

September 12, 2001

E. Joseph Schneider
Educational Leadership Constituent Council
1801 N. Moore Street
Arlington, VA 22209-1813

Dear Dr. Schneider,

Please find enclosed our response to your first review of our Administration and Supervision folio. As faculty we addressed the points in your review at meetings and by examining our individual courses. Within this document you will find both clarifications, especially, if we felt the weakness was included in our program; revised syllabus; and student work for most areas of weakness.

We are very happy that several guidelines were definite strengths in that all indicators were met: Professional and ethical leadership, Curriculum, instruction, supervision and the learning environment, Organizational management and Technology and information systems. Three other guidelines are strengths in our programs: Information and management and evaluation, Interpersonal relationships and financial management and resource allocations. In each of these one indicator was listed as a weakness. Hopefully, these have been clarified in the enclosed documents.

Indicators identified as weaknesses in Student personnel services, Community and media relations and Educational law, public policy and political system have been addressed in this document and will be documented in future internship folios.

Our internship is from August to April of an academic year. However, our students are employed full-time and negotiate with their principals time to work on the internships. Principals in the various school systems have been very cooperative and helpful. Given the need for teachers and administrators and the cost to school systems and interns if we required a full-time internship, it would be very difficult to implement. We have worked to provide an intense, structured internship that allows the intern to develop as a leader and manager. At the end of the response I have included two intern reflection papers, samples from their logs, and their principal evaluation, as well as, a list of contents of intern work from last year aligned with the standards.

Loyola College will be following up on graduates of graduate programs this year. This information will be used to examine our programs and internships.

The response document is organized by weaknesses and each referenced course has been listed with the name of the instructor who responded. If you have any questions, please contact me at 410 617 2847 or kcornell@loyola.edu. I look forward to your response to our efforts to make our program clearer to you and better for our students.

Sincerely,

Kathleen Cornell, SSND, Ph.D.

Administration and Supervision Program NCATE Rejoinder

AREA I, STRATEGIC LEADERSHIP: The knowledge, skills and attributes to identify contexts, develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities.

1. **Professional and Ethical Leadership** – *Demonstrated all*
The institution’s program should prepare school leaders who demonstrate an understanding and capability with regards to the following indicators: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7.

2. **Information Management and Evaluation** – *Demonstrated all but 2.4*
The institution’s program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 2.1, 2.2, 2.3, and 2.4.

Program Weakness:

Guideline Indicator 2.4: No evidence is found in the references for ED 600, ED 650, AD 662, and AD 682, AD 684, and AD 686 that shows how students are able to analyze and interpret educational data, issues, and trends for boards, committees, and other groups, outlining possible actions and their implication. More detailed descriptions of the student activity requirements in this area are needed to determine compliance.

ED 600: Kathleen Cornell

In cohort groups (Howard County and Catholic Schools), students present research projects in which they analyze data (foliop.52).

ED 650: Beatrice Sarlos, Eileen Oickle

Please refer to *Addendum A - Revised/Updated Syllabi. objective 2 and requirement 3.*

AD 662: Peggy Golden

Framework and Trends Class 1 and Class 2: Students discuss varied models for Professional Development, constituencies and stakeholders, and impact on school improvement and student achievement (*Folio, p. 65, 66*).

Course Requirement 3: Theory Practice Assignment: Interview with a Principal: after studying frameworks and trends in supervision and staff development, students interview a school-based administrator or supervisor to analyze and interpret the relationship(s) between theory and practice.

Refer to Action Research Class 3, Journal Summary #1, and Course Requirement #5 (*Folio, p. 64*).

AD 682: Sam Polack

ClarisWorks Spread Sheet Assignment (*Folio, p. 94*). You have been asked by the Principal to analyze the CTBS test results (below) and develop a presentation for the staff at the next faculty meeting. In addition, you will be asked to do your presentation for the PTA Executive Board. After much consideration, you have decided to use ClarisWorks to develop an esthetically pleasing computer slide show presentation. Your slide show will have a veritable plethora of graph styles explaining the data. Bar graphs, line graphs, circle graphs, stacked graphs, and picto-graphs will be displayed in a combination of columns and / or rows (explained below). All graphs will be appropriately titled and the “x” and “y” axis will be labeled if needed. Your presentation should have 7 – 10 different graphs. Each graph will have a different color background and varied borderline size and color. Add some text in a field at the bottom on each explaining some particular aspect of that particular graph.

Technology Plan Comparison – (*Folio 1, p. 89*)

AD 684: Bill Wentworth

The use of data is discussed in week 2 lecture on leadership (*Folio, p.103*) when discussing the school improvement plan and the development of a plan of action. Issues and trends are studied as part of the weekly journal readings and critiques (Please see #2 under course requirements – (*Folio, p. 102-103*)).

AD 686: Bob Gabrys

Discussed in class session 9 and 10 and included in requirement 2 in which students must reflect and report on implications of various assessment issues – (*Folio, p. 106 – 107*).

Refer to Addendum B for student work.

AREA II, INSTITUTIONAL LEADERSHIP: The knowledge, skills and attributes to design with others appropriate curriculum and institutional programs; develop learner centered school cultures; assess outcomes; provide student personnel services; and plan with faculty professional development activities aimed at improving instruction.

3. **Curriculum, Instruction, Supervision, and the Learning Environment – Demonstrate all**

The institution's program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, and 3.9.

4. **Professional Development and Human Resources – Demonstrated all but 4.3, 4.5, and 4.6.**

Program Weakness (es):

Guideline Indicator 4.3: No evidence is found in reference courses AD 662, 684, 687 or in student work for the application of supervisory techniques and performance appraisal to non-instructional personnel. Description of student performance activities in this area is needed to determine compliance.

AD 662: Peggy Golden

Objective 7: To develop key skills in processes related to needs assessment, learning designs, assessment, and evaluation, (*Addendum A – Revised/Updated Syllabi*).

OBSERVATION AND CONFERENCING: Class 7 and Class 9: Develop an understanding of skills in clinical supervision: observation-various strategies; conferencing-plan a critique conference; examine the continuum of approaches for providing assistance (non-directive , collaborative, directive, informational, and directive); and due process. (*Folio p. 67*)

PERFORMANCE ASSESSMENT, EVALUATION: Class 9: Instructional and Non-Instructional Staff

Assignment 4: Observation: Instructional and Non-Instructional Staff: Complete this extension activity by observing a staff member. Use a technique demonstrated in “Another Set of Eyes.” (*Folio p.68, Addendum A –Revised/updated Syllabi*).

AD 684: Bill Wentworth

Course requirement 2B in course outlines (*Folio, p.103*) Read and critique journal articles that deal with the following topics: Support Staff Supervision/Building Operations. Example

Guideline Indicator 4.5: No evidence is found in referenced courses AD 668, AD 684, Discussed in core study 5-9 “Placing The New Teacher” (*Folio, p. 103*) and AD 687 that shows how students are able to apply appropriate policies, criteria, and processes to the recruitment, selection, induction, compensation, and separation of personnel, with attention to issues of equity and diversity. Description of student performance activities in this area is needed to determine compliance.

AD 668: Donald Reitz

Policies and processes for the recruitment, selection, compensation and separation of personnel are treated with special focus on the building administrator, primarily but not exclusively in AD668 The Law, the Courts, and the Schools. (folio p. 70 classes 2, 3, 4) Issues of equity and diversity are also dealt with in the foundational course ED601, Philosophy and Education.

AD 684: Bill Wentworth

Discussed using case study 5.9 – “Placing the new teacher” (*Folio 103*)

Refer to Addendum B for student work.

Guideline Indicator 4.6: No evidence is found in the referenced course AD 668 showing how students are able to negotiate and manage effectively collective bargaining or written agreements.

AD 668: Donald Reitz

AD668 seeks to clarify the relationship between the teacher’s individual contract and collective bargaining agreements, as well as ancillary addenda to the individual contract, specifying exceptional duties. In most cases collective bargaining involves the teacher’s representative union or professional organization and the local school board.

5. Student Personnel Services – Demonstrated 5.1

The institution’s program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 5.1, 5.2, 5.3, 5.4, and 5.5.

Program Weakness (es):

Guideline Indicator 5.2: No evidence is found in referenced courses AD 680, 682, and 668 that indicates students will be able to develop with the counseling and teaching staff a full program of student advisement, counseling, and guidance services. Description of student performance activities in this area is needed to determine compliance.

AD 680: Kathleen Cornell, SSND

An entire session is focused on the development of an effective guidance program. The Instructor is a supervisor in one of the County School Systems; she is assisted by two principals. Refer to *Addendum B - Student Work Examples and Exams*.

AD 682: Sam Polack

References to creating a database for students which could possibly be used for advisement is included in assignment 11. (*Folio, p. 95*)

AD 668: Donald Reitz

The legal ramifications involved in student counseling, advisement and guidance are treated in AD668.

Refer to Addendum B for student work.

Guideline Indicator 5.3: No evidence is found in referenced courses ED 650, AD 668, AD 674, AD 682, and AD 687 that students will be able to develop and administer policies that provide a safe environment and promote student health and welfare. Description of student performance activities in this area is needed to determine compliance.

ED 650: Beatrice Sarlos / Eileen Oickle

In revised syllabus, *Addendum A – Revised/Updated Syllabi, objective 10 and class 10 will address this.*

AD 668: Donald Reitz

The required course, AD 668: The Law, The Courts and The School, treat extensively the necessity to create and maintain a safe school environment and to put in place policies and procedures for the safety of students involved in off-premises school sponsored experiences, including field trips, athletic events, and the life, as well as the duty to oversee the safe transit of students to and from school. (Cf. Course description, Part II, sections 5, 6, 7 and 8, *Folio, p.69, 71*)

In addition, ample treatment is accorded to the all-important considerations relative to student injury, illness, the administration of first aid and medication and procedures in dealing with school fights. (Cf. Part II, sections 6, 7 and 8, *Folio, p.69, 71*)

AD 674: Wayne Carmean

We look at institutional practices that impact on schools. (*Folio 2, p. 74*) In (*Folio 3, p. 75*) we examine gender issues, sexual harassment policies, bullying and other harassment issues found in our schools. In (*Folio 9, p. 76*) we study how to work to promote understanding of diversity in student and parent populations. Also in our review of the textbook *Closing the Achievement Gap*, (*Folio 8, p. 76*) we examine the issues associated with the Systems Reform Initiative in Maryland and how it provides for the whole child, including the need for agency collaboration.

AD 682: Sam Polack

Through reading, discussion, and demonstrations we elaborate upon the following “safe school environment” issues as they relate to Safe web surfing for students.

Research Modules {Safe web site created by teachers for kids to conduct research and complete a technology related final product – <http://www.howard.k12.md.us/res.resmod.html> for more information and examples

Internet user Policy {a policy signed by students and parents outlining parameters of use and consequences of going outside the parameters.}

Safe web surfing activity (Use CD-ROM encyclopedia and kid-friendly search engines to conduct student research)

Refer to Addendum B for student work.

Guideline Indicator 5.4: No evidence is found in referenced courses ED 650, AD 674, AD 682, and AD 684 that students will be able to address student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services for students. Description of student performance activities in this area is needed to determine compliance.

ED650: Beatrice Sarlos/Eileen Oickle

Please refer to *Addendum A – Revised/Updated Syllabi, outcome F, objective 10.*

AD 674: Wayne Carmean

In the current course outline guideline indicator 5.4 is covered thoroughly. AD 674 Human Relations and School Management course currently covers community relations extensively. Sessions 7, 8, and 9 use the Minneapolis Public Schools’ Family Involvement Standards. We also examine the work of Comer, Epstein, and Fullan, the gurus of parent and community involvement. Section five of the text, Rethinking Schools is titled “Building a Community: Teachers, Parents, and Students.” This is required reading. Students are also required to read and discuss the text Closing the Achievement Gap. We also examine very closely the Maryland Multicultural Bylaw published by the State Board of Education. At this time media relations is not covered in this course.

AD682: Sam Polack

Please delete as referenced course.

AD 684: Bill Wentworth

These issues are addressed in the discussion of School Culture in week 5 and School Organization in week 6, as well as, in Course requirement 2d and 2e. (*Folio, p. 102-103*) Example from Exam.

Refer to Addendum B for student work.

Guideline Indicator 5.5: No evidence is found in referenced courses AD 684, AD 687, and in the student work that shows how students are able to work with students, families, and community to leadership, and scholastic needs. Description of student performance activities in this area is needed to determine compliance.

AD 684: Bill Wentworth

These issues are addressed in the discussion of School Culture in week 5 and School Organization in week 6, as well as, in Course requirement 2d and 2e. (*Folio, p. 102-103*) Example from Exam.

Refer to Addendum B for student work.

AREA III, ORGANIZATIONAL LEADERSHIP: The knowledge, skills and attributes to understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures.

6. **Organizational Management** – *Demonstrated all*
7. **Interpersonal Relationships** – *Demonstrated all except 7.5*
The institution’s program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 7.1, 7.2, 7.3, 7.4, and 7.5

Program Weakness:

Guideline Indicator 7.5: No evidence of the utilization of stress management and conflict management techniques is found in course AD 662. Evidence that is more specific to this indicator is needed to determine compliance.

AD 662: Peggy Golden

Course Description states that current issues and trends include stress management and conflict management techniques. (*Folio, p.63*)

When examining “Current trends and issues related to supervision, staff development, school improvement and team development” Course Objectives/Outcomes: Class 1, Class 2 and objective 1, students participate in discussions in which they identify potential stress and conflict and techniques for managing both. (*Folio, p.63, p.65, p.66, and Addendum A – Revised/Updated Syllabi.*)

Class 6 and Class 8: Conflict management techniques are included in the session “Collaboration: Effective School Teams. (*Folio, p. 63, p.67*)

8. **Financial Management and Resource Allocation** – *Demonstrated all except 8.4*
The institution’s program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 8.1, 8.2, and 8.3, and 8.4.

Refer to Addendum B for student work.

Program Weakness (es):

Guideline Indicator 8.4: No evidence is found in AD 662, 682, 684, or 687 that indicates students will be able to perform such budget management functions as financial planning, monitoring, cost control, expenditures accounting, or cash flow management. Description of student performance activities in this area is needed for compliance.

AD 662: Peggy Golden

Discussion of **resources** needed and available to support the process has been clarified in syllabus. The discussion of **resources** in requirement 5 include budgeting management functions such as financial planning, monitoring, cost control, expenditures accounting, or cash flow management. Students are required to include human and monetary resources in the written and oral presentation. (*Folio, p.64*). Refer to revised syllabus in Addendum A.

AD 682: Sam Polack

Microsoft Excel Assignment: (*Folio, p. 94*) You are going to create a spreadsheet for the purpose of recording the school budgets and charting their results for the first quarter of the year. You will generate a spreadsheet in which all rows and columns will automatically total. What is more remarkable, totals will automatically adjust themselves as you change the data. Finally, you will generate and print out a few graphs illustrating selected parts of the data. Your supervisor will be rightfully impressed with your results.

AD 684: Bill Wentworth

Addressed in Week 6 discussion on Budget Process and requirement 2e: Read and critique journal articles that deal with the following topics: School Organization/Budget Process (*Folio, p. 102-103*)

Refer to Addendum B for student work.

9. Technology and Information Systems – Demonstrated all.

The institution's program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 9.1, 9.2, and 9.3.

AREA IV, POLITICAL AND COMMUNITY LEADERSHIP: The knowledge, skills, and attributes to act in accordance it legal provisions and statutory requirements; apply regulatory standards; develop and apply appropriate policies; be conscious of ethical implications of policy initiatives and political actions; relate public policy initiatives to student welfare; understand schools as political systems; involve citizens and service agencies; and develop effective staff communications and public relations programs.

10. Community and Media Relations – Demonstrated 10.2

The institution’s program should prepare school leaders who demonstrate an understanding and capability wit regard to the following indicators: 10.1, 10.2, 10.3, 10.4, 10.5, and 10.6.

Program Weakness (es):

Guideline Indicator 10.1: Although there is considerable evidence of knowledge of power concepts, no evidence is found in AD 662, 681, 682, 683, 684, 687, or in student work to show that students will be able to analyze community and district power structures or identity major opinion leaders and their relationships to school goals and programs. Further description of the activities students are engaged in should be provided to determine compliance.

AD662: Refer to Classes 1 and 2 framework discussed.

AD 681: Clare Kruff

During the Organization Development course (AD 681), one of the course sessions is devoted to addressing the objective: “To develop effective ways to work constructively with conflict within group functioning, especially by structuring time and responsibilities within organizations.” Within the discussion and lecture about identifying and resolving conflict within the organization, I explain the theories of French and Raven (1959), Raven and Kruglanski (1975), and Hersey and Goldsmith (1984) on sources of power. After reviewing the framework to conceptualize the sources of power and their influence on organization has been in place within the course for many years.

- Document – Sources of Power handout (*Addendum B – Student Work Examples and Exams p.*)

A new component of the course to address this topic will involve the action plan students are required to complete. Criteria will be added to the course from now on to reflect students’ application of the information about sources of power in making changes within the organization. The revised rubric for the action plan (enclosed) adds the expectation for students to explain how they plan to implement the action at their schools, considering the channels and power sources they must utilize to operationalize the plan.

- Document – Literature Review and Action Plan Scoring Tool (*Addendum B – Student Work Examples and Exams p.*)
- Document – Mental Models: A Reflective Process (*Addendum B – Student Work Examples and Exams p.*)
- Document – Conducting Effective Meetings (*Addendum B – Student Work Examples and Exams p.*)

AD682: Sam Polack

Through the completion of the Tech Plan assignment, students need to read articles from many experts and incorporate their opinions on technology plan development into a comparison paper of federal, state, and local tech plans. Refer to *Addendum B – Student Work Examples and Exams p.*

AD683: Joseph Procaccini

The book, The 48 Laws of Power, by Robert Greene (Viking, 1998) is a major resource for the course. Each student must read and do a presentation on assigned parts of the 452-page book. Sections of The Art of War by Sun Tzu and the Prince by Nicolo Machiavelli are read and discussed as well.

AD 684: Bill Wentworth

This is addressed in the week 2 discussion on Leadership when the process on the development of a School Improvement Plan and the process of identifying School Improvement Team members and their responsibilities are explained in detail. Also, addressed in the week 6 discussion on School Organization when discussing factor that goes into the Course Offering/Master Schedule discussion making process. (*Folio, p. 103*).

Refer to Addendum B for student work.

Guideline Indicator 10.3: No evidence is found in ED 650, AD 662, AD 674, AD 687, or in student work that shows students are able to communicate effectively with various cultural, ethnic, racial, or special interest groups in the community. Evidence that is more specific to this indicator is needed to determine compliance.

ED 650: Beatrice Sarlos, Eileen Oickle

Refer to *Addendum A – Revised/Updated Syllabi, objective 7 and class 11.*

AD 662: Peggy Golden

Course Objective 6 has been clarified: develop effective communication and team building skills which foster strong relationships among the varied cultures, racial, ethnic and special interest groups in the school community. (*Addendum A – Revised/Updated Syllabi, p.*)

SCHOOL BASED STAFF DEVELOPMENT PROGRAM, W VI: Principles of effective communication and ethical decision-making are discussed in week 6. (*Folio, p.66*)

AD 674: Wayne Carmean

Guideline 10.3 is really the heart of the course of Human Relations and School Management that I teach. The required readings in the text's, the case studies, the internet articles that we review in class on key issues all provide the students with the issue of communicating with various cultural, ethnic, and racial groups.

In Classes 8 and 9 (page 76) with activities focusing on communicating and developing positive relationships with parents, students, and the community. The textbooks, Closing the Achievement Gap and Rethinking Schools also place heavy emphasis on communication and developing positive relationships.

Refer to Addendum B for student work.

Guideline Indicator 10.4: No evidence is found in AD 674, AD 682, AD 684, AD 687, or in student work that shows how students are able to involve families and the community in policy development, program planning, or assessment processes. Descriptions of student performance activities in this area is needed for compliance.

AD 674: Wayne Carmean

Parental and community involvement is covered. AD 674 Human Relations and School Management course currently covers community relations extensively. Sessions 7, 8, and 9 (*Folio, p.76*) use the Minneapolis Public Schools' Family Involvement Standards. We also examine the work of Comer, Epstein, and Fullan, the gurus of parent and community involvement. Section five of the text, Rethinking Schools, is titled "Building a Community: Teachers, Parents, and Students." This is a required reading and discussed in class.

AD 682: Sam Polack

The comparison of national, state, local, and school tech plans {Technology Plan Comparison Paper assignment 17} – along with reading several experts ideas on the development of a plan – all include as a major component input from the community. Community members should be part of the creation of the school tech plan.

AD 684: Bill Wentworth

Addressed in class 2 discussion on the make-up of the School Improvement Team and their responsibilities.

Refer to Addendum B for student work.

Guideline Indicator 10.5: No evidence is found in AD 682, AD 684, or AD 687 that shows students' knowledge and ability to develop an interactive staff communications plan and public relations program.

AD 682: Sam Polack

Through the development of a mock web site for the school, a mock school HyperStudio Stack, and a "Back to School Night" invitation brochure, students demonstrate the ability to facilitate positive public relations. Through the development of two separate slide shows (one graphically analyzing the school's CTBS Test Results using AppleWorks Spread Sheet/Draw software and the other creating an overall presentation for the staff at a faculty meeting using PowerPoint), as well as the development of the first faculty meeting overhead using Microsoft Word, and several demonstrations/discussions of the "How to's" and "benefits" of email, students demonstrate an ability to develop interactive staff communications.

AD 684: Bill Wentworth

Addressed in week/discussions two and seven on Working With Community, as well as, in a reflective class activity performed by students. (*Folio*, p. 103) Example from exam.

Guideline Indicator 10.6: This item may have been misinterpreted by the compiler of the report. The evidence cited in AD 682 (internet compilation, web site preparation, and software and hardware demonstrations), AD 687, and in student work is not associated with using and responding effectively to the news media.

Response: Kathleen Cornell – As of this date, we have not resolved how we will address systematically the inclusion of news media into the program. It is included as indicated in *Folio*, p. 44. Sam Polack had added the assignment described next in this response. This will be discussed in the fall as one of the issues to resolve.

AD 682: Sam Polack

A recently added assignment requires students to explore, compare, and critique a plethora of news-based web sites considering both their use as an administrator and as tools for teaching. Those web sites are:

CNN <http://www.cnn.com/>

MSNBC <http://www.msnbc.com>

Time <http://www.time.com>

Newsweek <http://newsweek.com/>

Sunspot (Baltimore Sun's Site) <http://www.sunspot.net/>

USA Today <http://www.usatoday.com/>

Washington Post <http://www.washingtonpost.com/>

U.S. News <http://www.usnews.com/>

WJZ TV <http://wjz.com/>

New York Times <http://www.nytimes.com/>

11. **Educational Law, Public Policy, and Political Systems** – *Demonstrated 11.5*
The institution’s program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, and 11.7.

Program Weakness (es):

Guideline Indicator 11.1: No relevant information is found in AD 668 and AD 674 that shows student opportunities for the application of knowledge in federal and state constitutional provisions, statutory and regulatory provision, and judicial decisions to education. Evidence that is more specific to this indicator is needed to determine compliance.

AD 668: Donald Reitz

The entire course is devoted precisely to the clear understanding and application of federal, state, and local law and key judicial decisions that have immediate relevance for the day-to-day management of the school. In both class discussions and importantly at both the mid-semester and semester end, students are held to account not only for their understanding of the legal regulation of education, but also their ability to correctly apply their knowledge to practical school situations by means of comprehensive mid-semester and final examinations. (Refer to document “A Summary Description of Course Content.”) (*Folio, p. 69*)

- Document – Exam: Essay 1&2. Refer to *Addendum B*.

AD 674: Wayne Carmean

Indicator 11.1 is addressed in class 7 (pg. 76). This class reviews federal court decisions and their impact on schools and the way that we organize our programs. We also study the Maryland Multi-Cultural Bylaw and how it governs school programs, we also discuss other federal legislation and court cases when in class 3 (pg. 75) we discuss Title IX legislation and harassment issues. In class 6 (pg.76) we examine bilingual education and special education requirements with emphasis on legislation and court decisions.

Refer to Addendum B for student work.

Guideline Indicator 11.2: No relevant information is found AD 668 that shows student opportunities for the application of knowledge in common law and contractual requirements and procedures in an educational setting. The references cited could not be correlated with the intent of this indicator.

AD 668: Donald Reitz

Part I, Sections 1 and 2 of “A Summary Description of Course Content” and “Class Lecture Topics” clearly indicates that both the implications of common law principles as well as the elements of contractual obligations (written, oral and implied) are given extensive and detailed treatment. A detailed analysis of the enumerated causes for dismissal under Maryland Law are explicated and illustrated by case law interpretations and decisions (Cf. Section 4, *Folio, p.69-71*).

End of semester student evaluations consistently and strongly indicate that the students find the course content and presentation strategies practical, timely and appropriately focused on their responsibilities as school administrators. (*Folio*, p.70)

Refer to Addendum B for student work.

Guideline Indicator 11.3: No relevant evidence is found in ED 650, AD 662, or AD 682 to show that students are able to define and relate to the general characteristics of internal and external political systems as they apply to school settings.

ED 650: Beatrice Sarlos, Eileen Oickle

Refer to *Addendum A – Revised/Updated Syllabi, objective 12 and class 10.*

AD 662: Peggy Golden

Models of staff development that have an organizational context, include internal and external political systems and school settings. The discussion about framework and trends (week 1 & 2) include factors within the political framework that influence and impact on the mission, philosophy, school improvement plans and supervision and staff development to implement change to bring about improved instruction. (*Folio*, p65, 66)

AD 682: Please delete as part of documentation.

Guideline Indicator 11.4: Describe how policies are formulated, enacted, implemented and evaluated and develop strategies for influencing policy development. No information is found in AD 662 or AD 682 to show that students are required to describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented, or evaluated. Evidence that is more specific to this indicator is needed to determine compliance.

AD 662: Peggy Golden – Included in objective 1, classes 1 and 2 and course requirement 3 (*Folio*, p. 64-66)

AD 682: Sam Polack

The Tech Plan Comparison Paper clearly requires students to compare federal, state, local, and school technology plans. (*Folio*, p. 89)

Refer to Addendum B for student work.

Guideline Indicator 11.6: No relevant information is found in ED 601 to show that students are required to analyze the major philosophical tenets of contemporary intellectual movements and apply these tenets to their school context.

ED 601: Donald Reitz

The lecture presentations and class discussions are focused on the three major philosophic movements which have influenced American public education: American Pragmatism, Analytic Philosophy and Existentialism. In each case, the philosophy of key exponents of these movements is analyzed and the students are guided in applying the

implications of the philosopher's point of view to the school enterprise, including, for example, the importance of philosophic positions on curriculum development, administrative style, human relations, and the like. During the course of the semester, written essay assignments require the students to show clearly how these important philosophic positions relate to and have importance for the ongoing school process. Supplementing the class lectures, discussions and written are assigned readings in two required texts which present ample treatment of contemporary philosophical tenets and

- their pedagogical relevance. (*Folio*, p.54) Refer to *Addendum B – Student Work Examples and Exams*.

Guideline Indicator 11.7: No relevant evidence is found in AD 684 to show that students are required to develop appropriate procedures and relationships for working with local and governing boards. Descriptions of student performance activity in this area is needed for compliance.

AD 684: Bill Wentworth

Addressed in week 6 discussion of Budget Process when explaining the Budget Calendar and the role of Government Agencies and School Boards in the Process. (*Folio*, p. 103)

AREA V. Internships

12. Internship

The institution's program should provide significant opportunities in the workplace to synthesize and apply the knowledge learned, as well as to develop and practice the skills identified in the other 11 Guideline areas. Therefore, the preparation program must demonstrate approval with 12.1, 12.2, and 12.3.

Program Weakness (es):

Guideline Indicator 12.1: A substantial internship (six months or the equivalent) is not evident (only 150 hours is required). Students are not required to complete portions of the internship in diverse settings or at different levels. More detailed description of the types of experiences students are required to complete in different settings and how this experience equates to six-month's worth of internship experience is needed for compliance.

AD 687: Chris Sny, Kathleen Cornell

The internship occurs from August to April of an academic year. We have required a minimum of 150 hours but most students do more. However, they do not document them. Therefore, beginning Fall 01 we will have students document all the hours by requiring a weekly log. This change will be reflected on page 5 of the handbook, requirement number 4. (*Folio, p. 120*)

The sites for the internship include elementary, middle and high schools where the intern is presently employed. Geographically they range throughout the Baltimore metro area and surrounding counties. The sites thus are diverse by grade level, location and certainly by student population ranging from predominately minority inner city schools to suburban and rural locations. They also include a mix of both public and private schools. Students may choose to do part of the internship in a central office.

Each intern is assigned a college supervisor at the initial program meeting. A meeting between the college supervisor, intern and site supervisor is then scheduled early in the initial semester of the year. The agenda for this meeting is the intern's proposal. The content of the proposals are diverse depending on individual student career goals and need, as well as, the needs of the school. The discussion at this meeting includes suggestions by the college supervisor to engage in critical areas of practice such as teacher evaluation or motivating and coordinating classified staff. The need to have ongoing discussion between the site supervisor and intern regarding the intern's development is emphasized at this meeting. Finally, in order to further diversify the intern's experience it is typically recommended that the intern engage school community relations in their projects in cooperation with a variety of school and community leaders.

All college supervisors have attended ISLLC training and evaluation sessions, continue to be active in local, state and national professional associations, and read professionally in preparation for the coursework each teaches in addition to the internship.

Guideline Indicator 12.2: There is no evidence in AD 687 of mentorship training, Evidence is more specific to this indicator is needed to determine compliance.

AD 687: Kathleen Cornell

As of this date, we have chosen to trust the professionalism of our principals in the school system and the school system itself in naming its principals. It has been our experience that our interns choose wisely. The college supervisor meets with the intern and principals on site to discuss the internship and is available for assistance.

During the year 2001, the training of site supervisors will be discussed with the faculty, school administrators, supervisors and the Advisory Board.

Guideline Indicator 12.3: Experiences with social service, private, or community organizations is optional. It is encouraged, but not required. This does not meet the intent of the standard.
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AD 687: Chris Sny

Projects involving school community relations are a norm among all participants. Proposals as well as portfolios documenting these experiences are included.

Refer to Addendum B for student work.

Hard copies of all Addendums are located in the exhibit room.