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| Florida Gulf Coast University |
| Masters in Educational Leadership Program Handbook |
| M.Ed. and M.A. P-12 Degree Programs |

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| College of Education  12-10-2020 |

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# Welcome

Dear Graduate Student,

We are pleased that you are considering FGCU’s College of Education for your journey to become an educational leader. FGCU offers five different degrees and an alternative pathway for those who have partially completed FLDOE requirements to meet your unique needs.

Please review the Degree Program section of this handbook to find the program that is right for you.

The M.Ed. program consists of 10 courses, each covering one of the Florida Principal Leadership Standards (FPLS) and a Final Leadership Seminar for a total of 33 credits. Authentic internship experiences for each standard are completed within each course but if you can’t complete them you can opt for taking an additional internship course and graduate with 36 credit hours. The M.A. program also consists of 10 courses, each covering one of the Florida Principal Leadership Standards (FPLS) plus two (2) internship courses for 36 credits. Throughout the program of study, candidates will compile artifacts that demonstrate their knowledge and skills related to the FPLS that are submitted to an electronic, sharable Professional Portfolio. At the conclusion of each degree program, candidates defend their Final Professional Portfolio to Educational Leadership Faculty and other stakeholders in order to certify the growth and expertise gained throughout their studies.

This handbook is a critical resource for individuals enrolled in all the Educational Leadership programs offered at FGCU.

If you have not yet applied to any program, please review this handbook and our website located at <https://www.fgcu.edu/coe/programs/graduateprograms/> for further information.

For those of you beginning this journey, we sincerely hope you enjoy your studies at FGCU and wish you great success.

Respectfully,

Dr. Robert Kenny, Professor, Department Chair

Dr. Maureen Ungarean, Assistant Professor, Program Lead

Dr. Krista Bixler, Assistant Professor

# Degree Programs

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Masters in Educational Leadership - Traditional Track (M.Ed.)   
The Traditional Track can be completed with 33-credit hours. Individuals admitted into this program need to hold a valid teaching certificate and have completed two (2) or more years of effective or highly effective teaching. Semesters in this program are generally 15 weeks in length and students generally take 2 (or 3) courses at a time. The courses are offered face-to-face, blendflex, hybrid, or online. Candidates are responsible for finding a mentor at the beginning of the program with whom they will complete their 350-hours of internship experiences during their course of study. Ideally, the mentor will be the principal or assistant principal at your current work location. If you complete all program requirements, including the embedded internship experiences, this degree can be completed in five (5) semesters and culminates in Level 1 state certification in Educational Leadership based on also passing the Florida Educational Leadership Exam (FELE). Candidates who have completed this program are eligible to apply for their district’s administrative pool process. Candidates who, for some reason are unable to complete their internship throughout the program may be eligible to take a separate, additional internship course before the Final Leadership Seminar.

Masters in Educational Leadership with LEADS+ (M.Ed.)

The M.Ed. LEADS+ is also a 33-credit hour degree. Individuals in this program must be approved by their school district and FGCU. At this time, candidates in the following school districts may participate in LEADS+: Collier, Lee, Charlotte, and the Heartland Coalition (Hendry, Glades, DeSoto, Hardee, Highlands, Okeechobee).

In addition to all of the requirements for the Traditional M.Ed. Track, candidates may participate in district provided professional development activities that further enhance and support the coursework and embedded field experiences. School districts will assist candidates within this program in obtaining approved mentors to complete their 350-hour internship requirement. This degree can also be completed in five (5) semesters and culminates in Level 1 state certification in EducationLeadership with the student passing the FELE. Candidates who cannot complete their internships during the program of study may be eligible to take a separate, additional internship course before the Final Leadership Seminar. Candidates who have completed this approved program will be granted immediate entry into their district’s administrative pool.

Masters in Educational Leadership – Accelerated (M.Ed.)

The M.Ed. Accelerated Track is a 33-credit hour degree. Individuals in this program hold a valid teaching certificate and have completed two (2) or more years of effective or highly effective teaching. Courses in this program are asynchronous and presented over a seven (7) week term. While it is possible to take more than one course at a time it is strongly recommended that candidates take only take one (1) course at a time due to the intensity level and time requirement of each course. The courses are only provided online and candidates complete all tasks at their own pace. No face-to-face or synchronous virtual classes are required but individual meetings with the professor can be scheduled. Candidates are responsible for finding a mentor at the beginning of the program with whom they will complete their 350-hour internship experiences throughout the program. Ideally, the mentor will be the principal or an assigned assistant principal at your current work location. This degree culminates in Level 1 state certification in Educational Leadership with the student passing the Florida Educational Leadership Exam (FELE). Candidates who have completed this program are eligible to apply for their district’s administrative pool process. Candidates who cannot complete their internship throughout the program may be eligible to take a separate, additional internship course before the Final Leadership Seminar.

Masters of Art in Educational Leadership (P-12 Focus) - Traditional Track (M.A.)

The M.A. Traditional Track is a 36-credit hour degree. Individuals in this program may hold a valid teaching certificate but have less than two (2) years’ teaching experience. Courses in this program are generally 15 weeks in length and candidates may take 2 (or 3) courses at a time. The courses can be face-to-face, blendflex, hybrid, or online. Candidates in the M.A. Traditional Track program will complete case studies for their critical task essays that are required in each course.

Candidates in this program will participate in 10 courses and 2 internships that require a minimum of 150 hours each. Candidates who complete this degree are not required to pass the FELE for graduation and will not automatically obtain their Level 1 state certification in Educational Leadership. In order for candidates to apply for their district pools they must pass all sections of the FELE exam on their own. Candidates may switch to the M.Ed. Traditional Track if during their course of study they obtain their two years of successful teaching experience. These candidates should strive to find a mentor to complete the 300 internship hours (150 hours in each internship course) prior to the start of their first internship course.

\*Please note, candidates may take the internship course more than once if they cannot complete all of the required hours and activities in one fifteen (15) week semester.

Masters of Art in Educational Leadership (P-12 Focus) Accelerated (M.A.).

The M.A. Accelerated Track is also a 36-credit hour program. Individuals in this program may hold a valid teaching certificate but have less than two (2) years’ teaching experience. Courses in this program are asynchronous and presented over a seven (7) week term. While it is possible to take more than one course at a time, it is strongly recommended that candidates take only take one (1) course at a time due to the intensity level and time requirement of each course. The courses are only provided online and candidates complete all tasks at their own pace. No face-to-face or synchronous virtual classes are required but individual meetings with the professor can be scheduled.

Candidates in the M.A. program will complete case studies for the critical task essays required in each course. Candidates in this program will participate in 10 courses and 2 internships (each requiring 150 internship hours). Candidates who complete this degree are not required to pass the FELE for graduation and will not obtain their Level 1 state certification in Educational Leadership. This will inhibit candidates from applying to a school district administrative pool until the student passes the FELE after graduation if they so desire. Candidates may switch to the M.Ed. Accelerated Track if during their course of study they obtain their two years of successful teaching experience. These candidates should strive to find a mentor prior to starting their first internship course in order to complete the 300 internship hours (150 hours per internship course).

\*Please note, candidates may take the internship course more than once if they cannot complete all of the required hours and activities in one seven (7) week semester.

Alternative Pathway to Florida Principal Certification. This program is a non-degree program for individuals who already hold an advanced degree and/or have already completed some courses required by the FLDOE and are seeking Florida Principal Certification. Prior to enrolling, candidates must obtain a statement of eligibility from the Florida Department of Education (DOE) outlining required coursework that they need to complete. The (DOE) statement of eligibility listing of required courses will determine how many credit hours must be completed by the student. Candidates will complete required coursework at FGCU through face-to-face, blendflex, hybrid, or online. Please note, candidates who require more than five (5) courses per FLDOE will be required to complete an entire master’s program. All candidates seeking leadership certification in this way are required to take two (2) internship courses to satisfy the FLDOE internship requirement for certification. At the conclusion of required courses, candidates must make their own arrangements to complete the additional certification requirements as required by the FLDOE. There will be no degree conferred by FGCU in this scenario.

# Program of Study

Below is the recommended course sequence for each program. **Not all classes are offered each semester, therefore, deviation from these listed programs of study is strongly discouraged**.

\*Changes could result in delay of graduation

\*If changes are needed, discuss them with your advisor as soon as possible

M.Ed. Traditional, M.Ed. LEADS+ Traditional Track, M.A. Traditional(15-week courses, 10-week summer courses)

Included are the courses that will be provided each semester and your recommended Program of Study (POS).

\*We recommend you take two (2) courses each semester

\*If you are an M.Ed. Candidate and want to finish in five (5) semesters, during one (1) semester you must take three (3) courses – 33 credits

\*The M.A. program requires 36 credits for completion

**SUMMER** **Required Courses for Degree Completion**

EDA 6061 Principles of Educational Leadership Principles of Educational Leadership

EDG 6391 Instructional Leadership Instructional Leadership

EDA 6232 School Law School Law

EDG 6627 Foundations of C&I Foundations of C&I

EDF 6401 Data & Analysis in Education Data and Analysis

School Budgeting & Financial Reporting

**FALL** Organizational Development

EME6425 Technology for School Leaders Learning Accountability & Assessment

EDA 6192 Organizational Development Human Resources Development

EDG 6326 Learning Accountability and Assessment Technology for Ed. Leaders

EDF 6401 Data and Analysis Final Leadership Seminar (M.Ed. Only)

EDA 6948 Final Leadership Seminar (M.Ed. Only) Internship I (M.A. Only)

EDA 6945 Internship I (M.A. Only) Internship II (M.A. Only)

**SPRING**

EDS 6050 Human Resources Development

EDA 6242 School Budgeting and Financial Reporting

EDG 6627 Foundations of C&I

EDG 6326 Learning Accountability and Assessment

EDA 6948 Final Leadership Seminar (M.Ed. Only)

EDA 6946 Internship II (M.A. Candidates Only)

\*There is a one-day, non-credit FELE Prep course available at no cost to students enrolled in the Traditional program. Please email the program leader if you are interested.

\*\*EDA 6942 Field Experience Workshop can be offered for M.Ed. candidates who did not complete internship hours in courses. These internship hours would have been excused by the professor in a particular course and approved by the program leader.

**SUMMER START POS**

Year 1

Summer: Principles of Ed Leadership, Instructional Leadership

Fall: Tech for Ed Leaders, Organizational Development

Spring: Human Resources, School Budgeting

Year 2

Summer: School Law, Foundations of C&I, Data & Analysis

Fall: Learning Account & Assess, Final Leadership Seminar (M.Ed.), Internship I (M.A. Only)

Spring: Internship II (M.A. Only)

**FALL START POS**

Year 1

Fall: Tech for Ed Leaders, Organizational Development

Spring: Human Resources, School Budgeting

Summer: Principles of Ed Leadership, Instructional Leadership, School Law

Year 2

Fall: Learning Accountability and Assessment, Data and Analysis, Internship I (M.A. Only)

Spring: Foundations of C&I, Final Leadership Seminar (M.Ed. Only), Internship II (M.A. Only)

**SPRING START POS**

Year 1

Spring: Human Resources, School Budgeting

Summer: Principles of Ed Leadership, Instructional Leadership, School Law

Fall: Tech for Ed Leaders, Organizational Development, Internship I (M.A. Only)

Year 2

Spring: Learning Account & Assess, Final Lead Seminar (M.Ed. Only), Internship II (M.A. Only)

Summer: Foundations of C&I, Data & Analysis

M.Ed. and M.A. P-12 Accelerated Track(7-week courses; asynchronous)

Included please find the courses that will be provided each semester and your recommended Program of Study (POS).

1. We recommend you take one (1) courses each semester
   1. If you are an M.Ed. candidate you must take 33 credits
   2. The M.A. program requires 36 credits for completion

**SUMMER A** **Required Courses for Degree Completion**

EDA 6061 Principles of Educational Leadership Principles of Educational Leadership

EDA 6232 School Law Instructional Leadership

School Law

**SUMMER B** Foundations of C&I

EME 6425 Technology for School Leaders Data and Analysis

EDG 6326 Learning Accountability and Assessment School Budgeting & Financial Reporting

EDF 6401 Data and Analysis Organizational Development

EDA 6948 Final Leadership Seminar (M.Ed. Only) Learning Accountability & Assessment

EDA 6945 / EDA 6946 Internship I and II (M.A. Only) Human Resources Development

Technology for Ed. Leaders

Final Leadership Seminar (M.Ed. Only)

**FALL A** Internship I (M.A. Only)

EDS 6050 Human Resources Development Internship II (M.A. Only)

EDG 6627 Foundations of C&I

EDA 6948 Final Leadership Seminar (M.Ed. Only)

EDA 6945 / EDA 6946 Internship I and II (M.A. Only)

**FALL B**

EDG 6391 Instructional Leadership

EDF 6401 Data & Analysis in Education

EDA 6948 Final Leadership Seminar (M.Ed. Only)

EDA 6945 / EDA 6946 Internship I and II (M.A. Only)

**SPRING A**

EDA 6192 Organizational Development

EDG 6326 Learning Accountability and Assessment

EDA 6232 School Law

EDA 6948 Final Leadership Seminar (M.Ed. Only)

EDA 6945 / EDA 6946 Internship I and II (M.A. Only)

**SPRING B**

EDA 6242 School Budgeting and Financial Reporting

EDG 6627 Foundations of C&I

EDG 6326 Learning Accountability and Assessment

EDA 6948 Final Leadership Seminar (M.Ed. Only)

EDA 6945 / EDA 6946 Internship I and II (M.A. Only)

**SUMMER A START POS**

**YEAR 1**

SUMMER A: Principles of Ed. Lead SUMMER B: Tech for Leaders FALL A: HR

FALL B: Instructional Lead SPRING A: Org Dev SPRING B: School Budgeting

**YEAR 2**

SUMMER A: School Law SUMMER B: Learn Account & Assess FALL A: Foundations of C&I

FALL B: Data & Analysis SPRING A: Intern I (M.A.), Final Lead (M.Ed.) SPRING B: Intern II (M.A.)

**SUMMER B START POS**

**YEAR 1**

SUMMER B: Tech for Leaders FALL A: HR FALL B: Instructional Lead

SPRING A: Org Dev SPRING B: School Budgeting SUMMER A: Principles of Ed. L.

**YEAR 2**

SUMMER B: Learn Account & Assess FALL A: Foundations of C&I FALL B: Data & Analysis

SPRING A: School Law SPRING B: Intern I (M.A.), Final Lead (M.Ed.) SUMMER A: Intern II (M.A.)

**FALL A START POS**

**YEAR 1**

FALL A: HR FALL B: Instructional Lead SPRING A: Org Dev

SPRING B: School Budgeting SUMMER A: Principles of Ed Lead SUMMER B: Tech for Leaders

**YEAR 2**

FALL A: Foundations of C&I FALL B: Data & Analysis SPRING A: Learn Account & Assess

SPRING B: Intern I (M.A.), Final Lead (M.Ed.) SUMMER A: School Law SUMMER B: Intern II (M.A.)

**FALL B START POS**

**YEAR 1**

FALL B: Instructional Lead SPRING A: Org Dev SPRING B: School Budgeting

SUMMER A: Principles of Ed Lead SUMMER B: Tech for Leaders FALL A: HR

**YEAR 2**

FALL B: Data &Analysis SPRING A: Learn Account & Assess SPRING B: Foundations of C&I

SUMMER A: School Law SUMMER B: Intern I (M.A.), Final Lead (M.Ed.) FALL A: Intern II (M.A.)

**SPRING A START POS**

**YEAR 1**

SPRING A: Org Dev SPRING B: Foundations of C&I SUMMER A: Principles of Ed Lead

SUMMER B: Tech for Leaders FALL A: HR FALL B: Instructional Lead

**YEAR 2**

SPRING A: Learn Account & Assess SPRING B: School Budgeting SUMMER A: School Law

SUMMER B: Data & Analysis FALL A: Intern I (M.A.), Final Lead (M.Ed.) FALL B: Intern II (M.A.)

**SPRING B START POS**

**YEAR 1**

SPRING B: Learn Account & Assess SUMMER A: Principles of Ed. Lead SUMMER B: Tech for Leaders

FALL A: HR FALL B: Instructional Lead SPRING A: Org Dev

**YEAR 2**

SPRING B: School Budgeting SUMMER A: School Law SUMMER B: Data & Analysis

FALL A: Foundations of C&I FALL B: Intern I (M.A.), Final Lead (M.Ed.) SPRING A: Intern II (M.A.)

\*EDA 6942 Field Experience Workshop can be offered for M.Ed. candidates who did not complete internship hours in courses. These internship hours would have been excused by the professor in a particular course and approved by the Program Leader.

# Florida Principal Leadership Standards Course Crosswalk

The revised Florida Principal Leadership Standards (FPLS) were approved in 2011 and set forth core expectations in knowledge and skill-set for effective school administration. These standards are outlined in State Board of Education Rule 6A-5.080. FPLS consist of 10 standards grouped into four domains of effective leadership: Student Achievement, Instructional Leadership, Organizational Leadership and Professional and Ethical Behavior.

Though standards do not exist in isolation of each other, each course within the Educational Leadership Programs focuses upon one standard in-depth through course work and a critical task essay to be completed through a 30-hour internship experience (M.Ed. candidates) or case study (M.A candidates). After completion of the critical task activity, candidates will complete a Critical Task Integrative Essay that explains how he/she has demonstrated their knowledge and ability related to a targeted FPLS standard for the course by connecting the experience in writing to the targeted standard, scholarly research, and their course work.

Below is a list of each FPLS and the course which focuses on that standard. The internship/case study activities are described generally so you can connect how the course activities relate to developing leadership skills for the related standard. Afterwards, content suggestions on topics to include within your Critical Task Integrative Essay, as well as possible internship activities are listed.

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| **Domain1: Student Achievement** |
| **Standard 1**: Student Learning Results. Effective school leaders achieve results on the school’s student learning goals.  a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and  b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.  **Course**: EDG 6326 Learning, Accountability and Assessment  **Critical Task Internship/Case Study Requirement**: Includes examining data and relating it to the SIP.  **Specific Content Suggestions**:   1. Standards-based education 2. Appropriate legislation and laws related to the standards 3. Vision and mission   **Suggested Artifacts (include in internship activities/logs)**:   1. School Improvement Plan Project 2. Curriculum Development Project |
| **Standard 2**: Student Learning as a Priority. Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:  a. Enables faculty and staff to work as a system focused on student learning;  b. Maintains a school climate that supports student engagement in learning;  c. Generates high expectations for learning growth by all candidates; and  d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.  **Course:** EDF 6401 Data and Analysis  **Critical Task Internship/Case Study Requirement:** Candidates will analyze student achievement results and recommend a plan for improvement  **Specific Content Suggestions**:   1. Definition and application of school culture and school climate 2. Systems theory and application   **Suggested Artifacts (include in internship activities/logs)**:   1. School Improvement Project 2. Curriculum Development Project 3. PBL on Instructional Leadership 4. Student Achievement/School Improvement Project 5. School culture/climate assignment in Organizational Development |

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| **Domain 2: Instructional Leadership** |
| **Standard 3**: Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:  a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;  b. Engages in data analysis for instructional planning and improvement;  c. Communicates the relationships among academic standards, effective instruction, and student performance;  d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the candidates and school; and  e. Ensures the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula.  **Course:** EDG 6627 Foundations of C and I  **Critical Task Internship/Case Study Requirement:** Candidates will examine and discuss FEAPs.  **Specific Content Suggestions**:   1. Principal’s role in developing a common language surrounding the FEAPS and how to implement them 2. Focus on curriculum design, implementation, and evaluation 3. How do the above align?   **Suggested Artifacts (include in internship activities/logs)**:   1. School Improvement Project 2. Curriculum Development Project 3. PBL on Instructional Leadership 4. Student Achievement/School Improvement Project 5. WCG Module on FEAPS 6. FEAPS project in Foundations of C&I |
| **Standard 4**: Faculty Development. Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:  a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;  b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;  c. Employs a faculty with the instructional proficiencies needed for the school population served;  d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;  e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and  f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.  **Course:** EDG 6391 Instructional Leadership  **Critical Task Internship/Case Study Requirement:** Candidates will experience the components of teacher observation.  **Specific Content Suggestions**:  Professional development:   1. Professional Learning Communities 2. Teacher evaluation 3. What is the difference in formative and summative evaluation? 4. How do leaders develop and implement professional development? 5. What legal issues are relevant?   **Suggested Artifacts (include in internship activities/logs)**:   1. Clinical supervision project in HRD 2. Use of a recruitment, induction, retention, and professional development |
| **Standard 5:** Learning Environment. Effective school leaders’ structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader:  a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;  b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;  c. Promotes school and classroom practices that validate and value similarities and differences among students;  d. Provides recurring monitoring and feedback on the quality of the learning environment;  e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being; and  f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.  **Course:** EDA 6061 Principles of Educational Leadership  **Critical Task Internship/Case Study Requirement:** Candidates will analyze cultural diversity.  **Specific Content Suggestions**:   1. Focus on the political, social, economic, legal and cultural systems in the larger geopolitical environment that impact schools 2. Social justice 3. Tell us what you know about understanding the dynamics of working with a diverse community 4. What theories and research support family involvement in improving academic achievement?   **Suggested Artifacts (include in internship activities/logs)**:   1. Activities in Principles of Educational Leadership class on ESE, ELL, including the Diversity Project and Consent Decree |

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| **Domain 3: Organizational Leadership** |
| **Standard 6**: Decision Making. Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:  a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;  b. Uses critical thinking and problem-solving techniques to define problems and identify solutions;  c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;  d. Empowers others and distributes leadership when appropriate; and  e. Uses effective technology integration to enhance decision making and efficiency throughout the school.  **Course:** EME 6425 Technology for Educational Leaders  **Critical Task Internship/Case Study Requirement:** Candidates will examine digital classroom plans.  **Specific Content Suggestions**:   1. Theories and models of decision making 2. Data-based decision making   **Suggested Artifacts (include in internship activities/logs)**:   1. Technology plan 2. Activities from Organizational Development class |
| **Standard 7:** Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:  a. Identifies and cultivates potential and emerging leaders;  b. Provides evidence of delegation and trust in subordinate leaders;  c. Plans for succession management in key positions;  d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and  e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.  **Course:** EDS 6050 Human Resources Development  **Critical Task Internship/Case Study Requirement:** Candidates will explore the hiring process.  **Specific Content Suggestions**:   1. Leadership theory and application 2. Sustainability of leadership succession (Michael Fullan) 3. Distributed leadership (DuFour & Eaker)   **Suggested Artifacts (include in internship activities/logs)**:   1. Activities in Organizational Development and HR Development courses. 2. Theory of Practice/Game Plan |
| **Standard 8:** School Management. Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:  a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;  b. Establishes appropriate deadlines for him/herself and the entire organization;  c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and  d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.  **Course:** EDA 6242 Budgeting and School Finance  **Critical Task Internship/Case Study Requirement:** Candidates will explore budgets related to SIP plans.  **Specific Content Suggestions**:   1. Budgeting, FEFP, and Red Book 2. School safety   **Suggested Artifacts (include in internship activities/logs)**:   1. **Content from School Budgeting and Financial Reporting course** |
| **Standard 9:** Communication. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:  a. Actively listens to and learns from students, staff, parents, and community stakeholders;  b. Recognizes individuals for effective performance;  c. Communicates student expectations and performance information to students, parents, and community;  d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;  e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.  f. Utilizes appropriate technologies for communication and collaboration; and  g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.  **Course:** EDA 6232 School Law  **Critical Task Internship/Case Study Requirement:** Candidates develop a communications plan for stakeholders.  **Specific Content Suggestions**:   1. Communication strategies 2. Electronic communication   **Suggested Artifacts (include in internship activities/logs)**:   1. Activities in Principles of Educational Leadership class on ESE, ELL, including the Diversity Project and Consent Decree |

|  |
| --- |
| **Domain 4: Professional and Ethical Behavior** |
| **Standard 10:** Professional and Ethical Behaviors. Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:  a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.;  b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;  c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;  d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;  e. Demonstrates willingness to admit error and learn from it; and  f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.  **Course:** EDA 6232 School Law  **Critical Task Internship/Case Study Requirement:** Candidates will consider the student discipline process.  **Specific Content Suggestions**:   1. Florida Educator Code of Ethics and one other professional association code. 2. What is ethical leadership?   **Suggested Artifacts (include in internship activities/logs)**:   1. Activities in Principles of Educational Leadership class on ESE, ELL, including the Diversity Project and Consent Decree 2. Game Plan from Organizational Development |

# Internship Experience for M.Ed. Programs

Upon acceptance into the M.Ed. program (Traditional, Accelerated, or LEADS+) the candidate must secure a trained, certified school-based mentor who agrees to mentor the candidate throughout the entirety of their program of study.

Selecting Mentors  
  
Candidates must secure a school district administrator with appropriate credentials (minimum of Level I Certificate) such as an assistant principal, principal, or central office administrator to serve as a mentor. Mentors must agree to oversee the internship experiences as they occur during the semesters the candidate is enrolled. Internship mentors will agree to oversee the process with the candidates for the duration of their program of study and provide continuity with the activities to ensure they are appropriate to the professional development of the individual and district goals as well as cover each FPLS. FGCU faculty will communicate with mentors to ensure they are willing to work with and support candidates, provide supervision and mentoring, are appropriately certified, as well as be willing to complete evaluation forms and logs. Mentors must be in an administrative role in the school district, teacher leaders will not be accepted as mentors.

All candidates in the M.Ed. program will participate in an on-going series of internship experiences that begin with their first course. Most of them (i.e., all but the final seminar) will be correlated with the content and context of each course. In short, the program will be embedded with authentic experiences based on Florida Principal Leadership Standards (FPLS) throughout. The final internship takes place during the Final Leadership Seminar and is expected to be in a location/environment that is diverse / different from the ones in which the candidate participated previously.

In each course, candidates will participate in their internship activity (30 hours per course) and write about this experience to complete their critical task essay. The critical task essay for each course is a six (6) – seven (7) page paper in which the candidates connects their internship experience to the targeted FPLS standard, coursework, and scholarly research. Completed critical task essays will be housed in Portfolium, the portfolio management system. Candidates will use these critical task essays to build their professional portfolios, based on FPLS standards, as they move through the program. These critical task essays will help candidates show their future employers what they know and are able to do related to each FPLS standard, in turn making them more marketable as an educational leader.

\*Internship experiences may take place in-person or online depending on CDC, university, and district guidelines.

Internship Experience Requirements   
  
Internship experiences should be authentic and link scholarly research, theory, standards, and practice in studying the range of problems that candidates will encounter when they become level one administrators.

Candidates will work with their professors and district mentors on their prescribed internship activities that will enable them to gain a diverse set of experiences in areas in which they may need further development. The activities for each course were developed in collaboration with leaders from regional school districts and target a specified FPLS for each course. As the program progresses, it is strongly recommended that candidates examine the status of their Professional Portfolio to ensure quality and that each experience demonstrates and highlights the candidates’ skills related to each FPLS standard.

Specified internship tasks will be provided in each course. These task areas are also interspersed throughout the National Policy Board for Educational Administration (NPBEA) that forms the basis of the mentor's evaluation as correlated with the NPBEA standards and the template used to select appropriate activities.

The assumption is to provide a sustained and embedded series of authentic experiences with activities that correlate with the candidate's program of study in concert with the course they are enrolled in at the time and the focused FPLS standard.

## Projects

Candidates should work with mentors and professors to complete the assigned internship activity and critical task assignment. Instructions for each specific internship activity are included in the Modules section of Canvas for each course. Please keep the following in mind:

* Projects should focus on "School Improvement" and benefit the school
* Candidates should have some experience with understanding the school's class scheduling, including the master schedule
* Projects should be goal oriented, of limited duration, and have unique, identifiable, and specific results
* Projects should have a degree of complexity. Candidates are expected to participate in a variety of activities—such as, hold meetings, prepare memos, interview people, conduct conferences, survey personnel, analyze data, assist in reports to the central office staff or the board of education, and observe and supervise instruction and schools
* Projects should be coordinated with other activities in the school or district. The timing, sequencing, and resources must "mesh" with other activities
* Projects must have beginning, middle, and ending phases. The candidate should be involved in three major functions: project planning, implementation, and evaluation.

The words ‘mentor’, ‘candidate’ supervisor’ are used throughout this guide. The mentor or supervisor has responsibility to serve as a role model, teacher, guide, and evaluator for a person developing in the profession. District personnel would be used in those cases where the candidate has already had the opportunity to experience building-level responsibilities in another situation or to expand upon a candidate’s building-level internship experiences.

Internship experience activities involve a building-level or district level mentor/supervisor, a candidate, and can involve a FGCU faculty member who supports the activities. Mentoring is defined as a relationship between a mentor/supervisor and the candidate that allows the latter to learn how to perform effectively the administrative and leadership functions and responsibilities of a level 1 administrator. On some occasions, a supervisor or mentor could be a central office professional working in staff development or curriculum areas. FGCU faculty members will develop working relationships with central office personnel in local districts who may assist with obtaining a variety of internship experiences at the central office. It is the candidates’ responsibility to secure a mentor for their internship activities throughout the program. FGCU faculty members may be able to help facilitate this if the candidate has a difficult time securing a mentor.

## Day to Day Processes

* In some districts, M.Ed. and/or LEADS+ candidates may shadow an administrator and/or assistant principal(s) to become familiar with the daily duties and responsibilities of school leaders. During this time, candidates should observe but not assume direct responsibility for these areas.
* Mentors and supervisors should encourage candidates to assume some responsibilities for some tasks during their internship experiences but not assume all direct responsibility.
* During the Final Leadership Seminar, candidates must attend on-campus or online seminars as required. In the Seminar, candidates will participate in discussion groups that include the posing of problems from their experiences for other participants to engage in a problem-solving discussion.
* In the Final Leadership Seminar each candidate may also participate in an online discussion board in which they post experiences, and participate in an exchange of ideas among faculty and others. These posting are to include a discussion of how the experiences relate to theory/research and to the FPLS.

Case Study and Critical Task Essay Experience for M.A. P-12 Program **and**

**M.Ed. candidates who could not secure a mentor**

**Traditional and Accelerated**

Candidates who use case studies instead of internship activities to complete their critical task essays throughout the program will be required to take 2 internship courses, each with a 150-hour internship experience requirement, in addition to the 10 required courses. The M.A. Program is a 36-credit program. The case studies will be specifically assigned on topics provided.

In each course, candidates will participate in a case study and write about this experience to complete their critical task essay. The critical task essay for each course is a 6-7-page paper in which the student connects their case study to the targeted FPLS standard, coursework, and scholarly research. Completed critical task essays will be housed in Portfolium, the portfolio management system. Candidates will use these critical task essays to build their professional portfolios, based on FPLS standards, as they move through the program. Critical task essays will help candidates show their future employers what they know and are able to do related to each FPLS standard, in turn making them more marketable as an educational leader.

* Please note - all activities and follow-up essays and reflections are intended for the candidate to demonstrate their accomplishments associated with FPLS for their professional portfolios
* Please also note that candidates will locate and use their own case studies related to the specific topics provided. Candidates can ask for help or approval for these case studies from their professor or the FGCU Library professionals
* Candidates must secure a mentor prior to beginning their Internship courses

During Internships I and II, candidates will complete their internship hours to demonstrate abilities related to each FPLS standard. The internship tasks will be specified and connected to the case studies for each course. Candidates will connect their internship hours to their case studies in a one (1) page written reflection that connects the internship experience to the FPLS based Critical Task Essay for each course.

In Internship II, candidates will also defend their Professional Portfolio before graduation.

# Final Leadership Seminar for M.Ed. programs

All M.Ed. candidates will apply to the Final Leadership Seminar. A major part of that application process is verification of the candidate’s completion of 80% of the initial internship experiences that are submitted at the time of application.

The Final Leadership Seminar will include both a series of class sessions and discussions as well as a second internship experience as noted above. It is expected that the activities in this course will encompass approximately 50 hours of effort. This course will meet on a regular basis, as needed, and candidates will be required to complete their internship hours as well as class assignments.

The experiences and standards matrix are the same for all internship experiences and case studies regardless of how they are accomplished (Traditional or Accelerated), the difference being the amount time allotted to accomplish the tasks and the potential for a deeper experience that a longer time-period allows.

Selecting mentors for Final Leadership Seminar  
  
Candidates must secure a school district administrator with appropriate credentials (minimum of Level I Certificate) such as an assistant principal, principal, or central office administrator to serve as a mentor for this course – this person should be different when possible than the mentor they worked with throughout the program. Mentors for this course must agree to oversee the internship experiences for this course. Final Leadership Seminar mentors should support the professional development of the individual and district goals as well as cover FPLS standards as appropriate. FGCU faculty will communicate with mentors to ensure they are willing to work with and support candidates, provide supervision and mentoring, are appropriately certified, as well as be willing to complete evaluation forms and logs. Mentors must be in an administrative role in the school district, teacher leaders will not be accepted as mentors.

# Admission into Final Leadership Seminar

Assessments  
  
There are two evaluations that are completed online at the end of the initial internship experiences and are requirements for the candidate’s acceptance into The Final Leadership Seminar:

* 1. An overall [Mentor Evaluation of Candidates’ Accomplishing all the State Standards](https://www.fgcu.edu/coe/programs/graduateprograms/Mentor_Evaluation_of_MEd_Intern.docx) must be submitted. This is a collaborative final recommendation by the appropriate person in the district and the university faculty member who is coordinating the program. The standards are based on the ten [Florida Principal Leadership Standards](https://www.fgcu.edu/coe/programs/graduateprograms/documents/Florida_Educational_Leadership_Standards_2012.docx) and [Mentor Evaluation of Dispositions](http://survey.fgcu.edu/Survey.aspx?s=ef36a5ddd5984cccb83e384b55435983)
* Candidate Self-Assessment and the Professional Portfolio that is 80% complete. (This contains the following a Dispositional Self –Evaluation)

80% of Internship Activities, hours, and Critical Task Essays are included in Portfolium and have been graded. The candidate applies to the Final Leadership Seminar as follows:

* 1. The Final Leadership Seminar is taken in the candidates’ final semester
  2. The candidate is accepted into the course if 80% of the Professional Portfolio is complete
  3. During the Final Leadership Seminar, the candidate may post to the course discussion board to share experiences with others

In all cases, the candidate begins work on specific projects and begins to assume responsibility for tasks delegated by the mentor and denotes all agreements and daily tasks in a journal. The candidate also posts reflections of these on the day-to-day administrative activities as required.

At the end of the course, the candidate and supervisor/mentor complete the appropriate reports and assessments. During the Final Leadership Seminar, the candidate completes and defends their Final Professional Portfolio.

**Internship for M.A. Programs**

All candidates in the M.A. Programs will be required to complete two internship courses that include 150 hours of effort in each (300 total). Candidates are required to secure a school district mentor who is appropriately certified (Level 1 minimum) and serving in an administrative role to serve as their mentor during internships. Students will complete required hours and coursework for these courses. Students will also defend their Final Leadership Portfolio during Internship II.

## Disposition Essay – EDA 6946 M.Ed. Final Leadership Seminar and M.A. Internship 2

Educational Leadership candidates demonstrate their beliefs in dispositions included in all of the standards.

The Candidate Disposition Evaluation Survey (CDSE) was completed in the Principles of Educational Leadership course or in your first semester of the program and indicated dispositions on which the candidate could improve during the program. The CDSE is administered again during the Final Leadership Seminar when candidates will compare growth in dispositions from the beginning of the program to the end. In this essay, candidates will review the areas of improvement from the CDSE, explain how experiences improved dispositions, and what impact these experiences had on the candidate’s attitudes and beliefs. These experiences could be work-related, internship experiences, classroom activities/assignments, readings and other related experiences and must include a discussion of FPLS standards.

Mentors will complete the Mentor Evaluation of Dispositions for Educational Leaders (MEDEL) for each candidate at the conclusion of their internship.

## Optional: William Cecil Golden (WCG) Individual Leadership Development Plan (ILDP)

After gaining access to the WCG website, write an essay establishing goals (based on the information on that website), for individual leadership development. In a short essay for your final Professional Portfolio indicate activities that helped you to meet goals, and what outcomes resulted from each activity. In other words, what progress has been made in accomplishing each goal as written in your plan. THIS IS AN OPTIONAL ACTIVITY.

# Guidelines and Responsibilities for Establishing a Meaningful Internship Experience

There are some general guidelines to consider when establishing internship experiences. First, FGCU Educational Leadership faculty members are responsible for supporting the internship experience program. In conjunction with the districts, they will support the learning atmosphere at the internship-based site to include:

* evidence that the site provides for the candidates to model opportunities to experience leadership with teachers, school staff, students, and community members;
* evidence that the site provides opportunities for the development of broad understandings of administrative tasks and skill areas outlined in the Florida Principal Leadership Standards; and
* evidence that the site provides opportunities for student engagement in observing, planning for, or implementing continuous improvement and/or site-based management concepts.

 In general, FGCU and the district will work collaboratively to:

* select administrators who want to serve as mentors for candidates;
* inform candidates of their roles and responsibilities in the internship experiences;
* assure that guidelines are followed;
* evaluate performance;
* review progress and internship experience;
* resolve problems which may arise;
* ensure the candidate is receiving performance feedback

\*Note, guidelines are also contained in the MOU for the LEADS+ program.

# Professional Portfolio

All candidates in M.Ed. and M.A. (P-12 Focus) Educational Leadership programs at Florida Gulf Coast University (FGCU) must complete a Final Professional Portfolio to demonstrate the graduate candidate’s competency in each of the ten Florida Principal Leadership Standards (FPLS) prior to graduation. The purpose of the Professional Portfolio is to present the student’s professional knowledge and accomplished learning in the FPLS in a succinct manner that will prepare graduates for their future careers in educational leadership.

The Professional Portfolio will encompass critical tasks which are integrative essays completed with supporting evidence candidates develop through internship/case study activities, coursework, and scholarly research. Candidates then connect these items to a targeted FPLS standard in each course to demonstrate their professional learning and abilities. Along with the critical task essays and supporting evidence, candidates must also include the following documents within their Professional Portfolio: (a) a sample cover letter for an administrative position; (b) a current resume; (c) an administrative platform/philosophy statement; (d) internship hours logs; (e) college transcripts; (f) copies of Department of Education teaching and administrative certificates; (g) letters of support and recommendation from those with knowledge of the student’s educational leadership abilities and (h) the Mentor's Evaluation of the student's dispositions (MEDEL).

This guide will provide graduate candidates with the necessary information regarding required evidences, how to format documents and how to upload the documents in the electronic portfolio management system, Portfolium.

The Council of Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA) developed standards, which reflect what school leaders face every day. The standards outline what it takes to be an instructional leader and an effective building manager in today's schools (Minnich, 2015). The Professional Portfolio is created by candidates to demonstrate their learning, ability, and success related to the standards.

The Final Professional Portfolio has two components: (1)**the professional portfolio component** which includes (a) a sample letter of application for an administrative position; (b) current resume; (c) administrative platform/philosophy statement; (d) college transcripts; (e) copies of certificates of teaching/administrative certification; (f) letters of support and recommendation *from*colleagues, supervisors, former students/parents, and others with knowledge of the student’s educational and leadership abilities; and (2) **the** **learning portfolio components** which includes (a) critical task integrative essays and evidences which demonstrate mastery of FPLS standards; (b) internship hours log and (c) the Mentor's Evaluation of the student's dispositions (MEDEL).

The Professional Portfolio will be developed throughout a student’s program of studies. Candidates will begin to develop their Professional Portfolio components during the first semester in the program by identifying how their own philosophy of leadership, teaching, and learning, integrates with the Florida Principal Leadership Standards (administrative platform/philosophy statement). Candidates will begin their first critical task integrative essays in their first semester. Candidates are encouraged to work closely with their district mentor, faculty professors, and/or advisor throughout the program. As a student nears graduation, they should review completed portfolios and seek guidance, if necessary, before they present their Final Professional Portfolio to Educational Leadership Faculty and other stakeholders. A portfolio management system account is required through Portfolium. Artifacts will be linked to Portfolium through Canvas.

The Professional Portfolio components are described in more detail below. Review the Internship Guide for a description of Internship requirements.

The Final Professional Portfolio should be divided into sections according to the FPLS. In the first course that is recommended for candidates, *Principles of Educational Leadership*, candidates will be provided an orientation to the program in Educational Leadership with particular attention to the portfolio requirements. In this class, candidates complete their first critical task integrative essay that will become a part of their Final Professional Portfolio. Candidates must begin developing their portfolios during the first semester of classes.

# Final Professional Portfolio - Professional Component Content (resume, cover letter, certifications, etc.)

The Professional Component is expected to include: (a) a cover letter; (b) an administrative platform statement (can be included in the cover letter); (c) current resume (d) a set of college transcripts; (e) copies of certificates of teaching/administrative certification; (f) letters of support and recommendation *from*colleagues, supervisors, former students/parents, and others with knowledge of the candidate’s educational abilities. The learning portfolio componentsincluding: (a) critical task integrative essays and evidences which demonstrate mastery of FPLS standards; (b) internship hours log and (c) the Mentor's Evaluation of the student's dispositions (MEDEL) will also become part of the Final Professional Portfolio and will be discussed in the next section. All of this material is collected, sorted, and professionally presented on the portfolio management system, Portfolium.

\*Note: If no particular position is being sought at the time of graduation, the student should write a sample cover letter for the type of administrative position the student first expects to seek.

The Final Professional Portfolio can open doors for candidates seeking positions in educational leadership. It can do this by conveying a very direct and profound message to prospective employers about an applicant’s readiness, skills and knowledge for employment. Sizer (1984, 1992, & 1996) continually refers to the importance of helping candidates learn to demonstrate their mastery, particularly in authentic assessment situations. The Final Professional Portfolio does exactly that. Candidates have the opportunity to showcase what they know and can do by structuring a document that clearly demonstrates mastery in many crucial areas. 

Following are detailed explanations of each document in the Professional Component. Each professional component should be labeled appropriately in Portfolium so mentors and advisors can easily access each component.

Cover Letter**.** The fourth section of the portfolio includes the letter of application, and is followed by the resume. The letter of application is expected to be professionally presented, typed and error-free. The letter should be addressed to the prospective employer. It contains a brief introductory statement that identifies the position for which the student is applying. The letter should then address qualifications, preparation, and certification. The letter concludes with a summary statement about the position which includes the student’s availability for an interview, willingness to provide additional information, and the strong desire to receive consideration for employment. The letter should be no more than two pages in length.

Leadership philosophy **(also called administrative platform) statement – THIS IS NOT OPTIONAL BUT CAN BE INCLUDED IN YOUR COVER LETTER INSTEAD OF AS A SEPARATE ITEM**. It can be argued that the "administrative platform" is the most important element of the professional portfolio. Candidates oftentimes struggle with the concept of a platform because it stretches their thinking and forces them to commit their beliefs to writing. The administrative platform is a heart-felt statement of beliefs about school leadership. Candidates are asked to consider the audience for the platform. For example, a student applying for a principal position would expect a superintendent, along with a team of classroom teachers and possibly parents to be primary readers. In this case, the platform might state what the applicant’s building would "look like."

The administrative platform allows the applicant to address such issues as empowerment, vision, and a host of other crucial questions that arise during most interviews. Other topics might include: the aims of education, student achievement, social significance of learning, preferred pedagogy, preferred student-teacher relationship and school climate.

Forcing candidates to commit their ideas in writing provides a wonderful opportunity to work out the answers, in advance to the hard questions. The administrative platform should not be too long as the purpose is to get prospective employers to read it carefully in order to give them insight into a student’s leadership qualities. If it is too long, they will either not read it, or not read it thoroughly. Typically, two pages, double-spaced, should be sufficient.

THIS CAN BE INCLUDED IN THE COVER LETTER AND DOES NOT NEED TO BE A SEPARATE DOCUMENT

Resume. The resume is a more concise description of the student’s qualifications and preparation for the position. It might begin with several lines providing the reader with current information regarding address, phone numbers, email address, etc. This would be followed by a listing of current and past places of employment, beginning with the most current. This listing should include only employment that begins to build a case for the applicant’s experience that serves to support qualification for the position.

A listing of colleges attended, dates of completion, and degrees obtained generally follows employment record. Candidates should start with the most recent academic record. A listing of educational certifications including the state or states, specific areas, and dates awarded follow the college degrees.

Many resumes reverse the order of the above by beginning with the college degrees first, followed by the certifications, then the employment history, which is fine. The resume should include experiential examples that demonstrate a pattern of growth, expertise, and success especially in leadership as part of the employment history. Experiences might include supervisory assignments, staff development, additional coursework, and committee membership. If the student has a record of publications and presentations, this would follow work experience.

The concluding portion of the resume might include a list of references or state that references are available upon request. This list should indicate full names, titles, addresses, work and home phones, and e-mail addresses. Candidates are expected to have made contact with each referent to gain permission for their inclusion on the list. Typically, three to five references are included. It is critical that these referents have knowledge of the student’s professional and leadership ability. Current and former supervisors are the best source of recommendations.

Transcripts and certificates. This section of the professional portfolio is quite simple. The student would obtain copies of transcripts from colleges and universities. Transcripts that show completion of undergraduate work are certainly important, but not quite as essential as graduate transcripts. Prospective employers want to see evidence of graduate coursework that qualify the applicant for positions. Also, it is typical for employment offers to be tentative upon submission and receipt of "official" transcripts.

The same ideas hold true for certification documents. Copies of teaching and administrative certification should follow the transcripts. The certification should be current, appropriate to the respective state, and should indicate teaching areas and administrative areas that make the applicant eligible for employment. In many cases, an applicant may not yet have full certification. If this is the case, a letter from the state certification authority or university certification official should be included to indicate that certification is in progress or under consideration and review.

Letters of recommendation and support. Most educators, from time to time, receive letters from candidates, parents, colleagues, or employers expressing appreciation of something done well. A simple thank you note carries with it a wonderful opportunity to be used as future evidence of accomplishment or success. These documents add to one’s credibility. Over a period of time, it is likely that a student would have received a number of written remarks about performance.

Letters of recommendation are important elements of the professional portfolio. Candidates should solicit these from colleagues and supervisors. These letters will support, but not replace, placement files that most candidates keep with their colleges and universities. However, do not overdo this section. Be selective, as quality is better than quantity. At least two letters should be included. Letters should be written on letterhead and actually signed by the person making the recommendation.

# **Final Professional Portfolio**

## Learning Portfolio Component Content - Critical Task Essays section

The Learning Portfolio Component section will include the Critical Task Essay information discussed earlier in this handbook, a log of the internship activities totaling 350 hours for the M.Ed. and 300 hours for the M.A. and the Mentor's Evaluation of the student's dispositions (MEDEL). Internship activities or case studies occur throughout the program and should be included in the critical task essay assignments for each course. In each course of the program, candidates will complete a critical task essay to connect their internship (30 hours) or case study to a focused standard, coursework, and scholarly research. District mentors will sign-off on each activity for those doing the internship activities as part of the M.Ed. Those sign-offs included with the internship logs should be included in the learning component of the Professional Portfolio for M.Ed. candidates.

Additionally, artifacts that the candidate developed or used may become part of the critical task essays and may also become part of the learning component of the final portfolio.

# Critical Task Integrative Essays

All activities and follow-up essays and reflections are intended for the candidate to demonstrate their accomplishments associated with FPLS for their professional portfolios.

Included in this handbook is a guide for writing critical task integrative essays entitled *What Goes into an Integrative Essay?* Each critical task integrative essay should contain scholarly research and artifacts to address the Key Indicators of each standard to show one’s accomplishment of the standard.  A typical critical task integrative essay will be 6-7 pages in length not including the title page and the references, utilizing APA 10th ed. format (double-spaced, 12-point Times New Roman font). Quality essays include numerous references and/or artifacts to support the accomplishment of the Key Indicators in the standard. There may be up to 11 integrative essays that appear in a student’s final Professional Portfolio--one for each of the ten standards and an essay for Dispositions.

Included within each Critical Task Integrative Essay will be the supporting artifacts that document the student's accomplishment of each FPLS standard. The Critical Task Integrative Essays should contain artifacts that demonstrate student experiences, classroom products, and/or scholarly research that support accomplishments of Key Indicators to meet each FPLS. Each artifact referenced in an essay should be an active link to the complete description of the artifact. In front of each artifact, there should be a short-written explanation to help the reader understand why this product has been included in the integrative essay and what was learned from creating the product.

The artifacts included in each of the Critical Task Integrative Essays can and should include combinations of class experiences, field-based experiences (internship experiences), professional readings such as journal articles and books, and other professional experiences. For example, an artifact may be a copy of the school discipline plan that a student assisted in writing, a letter to the parents and community written for the school newsletter, a Professional Development Plan written for a teacher, book reviews, research papers, and literature reviews, etc. Products might also include critiques of academic literature that integrates with the FPLS standards.

At the completion of the M.Ed. or M.A. (P-12 Focus) Educational Leadership programs, the expectation is candidates will have met all knowledge benchmarks in the FPLS. This does not mean that knowledge and growth end at the completion of the program, as these are considered “entry level” indicators.

## Quality of Work

As a graduate student, your essays and all written work should be of outstanding quality that displays thoughtfulness and cohesiveness. The Critical Task Integrative Essays are part of your portfolio and may be reviewed by potential employers; therefore, writing needs to be error free. Before you turn in any written work to your professors, writing must be proofread. You must have work proofread by a colleague or through the FGCU writing center.

**\*\*\*Please note, candidates who do not turn in a Critical Task Essay as required for each course will not be eligible to earn a grade higher than a C for the course.**

## Tips and Minimum Requirements for an Integrative Essay:

Q: How long should essays be and how many of the Key Indicators should be included in each essay?

A: The essay must be written in APA 10th ed. style and should be 6-7 pages of content. There should be sufficient information from Key Indicators to cover the standard; it should be short enough to keep the reader interested; yet, it should not include so many Key Indicators that it becomes redundant. Multiple Key Indicators may be covered by one artifact and/or discussion of the research and literature.

Q: What must be included in each Critical Task Integrative Essay?

A: Below are the minimum requirements listed by standard:

# Guidelines for Explaining Portfolio Entries

**General Guidelines:**

1. You are to write a critical task integrative essay that is specific to the language in the targeted standard for each course and based on your internship activity/case study. Write about as many Key Indicators included under the standard as you can. In your essay, you are to identify your knowledge and/or skills and support your writing with coursework, theory and scholarly research using appropriate citations and references.

2. For each critical task integrative essay, you are to include at least one artifact. You may use a particular artifact no more than two times in the entire Professional Portfolio. When an artifact is used multiple times, you must explain the use of the artifact as it applies to the specific wording in each of the standards and/or descriptors it is being utilized for.

# Exit Interview with Faculty (Final Professional Portfolio Defense)

## Artifacts

The artifacts used to support the critical task integrative essays should include innovations the **student has created or successfully employed** in curriculum development; internship or administrative assignments that have been completed, such as handbook revisions, schedules, in-service training conducted, and a host of other possibilities. Candidates should place only the most important and representative artifacts into the critical task integrative essay that become part of the Final Professional Portfolio. It is understood that some artifacts may encompass more than one FPLS and may be included in more than one essay. The number of artifacts should be limited to encourage readers to look carefully at each item. There should be a brief reflective explanation of why each item is included in the essay.

During the Final Leadership Seminar or Internship 2 of the student’s program at FGCU, the professor is asked to ensure candidates have activities and artifacts that demonstrate knowledge and internship/case study experience in each of the 10 FPLS standards.

## Exit Interview (Defense)

An interview with faculty must be scheduled during the Final Leadership Seminar or Internship 2 to present the completed Final Professional Portfolio. Final Professional Portfolios are due at the beginning of the final semester of the student’s program. Faculty need appropriate time to read and score the portfolio. The exit interview is not a formal presentation of the Final Professional Portfolio. Rather, it is conducted in an informal setting in which the faculty will ask questions about the contents of the portfolio. All candidates should bring a notebook, as revisions may be necessary. At this meeting, the faculty may provide a scoring rubric for all assessments (if one hasn’t been provided previously). If revisions are required, they will need to be completed in time for all paperwork to be submitted prior to graduation. Therefore, we recommend that candidates not wait to submit their portfolios and schedule their interviews.

If you have any questions about the content of this document, please see your professor or advisor.

# Planning for Graduation

As part of candidates’ final assessment in the M.Ed. and M.A. (P-12 Focus) Educational Leadership Programs, candidates will demonstrate successful completion of program objectives by presenting their completed Final Professional Portfolio in an oral interview with all required documents to Educational Leadership faculty and others. A [rubric](https://www.livetext.com/doc/10582408) for scoring the critical tasks integrative essays and supporting documents for each FPLS standard is included in the appendences. This rubric will help candidates develop their critical task integrative essays in terms of the assessment criteria.

*The Final Professional Portfolio is due at the beginning of the semester in which the student plans to graduate so an exit interview can be scheduled with the appropriate faculty as described below.*The portfolio must be submitted electronically on the portfolio management system, Portfolium.  Remaining internship hours may be completed in the Final Leadership Seminar course or Internship 2, and the internship hours logs can be submitted in each class on Canvas.

Along with submission of the Final Professional Portfolio, candidates must submit a completed **Applicationto Graduate** in Gulfline prior to the third week of the semester in which the student expects to graduate. ***If******an application was submitted the previous semester, and the Professional Portfolio was not completed or the FELE was not passed, a new Application to Graduate must be submitted.***During a student’s final semester**, candidates must submit the completer's survey. Listed below is a link to the survey, which only needs to be completed at the conclusion of the candidates’ studies prior to graduation.**

# Completer Survey Link:

<https://fgcucoe.az1.qualtrics.com/jfe/form/SV_4InlaYJdxpYguTX>

Appendix

## FGCU Admission Requirements

Educational Leadership (M.Ed.) - Program Specific Admission Requirements

The Master of Education (M.Ed.) in Educational Leadership explores the functions of educational leaders and stresses the relationship between tested practice and applied theory. Candidates in the program are prepared for leadership positions in educational settings. Graduates complete all requirements for Educational Leadership certification by the Florida Department of Education.

The department bases decision for admissions based on a holistic review of credentials in which the criteria listed below are used to assess the potential success of each applicant.

\*Transcripts verifying a four-year undergraduate degree from a regionally accredited institution

\*Minimum grade point average (GPA) of 3.0 for the last 60 semester hours of undergraduate coursework

\*One-page personal statement about the applicant’s career and personal goals connected with pursuing graduate work in Educational Leadership. Applicants will be required to explain their motivation for pursuing a M.Ed. in Educational Leadership.

\*Documentation that confirms the candidate has successfully completed two years of classroom teaching experience with an effective or highly effective rating

\*A professional teacher certificate

\*A minimum score of 550 of TOEFL or 6.5 on IELTS for international candidates, who speak English as a second language

\*FGCU/SUS **Immunization Requirements** - The **S**tate **U**niversity **S**ystem of Florida/FGCU requires all students born AFTER December 31, 1956 to present documented vaccine proof or lab immunity to MMRs, (Measles (Rubeola) and German Measles (Rubella).

<https://www.fgcu.edu/studentlife/studenthealth/immunizations.aspx>

**Tuition/Fees:**

\*The tuition and fees per credit hour for a graduate student who is also a Florida resident is listed here: <https://www.fgcu.edu/bursar/tuitionandfees/>

\*There are some sources of financial aid available, including grants and scholarship opportunities: <https://www.fgcu.edu/admissionsandaid/financialaid/graduate/>

## LEADS+ Candidate Selection Criteria   \*Selection criteria are determined by each district

\*Candidates for LEADS+ may be suggested by the university or the district

\*Both organizations must agree that the candidate can be admitted in the LEADS+ program

\*Both the university and district will support the candidate by providing mentors to support the candidate throughout the program

\*If a candidate is not initially selected to LEADS+, they may continue to apply to the program through their home district process

\*The district must have a signed MOU in place with the university in order for the candidate to be considered for this program

\*In most cases, candidates who qualify for this program will immediately be accepted into the Assistant Principal pool for their district

\*Only candidates in the Traditional M.Ed. are eligible for this program

## Guide for Explaining Portfolio Artifact Entries

**In front of each artifact in your critical task integrative essays, write a brief introduction explaining why you included it. You may want to include a portion of the following within your essay to best explain why you included it:**

1. A descriptive name of the artifact
2. The context in which it was developed (in class, in a field-based project, during a leadership opportunity you had in your school, through academic reading, during your intensive internship experience, etc.). This should clearly describe the artifact to the reader.
3. When the product was developed. (Give dates if possible.)
4. What your role was and how much you contributed to the final form of the product.
5. The specifications for the product. If this was done for a class, include the class information, the professor, and any information from the syllabus to explain why the product has this particular format.
6. What grade and/or other feedback you received, if any.
7. Whether it was revised to get to this final form and what was changed.
8. What Standard(s) you see this product addressing.
9. How this artifact demonstrates depth and breadth in learning and accomplishment of the Standard(s), combined with a short reflective statement (no more than 5 sentences). The reflection should basically indicate what you learned from doing/creating the artifact.
10. Provide a link to the artifact itself (if this applies) or any documents that verify your participation in an activity.

**For example:**

Artifact #1 – Included as part of a critical task integrative essay to provide an example of something completed during the internship or case study, or during the course of a workday. Do not use bullet points in your actual essay, they are included below for easy reference.  
A Paper and PowerPoint Presentation About Dealing with Conflict in Schools

* This artifact was developed in the class Organizational Development. It is a field-based project that resulted in a paper and PowerPoint regarding how school leaders should handle major conflicts that develop among teachers. This was a cooperative learning activity with a group of five individuals.
* This field-based project was completed at (state sites) between January and March of 2019.
* This project addresses the following FPLS and the performance sub-standards that apply
* Reflective statement: I learned that conflict in schools is common, is necessary for growth, and that school leaders need specific skills to manage conflict. The skills I learned included....
* If applicable: Link to the actual artifact or proof of experience. Sometimes the write up of the experience is the artifact itself.

## What Goes into a Critical Task Integrative Essay?

You may use the questions below as a guide in developing your critical task integrative essays. You may ask yourself this set of questions for reading assignments, class assignments/experience, internship experiences, and other professional experiences. Consider keeping a reflective journal during the time you are in the program in Educational Leadership.  A reflective journal could be a significant tool in constructing your Final Professional Portfolio and help as you write your integrative essays. Include artifacts and reflect on all of your learning experiences as indicated in the above paragraph. To help you identify areas of concentration for your essays, review the key indicator statements for the FPLS as you write your narratives.

As you reflect on each of the [Florida Principal Leadership Standards](http://www.fldoe.org/teaching/professional-dev/the-fl-principal-leadership-stards), the following questions should be considered in your integrative essays:

1. What principles or approaches did you learn from that will assist you as you work on future issues with similar characteristics?
2. What new information did you acquire that changed your knowledge and understanding of the issue/topic under discussion?
3. Is it possible for you to construct an outline, model, or generalization about the processes involved in dealing with this topic?
4. What questions have been raised in working with this subject matter that suggest the need for further study? (If the knowledge can be acquired easily, you should do so; otherwise, note the need to pursue this information at a later time and suggest a possible study plan).
5. What did you learn about yourself and your ability as a leader as you examined this issue?
6. How might you utilize your acquired knowledge and any skills obtained as an educational leader?
7. What did you learn in previous experiences that proved helpful in examining this issue?

Your integrative essays should identify the knowledge, skills, dispositions, and FPLS Key Indicators that you believe you have accomplished for each standard. Integrate these into essays developed around the questions above. You are required connect your internship/case study activities to the targeted standard for each course, scholarly research, and coursework in a written integrative essay that includes a list of references at the end of each essay.  In addition, each essay will be supported by your artifacts that will be referenced in the essay. The portfolio must be written using APA Style 10th ed. Please follow the specific directions given by each professor for each internship/case study activity in Canvas.

In your critical task integrative essays, avoid simply supporting your portfolio by indicating that you covered specific material in classes. Prove that you have the knowledge base for each standard.  Be certain to check the [rubric](https://www.livetext.com/doc/10582408) for scoring Final Professional Portfolios so you have a clear idea of how your portfolio will be scored.

During several classes’ candidates write reflective statements in addition to completing critical tasks, such as responses to various problem-based learning cases in class activities and examinations. These experiences will help prepare candidates to write the integrative essays for the portfolio.

Adapted from: Bridges, E., & Hallinger, P. (1992). Problem-based learning for administrators. University of Oregon: ERIC Clearinghouse on Educational Management

## Rubric for the Critical Task **based on the targeted FPLS Standard for the course and supported by research, coursework, and the Internship Activity (M.Ed.) or Case Study (M.A.) – Essay (10 pages)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Accomplished**  **7.5** | **Proficient**  **6** | **Emerging**  **3** | **Unsatisfactory**  **0** |
| **Mastery** | The candidate succinctly and precisely communicates mastery of the standard by addressing all required indicators with details and elaboration. | The candidate adequately communicates mastery of the standard by addressing all required indicators. | The candidate communicates understanding of the standard by addressing all but one of the required indicators. | The candidate communicates some knowledge of the standard but does not address two or more of the required indicators. |
| **Research-based** | The candidate references at least three appropriate peer-reviewed primary and secondary sources containing relevant research and/or theory, including those sources most essential to the discussion of the standard and its application to practice. | The candidate references at least three appropriate peer-reviewed primary and secondary sources containing relevant research and/or theory, but does not include one of the sources most essential to the discussion of the standard and its application. | The candidate references two appropriate peer-reviewed primary and secondary sources containing relevant research and/or theory, or one of the sources is not appropriate to the discussion, or none of the sources most essential to the discussion of the standard and its application to practice is included. | The candidate references less than two appropriate peer-reviewed primary and secondary sources containing relevant research and/or theory or none of the sources is appropriate to the discussion. |
| **Critical Thinking** | The candidate displays critical thinking skills by succinctly and precisely comparing and contrasting research relevant to the application of the standard to practice. | The candidate displays critical thinking skills by adequately comparing and contrasting research relevant to the application of the standard to practice. | The candidate does not display sufficient critical thinking skills. The comparing and contrasting of research relevant to the application of the standard to practice is overly broad or vague. | The candidate does not display critical thinking skills. Either the comparing or contrasting of research relevant to the application of the standard to practice is completely inadequate or omitted. |
| **Reflection: Personal and Professional Readiness** | The candidate includes an insightful reflection on her/his personal and professional readiness to incorporate this standard into her/his future practice as an educational leader. | The candidate includes an adequate reflection on her/his personal and professional readiness to incorporate this standard into her/his future practice as an educational leader. | The candidate includes an overly broad or vague reflection on her/his personal and professional readiness to incorporate this standard into her/his future practice as an educational leader. | The candidate does not include a reflection on her/his personal and professional readiness to incorporate this standard into her/his future practice as an educational leader. |
| **Reflection: Strengths and Areas for Improvement** | The candidate includes in this reflection a succinct and precise discussion of her/his strengths and areas for improvement. | The candidate includes in this reflection an adequate discussion of her/his strengths and areas for improvement. | The candidate includes in this reflection an overly broad or vague discussion of her/his strengths and areas for improvement. | The candidate does not include in this reflection a discussion of her/his strengths and areas for improvement. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Accomplished**  **7.5** | **Proficient**  **6** | **Emerging**  **3** | **Unsatisfactory**  **0** |
| **Artifacts Clear and Substantive Role** | The candidate describes the internship activity / case study artifact to provide appropriate support for the standard and designated indicators. The candidate succinctly and precisely articulates her/his clear and substantive role in producing the artifact. | The candidate describes the appropriate internship activity / case study artifact to provide appropriate support for the standard and designated indicators. The candidate adequately articulates her/his clear and substantive role in producing the artifact. | The candidate describes the appropriate internship activity / case study artifact to provide some support for the standard and designated indicators. The candidate vaguely articulates her/his role in producing the artifact. | The candidate does not include the internship activity / case study artifact to provide appropriate support for the standard and designated indicators. Or, the candidate does not articulate her/his role in producing the artifact. |
| **Illustration of a Practical Application** | The candidate makes a succinct, precise, yet substantive argument about how the artifact illustrates a practical application of the standard to practice, using details and elaboration. | The candidate makes an adequate yet substantive argument about how the artifact illustrates a practical application of the standard to practice, using details and elaboration. | The candidate makes a vague or overly broad argument about how the artifact illustrates a practical application of the standard to practice, using details and elaboration. | The candidate does not make a substantive argument about how the artifact illustrates a practical application of the standard to practice, using details and elaboration. |
| **References and Correct Citations** | The reference list includes a minimum of three appropriate peer-reviewed references. All sources cited in the paper are in the references and all the sources listed in the references are cited in the paper. There are virtually no errors. | The reference list includes a minimum of three appropriate peer-reviewed references. All sources cited in the paper are in the references and all the sources listed in the references are cited in the paper. There a few minor errors. | The reference list has only two appropriate references or there are too many minor errors. | The reference list has less than two appropriate references or there are major errors. |
| **Writing** | The student’s writing is of high quality—writing that is appropriate to graduate level work. This includes proper grammar, language usage, citations, and sentence and paragraph structure. There are virtually no errors. | The quality of student’s writing is strong and appropriate to graduate level work. This includes proper grammar, language usage, citations, and sentence and paragraph structure. There are a few minor errors. | The quality of the student’s writing is uneven. There are too many minor errors relative to proper grammar, language usage, citations, and/or sentence and paragraph structure | The student’s writing needs considerable improvement. There are major errors. |
| **Conceptual Organization** | The student's organization and presentation of ideas, concepts, and information are well defined and demonstrate critical and creative constructions of the content. The work is exemplary of graduate level work. | The student’s organization and presentation of ideas, concepts, and information are strong and representative of graduate level work. However, there are a few minor errors. | The student’s organization and presentation of ideas, concepts, and information are intermittently strong, but need improvement to be representative of graduate level work. There are too many minor errors. | The student’s organization or presentation of ideas, concepts, and information is weak and needs considerable improvement to be representative of graduate level work. There are major errors. |

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| --- | --- | --- | --- | --- |
| **Components** | **Accomplished**  **7.5** | **Proficient**  **6** | **Emerging**  **3** | **Unsatisfactory**  **0** |
| **Cohesiveness of Ideas, Concepts, and Arguments** | The student's discussion of ideas, concepts, and information is cohesive and meaningful and appropriate to advanced graduate level work. Higher order thinking is consistently demonstrated throughout the paper and results in a comprehensive and thoughtful treatment of the topic. | The student's discussion of ideas, concepts, and information is generally cohesive and meaningful and appropriate to advanced graduate level work. Higher order thinking is generally demonstrated throughout the paper | The student's discussion of ideas, concepts, and information is inconsistently cohesive and meaningful, but needs improvement to be representative of advanced graduate level work. | The student’s discussion of ideas, concepts, and information is rarely cohesive and meaningful or lacks cohesiveness, and needs considerable improvement. It is not representative of advanced graduate level work. |
| **Format** | The student consistently follows all APA guidelines that are appropriate to the artifact that is submitted. There are virtually no errors. | The student consistently follows all APA guidelines that are appropriate to the artifact that is submitted. There are a few minor errors. | The student inconsistently follows all APA guidelines that are appropriate to the artifact that is submitted. There are too many minor errors. | The student rarely follows all APA guidelines that are appropriate to the artifact that is submitted. There are major errors. |

**For each Essay, choose the one appropriate row below and evaluate out of 10 points. Although each standard is listed, professors will only use one row to evaluate the targeted standard for the critical task.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Components** | | **Accomplished**  **10** | | **Proficient**  **8** | | **Emerging**  **6** | **Unsatisfactory**  **0** |
| **Standard 1**  **Student Learning Results**  **EDG 6326** | The student skillfully demonstrates in a realistic situation their knowledge that effective school leaders achieve results on the school’s student learning goals. | | The student demonstrates their knowledge in a realistic situation that effective school leaders achieve results on the school’s student learning goals. | | The student demonstrates their knowledge that effective school leaders achieve results on the school’s student learning goals. | | The student does not demonstrate their knowledge that effective school leaders achieve results on the school’s student learning goals. |
| **Standard 2 Student Learning as a Priority**  **EDF 6401** | The student skillfully demonstrates in a realistic situation their knowledge that effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. | | The student demonstrates their knowledge in a realistic situation that effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. | | The student demonstrates their knowledge that effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. | | The student does not demonstrate their knowledge that effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. |
| **Standard 3**  **Instructional Plan Implementation**  **EDG 6627** | The student skillfully demonstrates in a realistic situation their knowledge that effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments. | | The student demonstrates their knowledge in a realistic situation that effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments. | | The student demonstrates their knowledge that effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments. | | The student does not demonstrate their knowledge that effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments. |
| **Standard 4 Faculty Development EDG 6391** | The student skillfully demonstrates in a realistic situation their knowledge that effective school leaders recruit, retain and develop an effective and diverse faculty and staff | | The student demonstrates their knowledge in a realistic situation that effective school leaders recruit, retain and develop an effective and diverse faculty and staff | | The student demonstrates their knowledge that effective school leaders recruit, retain and develop an effective and diverse faculty and staff | | The student does not demonstrate their knowledge that effective school leaders recruit, retain and develop an effective and diverse faculty and staff |
| **Standard 5 Learning Environment EDA 6061** | The student skillfully demonstrates in a realistic situation their knowledge that effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population | | The student demonstrates their knowledge in a realistic situation that effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population | | The student demonstrates their knowledge that effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population | | The student does not demonstrate their knowledge that effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population |
| **Standard 6 Decision Making**  **EME 6425** | The student skillfully demonstrates in a realistic situation their knowledge that effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. | | The student demonstrates their knowledge in a realistic situation that effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. | | The student demonstrates their knowledge that effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. | | The student does not demonstrate their knowledge that effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. |
| **Standard 7 Leadership Development EDS 6050** | The student skillfully demonstrates in a realistic situation their knowledge that effective school leaders actively cultivate, support, and develop other leaders within the organization | | The student demonstrates their knowledge in a realistic situation that effective school leaders actively cultivate, support, and develop other leaders within the organization | | The student demonstrates their knowledge that effective school leaders actively cultivate, support, and develop other leaders within the organization | | The student does not demonstrate their knowledge that effective school leaders actively cultivate, support, and develop other leaders within the organization |
| **Standard 8 School Management EDA 6242** | The student skillfully demonstrates in a realistic situation their knowledge that effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment | | The student demonstrates their knowledge in a realistic situation that effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment | | The student demonstrates their knowledge that effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment | | The student does not demonstrate their knowledge that effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment |
| **Standard 9 Communication**  **EDA 6192** | The student skillfully demonstrates in a realistic situation their knowledge that effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community | | The student demonstrates their knowledge in a realistic situation that effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community | | The student demonstrates their knowledge that effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community | | The student does not demonstrate their knowledge that effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community |
| **Standard 10 Professional and Ethical Behavior**  **EDA 6232** | The student skillfully demonstrates in a realistic situation their knowledge that effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader | | The student demonstrates their knowledge in a realistic situation that effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader | | The student demonstrates their knowledge that effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader | | The student does not demonstrate their knowledge that effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader |
| Total Points (out of 100) \*: | | | | | | | |

## EDA 6946: Internship in Educational Leadership – Rubric

|  | **Target (3 pts)** | **Acceptable (2 pts)** | **Unacceptable (1 pt)** |
| --- | --- | --- | --- |
| Student Learning Results FL-EDL-2012.1.1 | The candidate was effective as a school leader to achieve results on the school’s student learning goals. | There are minor errors or omissions in the work, but the candidate is likely to self-correct over time. | There is at least one major error or omission in the work that shows a lack of understanding of the concept. |
| Student Learning as a Priority FL-EDL-2012.1.2 FL-FGCU-COE-2011-DP.6 FL-FGCU-COE-2011-KSP.6 | The candidate demonstrated that student learning is the top priority through leadership actions that build and support a learning organization focused on student success. | There are minor errors or omissions in the work, but the candidate is likely to self-correct over time. | There is at least one major error or omission in the work that shows a lack of understanding of the concept. |
| Instructional Plan Implementation FL-EDL-2012.2.3 FL-FGCU-COE-2011-DP.5 FL-FGCU-COE-2011-KSP.5 | The candidate worked collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. | There are minor errors or omissions in the work, but the candidate is likely to self-correct over time. | There is at least one major error or omission in the work that shows a lack of understanding of the concept. |
| Faculty Development FL-EDL-2012.2.4 FL-FGCU-COE-2011-DP.4 FL-FGCU-COE-2011-KSP.4 | The candidate worked to recruit, retain and develop an effective and diverse faculty and staff. | There are minor errors or omissions in the work, but the candidate is likely to self-correct over time. | There is at least one major error or omission in the work that shows a lack of understanding of the concept. |
| Learning Environment FL-EDL-2012.2.5 FL-FGCU-COE-2011-DP.7 FL-FGCU-COE-2011-KSP.7 | The candidate helped structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. | There are minor errors or omissions in the work, but the candidate is likely to self-correct over time. | There is at least one major error or omission in the work that shows a lack of understanding of the concept. |
| Decision Making FL-EDL-2012.3.6 | The candidate employs and monitors a decision-making process that is based on vision, mission and improvement priorities using facts and data. | There are minor errors or omissions in the work, but the candidate is likely to self-correct over time. | There is at least one major error or omission in the work that shows a lack of understanding of the concept. |
| Leadership Development FL-EDL-2012.3.7 | The candidate actively cultivates, supports, and develops other leaders within the organization. | There are minor errors or omissions in the work, but the candidate is likely to self-correct over time. | There is at least one major error or omission in the work that shows a lack of understanding of the concept. |
| School Management FL-EDL-2012.3.8 FL-FGCU-COE-2011-DP.1 FL-FGCU-COE-2011-KSP.1 | The candidate managed the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. | There are minor errors or omissions in the work, but the candidate is likely to self-correct over time. | There is at least one major error or omission in the work that shows a lack of understanding of the concept. |
| Communication FL-EDL-2012.3.9 FL-FGCU-COE-2011-DP.3 FL-FGCU-COE-2011-KSP.3 | The candidate practices two-way communications and uses appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. | There are minor errors or omissions in the work, but the candidate is likely to self-correct over time. | There is at least one major error or omission in the work that shows a lack of understanding of the concept. |
| Professional and Ethical Behaviors FL-EDL-2012.4.1 FL-FGCU-COE-2011-DP.2 FL-FGCU-COE-2011-KSP.2 | The candidate demonstrated personal and professional behaviors consistent with quality practices in education and as a community leader. | There are minor errors or omissions in the work, but the candidate is likely to self-correct over time. | There is at least one major error or omission in the work that shows a lack of understanding of the concept. |

## Standards

FL-EDL-2012.1.1

Student Learning Results. Effective school leaders achieve results on the school’s student learning goals.

FL-EDL-2012.1.2

Student Learning as a Priority. Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

FL-EDL-2012.2.3

Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

FL-EDL-2012.2.4

Faculty Development. Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

FL-EDL-2012.2.5

Learning Environment. Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader:

FL-EDL-2012.3.6

Decision Making. Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

FL-EDL-2012.3.7

Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

FL-EDL-2012.3.8

School Management. Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

FL-EDL-2012.3.9

Communication. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

FL-EDL-2012.4.1

Professional and Ethical Behaviors. Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

FL-FGCU-COE-2011-DP.1

Knowledge - Value expertise and research in the field.

FL-FGCU-COE-2011-DP.2

Social Justice & Ethic of Care - Believe that equity enhances the strength of a community because of the unique perspectives, individual differences and cultural norms inherent in its individual members.

FL-FGCU-COE-2011-DP.3

Collaboration - Value the strength that collaboration brings to advancing the outcomes within the community.

FL-FGCU-COE-2011-DP.4

Lifelong Learning - Value learning and critical thinking as necessary ingredients for success and leadership.

FL-FGCU-COE-2011-DP.5

Technology - Appreciate the contributions that technology makes to the enhancement of communication and growth within the community.

FL-FGCU-COE-2011-DP.6

Diversity - Believe that all individuals can learn and have a right to the appropriate support needed to help them achieve.

FL-FGCU-COE-2011-DP.7

High Standards - Believe that all people can achieve high standards.

FL-FGCU-COE-2011-KSP.1

Knowledge - Demonstrate understanding and application of current theory, methods, and trends.

FL-FGCU-COE-2011-KSP.2

Social Justice & Ethic of Care - Are aware of democratic values and make equitable decisions for all individuals within a climate of openness, inclusion, and equity.

FL-FGCU-COE-2011-KSP.3

Collaboration - Have knowledge of professional collaboration skills and demonstrate ability to work collaboratively with peers and professionals.

FL-FGCU-COE-2011-KSP.4

Lifelong Learning - Develop professional goals and plans for continuous improvement and make informed decisions to improve practice based on current knowledge and reflection.

FL-FGCU-COE-2011-KSP.5

Technology - Know and use appropriate technology tools effectively to support success.

FL-FGCU-COE-2011-KSP.6

Diversity - Recognize and understand the cultural, linguistic, and experiential diversity of local and global communities and demonstrate the ability to support strengths, accommodate needs and maximize potential for all individuals.

FL-FGCU-COE-2011-KSP.7

High Standards - Understand the relationship between high expectations and success and demonstrate the ability to establish goals and develop experiences that enable people to achieve high standards.