



OSWEGO
STATE UNIVERSITY OF NEW YORK

INTERNSHIP FIELD SUPERVISOR HANDBOOK

2019-2020

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INTRODUCTION AND PURPOSE

As candidates prepare to lead schools and districts to meet the needs of tomorrow's graduates, the internship in Educational Administration at SUNY Oswego is an integral and cooperative venture involving the post-master's leadership candidate, a school district and SUNY Oswego. This experience is vital to future employment as a school administrator. It is an opportunity for the candidate to devise and implement a program of professional growth and development under the joint supervision of an experienced and practicing school administrator (Field Internship Supervisor) as well as a college advisor.

The purpose of this handbook is to assist the Field Internship Supervisor (FIS) with becoming familiar with the requirements of the Department of Educational Administration at SUNY Oswego as they relate to the responsibilities of the school district and the intern. Upon successful completion of the internship and SUNY Oswego program requirements, the candidate will earn the Certificate of Advanced Study (CAS) and will be eligible apply for New York State certification as a school building leader and a school district leader.

The administrative internship has been an integral component of leadership preparation programs for many years (Hencley, 1963). If one accepts the premise that an appropriately designed internship program can impact an administrator's abilities and future performance (Chance, 1989), then it is necessary to ascertain what are the essential elements of an effective program. Components of such a program must provide an opportunity for the prospective administrator to apply concepts, understandings and skills (Chance, 1990). In their description of internships within the education setting Fry, Bottoms, and O'Neill (2005) explain,

A well-designed internship expands the knowledge and skills of candidates while also gauging their ability to apply new learning in authentic settings as they contend with problems that have real-world consequences. Built right, the internship becomes a sturdy vessel upon which new practitioners can navigate the swift, unpredictable currents that separate classroom theory and on-the-job reality. (p. 3)

The internship is a major component of the educational administration program and the intern's learning opportunities. It is designed to provide "real-life situations" in which candidates, serving as administrative interns, apply theory, knowledge of subject matter content, and applied inquiry to the daily operations of the school. During this internship experience, interns obtain the practical management skills needed to become effective school administrators while simultaneously practicing and developing effective problem-solving and leadership skills. Interns are responsible for assessing their actions and participating in reflective practice during the internship experience. The FIS plays an important role in evaluating the intern's ability to perform effective administrative practices.

This handbook addresses the SUNY Oswego requirements and characteristics of its internship program. In essence, the internship is defined as the process and product that result from the application in a workplace environment of strategic, instructional, organizational and political and community leadership. When coupled with integrating experiences through related seminars, the outcome should be a powerful synthesis of knowledge and skills useful to future school leaders.

OBJECTIVES OF THE INTERNSHIP

The following general objectives of an internship represent an incorporation of concepts to prepare future school administrators. These are:

1. To understand various leadership theories and options as well as human actions and reactions to them.
2. To develop an understanding of various district and building level operations, procedures and organizational structures.
3. To develop specific knowledge in areas of school system and building level administration.
4. To experience broad and practical aspects of educational administration and systems operations.
5. To have a variety of experiences in district or building level operations, management techniques, curriculum administration and budget preparation.
6. To gain specific skills in supervision and evaluation of personnel and programs.
7. To develop an individual vision of what a school could and should be and establish a specific set of strategies for communicating and actualizing the vision.

In assisting the intern with meeting these objectives, the FIS should provide the intern with the opportunity to gain direct experience in such areas as:

- budgeting and finance
- instructional leadership
- school law
- student management
- staff development
- supervision of instruction
- grant writing
- master schedule
- school organization and management
- written and oral communication
- long-range and short-term planning
- small group leadership
- relations with parents and community organizations
- facilitating meetings at parent/teacher conferences, team meetings, full faculty meetings and building planning teams.

The internship should include a variety of substantial concurrent experiences in diverse settings planned and guided cooperatively by SUNY Oswego and the collaborating school district. The experiences should reflect increasing complexity and responsibility, and may include some work in private, community and social service organization partnerships.

QUESTIONS FOR THE FIELD INTERNSHIP SUPERVISOR (FIS) AND THE INTERN

There are questions that are important for the FIS and intern to address together at the start of the internship. The FIS and intern are encouraged to discuss some or all the following questions and any others that may be deemed necessary:

1. What are the responsibilities of this position?
2. Are there any other job expectations that are not stated?
3. What will be my job title?
4. To whom am I responsible and in what way?
5. What is the normal chain of command?
6. What is the make-up of the school population (number of students, teachers, support staff and administrative team)?
7. What are the special programs that exist in this building?
8. What specific tasks or projects do you believe I should become involved in during my internship?
9. Are there any tasks you do that I should observe and/or provide input for?
10. Will the district require me to perform any specific projects and if so, what might they be?
11. Please explain the kinds of professional development I might be involved with.
12. What groups and/or committees will I be a member of and what role will I be expected to play?
13. What meetings will I be expected to attend?
14. A requirement of my internship experience includes leading a year-long collaborative change initiative with a group of adult stakeholders. How might I meet the needs of this position and also fulfill this requirement?
15. Aside from my learning activity plans, what other duties do you see as necessary for me to carry out for the school/district?
16. What is your management/leadership style?
17. How do you see my workday meshing with yours?
18. Will I attend all meetings in which you take part?
19. Will we set up specific conferencing days each week to review progress?
20. What kind of reporting system do you wish me to employ?
21. When presenting information or ideas, what are the proper channels to follow?
22. Would you prefer to be kept informed of specifics, or only have a broad awareness of my activities?
23. Should I bring problems to your immediate attention, or should I use my skills to try to come to a solution first?
24. Would you be willing to have me suggest ideas to fulfill your expectations and those of the internship?
25. How often are you available to meet with me for the purpose of providing feedback?
26. Would you like to see my appointment calendar on a regular basis to help assess the effectiveness of my time management?
27. How will you evaluate me during the internship experience?
28. What duties am I responsible for outside of the regular school day?
29. What special events should I anticipate directing or supporting?
30. What kind of out-of-district training will be offered to me during the internship?
31. Can you give me a brief description of the cultural, social, political and economic climate of the school and district?

32. Will I have access to the district policy manual? Which policies should I have an immediate working knowledge of?
33. How much time together will be needed in advance of my starting date to prepare for this internship?
34. If completing a summer internship, what responsibilities and activities will I be involved in prior to the start of the summer school session?
35. What recommendations do you have for me prior to the first day of the internship?
36. Is there any specific advice you would like to give me as I start this internship?
37. When do I start?

PROGRAM COMPETENCIES

The intern should be assigned tasks and projects that mutually benefit both the school personnel in their efforts to improve their school and/or the delivery of services to the school, and the intern in his/her quest to obtain knowledge and experience necessary to become an effective administrator. The intern needs to work both as an individual and as a member of teams to meet general and specific objectives spelled out by the Council for Accreditation of Educator Preparation (CAEP) and the National Educational Leadership Preparation (NELP) Standards. The administrative tasks and projects assigned to the intern should assist with developing and mastering such **competencies** the following:

Staff Recruitment and Selection

1. Select from the applicant pool the candidates to be interviewed for instructional positions.
2. Develop and administer a plan for the effective orientation of new personnel.
3. Use interviewing techniques and provide information on how candidates meet the requirements of job descriptions.
4. Involve appropriate staff in the final selection process.
5. Match people with jobs.
6. Screen applications, letters of inquiry and resumes to eliminate candidates not meeting job descriptions.
7. Select candidates regardless of race, creed, national background, sex, age or physical disability.
8. Develop and administer an adequate personnel records system.

Instructional Leadership

9. Create a positive, collaborative climate and culture that encourages, rewards and promotes learning among faculty, staff and students.
10. Support research-based and informed practice and instructional improvement.
11. Observe, analyze and support systems to promote equity of access and reduce bias for all students.
12. Analyze district/school curriculum and student achievement considering the community's values, goals, social needs and changing conditions.
13. Apply concepts of scope, sequence, balance, alignment and integration in curriculum development and scheduling.
14. Use a variety of student and program assessment strategies to improve learning.
15. Support integration and implementation of Social Emotional Learning frameworks into the program of curriculum, instruction, and assessment.

16. Analyze all types of data (demographic, perceptions, student learning, and program process) to inform program development, implementation, and continuous monitoring for effectiveness in achieving established goals.
17. Address state and national goals and standards.
18. Allocate resources to support the educational programs.
19. Create an environment that encourages application of knowledge, decision-making, and individual and group responsibility for learning.
20. Observe and evaluate innovational instructional programs.
21. Observe faculty during instruction and offer suggestions for improvement.
22. Develop a written evaluation for faculty observed.

Leadership and Management

23. Create and maintain a safe and healthy environment.
24. Monitor progress of operational plans and educational programs and make adjustments as needed.
25. Use effective school-site management strategies.
26. Manage school according to district policies and procedures.
27. Monitor staff roles and responsibilities to ensure accountability.
28. Communicate effectively both verbally and in writing.
29. Understand the effects of various administrative styles in the decision-making process.

Communications and Interpersonal Relationships

30. Facilitate group process, meetings, coordination and collaboration of tasks.
31. Create conditions that foster job challenges and intellectual stimulation.
32. Deal tactfully with others in stressful and sensitive situations.
33. Recognize the needs and concerns of others.
34. Promote multi-cultural, gender, racial and ethnic awareness and sensitivity.
35. Use effective listening, verbal, nonverbal and written communication skills.
36. Provide performance feedback and apply mentoring skills when appropriate.
37. Use problem-solving techniques with staff.
38. Resolve conflict among staff members.
39. Compare and contrast organizational and personal goals and resolve conflicts arising from these differences.

Media and Community Relations

40. Enlist community participation, support and opinions.
41. Analyze community, business, political and district structures to build support for the school.
42. Allocate time to ensure administrator accessibility to the school community.
43. Communicate with all community groups and maintain an effective communications plan.
44. Consider the uses and potential misuses of social media in communications plans.
45. Involve community members where appropriate to build collaborative relationships to achieve the goals and priorities of the district.
46. Interpret the district curriculum to a variety of audiences.
47. Interact with the media to encourage positive representation of the school and district.

Student Management

48. Develop plans and policies concerning student discipline, student attendance and student dropout prevention.
49. Be aware of federal and state laws and regulations governing the education of students with handicapping conditions.
50. Schedule class placement for all students consistent with individual needs and state mandates.
51. Identify and implement student intervention models consistent with the needs of students in the school district.
52. Plan for the use of health, guidance, speech, social, psychological and related services in the school district.
53. Support research-based practices to inform school-wide systems that are responsive to the social/emotional behavioral development of all students.

Technology

54. Advocate and facilitate the use of technology to improve learning and managing.
55. Plan for and use technology and information systems to improve teaching, learning and managing the programs, schools and district.
56. Make informed decisions about computer hardware and software.

Financial Management

57. Use technology appropriately for financial and resource management.
58. Identify and analyze the major and secondary sources of revenue.
59. Acquire, allocate and manage resources for district, school and program improvements.
60. Develop a budget and allocation process driven by district and school priorities.
61. Perform budgeting functions and apply technology to the process.
62. Manage and effectively utilize capital goods and resources to achieve goals.

RESPONSIBILITIES OF THE FIELD INTERNSHIP SUPERVISOR (FIS)

This handbook contains the names of the intern and the College Internship Supervisor (CIS) along with essential telephone numbers (see page 12). The CIS will be in contact with you early in the internship. In the meantime, your intern has received information on what must be done to develop an internship plan. In agreeing to serve as a FIS, you are indicating willingness to:

- Assist the intern in experiencing a meaningful internship.
- Provide the intern with relevant tasks to ensure exposure to as many operational and instructional leadership activities as possible.
- Provide facilities, supplies, space, etc. which are necessary for the intern to adequately perform his/her assigned duties.
- Meet with the intern and arrive at an agreement for an appropriate description of the responsibilities and activities of the internship. This information is included in the Appendix I form that is submitted to the SUNY Oswego Internship Coordinator for approval of the internship experience. It is the intern's responsibility to prepare a draft of this form that is acceptable to the FIS and approved by the University.
- Meet with the intern regularly, to provide feedback and counsel, and to offer the intern constructive criticism when needed.
- Meet on-site with the CIS at the beginning of the internship and again at the end, as well as during the internship on an "as needed" basis.
- Alert the CIS when there are major problems in the internship.
- Assist the intern in the selection of a **Collaborative Leadership Project**.
- Participate in the oral comprehensive examination process. The intern will provide the FIS with a portfolio that includes the administrative platform statements, an updated resume and a vision statement (see EAD 695 syllabus for complete description) for review at **least two weeks** before the scheduled oral examination.
- Interview the intern during the oral examination process on issues relative to the internship experience and the platform statements.
- Provide feedback and evaluation to the intern using the **SBL/SDL Final Internship Evaluation – EAD 695 Assessment Rubric**. (See p. 16)
- Make suggestions to the CIS on how the internship program might be improved.

(See Reminder checklist on page 12).

The Field Supervisor as Mentor

Mentoring is probably one of the most important preservice aspects of the preparation of school administrators. In the early stages of the mentoring relationship the mentor (Field Supervisor) should take the initiative by showing support, discussing organizational norms and politics, learning more about the background and aspirations of the intern and serving as a role model. Schockett, et al. (1985) stresses the importance of role modeling as a means for the intern to observe the administrator interacting with significant others, dealing with conflict, and balancing personal and professional demands. The mentor should provide opportunity for the intern to discuss and ask questions about observations of administrative activities and decisions made by the administrator.

As the relationship moves along the mentor should introduce the intern to substantial problem-solving situations and permit the individual to test his or her abilities with the realities of school

life. These experiences provide an opportunity for the neophyte administrator to reflect upon the situation with the mentor and to generalize to future practice. The mentor administrator, now serving as a counselor and adviser to the intern, should delegate greater responsibility and more complex tasks as the intern is prepared to assume more administrative duties.

By the last stage of the mentoring relationship, the mentor and intern should be able to communicate openly as professional colleagues. At the conclusion of the successful field experience the intern will expect and should receive an honest appraisal of his or her performance and recommendations for reaching personal aspirations and career goals.

Giving Feedback to Intern--Reflective Mentoring

A good internship is one that provides good learning experiences, but a great internship is a good experience that also provides the intern with ample and timely **feedback** through reflective mentoring. It is our hope that the FIS will find many opportunities to provide the intern with effective feedback. An important part of the developmental process of the intern is to seek, receive and reflect on such feedback. The FIS needs to provide feedback for developmental purposes and not for evaluation (until the end of the internship).

Two types of feedback sessions that can be very useful and helpful for the intern are:

1. Observing behavior of the intern in an actual activity (see page 10-11). Provide the intern with feedback during the activity or at the end of the activity.
2. Having the intern relate a recent activity that is in progress or has been finished. Together have a reflective review and analyze the intern's behavior.

These feedback opportunities in both instances require a certain amount of reflection. It is critical for the developmental process of the intern that a reflective process occurs. Reflective mentoring stresses the quality of decisions that interns make and actions they take or are about to take. Reflective mentoring assists the intern in looking critically at assumptions, values, and facts that will later influence decisions and actions. Reflective mentoring also involves helping interns create new patterns of thought and action to deal with school leadership issues and tasks.

During the reflective mentoring process, it is important to make attempts to **praise the intern**. Praising the intern works well when you:

- do so immediately following the activity.
- tell the intern specifically what he/she did right.
- tell the intern how good you feel about what he/she did right and how it helps the overall school community.
- encourage the intern to do more of the same.

Guidelines for Observing Behaviors of Intern in Actual Activity

While observing behaviors of the intern performing an actual administrative activity, the FIS should focus on **key behaviors**. In doing so, it is essential that the FIS:

1. Verify the intern's goals before observing the performance.
2. Observe carefully and take notes.
3. After the activity, ask the intern how he/she feels about the activity.
 - Ask what he/she did well.
 - Ask what he/she would do differently another time.

4. Begin your feedback by recognizing effective behavior.
 - Discuss the behavior and why/how it was effective.
 - Discuss less effective behavior.
 - Focus on the behavior; not the person.
5. Review and summarize the feedback session.
 - Behavior analysis.
 - Suggestions for improvement.
 - Strategies for implementing new behavior.

RESPONSIBILITIES OF THE COLLEGE INTERNSHIP SUPERVISOR (CIS)

Once the candidate has obtained a verbal commitment from a school district for an internship, he/she makes a formal proposal to the Internship Coordinator of the Department of Educational Administration at SUNY Oswego. Upon approval of the proposed internship, a College Internship Supervisor (CIS) will be appointed. During the internship, the CIS will:

- Meet with the FIS at least once within six weeks after the intern is assigned to discuss the activities to be included in the internship.
- Meet with the intern at least four times throughout the internship experience with weekly contact via electronic means (email, Skype, Zoom, Facetime) and as needed.
- Attend seminars organized by interns during the internship, including scheduled all-intern meetings required by the Department of Educational Administration at SUNY Oswego.
- Review and approve the three Learning Activity Plans submitted by the intern after they have been accepted by the FIS.
- Review and approve the Collaborative Leadership Project submitted by the intern after it has been accepted by the FIS.
- Review and provide feedback on all of the Modules described in the EAD 695 syllabus.
- Review monthly internship reflections submitted by the intern, and provide the intern with feedback, as appropriate.
- Obtain input from the FIS relative to the performance of the intern for determining successful completion of the internship.
- Participate in the oral comprehensive examination process at the end of the internship.

RESPONSIBILITIES OF THE INTERN

It is the responsibility of the candidate to manage the internship in such a way that, upon its completion, he/she will have identified and developed the competencies necessary to obtain a position as a school administrator. The efficiency with which the internship is managed often determines the level of satisfaction, confidence and competency the intern takes to a position in administration. Specifically, the intern's responsibilities for the internship are to:

- meet all the internship prerequisites.
- secure an acceptable internship.
- apply and secure approval for the internship.
- develop and implement approved Learning Activity Plans successfully.
- participate in All-Intern Meetings and Intern Seminar Group.
- meet periodically for Intern Seminars conducted during the normal workday.
- the candidate must facilitate or co-facilitate one of the Intern Seminars.

- develop, gain approval and complete a year-long Collaborative Leadership Project.
- seek advice and assistance from the FIS and CIS when necessary.
- submit monthly reflections to CIS.
- maintain high professional and ethical standards.
- develop administrative platform statements.
- submit, receive feedback and complete all the modules required for EAD 695 as described in the syllabus.
- participate in the oral examination process.
- prepare a resume, cover letter, and entry plan suitable for employment.
- develop a Final Portfolio.

(See Reminder checklist on page 13).

SUMMARY

An internship in educational administration should provide the intern with as many supervisory and administrative experiences (depth and breadth) as possible. The intern should be prepared to initiate action and respond to changing conditions within the school environment. Reliance on technical skill or content knowledge alone is insufficient.

In order to be effective, the internship must comprehensively address the intern's strengths, areas for growth, knowledge base and interpersonal skills, the internship site, the FIS's and CIS's requirements, and the programmatic requirements and objectives. Individualized internships may take on various designs, but they will be more powerful if they provide future administrators with the richness of diversity blended with the uniqueness of individualization. Only then will an internship program prepare leaders for the complexity and vicissitudes of the twenty-first century as educators prepare tomorrow's graduates for participation in society, government and the economy (Chance, 1989).

IMPORTANT INFORMATION FOR THE FIELD INTERNSHIP SUPERVISOR

Intern

Name

Address

City

State & Zip

Telephone

Fax

E-mail

Duration of Internship

College Internship Supervisor (CIS)

Name

Address

City

State & Zip

Telephone

Fax

Home Telephone Number

E-mail

KEY FUNCTIONS OF THE FIELD INTERNSHIP SUPERVISOR
(For FIS' Personal Use)

REMINDERS

- _____ 1. Assist intern in experiencing a meaningful internship.
- _____ 2. Provide intern with relevant tasks to ensure exposure to many operational and instructional leadership aspects of administration.
- _____ 3. Provide facilities, supplies, space, etc. which are necessary for the intern to adequately perform the assigned duties.
- _____ 4. Consult with intern and provide suggestions for the Learning Plan.
- _____ 5. Offer suggestions and opportunity on Intern's Leadership Learning Activity Plans.
- _____ 6. Provide feedback and counsel to the intern.
- _____ 7. Alert the CIS when problems develop.
- _____ 8. Assist the intern in the selection of a Collaborative Leadership Project.
- _____ 9. Review the intern's administrative portfolio.
- _____ 10. Provide feedback and evaluation to the intern on the SBL/SDL NELP Final Internship Evaluation – EAD 695 Assessment rubric.
- _____ 11. Participate in the oral examination process
- _____ 12. Make suggestions to the CIS on how to improve the internship program.

KEY FUNCTIONS OF THE INTERN
(For Intern's Personal Use)

REMINDERS

- _____ 1. Meet all internship prerequisites.
- _____ 2. Secure an acceptable internship.
- _____ 3. Secure approval for the internship.
- _____ 4. Implement required tasks and activities of the
- _____ 5. Participate in all-intern meetings.
- _____ 6. Participate in an Intern Seminar Group and attend all intern group seminars, one of which you will facilitate or co-facilitate.
- _____ 7. Plan, implement and evaluate intern seminars.
- _____ 8. Complete the Collaborative Leadership Project.
- _____ 9. Secure advice and assistance from FIS and CIS when needed.
- _____ 10. Submit monthly reflections to CIS.
- _____ 11. Maintain high professional ethical standards.
- _____ 12. Complete all Modules as explained in the EAD 695 syllabus.
- _____ 13. Participate in oral examination process.
- _____ 14. Prepare a resume, cover letter, district scan, and entry plan suitable for Employment.
- _____ 15. Develop a final portfolio.
- _____ 16. Develop all required NELP competencies.

REFERENCES

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ADDENDUMS

**STATE UNIVERSITY OF NEW YORK AT OSWEGO
Department of Educational Administration**

SBL/SDL FINAL Internship Evaluation – EAD 695 Assessment Rubric

The purpose of the internship course, which spans a full calendar year, is to place leadership candidates into one or more educational administrative positions in both school building and school district locations. College supervisors meet on-site with interns and field supervisors several times per year. Candidates are involved in weekly email contact with professors, and electronically submit monthly reflections to them about their leadership challenges/successes in their building(s) and within the district.

Name of Candidate Being Reviewed: _____ Candidate ID #: _____

During the clinically rich internship, this candidate has encountered coherent, authentic experiences that provided multiple and varied opportunities to synthesize and apply the content knowledge he/she obtained across all of the other CAS core courses. As the primary field supervisor, you have mentored her/him throughout the process. At the start of this internship appointment, you received a Field Supervisor Handbook as a guide for the array of duties, responsibilities and experiences we expected this candidate to confront during the internship. Now that she/he is nearing the end of her/his field experience under your supervision, it is time for the two of you to collaboratively complete the attached Assessment Instrument. Using the National Educational Leadership Preparation (NELP) Standards as the framework for review, please work with the candidate to “score” her/his performance regarding each element using this scale:

[3] Met with Distinction (Accomplished): Candidate provides ample evidence that he/she is able to move beyond simply attaining the standard to demonstrate a level of leadership competency and dispositional practice that is exemplary. S/he demonstrates the ability to incorporate key stakeholder involvement consistently while leading the school district’s initiatives forward.

[2] Met (Competencies Developed): Candidate provides evidence that s/he has the necessary knowledge, skills and dispositions to collaboratively provide effective leadership for the school district’s initiatives that fall within this standard. He/she demonstrates an ability to be reflective, principled and deliberate as a school & district leader.

[1] Not Met (Competencies Emerging): Candidate provides inconsistent evidence that he/she has the competency to provide effective leadership for the school district’s programs and projects that fall within this standard. While being engaged in the process of inquiry, his/her actions indicate some coherence, awareness and application.

[0] Not Met (Undeveloped): Candidate’s actions, decisions and behaviors are misinformed or uninformed about the leadership practices needed to effectively move the school district’s initiatives forward. Minimal evidence is provided to show he/she is competent to lead programs and projects that fall within this standard.

NELP Standard	Not Met [0]	Not Met [1]	Met [2]	Met [3]	Evidence
STANDARD 1: MISSION, VISION & CORE VALUES Candidates who successfully complete a building/district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) a shared mission and vision; 2) a set of core values; 3) a support system; and 4) a continuous & sustainable school improvement process.					<p>In addition to the evidence of clinical experience described below, the competencies listed in this standard were addressed during the EAD 695 course in Module I (Monthly Reflections) & Module VI (Seminars). They were further developed during the CAS program within Key Assessment #2 (Integrative Essay) and Key Assessment #7 (Unison Project).</p> <p>In the space below, candidate & field supervisor will describe experiences and activities completed during the internship.</p>
Candidates understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school. 1.1 They are able to analyze & communicate a data-informed mission and vision for the district focused on the academic success and overall well-being of each student and district school personnel. 1.1	B				<p><u>Evidence Compiled During the Internship</u></p>
1.1	D				
Candidates understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture. 1.2 They demonstrate the capability to promote core democratic values that define the district's culture and stress the imperative of child-centered education including equity, inclusiveness, social justice, openness, caring & trust. 1.2	B				
1.2	D				
Candidates understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student. 1.3	B				
Candidates understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school. 1.4 They demonstrate the ability to analyze, plan for and promote continuous, sustainable and evidence-based school and district improvement. 1.3	B				
STANDARD 2:					In addition to the evidence of clinical

<p>ETHICS & PROFESSIONALISM Candidates who successfully complete a building/district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) professional norms; 2) decision-making (model); 3) educational values (responsibility); and 4) ethical behavior.</p>					<p>experience described below, the competencies listed in this standard were addressed during the EAD 695 course in Module III (Platforms) & Module IV (Diversity Shadowing). They were further developed during the CAS program within Key Assessment #3 (Post-Observation Conference) and Key Assessment #8 (Ethical Leadership Platform).</p> <p>In the space below, candidate & field supervisor will describe experiences and activities completed during the internship.</p>
<p>Candidates understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others. 2.1 & 2.1</p>	<p>B</p>				<p><u>Evidence Compiled During the Internship</u></p>
	<p>D</p>				
<p>Candidates understand and demonstrate the capability to evaluate the moral and legal consequences of decisions. 2.2 They demonstrate the capability to model ethical behavior in their personal conduct, relationship with others, decision-making, and stewardship of the district's resources. 2.2</p>	<p>B</p>				
	<p>D</p>				
<p>Candidates understand and demonstrate the capability to model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity. 2.3 They demonstrate the capability to ensure that unethical and unprofessional actions are addressed promptly and appropriately throughout the district organization. 2.3</p>	<p>B</p>				
	<p>D</p>				
<p>Candidates understand and demonstrate the capability to model ethical behavior in their actions and relationships with others. 2.4 They demonstrate the capability to promote essential educational values of democracy, community, individual freedom and responsibility, equity, social justice and diversity. 2.4</p>	<p>B</p>				
	<p>D</p>				

<p>STANDARD 3: EQUITY & CULTURAL LEADERSHIP Candidates who successfully complete a building/district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) equitable protocols/treatment; 2) equitable access; 3) culturally responsive practices; and 4) a supportive school community/district culture.</p>				<p>In addition to the evidence of clinical experience described below, the competencies listed in this standard were addressed during the EAD 695 course in Module I (Monthly Reflections) & Module II (Leadership Plans & Legacy Project). They were further developed during the CAS program within Key Assessment #6 (Issue Analysis) and Key Assessment #8 (Ethical Leadership Platform).</p> <p>In the space below, candidate & field supervisor will describe experiences and activities completed during the internship.</p>
<p>Candidates understand and demonstrate the capability to develop, implement, and evaluate equitable guidelines, procedures and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context. 3.1 They are able to implement and evaluate equitable district policies and systems. 3.1</p>	B			<p><u>Evidence Compiled During the Internship</u></p>
<p>Candidates understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success. 3.2 & 3.2</p>	D			
<p>Candidates understand and demonstrate the capability to support the development of culturally responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations associated with race, class, culture & language, gender & sexual orientation, and disability or special status. 3.3 & 3.3</p>	B			
<p>Candidates understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, disability, or special status. 3.4 They build and maintain an inclusive, safe and healthy district culture that provides coherent systems of academic & social supports to meet the full range of needs of each student. 3.4</p>	D			

<p>STANDARD 4: INSTRUCTIONAL LEADERSHIP Candidates who successfully complete a building/district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) learning system; 2) instructional practice/capacity; 3) assessment system & professional development of principals; and 4) learning supports & principal effectiveness.</p>				<p>In addition to the evidence of clinical experience described below, the competencies listed in this standard were addressed during the EAD 695 course in Module II (Leadership Plans & Legacy Project), Module V (Supervisory Activities) & Module VII (Portfolio). They were further developed during the CAS program within Key Assessment #3 (Post-Observation Conference) and Key Assessment #5 (Curriculum Plan).</p> <p>In the space below, candidate & field supervisor will describe experiences and activities completed during the internship.</p>
<p>Candidates understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student. 4.1 They are able to manage district-wide use of coherent and technologically appropriate systems of curriculum, instruction and assessment. 4.1</p>	B			<p><u>Evidence Compiled During the Internship</u></p>
	D			
<p>Candidates understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy. 4.2 They demonstrate the capability to plan for the support of principals and other school leaders so they can develop the individual capability of teachers. 4.2</p>	B			
	D			
<p>Candidates understand and demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction. 4.3 They promote systems of support, coaching and professional development for principals to grow as instructional leaders. 4.3</p>	B			
	D			
<p>Candidates understand and demonstrate the capability to employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student. 4.4 They analyze and use research-anchored systems of principal supervision, evaluation and feedback to improve their practice. 4.4</p>	B			
	D			

<p>STANDARD 5: COMMUNITY & EXTERNAL LEADERSHIP Candidates who successfully complete a building/district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) effective two-way communication; 2) engagement; 3) partnerships; and 4) advocacy/representation.</p>				<p>In addition to the evidence of clinical experience described below, the competencies listed in this standard were addressed during the EAD 695 course in Module III (Platforms), Module IV (Diversity Shadow) & Module IX (Preparing to Enter the Job Market). They were further developed during the CAS program within Key Assessment #2 (Integrative Essay) and Key Assessment #6 (Issue Analysis).</p> <p>In the space below, candidate & field supervisor will describe experiences and activities completed during the internship.</p>
<p>Candidates understand and demonstrate the capability to maintain effective two-way communication with families and the community. 5.1 They do this to develop an understanding of the diverse interests, needs and resources of the district community in the service of student development and educational improvement. 5.3</p>	B			<p><u>Evidence Compiled During the Internship</u></p>
<p>Candidates understand and demonstrate the capability to engage families, community, school personnel, and public, private & non-profit sectors in meaningful ways to strengthen student learning in and out of school. 5.2 & 5.1</p>	D			
<p>Candidates understand and demonstrate the capability to build and sustain productive partnerships with communities and public, private and non-profit sectors to promote and celebrate school and community improvement and student development. 5.3 & 5.2</p>	B			
<p>Candidates understand and demonstrate the capability to advocate for the needs and priorities of the school, district, students, families, and the community. 5.4 They demonstrate the capability to represent the district and engage various stakeholders in building an appreciation of the overall context in which decisions are made in the service of student learning and development. 5.4</p>	D			
<p>Candidates understand and demonstrate the capability to advocate for the needs and priorities of the school, district, students, families, and the community. 5.4 They demonstrate the capability to represent the district and engage various stakeholders in building an appreciation of the overall context in which decisions are made in the service of student learning and development. 5.4</p>	D			

<p>STANDARD 6: OPERATIONS & MANAGEMENT [PEOPLE, DATA & PROCESSES]</p> <p>Candidates who successfully complete a building/district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) management and operation; 2) data and resources; 3) communication systems/ human resources; and 4) legal compliance/policies & procedures.</p>				<p>In addition to the evidence of clinical experience described below, the competencies listed in this standard were addressed during the EAD 695 course in Module VI (Seminars) and Module VIII (Oral Comprehensive Exam). They were further developed during the CAS program within Key Assessment #2 (Integrative Essay) and Key Assessment #7 (Unison Project).</p> <p>In the space below, candidate & field supervisor will describe experiences and activities completed during the internship.</p>
<p>Candidates understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs. 6.1 They demonstrate the capability to manage the district's systems including administration, management, governance, finance & operations. 6.1</p>	B			<p><u>Evidence Compiled During the Internship</u></p>
<p>Candidates understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement. 6.2 & 6.2</p>	B			
<p>Candidates understand and demonstrate the capability to develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement. 6.3 They demonstrate an ability to manage the growth of individual and collective capacity through systems of hiring, retention, development, supervision of school & district personnel, and pathways for effective leadership succession. 6.3</p>	B			
<p>Candidates understand and demonstrate the capability to comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success. 6.4 They promote effective policies and procedures that protect the welfare and safety of students and staff across the district. 6.4</p>	B			

<p>STANDARD 7: HUMAN RESOURCE LEADERSHIP POLICY, GOVERNANCE & ADVOCACY</p> <p>Candidates who successfully complete a building/district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:</p> <ol style="list-style-type: none"> 1) human resources/board relations; 2) professional culture/governance; 3) workplace conditions/policy engagement/legal; and 4) supervision and evaluation/advocacy. 				<p>In addition to the evidence of clinical experience described below, the competencies listed in this standard were addressed during the EAD 695 course in Module V (Supervisory Activities) & Module IX (Preparing to Enter the Job Market). They were further developed during the CAS program within Key Assessment #3 (Post-Observation Conference) and Key Assessment #6 (Issue Analysis).</p> <p>In the space below, candidate & field supervisor will describe experiences and activities completed during the internship.</p>
<p>Candidates understand and have the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession. 7.1 They foster a respectful and responsive relationship with the District's Board of Education. 7.1</p>	B			<p><u>Evidence Compiled During the Internship</u></p>
	D			
<p>Candidates understand and have the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child. 7.2 They demonstrate the ability to manage effective systems for district governance. 7.2</p>	B			
	D			
<p>Candidates understand and have the capability to develop workplace conditions that promote employee leadership, well-being, and professional growth. 7.3 They ensure compliance with applicable policy, laws, rules and regulations. 7.3 And respond appropriately to local state and national decisions. 7.4</p>	B			
	D			
<p>Candidates understand and have the capability to implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability. 7.4 They demonstrate the capability to advocate for the needs and priorities of the district. 7.5</p>	B			
	D			
<p>STANDARD 8: INTERNSHIP & CLINICAL PRACTICE</p> <p>Candidates who successfully complete a building/district level educational leadership preparation program engaged in a substantial and sustained</p>				<p>In addition to the evidence of clinical experience described below, the competencies listed in this standard were addressed during the EAD 695 course in Module VII (Portfolio) and Module VIII (Oral Comprehensive</p>

<p>educational leadership internship experience that developed their ability to promote the success and well-being of each student, teacher and leader through field experiences and clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.</p>					<p>Exam).</p> <p>In the space below, candidate & field supervisor will describe experiences and activities completed during the internship.</p>
<p>Candidates are provided coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in all other NELP Building/District-Level Program Standards. 8.1 & 8.1</p>	<p>B</p>				<p><u>Evidence Compiled During the Internship</u></p>
	<p>D</p>				
<p>Candidates are provided a clinically rich building & district-level internship that include authentic/sustained leadership activities within a building/district setting. 8.2 & 8.2</p>	<p>B</p>				
	<p>D</p>				
<p>Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building/district setting; understands the specific school/district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and is provided with training by the supervising institution. 8.3 & 8.3</p>	<p>B</p>				
	<p>D</p>				