

APPENDICES

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Please note: All forms are available via the Shared Folder on Google Drive

INTERNSHIP PROPOSAL AND PLAN

The purpose of the School Building Leadership Internship is participation in educational administration field-based experience. The internship process is to apply concepts and practices to administrative areas such as instruction, budget and resources, intellectual development of students, school climate, and parent-community relations. Assigned and elective administrative tasks will include activities in the broad areas listed above, plus any other activities suggested by the building and/or university supervisors.

A minimum of 250 hours will be devoted to administrative tasks, functions and activities. The site will be (_____). This internship will include administrative duties as assigned by the cooperating building administrator in coordination with the university field supervisor and/or program advisor. The on-site supervisor will be (_____). The university supervisor will be (_____).

In partial completion of requirements for the School Building Leadership Internship Experience I (_____) agree to the following:

- (A)** I will be responsible for conducting regularly scheduled conferences with the building supervisor and university supervisor. A schedule of conference dates will be provided to the university supervisor.
- (B)** I will carry out administrative functions, observations, and exploration opportunities agreed upon by university and building supervisors and myself.
- (C)** I will maintain a comprehensive log of activities and experiences during the internship. The log will contain field notes including date, description of activity, and length of activity, ELCC standard exhibited, and comments on experiences.
- (D)** I will maintain a weekly reflection journal containing a commentary on weekly activities.
- (E)** I will submit all documentation in electronic format to TaskStream for evaluation by the university supervisor.
- (F)** I will present highlights of my experience to my peers, faculty, and CBA at the end of the internship experience.

_____	Candidate	Date _____
_____	University Supervisor	Date _____
_____	Building Administrator	Date _____
_____	Program Director	

INTERNSHIP PLAN

Provide Internship Plan with specific Activities or Interests using the following format. You should include the element as listed in the standards for each proposed activity.

Standard ELCC	Suggested Skill and Experience Areas	Proposed Activities (see pages 34 - 37 for suggested activities)
<p>Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.</p>	<p>1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.</p> <p>1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.</p> <p>1.3 Candidates understand and can promote continual and sustainable school improvement.</p> <p>1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.</p>	

<p>Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.</p>	<p>2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</p> <p>2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p> <p>2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</p> <p>2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p>	
<p>Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.</p>	<p>3.1 Candidates understand and can monitor and evaluate school management and operational systems.</p> <p>3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.</p> <p>3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.</p> <p>3.4 Candidates understand and can develop school capacity for distributed leadership.</p> <p>3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>	

<p>Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.</p>	<p>4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.</p> <p>4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.</p> <p>4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.</p> <p>4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.</p>	
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<p>Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.</p>	<p>5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.</p> <p>5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</p> <p>5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.</p> <p>5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.</p> <p>5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.</p>	
<p>Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.</p>	<p>6.1 Candidates understand and can advocate for school students, families, and caregivers.</p> <p>6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.</p> <p>6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</p>	

<p>Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.</p>	<p>7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.</p> <p>7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.</p> <p>7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.</p>	<p>THIS IS YOUR INTERNSHIP</p>
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- Form is available via Shared Folder on Google Drive

Proposal Date: __
 Intern Signature: __
 Program Director Signature: __

Final Review Date: __
 Intern Signature: __
 Program Director Signature: __

Appendix B

WEEKLY ACTIVITY LOG

The Weekly Activity Log provides a record of the dates and times of the 250 hours required for the NYIT School Building Leadership internship. Record the information on a daily basis. Duplicate the log for use throughout the internship experience. The log will be reviewed during the on-site meetings and submitted as part of the required documentation for the portfolio.

Site _____ Room _____ CBA _____

Date/Time	Brief Description of Activity	ELCC Standard
Comments:		
Comments:		

Date: _____ Page Total Hours: _____ Cumulative Total Hours: _____

- Form is available via the shared folder on Google Drive

SAMPLE ACTIVITY LOG

Name: Sally Smith

Site: Applegate Elem

CBA Mr. H

Date/Time	Brief Description of Activity	ELCC Standard
September 10, 2010 8:30-11:30 AM	Attended monthly principals' meeting at Central Office with Dr. K.	2. 1
Comments: Discussion centered on school policy for school uniforms. The pros were discussed as developing school pride and identity, reducing peer-pressure, elimination of inappropriate dress for school. Next steps: information meetings with parents, student leadership activity to enforce policy, rewards system for compliance.		
September 10, 2010 1:00-2:00 PM	Attended interviews with director of human resources for prospective teachers for leave replacement positions.	2.3
Comments: I was pleased to see that the meeting focused on professional development training on data analysis with ample opportunity to actively process information and discuss implications with other building leaders throughout the district.		
Comments:		
Comments:		

Date: _____ Page Total Hours: _____ Cumulative Total Hours: _____

WEEKLY REFLECTION JOURNAL

Name of Intern: _____

Dates Covered: _____

The Intern is to devise his/her own format for maintaining a Reflection Journal. The long-term goal for this requirement is that the intern will develop the habit of regular and frequent professional reflection.

Required components are:

Acceptable reflections are written contemporaneously with the events described in first-person narrative.

- (1) The time span (dates) covered by the reflection narrative.
- (2) The narrative relates to events recorded in the daily log.

Note: The reflection for each week should be 1 -2 pages.

WHAT IS A REFLECTION?

Reflection requires actually thinking about what you are doing, why you are doing it, what the outcomes are, and how the information can be used for continuous improvement. It is a critique of your activities and the answer to “So what?”, “What did I learn?”, “What do I still need to know?”, “Who can help me?”, “What can I read?”, “What do I do to adjust what I am doing?” etc.

Acceptable reflections are written contemporaneously with the events described in first-person narrative.

Appendix D

PRE-INTERNSHIP LOG DOCUMENTATION

Up to 100 hours prior to the start of the Internship Semester

Intern's Name: _____

Intern's Signature: _____ Date: _____

List Dates of Meetings with Principal for feedback:

List of Activities completed:

(To the best of my knowledge this information is accurate.)

Principal's Signature: _____ Date: _____

School:

School District:

● **Total Hours Logged** _____ **prior to the start of** _____ **Semester**

MIDTERM EVALUATION

The Mid-term Evaluation is to be completed by the Intern with his/her on site supervisor. After the evaluation is completed the Intern and NYIT Supervisor will discuss and develop, if necessary, plans for improvement

Intern _____

SITE Supervisor _____

Rate the accomplishment of the stated competencies:

ADVANCED (4pts): Knowledge and skills are advanced

PROFICIENT (3pts): Knowledge and skills are adequate

NOVICE: (2pts): Knowledge and skills are at the beginner level

SUPPORT NEEDED (1pt): Knowledge and skills are developing

1. Staff Development: (ELCC Standards 1, 2 & 5, NYS Standards P1 6; P2 1, 2, 3, 4, 5; SLAT 2, 3)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

2. Curriculum Leadership: (ELCC Standards 1, 2, 5 & 6, NYS Standards P.1 1, 2; P2 1, 2, 3, 4, 5; SLAT 3)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

3. Supervision of Instruction: (ELCC Standards 2, 3 & 5, NYS Standards P1 1, 2, 3, 4, 5, 6 & 7 P2 1, 2, 3, 4, 5; SLAT 2, 3, 4, 5, 6)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

4. Personnel Management: (ELCC Standards 3 & 5, NYS Standards P1 3, 4 & 6 P2 2; SLAT 4, 5, 7, 8, 10, 13)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

5. Community Relations: (ELCC Standards 4, 5 & 6, NYS Standards P1 1, 2, 3, 4, 5; SLAT 1, 10, 11, 12, 13)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

6. Legal Issues: (ELCC Standards 3, 5 & 6, NYS Standards P2 8; SLAT 11, 12)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

7. School Finance: (ELCC Standards 3, 4, 5 & 6, NYS Standards P2 7; SLAT 6, 7, 9, 14)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

8. Management: (ELCC Standards 3 & 5, NYS Standards P2 7; SLAT 7)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

9. Technology: (ELCC Standards 1, 2, 3 & 5, NYS Standards P1 1, 2 6; SLAT 6, 9, 14)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

10. Personal Professional Development: (ELCC Standards 1, 2 & 5, NYS Standards P1 1; SLAT 1, 4, 14)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

OVERALL RATING:

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

COMMENTS:

SIGNATURE _____ Date _____

Appendix F

INTERNSHIP LOG DOCUMENTATION

(This is documentation for the e-portfolio instead of uploading Logs)

Intern's Name: _____

Intern's Signature: _____ Date: _____

List Dates of Meetings with Principal for feedback:

(To the best of my knowledge this information is accurate.)

Principal's Signature: _____ Date: _____

School
School District:
School Demographics:

Total Hours Logged for the _____ Semester: _____

Contents for ELCC Standards-Based TaskStream e-Portfolio

- I. Resume or Curriculum Vita
- II. Educational philosophy as a school building leader (2-3 pages)
- III. To demonstrate the competencies for each ELCC standard- submit 1 artifacts for each ELCC Sub-Standard / Element. **Provide a rationale for how the activities that these artifacts represent show evidence that you have met the Standard and include a reflection.** Why did you select them? If you were given the opportunity to redo this activity what might you do differently? What was successful? What needs rethinking?

ELCC Standard Elements 1.1-1.5

Candidates understand, develop, articulate, and implement, a shared vision for a school

ELCC Standard Elements 2.1-2.4

Candidates understand and sustain a school learning environment and instructional program

ELCC Standard Elements 3.1-3.5

Candidates understand, monitor and evaluate school management and operational systems

ELCC Standard Elements 4.1-4.4

Candidates understand and collaborate with families and faculty community by analyzing school improvements

ELCC Standard Elements 5.1-5.5

Candidates understand and act with integrity and fairness

ELCC Standard Elements 6.1-6.3

Candidates understand and advocate for schools in a Legal, Political, Cultural, Social, and Economic Context

ELCC Standard Elements 7.1-7.3

Evidence of Internship Experience (Final Presentation)

- IV. Activity Log
- V. Conclusion/PRESENTATION/Reflection-UPLOAD to TaskStream
- VI. Assessment of Candidates Disposition
Demographic survey

Appendix H

Scoring Rubric for School Leadership and Technology (SLTECH) E-Portfolio and Seminar

Intern _____

NYIT Supervisor _____

Resume or Curriculum Vita	4 pts	
Your educational philosophy and personal vision for School Leadership	6 pts	
<u>Competencies for each ELCC standard elements</u> <u>To demonstrate the competencies for each ELCC standard – Submit 1 artifact for each ELCC sub-standard</u>		
ELCC Standard Element 1 Candidates understand, develop, articulate, and implement, a shared vision for a school	10 pts	
ELCC Standard Element 2 Candidates understand and sustain a school learning environment and instructional Program	10 pts	
ELCC Standard Element 3 Candidates understand, monitor and evaluate school management and operational systems	10 pts	
ELCC Standard Element 4 Candidates understand and collaborate with families and faculty community by analyzing school improvements	10 pts	
ELCC Standard Element 5 Candidates understand and act with integrity and fairness	10 pts	
ELCC Standard Element 6 Candidates understand and advocate for schools in a Legal, Political, Cultural, Social, and Economic Context	10 pts	
ELCC Standard Element 7 Evidence of Internship Experience (Final Presentation)	10 pts	
Seminar – Assignments, Reflections, Logs	20 pts	
	TOTAL	

Suggested Internship Activities for Associated Standards

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.

This standard aligns with competencies in the following areas:

- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents
- Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies
- Employment of data analysis and evidence to develop supportive school environments
- Application of professional dispositions, laws and policies, codes of ethics and professional standards

Suggested Activities

- Attend building level strategic planning meetings (1.1, 1.2)
- Implement vision and mission at building level (1.1, 1.3)
- Oversee grant proposals to gain resources (1.2)
- Create action research around student learning (1.1,1.2, 1.3, 1.4)
- Assess existing and potential resources for attainment of school mission and/or vision (1.1, 1.3)
- Develop a vision of effective leadership, teaching and learning for your school, department or grade level (1.1,1.3)
- Facilitate the revision of the school mission/vision statement (1.1, 1.4)
- Review current Federal and State requirements for your school under and compile a list of actions needed to meet mandates (1.2, 1.4)
- With permission of the superintendent or principal, observe a school meeting where the leader plans to use collaborative decision making (1.1, 1.3)
- Evaluate School Improvement Plans (SIP) (1.2, 1.3, 1.4)
- Compare building level SIP to District plans (1.3, 1.4)
- Critique communication in school (1.3)

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

This standard aligns with competencies in the following areas:

- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents
- Applications of data literacy
- Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies
- Employment of data analysis and evidence to develop supportive school environments
- Supporting appropriate applications of technology

Suggested Activities

- Chair school professional development committee assess needs (2.4)
- Lead a review of learning standards and their implications for specific courses of study at a faculty meeting (2.2, 2.3)
 - Lead parent and teacher focus groups on high-stakes testing and alternate testing (2.1)
 - Demonstrate to faculty strategies for formative and summative assessment (2.1, 2.3)
 - Disaggregate student assessment data and prepare an analysis (2.1., 2.2)
 - Participate in IEP meetings (2.1)
 - Become a faculty representative for community organization (2.1)
 - Organize and implement programs to improve student achievement (2.1, 2.3)
 - Initiate faculty sharing sessions on technology (2.4)
 - If allowed, observe teachers through classroom observations and give feedback (2.3)
 - Review teacher applications, participate in interviews, assist in selection committee (2.3)
 - Serve on a committee for curriculum alignment (2.1, 2.2)
 - Participate in or lead the examination of testing policy and procedures in your school (2.2, 2.3)
 - Develop and implement a school improvement project based on an analysis of current school needs (2.2, 2.3, 2.4)
 - Participate in conference dealing with student discipline (2.1)
 - Participate in the district textbook and technology selection process (2.2, 2.4.)
 - Participate in the process of student scheduling (2.1, 2.4)
 - Survey school faculty on methods to motivate students (2.1)
 - Conduct a staff development activity at your school (2.3)
 - Meet with a school leader involved in implementing a school change (2.2, 2.3)

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge

and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

This standard aligns with competencies in the following areas:

- Applications of data literacy
- Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies
- Employment of data analysis and evidence to develop supportive school environments
- Supporting appropriate applications of technology
- Application of professional dispositions, laws and policies, codes of ethics and professional standards

Suggested Activities

- Serve on a hiring committee (3.2, 3.3, 3.4)
- Analyze budget and identify how specific budget allocations support the school's strategic improvement plan (3.1., 3.2)
- Work with central office and participate in recruitment planning (3.1, 3.2)
- Develop staff orientation for induction into the program (3.2)
- Work with building administration in the budget process (3.1, 3.2)
- Review and/or update the building safety/crisis management plan (3.1, 3.3)
- Conduct a needs assessment for building and grounds repairs and improvements (3.2, 3.3)
- Observe the process for student behavior management and discipline (3.3)
- Work with teachers to improve classroom management (3.3, 3.5)
- Develop or update a student activities handbook (3.3)
- Participate in the development of the school master schedule (3.1, 3.5)
- Participate in the analysis of student attendance patterns (3.3)
- Review procedures and participate in school opening at the start of the year and closing at the end of the year (3.1, 3.2, 3.3, 3.4)
- Observe food service operations and make recommendations for improvement (3,1, 3.2, 3.3)
- Participate in a shared-decision making committee (3.4)
- Lead a school committee to develop consensus on issues in its charge (3.4)

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

This standard aligns with competencies in the following areas:

- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents
- Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies
- Employment of data analysis and evidence to develop supportive school environments
- Supporting appropriate applications of technology

Suggested Activities

- Plan new student and parent orientation program (4.3)
- Prepare monthly school newsletter, including tips for parents (4.3)
- Design a brochure for community support (4.2, 4.4)
- Provide conflict mediation or team building training for faculty (4.3)
- Develop a mentor program for at-risk students (4.1, 4.2, 4.3, 4.4)
- Participate at PTA meeting (4.1, 4.3, 4.4)
- Design a school informational brochure (4.3, 4.4)
- Assist in the development of written communication to send to parents and the public (4.1, 4.3)
- Participate or lead in some aspect of a program to promote cultural diversity in the school (4.1, 4.2, 4.3)
- Participate in or lead the establishment of school partnerships (4.1, 4.4)
- Write a proposal to increase or improve parent involvement in the school (4.3)
- Observe a school improvement meeting to assess the role of parents in the process and provide recommendations of increasing parent effectiveness (4.1, 4.3)
- Compile a list of social agencies that will be helpful to all stakeholders (4.1, 4.2, 4.4)

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by activity with integrity, fairly, and in an ethical manner.

This standard aligns with competencies in the following areas:

- Application of professional dispositions, laws and policies, codes of ethics and professional standards
- Supporting appropriate applications of technology

Suggested Activities

- Participate in or lead an examination of the school honor code (5.1, 5.3, 5.5)
- Participate in or lead the creation of a code of ethical practice (5.2, 5.3, 5.5)
- Review the school's budgeting process (5.1, 5.5)
- Prepare a presentation to the faculty on ethics (5.2)
- Observe a student disciplinary meeting with an ethical eye (5.2)
- Examine the school's symbols and traditions and develop new programs to build upon these (5.5)
- Meet with a group of students to gain their beliefs about ethical practices in the classroom; then compile the list and make recommendation (5.1, 5.3, 5.5)
- Participate and examine technology acceptable use policy - confidentiality, privacy, security (5.4)
- Participate on a shared decision-making team (5.4)

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

This standard aligns with competencies in the following areas:

- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents
- Applications of data literacy
- Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies
- Employment of data analysis and evidence to develop supportive school environments
- Application of professional dispositions, laws and policies, codes of ethics, and professional standards

Suggested Activities

- Attend a school board meeting and interview a school board member about the challenges of the role (6.2)
- Investigate the means by which administrators remain updated on legal issues (6.2, 6.3)
- Attend a session in juvenile court (6.1)
- Attend a special education placement or annual review meeting (6.1)
- Participate or lead in the process of writing a grant application or proposal (6.3)
- Review the requirements for the current **Individuals with Disabilities Education Improvement Act** (IDEIA) and compile a list of the recommendations about what administrators need to know about IDEIA guidelines (6.1, 6.2)
- Using current literature, compile a list of current issues that affect teaching and learning (6.3)
- Write a professional development plan or be involved in the process, to assist a colleague to

write a plan (6.3)

- Lead a faculty discussion concerning the impact of new laws and regulations (6.3)
- Write a response to requests for feedback concerning proposed State Education Department regulations (6.2)

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

This standard aligns with competencies in the following areas:

- Applications of data literacy
- Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies
- Employment of data analysis and evidence to develop supportive school environments
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents
- Supporting appropriate applications of technology
- Application of professional dispositions, laws and policies, codes of ethics, and professional standards
- Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.
- The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
- Each candidate should have a minimum of 250 hours of Internship experience:
- Candidates apply skills and knowledge articulated in the ELCC standards, as well as state and local standards for educational leaders.
- Experiences are designed to accommodate candidates' individual needs.
- Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.
- Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.

The following activities may apply to any or all ELCC standards depending on the assignment:

- Serve as the substitute for the principal or assistant principal when they are absent
- Participate in the coordination of a summer school program

These activities are suggestions and are not meant to be an exhaustive list of possible activities.