

X First Critique
Second Critique
Special Critique

**NCATE
Approval with Specialized Professional Association
Guidelines**

Professional Organization: **Educational Leadership Constituent Council (ELCC)**

Institution Submitting Program: Eastern Michigan University

Program(s): Educational Leadership, Masters (M)
Educational Leadership, Specialist (S)

Date of Review: 1/18/03

Degree Level: Master's, 6 year Specialist

SPECIALIZED PROFESSIONAL ASSOCIATION'S RECOMMENDATION(S):

Program(s) Not Recognized: Educational Leadership, Masters
Educational Leadership, Specialist

Due Date for Submission of Rejoinder: May 15, 2003

PERCEIVED PROGRAM STRENGTHS:

Guideline 1.0 Professional and Ethical Leadership: The programs provide exemplary evidence of preparing candidates to develop and implement a shared vision; use motivational theory; frame, analyze and resolve problems; initiate, manage, and evaluate the change process; identify and critique several theories of leadership; act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences; and manifest a professional code of ethics and values.

Guideline 2.0 Information Management and Evaluation: The programs provide evidence of preparing candidates to conduct needs assessments; use qualitative and quantitative data; and analyze and interpret educational data.

Guideline 4.0 Professional Development and Human Resources: The programs provide evidence of preparing candidates to apply job analysis procedures and supervisory techniques; formulate and implement a self-development plan; and identify and apply appropriate personnel policies and processes.

Guideline 7.0 Interpersonal Relationships: The programs provide evidence of preparing candidates to use appropriate interpersonal skills; use appropriate written, verbal and nonverbal communication; and apply appropriate communications strategies.

Guideline 8.0 Financial Management and Resource Allocation: The Masters level program provides evidence of preparing candidates to identify and analyze major sources of fiscal and non-fiscal

resources; acquire and manage financial and material assets; develop an efficient budget planning process; and perform budget management functions.

Guideline 9.0 Technology and Information Systems: The Masters level program provides evidence of preparing candidates to use technology, telecommunications and information systems to enrich curriculum and instruction; apply and assess current technologies for school management and business procedures; and develop and monitor long range plans for school and district technology and information systems.

Guideline 10.0 Community and Media Relations: The Specialist level program provides evidence of preparing candidates to analyze community and district power structures; articulate the district's or school's vision; communicate effectively with various groups; involve families and the community in appropriate policy development; develop effective and interactive staff communications plan and public relations program; and use and respond to electronic and printed news media.

Guideline 11.0 Educational Law, Public Policy and Political Systems: The programs provide evidence of preparing candidates to apply knowledge of federal and state constitutional, statutory, and regulatory provisions; apply knowledge of common law and contractual requirements and procedures; define and relate characteristics of internal and external political systems; describe processes by which federal, state, district, and school-site policies are formulated; make decisions based on moral and ethical implications of policy options and strategies; analyze major philosophical tenets of contemporary intellectual movements.

Guideline 12.0 Internship: There is evidence that candidates receive a variety of substantial in school/district internship experiences over a period of time in diverse settings in both programs. In addition, there is evidence that training and guidance is provided to mentors.

GUIDELINES/COMPETENCIES NOT MET: 2.3 (S), 3.3 (M), 3.4, 3.5, 3.6, 3.7 (S), 3.9, 4.1, 4.2, 4.6 (S), 5.1, 5.2, 5.3, 5.4, 5.5, 6.1 (S), 6.2, 6.3, 6.4, 7.4 (S), 7.5, 8.1 (S), 8.2 (S), 8.3 (S), 8.4 (S), 9.1 (S), 9.2 (S), 9.3 (S), 10.1 (M), 10.2 (M), 10.3 (M), 10.4 (M), 10.6, 11.7, and 12.3.

PERCEIVED PROGRAM WEAKNESSES:

Guideline 3.0 Curriculum, Instruction, Supervision, and the Learning Environment: The programs do not provide sufficient evidence of preparing candidates to design curriculum with consideration for community values and goals; align curricular goals and objectives with instructional goals and objectives; develop curriculum and instruction appropriate for varied teaching styles; use a variety of supervisory models; and assess student progress using a variety of appropriate techniques.

Guideline 5.0 Student Personnel Services: The programs do not provide sufficient evidence of preparing candidates to apply principles of student growth and development; develop with others a full program of student advisement, counseling, and guidance services; develop and administer policies that provide a safe school environment; address student and faculty conditions affecting learning; and plan and manage activity programs to fulfill student developmental, social, cultural, athletic, leadership and scholastic needs.

Guideline 6.0 Organizational Management: The programs do not provide sufficient evidence of preparing candidates to apply a systems perspective; implement appropriate management techniques and group processes; and monitor and assess the progress of activities and make adjustments as necessary.

Guideline 8.0 Financial Management and Resource Allocation: The Specialist level program does not provide sufficient evidence of preparing candidates to identify and analyze major sources of fiscal and non-fiscal resources; acquire and manage financial and material assets; develop an efficient budget planning process; and perform budget management functions.

Guideline 9.0 Technology and Information Systems: The Specialist level program does not provide sufficient evidence of preparing candidates to use technology, telecommunications and information systems to enrich curriculum and instruction; apply and assess current technologies for school management and business procedures; and develop and monitor long range plans for school and district technology and information systems.

Guideline 10.0 Community and Media Relations: The Masters level program does not provide sufficient evidence of preparing candidates to analyze community and district power structures; articulate the district's or schools' vision; communicate effectively with various groups; involve families and the community in appropriate policy development; develop effective and interactive staff communications plan and public relations program; and use and respond to electronic and printed news media.

OTHER COMMENT: None noted.

REJOINDERS: A rejoinder may be filed with NCATE to be reviewed by the ELCC if you feel that a recommendation is not correct for a given guideline indicator. Please include clarified and supporting evidence needed to re-evaluate approval. Do not refer to previous program reports. If a second review of the program report is requested, please submit three bound copies of the rejoinder to ELCC, via NCATE. Please do not send a rejoinder unless explanations and candidate performance evidence support a case for approval.

ELCC EVALUATION FOR SPECIALTY PROGRAM IN EDUCATIONAL LEADERSHIP

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

1. **Professional and Ethical Leadership**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 1.1, 1.2,1.3, 1.4, 1.5, 1.6, and 1.7.

Program Areas of Compliance: The programs under review were found to be exemplary with regard to the following guideline indicators: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7. In EDLD 630 and 625 candidates are not only required to manifest a professional code of ethics and values, but they also must analyze the behavior of others to determine their ethics and reconcile these with their own.

Program Areas Needing Improvement: None noted

Suggestion(s) for Visiting Team: None noted.

2. **Information Management and Evaluation**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 2.1, 2.2, 2.3, and 2.4.

Program Areas of Compliance: The programs under review were found to be in compliance with the following guideline indicators: 2.1, 2.2, 2.3 (M), and 2.4. The evidence presented for indicator 2.3 was exemplary in the Master's level program because of the extensive performance activity described in EDLD 620 that requires candidates to conduct a thorough investigation of best practices.

Program Areas Needing Improvement:

Guideline Indicator 2.3 (S): The evidence presented in EDLD 712 and EDPS 621 does not show how candidates are required to engage staff in an ongoing study of current best practices. While this indicator is listed as a course objective, there is no corresponding evidence of candidate performance activities or assignments that show compliance with the performance requirements of this indicator.

Suggestion(s) for Visiting Team: None noted.

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

3. **Curriculum, Instruction, Supervision, and the Learning Environment**

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

Program Areas of Compliance: The programs under review were found to be in compliance with the following guideline indicators: 3.1, 3.2, 3.3 (S), 3.7 (M), and 3.8.

Program Areas Needing Improvement:

Guideline Indicator 3.3 (M): The evidence presented in EDLD 514, 515, and 630 does not show how candidates are required to base curricular decisions on research and informed practice. While this indicator is listed as a course objective, there is no corresponding evidence of candidate performance activities or assignments that show compliance with the performance requirements of this indicator. Descriptions of candidate performance activities and assignments are needed in this area for compliance. Several courses were listed that address issues involving curriculum and instruction; however, these courses are listed as possible elective classes; therefore, it is unclear how all candidates will gain proficiency with this indicator if they do not choose to take these courses.

Guideline Indicator 3.4: The evidence presented in EDLD 514, 515, 630, and 625 does not show how candidates are required to design curriculum with consideration for community values and goals. While this indicator is listed as a course objective, there is no corresponding evidence of candidate performance activities or assignments that show compliance with the performance requirements of this indicator. Descriptions of candidate performance activities and assignments are needed in this area for compliance. Several courses were listed that address issues involving curriculum and instruction; however, these courses are listed as possible elective classes; therefore, it is unclear how all candidates will gain proficiency with this indicator if they do not choose to take these courses.

Guideline Indicator 3.5: The evidence presented in EDLD 514, 515, 630, and 625 does not show how candidates are required to align curricular goals and objectives with instructional goals and objectives and desired outcomes. While this indicator is listed as a course objective, there is no corresponding evidence of candidate performance activities or assignments that show compliance with the performance requirements of this indicator. Descriptions of candidate performance activities and assignments are needed in this area for compliance. Several courses were listed that address issues involving curriculum and instruction; however, these courses are listed as possible elective classes; therefore, it is unclear how all candidates will gain proficiency with this indicator if they do not choose to take these courses.

Guideline Indicator 3.6: The evidence presented in EDLD 509, 515 and 625 does not show how candidates are required to develop with others curriculum and instruction appropriate for varied teaching and learning styles. While this indicator is listed as a course objective, there is no corresponding evidence of candidate performance activities or assignments that show compliance with the performance requirements of this indicator. Descriptions of candidate performance activities and assignments are needed in this area for compliance. Several courses were listed that address issues involving curriculum and instruction; however, these courses are listed as possible elective classes; therefore, it is unclear how all candidates will gain proficiency with this indicator if they do not choose to take these courses.

Guideline Indicator 3.7 (S): The evidence presented in EDLD 625 does not show how candidates are required to use a variety of supervisory models to improve teaching and learning. While this indicator is listed as a course objective, there is no corresponding evidence of candidate performance activities or assignments that show compliance with the performance requirements of this indicator. Descriptions of candidate performance activities and assignments are needed in this area for compliance. Several courses were listed that address issues involving curriculum and instruction; however, these courses are listed as possible elective classes; therefore, it is unclear how all candidates will gain proficiency with this indicator if they do not choose to take these courses.

Guideline Indicator 3.9: The evidence presented in EDLD 514, 515, 630, and 625 does not show how candidates are required to assess student progress. While this indicator is listed as a course objective, there is no corresponding evidence of candidate performance activities or assignments that show compliance with the performance requirements of this indicator. Descriptions of candidate performance activities and assignments are needed in this area for compliance. Several courses were listed that address issues involving curriculum and instruction; however, these courses are listed as possible elective classes; therefore, it is unclear how all candidates will gain proficiency with this indicator if they do not choose to take these courses.

Suggestion(s) for Visiting Team: None noted.

4. **Professional Development and Human Resources**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6.

Program Areas of Compliance: The programs under review were found to be in compliance with the following guideline indicators: 4.3, 4.4, and 4.5.

Program Areas Needing Improvement:

Guideline Indicator 4.1: The evidence presented in EDLD 515, 620, and 625 does not show how candidates are required to work with faculty and other stakeholders to identify needs for professional development. While this indicator is listed as a course objective, there is no corresponding evidence of candidate performance activities or assignments that show compliance with the performance requirements of this indicator. In addition, no related evidence was found in EDLD 617 and 631. Descriptions of candidate performance activities and assignments are needed in this area for compliance.

Guideline Indicator 4.2: The evidence presented in EDLD 515, 620, and 631 does not show how candidates are required to apply adult learning strategies to professional development. The evidence presented is not described in sufficient detail to determine compliance with this indicator. While evidence for this indicator is found to be exemplary in EDLD 617, it is an elective class; therefore, it is unclear how all candidates will demonstrate proficiency with this indicator if they do not choose to take this course.

Guideline Indicator 4.6 (S): While evidence for this indicator is found to be exemplary in EDLD 617, it is an elective course; therefore, it is unclear how all candidates will be provided an opportunity to negotiate and manage collective bargaining or written agreements if they do not choose to take this course. EDLD 631 is also listed as an elective course.

Suggestion(s) for Visiting Team: None noted.

5. **Student Personnel Services**

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

Program Areas of Compliance: None noted

Program Areas Needing Improvement:

Guideline Indicator 5.1: The evidence presented in EDLD 515, 620, and 625 does not show how candidates are required to apply principles of student growth and development to the learning environment. These courses do

not show any evidence that aligns with the performance requirements of this indicator. Descriptions of candidate performance activities and assignments in this area are needed for compliance.

Guideline Indicator 5.2: The evidence presented in EDLD 620, 625, and 631 does not show how candidates are required to develop with counseling and teaching staff a full program of student advisement, counseling, and guidance services. These courses do not show any evidence that aligns with the performance requirements of this indicator. Descriptions of candidate performance activities and assignments in this area are needed for compliance.

Guideline Indicator 5.3: The evidence presented in EDLD 620, 625 and 616 does not show how candidates are required to develop and administer policies that provide a safe school environment and promote student health and welfare. These courses do not show any evidence that aligns with the performance requirements of this indicator. Descriptions of candidate performance activities and assignments in this area are needed for compliance.

Guideline Indicator 5.4: The evidence presented in EDLD 625, 710 and 513 does not show how candidates are required to collaborate with community agencies to integrate health, social, and other services for students. While the activity in EDLD 513 allows candidates to meet this indicator, it is an elective option; therefore, it is unclear how all candidates will gain proficiency with this indicator if they do not choose to take this option.

Guideline Indicator 5.5: The evidence presented in EDLD 509, 513, 620 and 625 does not show how candidates are required to plan and manage activity programs to fulfill student developmental, social, cultural, athletic, leadership, and scholastic needs. There is not enough detail in the evidence presented to determine compliance with this indicator. More specific descriptions of candidate performance activities and assignments in this area are needed for compliance.

Suggestion(s) for Visiting Team: None noted.

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

6. **Organizational Management**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 6.1, 6.2, 6.3, and 6.4.

Program Areas of Compliance: The programs under review were found to be in compliance with the following guideline indicator: 6.1 (M).

Program Areas Needing Improvement:

Guideline Indicator 6.1 (S): The evidence presented in EDLD 635 and 640 does not show how candidates are required to establish operational plans and processes to accomplish strategic goals. There is not enough detail in the evidence presented to determine compliance with this indicator. More specific descriptions of candidate performance activities and assignments in this area are needed for compliance.

Guideline Indicator 6.2: The evidence presented in EDLD 513, 514, 620, 625, 640, and 710 does not show how candidates are required to apply a systems perspective. One activity in EDLD 513 requires candidates to gain proficiency with this indicator; however, it is an elective option; therefore, it is unclear how all candidates will gain proficiency with this indicator if they do not choose to take this option. In the other syllabi there is not

enough detail in the evidence presented to determine compliance with this indicator. More specific descriptions of candidate performance activities and assignments in this area are needed for compliance.

Guideline Indicator 6.3: The evidence presented in EDLD 620 and 617 does not show how candidates are required to implement appropriate management techniques and group processes. There is not enough detail in the evidence presented to determine compliance with this indicator. In addition, EDLD 617 is listed as an elective course; therefore, it is unclear how all candidates will gain proficiency with this indicator if they do not choose to take this class. More specific descriptions of candidate performance activities and assignments in required courses are needed for compliance.

Guideline Indicator 6.4: The evidence presented in EDLD 515, 620, 625, and 640 does not show how candidates are required to monitor and assess the progress of activities. The evidence referenced in these courses does not relate to the performance requirements of this indicator. Descriptions of candidate performance activities and assignments in this area are needed for compliance.

Suggestion(s) for Visiting Team: None noted.

7. **Interpersonal Relationships**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 7.1, 7.2, 7.3, 7.4, and 7.5.

Program Areas of Compliance: The programs under review were found to be in compliance with the following guideline indicators: 7.1, 7.2, 7.3, and 7.4 (M).

Program Areas Needing Improvement:

Guideline Indicator 7.4 (S): The evidence presented in EDLD 631 does not show how candidates are required to promote multicultural awareness, gender sensitivity and racial and ethical appreciation. There is not enough detail in the evidence presented to determine compliance with this indicator. More specific descriptions of candidate performance activities and assignments in this area are needed for compliance. In addition, this course is listed as an elective; therefore, it is unclear how all candidates will gain proficiency with this indicator if they do not choose to take this class.

Guideline Indicator 7.5: The evidence presented in EDLD 513, 617, 620, 625, and 631 does not show how candidates are required to apply counseling, mentoring, stress management, and conflict management techniques. There is not enough detail in the evidence presented to determine compliance with this indicator. More specific descriptions of candidate performance activities and assignments in this area are needed for compliance.

Suggestion(s) for Visiting Team: None noted.

8. **Financial Management and Resource Allocation**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 8.1, 8.2, 8.3, and 8.4.

Program Areas of Compliance: The programs under review were found to be in compliance with the following guideline indicators: 8.1 (M), 8.2 (M), 8.3 (M), and 8.4 (M).

Program Areas Needing Improvement:

Guideline Indicator 8.1 (S): While the evidence presented in EDLD 612 does show how candidates are required to identify and analyze the major sources of fiscal and non-fiscal resources for schools and districts, this course is not listed as part of the Specialist program. Therefore, there is no evidence in this program to show compliance with this indicator.

Guideline Indicator 8.2 (S): While the evidence presented in EDLD 612 does show how candidates are required to acquire and manage financial and material assets, capital goods and services, and allocate resources, this course is not listed as part of the Specialist program. Therefore, there is no evidence in this program to show compliance with this indicator.

Guideline Indicator 8.3 (S): While the evidence presented in EDLD 612 does show how candidates are required to develop an efficient budget planning process driven by school/district priorities, this course is not listed as part of the Specialist program. Therefore, there is no evidence in this program to show compliance with this indicator.

Guideline Indicator 8.4 (S): While the evidence presented in EDLD 612 does show how candidates are required to perform budget management functions, this course is not listed as part of the Specialist program. Therefore, there is no evidence in this program to show compliance with this indicator.

Suggestion(s) for Visiting Team: None noted.

9. **Technology and Information Systems**

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

Program Areas of Compliance: The programs under review were found to be in compliance with the following guideline indicators: 9.1 (M), 9.2 (M), and 9.3 (M).

Program Areas Needing Improvement:

Guideline Indicator 9.1 (S): The matrix references evidence in EDLD 612; however this course is not listed as part of the Specialist program. Therefore, there is no evidence in this program to show how candidates are required to use technology, telecommunications and information systems to enrich curriculum and instruction.

Guideline Indicator 9.2 (S): The matrix references evidence in EDLD 612; however this course is not listed as part of the Specialist program. Therefore, there is no evidence in this program to show how candidates are required to apply and assess current technologies for school management and business procedures.

Guideline Indicator 9.3 (S): The matrix references evidence in EDLD 612; however this course is not listed as part of the Specialist program. Therefore, there is no evidence in this program to show how candidates are required to develop and monitor long-range technology plans, and make informed decisions about computer hardware and software.

Suggestion(s) for Visiting Team: None noted.

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

10. **Community and Media Relations**

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

Program Areas of Compliance: The programs under review were found to be in compliance with the following guideline indicators: 10.1 (S), 10.2 (S), 10.3 (S), 10.4 (S), and 10.5.

Program Areas Needing Improvement:

Guideline Indicator 10.1 (M): The evidence presented in EDLD 510, 513, and 514 does not show how candidates are required to analyze community and district power structures. There is not enough detail in the evidence presented to determine compliance with this indicator. More specific descriptions of candidate performance activities and assignments in this area are needed for compliance.

Guideline Indicator 10.2 (M): The evidence presented in EDLD 510, 513, 514, and 515 does not show how candidates are required to articulate the district's or school's mission and priorities to the community and build community support. There is not enough detail in the evidence presented to determine compliance with this indicator. More specific descriptions of candidate performance activities and assignments in this area are needed for compliance.

Guideline Indicator 10.3 (M): The evidence presented in EDLD 509, 510, and 513 does not show how candidates are required to communicate effectively with various cultural, ethnic, racial, and special interest groups. There is not enough detail in the evidence presented to determine compliance with this indicator. More specific descriptions of candidate performance activities and assignments in this area are needed for compliance.

Guideline Indicator 10.4 (M): The evidence presented in EDLD 509, 510, and 513 does not show how candidates are required to involve families and the community in appropriate policy development. There is not enough detail in the evidence presented to determine compliance with this indicator. More specific descriptions of candidate performance activities and assignments in this area are needed for compliance.

Guideline Indicator 10.6: The evidence presented in EDLD 513, 620, and 625 does not show how candidates are required to use and respond effectively to electronic and printed news media. There is not enough detail in the evidence presented to determine compliance with this indicator. More specific descriptions of candidate performance activities and assignments in this area are needed for compliance.

Suggestion(s) for Visiting Team: None noted.

11. **Educational Law, Public Policy, and Political Systems**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, and 11.7.

Program Areas of Compliance: The programs under review were found to be in compliance with the following guideline indicators: 11.1, 11.2, 11.3, 11.4, 11.5, and 11.6.

Program Areas Needing Improvement:

Guideline Indicator 11.7: The evidence presented in EDLD 625, 514, and 620 does not show how candidates are required to develop appropriate procedures and relationships for working with local governing boards.

There is not enough detail in the evidence presented to determine compliance with this indicator. More specific descriptions of candidate performance activities and assignments in this area are needed for compliance.

Suggestion(s) for Visiting Team: None noted.

AREA V, INTERNSHIP: The internship is defined as the process and product that result from applying, in a workplace environment, the strategic, instructional, organizational, and contextual leadership guidelines. When coupled with integrating experiences through related clinics or cohort seminars, the outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders. The internship includes a variety of substantial, concurrent or capstone experiences in diverse settings planned and guided cooperatively by university and school district personnel for credit hours and conducted in schools and school districts over an extended period of time. The experiences need to provide interns with substantial responsibilities that increase over time in amount and complexity, and which involve direct interaction and involvement with students, staff, parents, and community leaders. Ideally, an internship should include some work with social service organizations involved with interagency activities affecting schools. An acceptable internship would be a six-month, full-time mentored experience (or the equivalent), preferably involving two or more settings and multiple levels (elementary, secondary, etc.) An optimum internship would be a year-long, full-time mentored experience. Universities and school districts should collaborate to achieve state policies that support these guidelines for the internship. School district, university and state policies and practices that encourage and facilitate paid internship positions allow interns to engage in a rich variety of mentored leadership activities and decision making responsibilities. These opportunities raise the level of professional preparation and provide evidence of a serious commitment to developing quality leadership for the nation's schools.

12. **Internship**

The institution's programs should provide significant opportunities in the workplace to synthesize and apply the knowledge and practice and develop the skills identified in the other 11 guideline areas. Therefore, the preparation programs must demonstrate alignment with indicators: 12.1, 12.2, and 12.3.

Program Areas of Compliance: The programs under review were found to be in compliance with the following guideline indicators: 12.1 and 12.2.

Program Areas Needing Improvement:

Guideline Indicator 12.3: There is insufficient evidence to determine how candidates receive internship experiences with social service, private, and community organizations. There is not enough detail in the evidence presented to determine compliance with this indicator. More specific information in this area is needed for compliance.

Suggestion(s) for Visiting Team: None noted.