role models to students. As prospective and current employees of the school system, interns enrolled in both the initial and advanced teacher education and administration programs at High Point University are responsible for both the integrity and the consequences of their own actions. The highest standards of honesty, integrity, and fairness should be exhibited by each candidate when engaging in any activity concerning teaching or school administration, particularly in relationships with their peers, faculty, P-12 students, parents, the public, and other employees of the school system.

(Adopted from the *Code of Ethics for North Carolina Educators* approved by the North Carolina State Board of Education in March 2002).

Interns enrolled in the School of Education are provided with many opportunities to develop the attributes necessary for successful teaching and/or school administration careers. Along with these opportunities come the serious responsibilities of the candidate to students, school, community, and the University. Each candidate, initial and advanced, is required to comply with the following expectations:

1. Adhering to the University Honor Code adopted and endorsed by the faculty and Board of Trustees of High Point University.
2. Maintaining regular attendance, being punctual and, when engaged in field-work, staying in the school for the time scheduled. Only illness or true emergencies excuse an absence or tardy. Interns are expected to notify cooperating teachers, supervising principals, and University supervisors immediately if the schedule cannot be met.
3. Exemplifying the attitudes and actions expected of a teacher or school administrator rather than those which characterize a student. Interns should never engage in any inappropriate social interaction (including but not limited to, profane or lewd remarks, dating, etc.) with the students of the cooperating school.
4. Placing school duties and responsibility as a first priority and willingly accepting all reasonable duties assigned.
5. Never misrepresenting one's professional qualifications.
6. Conforming to university and school policies regarding standards of behavior.
7. Safeguarding all personal and confidential information concerning pupils and use it only for professional purposes. Remember that much damage can be done to students as a result of inappropriate sharing of information. *This includes refraining from texting and discussions on social networking websites and emails.*
8. Acknowledging the diverse views of P-12 students, their families, and professional colleagues. Students should be challenged to look at all sides of controversial issues and refrain from exerting one's own personal beliefs on others.
9. Following the rules of basic courtesy toward school administrators, teachers, pupils, staff, and members of the community. Refraining from making unfavorable remarks about the students, the cooperating teacher, the school, the staff, the community, and the University or its faculty.

10. Dressing appropriately and in keeping with faculty and University standards. Personal hygiene and grooming should be of the highest order. Provocative or sloppy dress is always unacceptable. *Visible body piercing and tattoos may be unacceptable depending upon local school policies.* Schools have differing policies so principals or cooperating teachers should be consulted and the policies of the school strictly followed.
11. Avoiding all partiality and favoritism toward students.
12. Maintaining good professional relationships. Always deal with the personnel of the cooperating school in an open, honest, and fair way. Without the cooperation of the area schools, High Point University could not properly train its undergraduate and graduate students. It is the responsibility of each of these students to maintain a good professional relationship with the cooperating schools.
13. *Refraining from using personal cellphones, computers and other personal devices in the school setting unless approved by the cooperating teacher, administration and University.*
14. *Refraining from using social networking sites [such as Facebook, Twitter, Myspace and others] in the school setting other than for instructional purposes. Texting and friending students, parents and teachers (unless the school administration approves is not permitted.*
15. Showing good *common sense* in all situations. If one is unsure, questions should be taken to the University supervisors, the Associate Dean or Dean of the School of Education.
16. All initial and advanced students enrolled in the teacher education program are expected to be familiar with the *Code of Ethics for North Carolina Educators* adopted by the North Carolina State Board of Education in March 2002.