Internship in Educational Leadership Handbook

Concordia University
4090 Geddes Road
Ann Arbor, MI 48105
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INTRODUCTION

Welcome to the Internship!

The Internship in Educational Leadership is a two (2) credit hour course completed in a school under the supervision of a school building administrator and CUAA University Internship Supervisor. This course is designed to provide candidates with practical experiences related to Michigan’s Standards for the Preparation of School Principals. Practicum hours can be completed before, during, and after the school day across a broad array of activities that reflect all aspects of the principal’s role in education.

The Internship is one of the most important learning experiences students will have as they become proficient educational leaders. The Internship provides leadership activities for students designed to increase knowledge, skills, and disposition in State standards. Students, along with the on-site supervisor, will choose activities to be completed from a pre-determined list.

This handbook was prepared to assist students in working with their on-site supervisor and University Internship Supervisor to ensure a successful and rewarding experience. Successful completion of the Internship is crucial in helping students prepare for entry into a school leadership position. It is important that interns take advantage of every opportunity to experience the “big picture” of school leadership and administration. Interns are encouraged to be proactive, be assertive, and volunteer to take the lead on projects, initiatives, and activities whenever possible.

This is an exciting and challenging time in the preparation of school leaders. Consequently, we know that the Internship will provide invaluable experiences as a concluding segment of the MSEL graduate and Certificate programs. The Internship will be challenging; and at the same time rewarding and mentally stimulating. This handbook is the basic foundation upon which the Internship plan will be built. Students are encouraged to thoroughly read the handbook in order to acquire a complete understanding of the expectations Concordia University has for successful completion of the Internship.

PLEASE NOTE: Internship activities are subject to change as standards are updated. Please note the date this manual was released and periodically check Student Resources on the university LMS to ensure that you have the most up-to-date Handbook for Internship activities and other requirements.
Internship Requirements
for
Master of Science in Educational Leadership (MSEL) students
and
Post Master’s K-12 School Administrator Certificate Program (SACP) students

1. Interns need to read carefully all internship materials found in this handbook.

2. Interns must have a Criminal Background Check on file either at the school where they will be completing the Internship (if it’s the student’s home school) or on file at Concordia University if the Internship is completed at a school other than the intern’s home school (see the complete policy and instructions for acquiring a background check through CertifiedProfile.com in Appendices A & B respectively).

3. Interns must apply to the University Internship Coordinator eight (8) weeks prior to the requested Internship term (see Appendix C).

4. On-site Supervisor Contract must be returned along with the Internship Application form eight (8) weeks prior to the requested Internship Term (see Appendix D).

5. The Internship (EDU 998) is a 24-week course covering three sessions in the selected semester, fall or spring. Internship semesters will follow the CUAA school calendar. Interns may apply for Fall semester (July – December) or Spring semester (January – June).

6. Interns will not be registered for the Internship until all required forms have been received and approval by the University Internship Coordinator. Interns do not self-register for EDU 998. Once all required documents have been received and approved the intern will be registered.

7. Interns will complete the internship requirement during the last semester of their plan of study courses, or after completing all coursework.

8. A minimum of 150 logged hours is required during the internship. The Internship Log documenting dates, times, and activities should be kept up to date and uploaded to the appropriate Drop Box on the university LMS 5 – 6 times throughout the internship (see Appendix E).

9. Interns must complete five (5) activities per standard for a total of 30 activities. The intern and on-site supervisor will choose activities to be completed from a pre-determined list found in the handbook. All activities are aligned to Michigan’s Standards for the Preparation of School Principals (see Appendix L).

10. Site specific activities may be co-constructed by the on-site supervisor and intern. Co-constructed activities must be aligned to Michigan’s Standards for the Preparation of School Principals and approved by the University Internship Supervisor.
11. The on-site supervisor, or other appropriate building personnel, must verify the completion of each activity (see Appendix F). A signed copy of the verification form is to be uploaded to the appropriate Drop Box on the university LMS. Signed forms are to be included in the e-Notebook. Students will have a total of 30 Activity Verification Forms (one form for each completed activity).

12. The intern will reflect upon one (1) activity from each of the Standard areas and write a 1-2 page paper identifying what went right, what went wrong, how the activity could have been improved, what was learned from the experience, how the activity developed further knowledge and skills in the standard area, and how the activity prepared the intern for school administration (see Appendix J). Reflection papers should be beyond what is written on the activity log and on the activity verification form. Reflections are to be uploaded to the university LMS for evaluation as they are completed.

13. The intern will complete two key assessment assignments in addition to the 30 internship activities, Developing a Multi-year Instructional Goal Plan (see Appendix G) and Developing a Cultural Diversity Program (see Appendix H).

14. The on-site supervisor will complete an assessment of the intern’s performance throughout the internship. The intern will complete the same as a self-assessment of his or her performance. The intern and on-site supervisor will meet to discuss assessment results, which will be shared with the University Internship Supervisor. The on-site supervisor’s assessment and intern’s self-assessment will become part of the intern’s School of Education (SOE) permanent file (see Appendix I).

15. All written work will be evaluated on organization, completeness, grammar/spelling and details provided.

16. The intern will submit an e-notebook on a CD to the University Internship Supervisor containing the completed activity log; reflections; all signed activity verification forms, activity summary materials as noted in the handbook; and the two key assessment assignments. The CD will be kept in the intern’s SOE permanent file. The e-notebook CD will be submitted at the conclusion of the internship. The e-notebook will be evaluated on the organization of exhibits and completeness (see Appendix K).

17. The Internship is a 2 credit hour pass/fail grading course.

18. Successful completion of the internship will be based upon the intern’s e-notebook CD containing all required materials, logging a minimum of 150 internship hours, reflection papers, on-site supervisor summative evaluation and submission of the self-assessment evaluation.

19. Should a student fail to receive a grade of “Pass” for the course, the student must register to retake the course in a future semester and pay applicable tuition charges. A student not successfully completing the Internship will be provided alternate internship activities.
9. Interns will complete a minimum of five (5) activities per standard, complete two key assessment assignments, summative evaluation, and obtain at least the minimum number of 150 logged hours.

On-site Supervisor Requirements

In order to provide an Intern with experiences that develop the skills and knowledge necessary to lead a school in the 21st century, Concordia University requires on-site supervisors have building administrative experience and willingness to provide leadership assistance to interns. Therefore, Concordia University expects all on-site supervisors will:

1. have a graduate degree in Educational Leadership or, at a minimum, have one year of successful building administrator experience
2. be willing to assist the intern with his or her internship activities as appropriate and necessary
3. be willing to meet regularly (at least weekly) with the intern to discuss internship activities
4. document (by signature) when activities have been completed by the intern (this documentation could be provided by another person if appropriate; e.g., head custodian if the intern’s activity pertains to building maintenance)
5. complete a final summative assessment of the intern’s overall skill to be shared with the intern and University Internship Supervisor
6. sign a contract granting permission for the intern to conduct internship activities at the school

Who should supervise a Concordia University intern?

1. If the CUAA intern is a teacher at a school, the on-site supervisor should be his or her building administrator or district superintendent
2. If the CUAA intern is already a building administrator, the on-site supervisor should be the district superintendent, or a building administrator from another school with the above qualifications

Additionally, the on-site supervisor will verify whether the intern has a Criminal Background Check on file at the school/district. If not, the intern is required to obtain a Criminal Background Check. The results will be kept on file at Concordia University.
EDU 998 Educational Leadership Internship Experience

Students are to choose five (5) activities from the choices provided for each standard. Students will complete a total of 30 activities. Alternative site-specific activities may be co-constructed by the on-site supervisor and intern. Co-constructed activities must be aligned to Michigan’s Standards for the Preparation of School Principals and approved by the University Internship Supervisor. Activities are designed to provide students with valuable leadership experiences to develop knowledge and skills in State standard areas.

Certain activities have been identified for inclusion in the e-notebook (summary of the activity along with the Activity Verification Form). All other activities only require an Activity Verification Form to be included in the e-notebook.

**Standard 1: Shared Vision:** 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, revision of school plans supported by school-based stakeholders and local agencies. In so doing, the building level leader ensures effective and ample use of technology in establishing, implementing, evaluating, and improving a vision of learning.

1. Participate on a task force that examines and revises the school vision or mission statement. Include a summary of the results of this activity in the e-notebook.
2. Develop a vision of effective leadership, teaching and learning with your department/grade level team, and analyze the ways this vision fits with the school vision and mission. Include a summary of this activity in the e-notebook.
3. Construct evaluation processes to assess the effectiveness of school plans and programs.
4. Collect, analyze and use appropriate data to drive decision making that impacts student learning.
5. Review and critique the process used by district/school to monitor the ongoing communication between the district/school and faculty and parents. Include the critique in the e-notebook.
6. Lead a project to develop a strategic plan for increasing students’ literacy skills. Include a summary of the project, results, and recommendation in the e-notebook.
7. Assist in conducting a faculty meeting or staff development session. Survey a random sample of the participants about your presentation—its strengths and areas needing improvement. Include the results of the survey in the e-notebook.
8. Assist in the administrative side of planning and implementing negotiations with a teachers union or teacher representative group. Note effective practices in the planning and bargaining process. Include these practices and recommendations in the e-notebook.

**Standard 2: Culture and Programs for Student and Staff Growth:** 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.

1. Participate in or lead a team in analyzing and revising course or subject curriculum. Include a summary of the process in the e-notebook.
2. Participate in or lead a team involved in selection and adoption of new textbooks, technology, or materials to support instructional programs.
3. Participate in or lead a Professional Development on the implementation of instructional technology. Include a summary in the e-notebook.
4. Actively participate, if possible, in the textbook selection process or interview a person with experience in the textbook selection process. Include an overview of the process and recommendations for improvement in the e-notebook.
5. Participate in a conference dealing with student discipline.
6. Assess school culture using multiple methods involving teachers, parents, staff and students. Include a summary in the e-notebook.
7. Make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.
8. Participate in or lead a team in your school that analyzes and develops a plan for improving student performance on standardized tests.
9. Interview persons involved in the implementation of district/school curriculum. Describe the implementation process and note concerns/problems with the implementation. Include a summary of the process and recommendations in the e-notebook.
10. Participate in the process of student scheduling or developing a school master schedule.

Standard 3: Management and Operations: 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 evaluation of teachers, 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.

1. Participate in the development of the annual school calendar.
2. Participate in or lead some aspect of the development of the annual school budget proposal.
3. Participate in the process for hiring instructional or other school staff.
4. Review and participate in the process of opening or closing the school for the year. Include a summary of the process and recommendations in the e-notebook.
5. Participate in or lead some aspect of development of the school census or attendance report.
6. Assess current technologies for school management, business procedures, and scheduling. Include a summary of findings and recommendation of this activity in the e-notebook.
7. Develop a plan for communicating school health requirements to parents and students. Include a summary of the plan in the e-notebook.
8. Conduct one or more teacher observations or walk-through using established school/district instruments.
9. Review the job descriptions and evaluation forms for the key office personnel at the school. Following the review, meet with these persons to discuss their major duties, concerns, and recommendations. Include a summary of your findings in the e-notebook.
10. Inspect the school grounds, building, and equipment checking for safety hazards, sanitation, and cleanliness; report any findings and recommendations to the on-site supervisor.
11. Observe the lunchroom. Make recommendations for improvement to the principal. Include a summary of the recommendations in the e-notebook.

Standard 4: Diversity, Family and Community: 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. In so doing, the building level leader ensures effective and ample use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

1. Lead a school outreach program approved by the on-site supervisor.
2. Assist in the development of written communications to be sent out to parents or the public.
3. Develop a program to enhance parents’ participation in some aspect of their child’s education. Include a summary of the program in the e-notebook.
4. Meet with one or more groups of students to discuss their concerns about cultural diversity. Include a summary of the concerns and recommendations in the e-notebook.
5. Participate in the development of a school/community partnership initiative.
6. Develop various methods of outreach aimed at business, religious, political, and service organizations.
7. Participate in the development of programs serving students with special and exceptional need.
8. Outline an after-school program that is needed in your school and share your results with the on-site supervisor. Include a summary of your results in the e-notebook.

Standard 5: Ethics and Integrity: 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.
1. Meet with one or more groups of students to discuss their concerns about academic integrity. **Include a summary of concerns and recommendations in the e-notebook.**
2. Participate in or lead the examination or establishment of a school honor code.
3. Participate in or lead the creation of a code of ethical practice.
4. Develop a personal code of ethics and discuss with the on-site supervisor.
5. Create a professional development plan that addresses democratic values, equity, and diversity. **Include a summary of the plan in the e-notebook.**
6. Review procedures for keeping student records secure and confidential. **Include a summary of the procedures and recommendations in the e-notebook.**
7. Evaluate policies, procedures, and practices within the school that support students’ academic and social successes.
8. Analyze recent decisions made in terms of established ethical standards. **Include a summary of the decisions and recommendations in the e-notebook.**
9. Evaluate school policies, programs, and practices to ensure that social justice, equity, confidentiality, acceptance, and respect between and among students and faculty support student achievement.

**Standard 6: Political, Social, Economic, Legal and Cultural Contexts:** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, advocating for student learning, 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.

1. Attend a special education placement meeting or annual review meeting.
2. Compile a list of current issues that affect teaching and learning. Share the findings with your on-site supervisor.
3. Visit the website of either NAESP or NASSP and compile a list of all services and information available to the principal.
4. Prepare a communication to members of the school community concerning trends, issues, and potential changes in the environment in which the school operates.
5. Identify services and support, within the school and a 1-4 mile radius from the school, to students and families. **Include a summary of these services and support in the e-notebook.**
6. Shadow and assist an administrator supervising an after-school or extra-curricular activity.
7. Attend a collective bargaining meeting in your district. **Include a reflection on the experience in the e-notebook.**
APPENDIX A

Concordia University Ann Arbor
School of Education
Policy on Criminal Background Checks

Introduction: Since 2006, the State of Michigan has required that all individuals “employed or regularly and continuously working” in Michigan schools must be fingerprinted using the LiveScan technology (digital fingerprinting) and submit to criminal background checks. This includes any individuals acting as substitute teachers.

CUAA Policy for Undergraduate Teacher Education Candidates: All undergraduate education students who are involved in fieldwork through the Teacher Education courses are required to submit to a one-time criminal background check prior to placement in fieldwork. It is required that the background check be conducted through the CertifiedBackground.com service. (See the Student Instructions for Background Checks Concordia University—Ann Arbor, School of Education document for complete directions and additional information.) The background check results will be on file at CUAA and students are responsible for determining whether the school where they will be completing their fieldwork needs to have a verification of the background check. A verification form is available upon request from the Fieldwork Coordinator.

CUAA Policy for Graduate Education Candidates: Upon acceptance into the SOE Graduate Education Program, all graduate candidates are required to submit to a criminal background check. It is required that the background check be conducted through Concordia University Ann Arbor using the CertifiedBackground.com service. (See the Student Instructions for Background Checks Concordia University—Ann Arbor, School of Education document for complete directions and additional information.) The background check results will be on file at CUAA. Students are responsible for determining whether the school where they will be completing their Action Research or the Internship needs to have a verification of the background check. The student will request from the Director of Graduate Education that the verification be mailed from CUAA SOE directly to the school. Any required background check documentation for the Internship must be completed eight (8) weeks prior to the beginning of the Internship.

Each student (undergraduate or graduate) also bears responsibility for forthright and accurate reporting of any criminal history to the CUAA School of Education so that concerns can be addressed in a timely manner. Students are required to disclose convictions to the SOE in writing when any new activity appears on their criminal history—before a criminal background check reveals a conviction that has not been previously reported.

Concordia University
School of Education
4090 Geddes Rd.
Ann Arbor, MI  48105
About CertifiedProfile

CertifiedProfile is a secure platform that allows you to order your background check online. Once you have placed your order, you may use your login to access additional features of CertifiedProfile, including document storage, portfolio builders and reference tools. CertifiedProfile also allows you to upload any additional documents required by your school.

Order Summary

- Required Personal Information
  - In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and e-mail address.
- Payment Information
  - At the end of the online order process, you will be prompted to enter your Visa or Mastercard information. Money orders are also accepted but will result in a $10 fee and an additional turn-around-time.

Place Your Order

Go to: www.CertifiedBackground.com and enter package code: CV21 – Background Check Package

You will then be directed to set up your CertifiedProfile account.

View Your Results

Your results will be posted directly to your CertifiedProfile account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as “In Process” until it has been completed in its entirety. Your school's administrator can also securely view your results online with their unique username and password.

If you have any additional questions, please contact Student Support at 888-914-7279 or email: studentservices@certifiedprofile.com
APPENDIX C

EDU 998 INTERNSHIP APPLICATION – EXAMPLE DO NOT USE

This form will be submitted to the Registrar’s Office and must contain all required signatures. No additional paperwork is required to register. You cannot register online for the Internship.

Student Information:

Name:_________________________________________ FOO:__________________________

Present Position:_________________________________ Personal Phone:______________

School:_________________________________________ School Phone:______________

Internship Semester: ____ Fall (July – Dec.) ____ Spring (Jan. – June) Year:___________

I am an employee of the district where I will be conducting internship activities and have a Criminal Background Check on file at the school: _____yes _____no (check one)

Intern Signature ___________________________________________ Date ______________

Alternate email address: ________________________________________________

On-site Supervisor Information:

Name:_________________________________________ Title:__________________________

The above named on-site supervisor must agree to the following and sign the on-site supervisor contract:

• Grant the Intern permission to conduct internship activities at the school
• Meet regularly with the Intern and supervise internship activities as appropriate
• Verify internship activity log and hours spent on each activity
• Complete a summative assessment of the intern’s strengths and areas for development to be shared with the Intern at the completion of the term
• Acknowledge that he/she has a graduate degree in Educational Leadership or has successful experience as a building administrator

Below is for CUAA use only:

Application has been: _____ Approved

_____ Denied

Reason for denial:

Approval letter sent: ______

Denial letter sent:_______

Add form sent: _________

Signature of University Internship Coordinator ___________________________ Date __________

THIS FORM, ALONG WITH THE ON-SITE SUPERVISOR CONTRACT, IS TO BE RETURNED TO THE UNIVERSITY INTERNSHIP COORDINATOR BY THE APPLICATION DEADLINE
APPENDIX D
EXAMPLE DO NOT USE
On-site Supervisor Contract

In order to provide an Intern with experiences that develop the skills and knowledge necessary to lead a school in the 21st century, Concordia University requires on-site supervisors have building administrative experience and willingness to provide leadership assistance to interns. Therefore, Concordia University expects all on-site supervisors:

1. have a graduate degree in Educational Leadership or, at a minimum, have one year of successful building administrative experience
2. be willing to assist the Intern with his/her internship activities as appropriate and necessary
3. be willing to meet regularly (at least weekly) with the Intern to discuss internship activities
4. document (by signature) when activities have been completed by the Intern (this documentation could be provided by another person if appropriate; e.g., head custodian if the intern’s activity pertains to building maintenance)
5. complete a final summative assessment of the intern’s strengths and areas needing improvement to be shared with the Intern and sent to the University Internship Supervisor
6. sign a contract granting permission for the Intern to conduct internship activities at the school

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I agree to the above on-site supervisor expectations, give the CUAA Intern permission to conduct internship activities, and will supervise and meet with the Intern as required.

Name of Intern

Name of School

A Criminal Background Check _____ is _______ is not on file in the School/District office for the Intern (check one)

Supervisor’s Name and Title (Please Print)

Years of Administrative Experience Graduate degree earned

On-site supervisor email address

Signature of on-site supervisor Date

THIS FORM, ALONG WITH THE INTERNSHIP APPLICATION, IS TO BE RETURNED TO THE UNIVERSITY INTERNSHIP COORDINATOR BY THE APPLICATION DEADLINE
**APPENDIX E**

**EXAMPLE DO NOT USE**
Internship in Educational Leadership
Activity Log

Name: ___________________________ Date: _______ Date turned in _______

**Key to State Standards:** 1. Shared Vision; 2. Culture and Programs for Student and Staff Growth; 3. Management and Operations; 4. Diversity, Family and Community; 5. Ethics and Integrity; 6. Political, Social, Economic, Legal and Cultural Contexts; 7. Synthesizes and Applies Knowledge and Best Practice (this is the Internship experience)
(Full Standard descriptions can be found in Appendix H)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity/Reflection</th>
<th>State Standards</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>3/07/12</td>
<td>Board meeting – observer-attended a board meeting – topics included: possible school consolidation, budget cuts, teacher tenure. Many constituents attended, these are some hard decisions that must be made in order to maintain education in the community.</td>
<td>1 2 3 4 5 6 Activity Hrs</td>
<td>X 3.5 3.5 Cum Hrs</td>
</tr>
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</table>
APPENDIX F
EXAMPLE DO NOT USE
ACTIVITY VERIFICATION FORM

To Be Completed by Intern:

Name: _______________ Student Name ___________________________ Cohort: __ EL97
Date(s) of Activity: ___________ Date of Activity ________________ Hours: ____ 3.5
Michigan Standard _____ 6
Activity: #1 Attended a school board meeting

Brief description of activity:

I attended a Board Meeting where there was a lot of discussion about consolidation of schools. Many of the elementary schools have low student enrollment. It would benefit the budget if these schools would consolidate. Many parents at the meeting expressed their concerns of bussing students to schools outside their neighborhood. No decision was made; further study needs to be completed.

Intern Signature ___________________________________________ Date ___________

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

To Be Completed by Verifying Official:

Name: ________________________________ Title: __________________________

Phone number: __________________________ email: __________________________

To the best of your knowledge did the above named Intern attend and/or participate in the described activity and complete the hours listed above? Yes ______ No ________

Signature of Verifying Official __________________________ Date ___________

A signed copy of the verification form is to be uploaded to the appropriate Drop Box in the LMS.
APPENDIX G

Developing a Multi-year Instructional Goal Plan

Description of Assessment:
Through this assessment, candidates will develop a multi-year instructional goal plan. Candidates will develop a plan aligned to school improvement goals, providing evidence the plan articulates a shared vision of learning; makes use of data gathered from current and future school budgets; effectively uses fiscal and technological resources; supports high-quality school instruction; promotes equitable learning opportunities and student success; and anticipates emerging trends and issues affecting schools.

Alignment of Assessment with Standards

Michigan/ELCC Standard 1: 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, revision of school plans supported by school-based stakeholders and local agencies. In so doing, the building level leader ensures effective and ample use of technology in establishing, implementing, evaluating, and improving a vision of learning.

- 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning.
- 1.2: Candidates understand and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals.

Michigan/ELCC Standard 3: 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 evaluation of teachers, 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.

- 3.1: Candidates understand and can monitor and evaluate teacher instruction, school management and operational systems.
- 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
- 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.
- 3.4: Candidates understand and can develop school capacity for distributed leadership.
- 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.
Michigan/ELCC Standard 6: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, advocating for student learning, 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.

- 6.1: Candidates understand and can advocate for school students, families, and caregivers.
- 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

SOE Graduate Outcomes Assessed
This course addresses and assesses the following School of Education Graduate Degree Program Outcomes preparing students in the areas of Servant Leadership, Reflective Practice, and Life-Long Learning.

Program Outcomes:
- (SL4) Supportive school environment – the educational leader serves as an advocate and leader for positive change within schools and as a professional resource to colleagues within areas of interest and specialization.
- (SL6) Inspire vision/mission – the educational leader is capable of entering into relationships with individuals and communities to inspire vision, enlist commitment to mission, and service for the greater good of all.
- (RP3) Critical thinker, Problem solver, Decision maker – the educational leader becomes a problem solver able to identify and address the complex issues that impact education, especially those that affect curriculum, goals, and instruction.
- (LL5) Strengthening practice – the educational leader continues growing in knowledge, skills, and dispositions to enhance student learning.

Assessment Directions

Directions to Candidates – Assignment Procedures

Developing a Multi-year Instructional Goal Plan

School administrators must understand student instructional needs and develop short term and long term plans that address those needs based on fiscal resources available. This assessment assignment examines the candidate’s understanding and skill of the processes needed to develop and implement plans originating from sound school improvement.

1. The candidate will attend a district school board or fiscal agency meeting to obtain budget information regarding district or fiscal agency finance as related to the individual host school in which he/she is performing the Internship. A summary of the meeting and analysis of budget information should be written and included as Part 1 in the final plan. (ELCC 3.1)

2. The candidate will prepare a summary of the host school budget that itemizes cost and expenditures in the core areas, such as ELA, math, science, etc. and project long-term resource needs. This will become Part 2 of the final plan. (ELCC 3.2)
3. The candidate will become a member of the host school improvement team or at a minimum attend 2 – 3 meetings in order to analyze the school improvement goals and costs related to accomplishing the goals. A copy of the school improvement plan and costs related to each goal should be written in an itemized format, the analysis becomes Part 3 of the final plan. (ELCC 1.2)

4. The candidate will examine and align the school improvement goals with the host school’s vision of learning. This is to be included in Part 3 of the final plan. (ELCC 1.1)

5. The candidate will prepare a multi-year plan that addresses one (1) core area goal from the school improvement plan. The plan should include instructional strategies, materials, technology needs, assessment and professional development. Costs should be included in the plan that are in line with the school budget as outlined above in items “1” and “2”. If Title money or grant money is to be used, it should be noted in the plan. This section will become Part 4 of the final plan. (ELCC 3.0)

6. The candidate is to include an analysis of how the proposed instructional goal plan promotes equitable learning opportunities and student success and anticipates emerging trends and issues likely to affect the school. This analysis will become Part 5 of the final plan. (ELCC 6.2 and 6.3)

7. The candidate will share the entire multi-year plan with his/her site supervisor, addressing areas where adjustments/revisions are needed.

8. The candidate will submit the entire plan to the university supervisor as evidence of his/her knowledge and performance of the processes necessary for sound fiscal and instructional planning.

100% = 40 points

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Proficient 5 points (always)</th>
<th>Adequate 4 points (usually)</th>
<th>Deficient 2 points (seldom)</th>
<th>Unacceptable 0 points (never)</th>
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<tbody>
<tr>
<td>Summary or budget meeting and budget analysis (ST 3.1, ELCC 3.1)</td>
<td>The candidate provided an excellent summary of the budget meeting and analysis of the budget to include: analysis of school processes and operations</td>
<td>The candidate provided an adequate summary of the budget meeting and adequate analysis of the budget.</td>
<td>The candidate provided a weak summary of the budget meeting and weak analysis of the budget.</td>
<td>The candidate provided an unacceptable summary of the budget meeting and unacceptable analysis of the budget.</td>
</tr>
<tr>
<td>Core area cost analysis and projections (ST 3.2, ELCC 3.2)</td>
<td>The candidate provided an excellent summary of costs and expenditures in the core areas and provided an excellent analysis</td>
<td>The candidate provided an adequate summary of costs and expenditures in the core content areas</td>
<td>The candidate provided a weak summary of costs and expenditures in the core content areas and provided a weak analysis</td>
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<td>School improvement plan goals analysis and costs SL4 (ST 1.2, ELCC 1.2)</td>
<td>School improvement goals analysis and costs SL4 (ST 1.2, ELCC 1.2)</td>
<td>School improvement goals analysis and costs SL4 (ST 1.2, ELCC 1.2)</td>
<td>School improvement goals analysis and costs SL4 (ST 1.2, ELCC 1.2)</td>
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<tr>
<td>The candidate provided an excellent analysis of the school improvement plan’s goals and cost analysis for goal implementation.</td>
<td>The candidate provided an adequate analysis of the school improvement plan’s goals and cost analysis for goal implementation.</td>
<td>The candidate provided a weak analysis of the school improvement plan’s goals and cost analysis for goal implementation.</td>
<td>The candidate provided an unacceptable analysis of the school improvement plan’s goals and cost analysis for goal implementation.</td>
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<thead>
<tr>
<th>Vision of learning alignment to school improvement goals SL6 (ST 1.1, ELCC 1.1)</th>
<th>Vision of learning alignment to school improvement goals SL6 (ST 1.1, ELCC 1.1)</th>
<th>Vision of learning alignment to school improvement goals SL6 (ST 1.1, ELCC 1.1)</th>
<th>Vision of learning alignment to school improvement goals SL6 (ST 1.1, ELCC 1.1)</th>
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<tbody>
<tr>
<td>The candidate provided an excellent examination of how the school improvement goals align with the vision of learning.</td>
<td>The candidate provided an adequate examination of how the school improvement goals align with the vision of learning.</td>
<td>The candidate provided a weak examination of how the school improvement goals align with the vision of learning.</td>
<td>The candidate provided an unacceptable examination of how the school improvement goals align with the vision of learning.</td>
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<tr>
<th>Multi-year plan development RP3 (ST 3.0, ELCC 3.0)</th>
<th>Multi-year plan development RP3 (ST 3.0, ELCC 3.0)</th>
<th>Multi-year plan development RP3 (ST 3.0, ELCC 3.0)</th>
<th>Multi-year plan development RP3 (ST 3.0, ELCC 3.0)</th>
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<tbody>
<tr>
<td>The student developed an excellent multi-year plan that addressed instructional strategies, materials, technology needs, assessment and professional development including associated costs.</td>
<td>The student developed an adequate multi-year plan that addressed instructional strategies, materials, technology needs, assessment and professional development including associated costs.</td>
<td>The student developed a weak multi-year plan that addressed instructional strategies, materials, technology needs, assessment and professional development including associated costs.</td>
<td>The student developed an unacceptable multi-year plan that addressed instructional strategies, materials, technology needs, assessment and professional development including associated costs.</td>
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<tr>
<th>Student learning opportunities (ST 6.2, ELCC 6.2)</th>
<th>Student learning opportunities (ST 6.2, ELCC 6.2)</th>
<th>Student learning opportunities (ST 6.2, ELCC 6.2)</th>
<th>Student learning opportunities (ST 6.2, ELCC 6.2)</th>
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<tbody>
<tr>
<td>The candidate provided an excellent explanation of how the</td>
<td>The candidate provided an adequate explanation of how the</td>
<td>The candidate provided a weak explanation of how the</td>
<td>The candidate provided an unacceptable explanation of how the</td>
</tr>
<tr>
<td>Emerging trends and issues LL5 (ST 6.3, ELCC 6.3)</td>
<td>The candidate provided an excellent overview of how the identifies and anticipates emerging trends and issues likely to affect schools</td>
<td>The candidate provided an adequate overview of how the identifies and anticipates emerging trends and issues likely to affect schools</td>
<td>The candidate provided a weak overview of how the identifies and anticipates emerging trends and issues likely to affect schools</td>
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</tr>
<tr>
<td>Quality of writing</td>
<td>The candidate’s writing is excellent with no spelling or grammar errors</td>
<td>The candidate’s writing is excellent with no more than 2 spelling or grammar errors</td>
<td>The candidate’s writing is not well organized and contains 5 spelling or grammar errors</td>
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</table>

**Total score: _____ / 40**
APPENDIX H

Developing a Cultural Diversity Program

Description of Assessment:
Through this assessment, candidates will develop a cultural diversity program for their host school. Candidates will analyze data from school census reports, standardized testing reports, and behavioral reports in order to depict the demographics of the school. Candidates will create surveys for parents, staff, and students, asking questions about the school’s educational environment, use of community resources, the relationship with families and caregivers, relationships with community partners, community interests and needs, school accountability, transparency and ethical behavior related to roles within the school, equity and diversity within the school decision-making, and social justice. Analyzed survey data will be used in the development of the cultural diversity program. The created program must include a learning environment with high expectations for students, be a comprehensive, rigorous, and coherent curricular and instructional school program, and incorporate appropriate technologies to support teaching and learning.

Alignment of Assessment with Standards:

Michigan/ELCC 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.

- 2.1 (ELCC/ST): 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.
- 2.2 (ELCC/ST): Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- 2.3 (ELCC/ST): Candidates understand hiring practices of qualified and appropriate certification areas, foster, develop, and supervise the instructional and leadership capacity of school staff.
- 2.4 (ELCC/ST): Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Michigan/ELCC 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. In so doing, the building level leader ensures effective and ample use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
• **4.1 (ELCC/ST):** 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.

• **4.2 (ELCC/ST):** 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.

• **4.3 (ELCC/ST):** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

• **4.4 (ELCC/ST):** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

• **4.5 (ST):** Candidates understand and can promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Michigan/ELCC 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.

• **5.1 (ELCC/ST):** Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

• **5.2 (ELCC/ST):** Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

• **5.3 (ELCC/ST):** Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

• **5.4 (ELCC/ST):** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

• **5.5 (ELCC/ST):** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

**SOE Graduate Outcomes Assessed**

This course addresses and assesses the following School of Education Graduate Degree Program Outcomes preparing students in the areas of Servant Leadership, Reflective Practice, and Life-Long Learning.

**Program Outcomes:**

- **(SL2)** Service orientation – the educational leader demonstrates the responsibility to return the benefits of the graduate degree to the larger community by developing a voice in the profession and becoming a leader in educational change.

- **(SL4)** Supportive school environment – the educational leader serves as an advocate and leader for positive change within schools and as a professional resource to colleagues within areas of interest and specialization.
• (SL5) Care for diverse communities of educators – the educational leader
demonstrates care to diverse communities of educators and learners with sensitivity,
flexibility, and a commitment to continue an understanding of human relations.
• (RP4) Reflective disposition – the educational leader is thoughtful and inventive in
assessing, planning, and supervising the instructional program. This involves careful
attention to instructional, motivational, and disciplinary practices.

Assessment Directions

Directions to Candidates – Assignment Procedures

Creating a Cultural Diversity Program

School administrators understand that today’s students are from diverse backgrounds.
Students today have different cultures, languages, and abilities. This assessment assignment
has the candidate focus on diverse learner needs, their family expectations, and developing a
cultural diversity program that includes fairness, equity and integrity. The diversity program is
to include the following:

1. The candidate will analyze the host school census report, standardized testing reports
that are disaggregated for special populations, and behavioral reports for students. A
summary of the analysis should be prepared that accurately depicts the demographics
of school. The summary is to be included in the program presentation/written document.
(ELCC 4.1)

2. The candidate will create a parent survey that asks parents about their child’s learning
and social experiences in the school. The survey questions should focus on attitudes
and perceptions that they may have about the instruction and extra-curricular activities.
The survey is about programing and should not delve into staff. The candidate
should compile the data and prepare a summary of the findings and implications.
Survey questions are to include: the school’s educational environment (4.1); the use
of community resources (4.2); the relationship with families and caregivers (4.3);
relationships with community partners (4.4); and determining community interests and
needs (4.5). (ELCC 4.0)

3. The candidate will create a staff and student survey that asks staff and students about
fairness, academic integrity, and equity in the school. The candidate should compile and
analyze the data and prepare a summary of the findings and implications. Survey
questions are to include: school accountability (5.1); transparency and ethical behavior
related to roles within the school (5.2); equity and diversity within the school (5.3);
decision-making (5.4); and social justice (5.5). (ELCC 5.0)

4. Using the data from the school census, testing and behavioral reports, staff, student and
parent surveys, the candidate will create a cultural diversity program that highlights the
diversity in the school. The program created must include; a learning environment with
high expectations for students (2.1); comprehensive, rigorous, and coherent curricular
and instructional school program (2.2); appropriate technologies to support teaching
and learning (2.4).

5. The program could be presented in a school assembly with parents included. The
program should highlight and celebrate differences and similarities among the student
body. Music, dance, foods, customs, abilities can be used. It is not required that the
candidate present the program, however, it will be a good culmination of the
Assessment. Approval from the on-site supervisor should be obtained before presenting the program. If the program is presented, it should be recorded for viewing by the university supervisor. The program created must include; a learning environment with high expectations for students (2.1); comprehensive, rigorous, and coherent curricular and instructional school program (2.2); appropriate technologies to support teaching and learning (2.4).

6. The candidate will submit the written program description (to include the high expectations of students, comprehensive, rigorous, and coherent instructional program, and technologies to support teaching and learning), and analysis summaries of the school reports and surveys, (including survey questions) to the university supervisor as evidence of the process of assessing school culture and diversity and how equity and fairness are evident in the school culture.

100% = 25 points

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Proficient 5 points (always)</th>
<th>Adequate 4 points (usually)</th>
<th>Deficient 2 points (seldom)</th>
<th>Unacceptable 0 points (never)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data analysis RP4 (ST 4.1, ELCC 4.1)</td>
<td>The candidate provided an excellent analysis summary of the school’s census report, standardized testing reports, and student behavior reports in order to plan for the improvement of the school’s educational environment</td>
<td>The candidate provided an adequate analysis summary of the school’s census report, standardized testing reports, and student behavior reports in order to plan for the improvement of the school’s educational environment</td>
<td>The candidate provided a weak analysis summary of the school’s census report, standardized testing reports, and student behavior reports in order to plan for the improvement of the school’s educational environment</td>
<td>The candidate provided an unacceptable analysis summary of the school’s census report, standardized testing reports, and student behavior reports in order to plan for the improvement of the school’s educational environment</td>
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<tr>
<td>Parent survey SL4 (ST 4.0, ELCC 4.0)</td>
<td>The candidate developed an excellent survey incorporating all the required components covering the school’s educational environment, the use of community resources,</td>
<td>The candidate developed an adequate survey incorporating all the required components covering the school’s educational environment, the use of</td>
<td>The candidate developed a weak survey incorporating all the required components covering the school’s educational environment, the use of community</td>
<td>The candidate developed an unacceptable survey incorporating all the required components covering the school’s educational environment, the use of community</td>
</tr>
</tbody>
</table>
[Staff and student survey SL5 (ST 5.0, ELCC 5.0)]

The candidate developed an excellent survey incorporating all the required components covering integrity and fairness in the school and compiled an excellent summary of the analyzed data in order to develop a cultural diversity program.

The candidate developed an adequate survey incorporating all the required components covering integrity and fairness in the school and compiled an adequate summary of the analyzed data.

The candidate developed a weak survey incorporating all the required components covering integrity and fairness in the school and compiled a weak summary of the analyzed data.

The candidate developed an unacceptable survey incorporating all the required components covering integrity and fairness in the school and compiled an unacceptable summary of the analyzed data.

[Program development SL2 (ST 2.0, ELCC 2.0)]

The candidate developed an excellent program using the analyzed data from parent, staff, and student surveys for a cultural diversity program designed to

The candidate developed an adequate program using the analyzed data from parent, staff, and student surveys for a cultural diversity program

The candidate developed a weak program using the analyzed data from parent, staff, and student surveys for a cultural diversity program

The candidate developed an unacceptable program using the analyzed data from parent, staff, and student surveys for a cultural diversity program.

relationships with families and caregivers, relationships with community partners, and determining community interests and needs, and compiled an excellent summary of the analyzed data in order to develop a cultural diversity program.

community resources, relationships with families and caregivers, relationships with community partners, and determining community interests and needs, and compiled an excellent summary of the analyzed data in order to develop a cultural diversity program.

resources, relationships with families and caregivers, relationships with community partners, and determining community interests and needs, and compiled an adequate summary of the analyzed data in order to develop a cultural diversity program.

community resources, relationships with families and caregivers, relationships with community partners, and determining community interests and needs, and compiled an unacceptable summary of the analyzed data in order to develop a cultural diversity program.

Staff and student survey SL5 (ST 5.0, ELCC 5.0)

The candidate developed an excellent survey incorporating all the required components covering integrity and fairness in the school and compiled an excellent summary of the analyzed data in order to develop a cultural diversity program.

The candidate developed an adequate survey incorporating all the required components covering integrity and fairness in the school and compiled an adequate summary of the analyzed data.

The candidate developed a weak survey incorporating all the required components covering integrity and fairness in the school and compiled a weak summary of the analyzed data.

The candidate developed an unacceptable survey incorporating all the required components covering integrity and fairness in the school and compiled an unacceptable summary of the analyzed data.

Program development SL2 (ST 2.0, ELCC 2.0)

The candidate developed an excellent program using the analyzed data from parent, staff, and student surveys for a cultural diversity program designed to

The candidate developed an adequate program using the analyzed data from parent, staff, and student surveys for a cultural diversity program

The candidate developed a weak program using the analyzed data from parent, staff, and student surveys for a cultural diversity program

The candidate developed an unacceptable program using the analyzed data from parent, staff, and student surveys for a cultural diversity program.

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<table>
<thead>
<tr>
<th>Quality of writing</th>
<th>The candidate’s writing is excellent with no spelling or grammar errors</th>
<th>The candidate’s writing is excellent with no more than 2 spelling or grammar errors</th>
<th>The candidate’s writing is not well organized and contains 5 spelling or grammar errors</th>
<th>The candidate’s writing is unacceptable and contains more than 5 spelling or grammar errors</th>
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**Total score: _____ / 25**
APPENDIX I

EXAMPLE DO NOT USE
CONCORDIA UNIVERSITY ANN ARBOR
Candidate Internship Evaluation

Intern: _______________________________ Evaluator: ____________________________

Semester: ____________________________

Based on the intern’s performance on the Internship, indicate the extent to which the he or she
provided evidence of meeting the specific Michigan Standards for the Preparation of School
Principals listed below, using the following rubrics:

n/o: Not observable – The activity is not appropriate for providing evidence for this standard.
1. Insufficient – i.e., there is sufficient evidence that the candidate did not meet this standard.
2. Emergent – i.e., there is only partial evidence that the candidate met this standard; more
evidence is needed before determining proficiency with respect to this standard.
3. Basic proficiency – i.e., there is sufficient evidence that the candidate has met this
standard at a basic level.
4. Adequate – i.e., there is sufficient evidence that the candidate has met this standard at a
proficient level.
5. Outstanding performance – i.e., there is evidence that the candidate has met and
exceeded the demands of this standard.

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 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, revision of school plans supported by school-based
stakeholders and local agencies. In so doing, the building level leader ensures effective and
ample use of technology in establishing, implementing, evaluating and improving a vision of
learning.

<table>
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<tr>
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<th>Indicators of Meeting this Element for School Building Leadership</th>
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<td>Candidate understands and can collaboratively develop,</td>
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<td>articulate, implement, and steward a shared vision of learning.</td>
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<td>Candidate understands and can collect and use data with</td>
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<td>continually identifying school goals, assess organizational</td>
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<td>effectiveness, and implement plans to achieve school goals.</td>
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<td>Candidate understands and can promote continual and</td>
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<td>sustainable school improvement.</td>
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<td>Candidate understands and can evaluate school progress</td>
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and revise school plans supported by school stakeholders.

Candidate understands and can promote the effective use of technology in establishing, implementing, evaluating, and improving a shared vision of learning.

**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 with the school environment.

<table>
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<tr>
<th>Teaching/Learning Process</th>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
<td></td>
<td>Candidate understands 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.</td>
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<td>Candidate understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</td>
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<td>Candidate understands hiring practices of qualified and appropriate certification areas, foster, develop, and supervise the instructional and leadership capacity of school staff.</td>
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<td>Candidate understands and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.</td>
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</table>

**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 evaluation of teachers, 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.

<table>
<thead>
<tr>
<th>Manage Operations</th>
<th>Indicators of Meeting this Element for School Building Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate understands and can monitor and evaluate teacher instruction, school management and operational systems.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Candidate understands and can efficiently use</td>
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</tbody>
</table>
human, fiscal, and technological resources to manage school operations.

Candidate understands and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

Candidate understands and can develop school capacity for distributed leadership.

Candidate understands and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

**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. In so doing, the building level leader ensures effective and ample use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Indicators of Meeting this Element for School Building Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.</td>
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<tr>
<td></td>
<td>Candidate understands and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.</td>
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<tr>
<td></td>
<td>Candidate understands and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.</td>
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<tr>
<td></td>
<td>Candidate understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners.</td>
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<tr>
<td></td>
<td>Candidate understands and can promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</td>
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</tbody>
</table>
**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 learning.

<table>
<thead>
<tr>
<th>Ethical Interactions</th>
<th>Indicators of Meeting this Element for School Building Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate understands and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.</td>
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<tr>
<td></td>
<td>Candidate understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</td>
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<tr>
<td></td>
<td>Candidate understands and can safeguard the values of democracy, equity, and diversity within the school.</td>
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<tr>
<td></td>
<td>Candidate understands and can evaluate the potential moral and legal consequences of decision making in the school.</td>
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<tr>
<td></td>
<td>Candidate understands and can promote social justice within the school to ensure that individual student needs inform all aspects of learning.</td>
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</tbody>
</table>

**Standard 6.0:** A building –level education leader applies knowledge that promotes the success of every student by understanding, responding to, advocating for student learning, 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.

<table>
<thead>
<tr>
<th>Schools as parts of larger systems</th>
<th>Indicators of Meeting this Element for School Building Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate understands and can advocate for school students, families, and caregivers.</td>
<td></td>
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<tr>
<td></td>
<td>Candidate understands and can act to influence local, district, state, and national decisions affecting student learning in a school environment.</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Candidate understands and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</td>
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</tbody>
</table>
Please comment on the candidate’s strengths:


Please comment on areas needing attention for the candidate’s continued professional growth and development.

On-site Supervisor Signature:________________________________________________

On-site Supervisor Name (print)____________________________________________

On-site Supervisor email address:____________________________________________

On-site Supervisor phone number____________________________________________

Candidate’s Signature______________________________________________________

Date:_______________________________________

Please mail this completed form to the University Internship Supervisor. This form will be kept in the Intern’s School of Education permanent file.

Concordia University
University Internship Supervisor
4090 Geddes
Ann Arbor, MI 48105
APPENDIX J

Internship Activity Reflection Rubric

Interns will reflect upon Internship activities linking the activity to learning.

Assignment directions:
Students will reflect upon one (1) activity from each of the Standard areas and write a 1-2 page paper identifying:

- what went right
- what went wrong
- how the activity could have been improved
- what was learned from the experience
- how the activity developed further knowledge, skills, and disposition in the Standard area

Reflection papers should be beyond what is written on the activity log and in the activity verification form.

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Proficient 4 points</th>
<th>Adequate 3 points</th>
<th>Inadequate 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective description of what went right</td>
<td>Excellent details and/or descriptions, comprehensive</td>
<td>Adequate details and/or descriptions</td>
<td>Inadequate - lacks details and/or descriptions</td>
</tr>
<tr>
<td>Reflective description of what went wrong</td>
<td>Excellent details and/or descriptions, comprehensive</td>
<td>Adequate details and/or descriptions</td>
<td>Inadequate - lacks details and/or descriptions</td>
</tr>
<tr>
<td>Explanation of how the activity could have been improved</td>
<td>Excellent details and/or descriptions, comprehensive</td>
<td>Adequate details and/or descriptions</td>
<td>Inadequate - lacks details and/or descriptions</td>
</tr>
<tr>
<td>Explanation of what was learned from the experience</td>
<td>Excellent details and/or descriptions, comprehensive</td>
<td>Adequate details and/or descriptions</td>
<td>Inadequate - lacks details and/or descriptions</td>
</tr>
<tr>
<td>How the activity developed further knowledge, skills and dispositions in the Standard area</td>
<td>Excellent details and/or descriptions, comprehensive</td>
<td>Adequate details and/or descriptions</td>
<td>Inadequate - lacks details and/or descriptions</td>
</tr>
</tbody>
</table>
| Overall presentation of the paper                      | Excellent – no errors in grammar, well organized                                   | no more than three errors in grammar, adequately organized                       | more than five errors in grammar, lacks organization                               

Total Points: _______ / 24
This form is to be completed by the CUAA University Internship Supervisor and will be kept in the intern’s SOE permanent file along with the CD, on-site supervisor intern assessment evaluation, intern’s self-evaluation, the Multi-year Instructional Goal Plan and Cultural Diversity Program plan.

Student: ____________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

**Activity Log Organization:**
- Well organized/complete/reflective entries
  - Met
  - Not Met

**Activity Hours Logged**
- At least the minimum number of hours (150)
  - Met
  - Not Met

**Reflection papers 6 total:**
- Extensive learning reflections; well written
  - Met
  - Not Met

**Identified activity summaries are included:**
- Complete; well written
  - Met
  - Not Met

**Activity Verification Forms (30 total):**
- Complete; well written; all appropriate signatures
  - Met
  - Not Met

**e Notebook:**
- Well organized
  - Met
  - Not Met

Signature of the University Internship Supervisor ____________________________ Date ____________________________
Michigan Standards for the Preparation of School Principals
Background
In 2006, the State Board of Education adopted the enhanced Interstate School Leaders Licensure Consortium (ISLCC) standards as Michigan’s standards to guide principal preparation programs.

In 2012, the Michigan Department of Education (MDE) developed a cross-office group of staff to consider the systems, policies, and practices that impact educator preparation and to create a more coherent system. A work group was formed and charged with the task of examining all standards impacting educator preparation in Michigan. One element of this task included examining the standards which guide the professional preparation of school administrators. The work group determined that in an effort to move Michigan forward, they could either redesign the Standards for the Preparation of School Principals to incorporate the additional elements from legislative changes or adopt the Educational Leadership Constituents Council (ELCC) standards.

The work group examined Interstate Teacher Assessment and Support Consortium (InTASC) standards, stakeholder feedback, and reviewed current best practices within school administrator preparation. The work group also analyzed both the current Interstate School Leaders Licensure Consortium (ISLCC) and ELCC standards in relation to MDE’s current priorities, the State Board of Education’s (SBE), and the Governor’s current priorities, initiatives, and goals. The group found that the ELCC standards are aligned with current state priorities with regard to administrator evaluations and performance assessment. The ELCC standards also encompass other components such as curriculum and instruction and teacher leadership. Based on the findings, a work group was formed to obtain feedback from key stakeholders within school administrator preparation in order to better understand the overall impact on implementation and potential outcome measures demonstrating alignment to all standards.

Overview of ELCC Standards
The ELCC standards are comprised of seven standards. There are 30 elements within the seven standards. These elements or sub-standards provide a detailed context and clarification of the overarching standard.
The standards focus on six categories:

- School/District Vision
- School/District Culture
- School/District Management of Organization, Operation, and Resources
- School/District Collaboration with Faculty, Community Members, Family
- School/District Ethics, Integrity, Fairness, Practice
- School/District Success of Every Student by Understanding, Responding to, Advocating for Student Learning

The elements of each standard are divided into two categories: Content Knowledge and Performances.
Implementation:

Improving student achievement depends on the successful and simultaneous orchestration of multiple, yet individual, variables within the context of an overall school. Given the interdependency between the execution of specific school leadership skills and the overall educational environment, universities are expected to provide candidates with school leadership experiences that connect, embed and transcend explicit leadership skills within the context of a meaningful whole. Candidates need multiple bridging experiences between course content and the school. While life in a university is compartmentalized for the convenience of instruction, life as a school leader requires the use of specialized skills within the context of often ambiguous, demanding, and interconnected events. Relentless connections to, and emphasis on, real or simulated school experiences in regard to resources, methods and assessments will greatly facilitate graduate’s ultimate success as a school leader.

Leadership preparation programs must include three dimensions:

1. Awareness – acquiring concepts, information, definitions and procedures.
2. Understanding – interpreting, integrating and using knowledge and skills.
3. Application – apply knowledge and skills to new or specific opportunities or problems.

The overall program should represent a synthesis of key content and high impact field-based experiences extended over time that result in the school leader candidates’ demonstration of the professional knowledge, skills, and dispositions articulated in the ELCC standards, and, most importantly, candidates’ success in improving student achievement following graduation.
SCHOOL ADMINISTRATOR BUILDING LEVEL PREPARATION

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, revision of school plans supported by school-based stakeholders and local agencies. In so doing, the building level leader ensures effective and ample use of technology in establishing, implementing, evaluating, and improving a vision of learning.

STANDARD ELEMENTS:

1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning.

1.2: Candidates understand and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3: Candidates understand and can promote continual and sustainable school improvement.

1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

1.5: Candidates understand and can promote the effective use of technology in establishing, implementing, evaluating, and improving a shared vision of learning.
Acceptable Candidate Performance for
Building Level Leadership Standard 1.0

1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• collaborative school visioning; theories relevant to building, articulating, implementing, and stewarding a school vision; and methods for involving school stakeholders in the visioning process.</td>
<td>• design and support a collaborative process for developing and implementing a school vision; • articulate a school vision of learning characterized by a respect for students and their families and community partnerships; • develop a comprehensive plan for communicating the school vision to appropriate school constituencies; and • formulate plans to steward school vision statements.</td>
</tr>
</tbody>
</table>

1.2: Candidates understand and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• the design and use of assessment data for learning; • organizational effectiveness and diverse learning strategies; • tactical and strategic program planning; • implementation and evaluation of school improvement processes; and • variables that affect student achievement.</td>
<td>• develop and use evidence-centered research strategies and strategic planning processes; • create school-based strategic and tactical goals; • collaboratively develop implementation plans to achieve those goals; and • develop a school improvement plan that aligns to district improvement plans.</td>
</tr>
</tbody>
</table>

1.3: Candidates understand and can promote continual and sustainable school improvement.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• continual and sustained improvement models and processes; • school change processes for continual and sustainable improvement; • role of professional learning in continual and sustainable school improvement; and • role of technology in school improvement.</td>
<td>• identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; • design a transformational change plan at the school-building-level; • design a comprehensive, building-level professional development program; and • identify effective uses of technology in instructional practices and school improvement.</td>
</tr>
<tr>
<td>1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.</td>
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</tr>
<tr>
<td><strong>Content Knowledge</strong>&lt;br&gt;Programs provide evidence of candidate knowledge of:</td>
<td></td>
</tr>
<tr>
<td>• effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models.</td>
<td></td>
</tr>
<tr>
<td><strong>Performance</strong>&lt;br&gt;Programs provide evidence that candidates demonstrate skills required to:</td>
<td></td>
</tr>
<tr>
<td>• develop a school plan to monitor program development and implementation of school goals;</td>
<td></td>
</tr>
<tr>
<td>• construct an evaluation process to assess the effectiveness of school plans and programs; and interpret information and communicate</td>
<td></td>
</tr>
<tr>
<td>• progress toward achievement of school vision and goals for educators in the community and other stakeholders.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1.5: Candidates understand and can promote the effective use of technology in establishing, implementing, evaluating, and improving a shared vision of learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong>&lt;br&gt;Programs provide evidence of candidate knowledge of:</td>
</tr>
<tr>
<td>• the use of technology in learning, teaching, and school improvement in service of a shared vision.</td>
</tr>
<tr>
<td><strong>Performance</strong>&lt;br&gt;Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• lead others in developing an understanding of technology in learning, teaching, and school improvement.</td>
</tr>
</tbody>
</table>
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.

STANDARD ELEMENTS:

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.
2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
2.3: Candidates understand hiring practices of qualified and appropriate certification areas, foster, develop, and supervise the instructional and leadership capacity of school staff.
2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.
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.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to</td>
</tr>
<tr>
<td>• theories on human development behavior, personality development, personalized</td>
<td>• collaborate with others to accomplish school improvement goals and promote leadership in instructional staff;</td>
</tr>
<tr>
<td>learning environment, and motivation;</td>
<td>• incorporate cultural competence, personality types in development of programs, curriculum, and instructional practices;</td>
</tr>
<tr>
<td>• organizational culture, school culture, building norms, culture /norms,</td>
<td>• monitor school programs and activities to ensure personalized learning opportunities;</td>
</tr>
<tr>
<td>constructive and deconstructive influence to student success; and</td>
<td>• recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices;</td>
</tr>
<tr>
<td>• collaboration and development of teacher leadership development.</td>
<td>• facilitate the use of appropriate content based learning materials and learning strategies; and</td>
</tr>
<tr>
<td></td>
<td>• promote trust, equity, fairness, and respect among students, parents, and school staff.</td>
</tr>
</tbody>
</table>
2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of</td>
<td>Programs provide evidence that candidates demonstrate skills required to</td>
</tr>
<tr>
<td>- curriculum development and instructional delivery theories;</td>
<td>- collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum;</td>
</tr>
<tr>
<td>- measures of teacher performance;</td>
<td>- use evidence-centered research in making curricular and instructional decisions;</td>
</tr>
<tr>
<td>- multiple methods of evaluation, accountability systems, data collection, and analysis of evidence; and</td>
<td>- interpret information and communicate learning progress toward achievement; and</td>
</tr>
<tr>
<td>- school technology and information systems to support and monitor student learning.</td>
<td>- design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.</td>
</tr>
</tbody>
</table>

2.3: Candidates understand hiring practices of qualified and appropriate certification areas, and can develop, and supervise the instructional and leadership capacity of school staff.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of</td>
<td>Programs provide evidence that candidates demonstrate skills required to</td>
</tr>
<tr>
<td>- high-quality, specific, and meaningful professional development for school staff and leaders;</td>
<td>- analyze certification areas to meet school building needs</td>
</tr>
<tr>
<td>- instructional leadership practices;</td>
<td>- work collaboratively with school staff to improve teaching and learning;</td>
</tr>
<tr>
<td>- leadership theory, change processes, and evaluation; and</td>
<td>- design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; and</td>
</tr>
<tr>
<td>- standards for high-quality teacher, principal, and district practice.</td>
<td>- design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.</td>
</tr>
</tbody>
</table>

2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>- technology and its uses for instruction across curriculum within the school; and</td>
<td>- use effective technologies for improved classroom instruction, student achievement, and continuous school improvement;</td>
</tr>
<tr>
<td>- infrastructure for the ongoing support, review, and planning of instructional technology.</td>
<td>- monitor instructional practices within the school and provide assistance to teachers; and</td>
</tr>
<tr>
<td></td>
<td>- use technology and performance management systems to monitor, analyze, and evaluate school assessment results for accountability reporting.</td>
</tr>
</tbody>
</table>
**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 evaluation of teachers, 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.

**STANDARD ELEMENTS:**

3.1: Candidates understand and can monitor and evaluate teacher instruction, school management and operational systems.
3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
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.
3.4: Candidates understand and can develop school capacity for distributed leadership.
3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.
<table>
<thead>
<tr>
<th></th>
<th>Acceptable Candidate Performance for Building Level Leadership Standard 3.0</th>
</tr>
</thead>
</table>
| **3.1**: Candidates understand and can monitor and evaluate teacher instruction, school management and operational systems. | **Content Knowledge**  
Programs provide evidence of candidate knowledge of:  
- school management of organizational, operational, and legal resources;  
- school management of marketing and public relations functions; and  
- evaluation of teacher instruction.  

**Performance**  
Programs provide evidence that candidates demonstrate skills required to:  
- analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school;  
- develop school operational policies and procedures;  
- develop plans to implement and manage long-range plans for the school; and  
- observe and evaluate teacher instruction to provide valid feedback. |

**3.2**: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.  

**Content Knowledge**  
Programs provide evidence of candidate knowledge of:  
- methods and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities;  
- alignment of resources to building priorities and forecasting resource requirements for the school; and  
- technology and management systems.  

**Performance**  
Programs provide evidence that candidates demonstrate skills required to:  
- develop multi-year fiscal plans and annual budgets aligned to the school’s priorities and goals;  
- analyze a school's budget and financial status;  
- develop facility and space utilization plans for a school;  
- project long-term resource needs of a school; and  
- use technology to manage school operational systems. |
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.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• school strategies supporting safe and secure learning environments including prevention, crisis management, and public relations;</td>
<td>• develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment;</td>
</tr>
<tr>
<td>• school strategies supporting student development of self-management, civic literacy, and positive leadership skills; and</td>
<td>• plan an aligned building discipline management policies and plan; and</td>
</tr>
<tr>
<td>• school-based discipline management policies and plans.</td>
<td>• evaluate and implement discipline management plans.</td>
</tr>
</tbody>
</table>

3.4: Candidates understand and can develop school capacity for distributed leadership.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</thead>
<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• the meaning of distributed leadership in a school environment and how to create and sustain it.</td>
<td>• identify leadership capabilities of staff;</td>
</tr>
<tr>
<td></td>
<td>• model distributed leadership skills; and</td>
</tr>
<tr>
<td></td>
<td>• involve school staff in decision making processes.</td>
</tr>
</tbody>
</table>
3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• supervision strategies that ensure that teachers maximize time spent on high quality instruction and student learning; and</td>
<td>• develop school policies that protect time and schedules to maximize teacher instructional time and student learning; and</td>
</tr>
<tr>
<td>• management theories on effective school time, priorities, and schedules.</td>
<td>• develop a school master schedule.</td>
</tr>
</tbody>
</table>
**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. In so doing, the building level leader ensures effective and ample use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**STANDARD ELEMENTS:**

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.
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.
4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
4.5: Candidates understand and can promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
### Acceptable Candidate Performance for Building Level Leadership Standard 4.0

#### 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.

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<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• collaboration and communication techniques to improve the school’s educational environment; and</td>
<td>• use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; and</td>
</tr>
<tr>
<td>• information pertinent to the school’s educational environment.</td>
<td>• communicate information about the school within the community.</td>
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</table>

#### 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, psychological and intellectual resources within the school community.

<table>
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<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• identify and mobilize effective community resources;</td>
<td>• identify and use diverse community resources to improve school programs; and</td>
</tr>
<tr>
<td>• school-based cultural competence; and</td>
<td>• recognize diversity in personalities, curriculum, staff, and culture.</td>
</tr>
<tr>
<td>• diverse cultural, social, and intellectual community resources.</td>
<td></td>
</tr>
</tbody>
</table>
### 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

**Content Knowledge**

Programs provide evidence of candidate knowledge of:

- the needs of students, parents or caregivers;
- school organizational culture that promotes open communication with families and caregivers;
- school strategies for effective oral and written communication with families and caregivers; and
- approaches to collaboration with families and caregivers.

**Performance**

Programs provide evidence that candidates demonstrate skills required to:

- conduct needs assessments of families and caregivers;
- develop collaboration strategies for effective relationships with families and caregivers; and
- involve families and caregivers in the decision-making processes at the school.

### 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

**Content Knowledge**

Programs provide evidence of candidate knowledge of:

- the needs of school community partners;
- school organizational culture that promotes open communication with community partners;
- school strategies for effective oral and written communication with community partners; and
- collaboration methods to develop and sustain productive relationships with community partners.

**Performance**

Programs provide evidence that candidates demonstrate skills required to:

- conduct needs assessment of community partners;
- develop effective relationships with a variety of community partners; and
- involve community partners in the decision-making processes at the school.
4.5: Candidates understand and can promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

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<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• the use of technology, social media, and digital media to communicate with (and facilitate interactions among) diverse school and community stakeholders.</td>
<td>• communicate or diffuse information by making appropriate uses of available technology; and • facilitate or broker social relationships by making appropriate uses of available technology.</td>
</tr>
</tbody>
</table>
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.

STANDARD ELEMENTS:

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.
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.
5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision-making in the school.
5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
### Acceptable Candidate Performance for Building Level Leadership Standard 5.0

<table>
<thead>
<tr>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
</tr>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
</tr>
<tr>
<td>• practices demonstrating principles of integrity and fairness; and</td>
</tr>
<tr>
<td>• federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice.</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
</tr>
<tr>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• act with integrity and fairness in supporting school policies and staff practices that ensure every students’ academic and social success; and</td>
</tr>
<tr>
<td>• create an infrastructure that helps to monitor and ensure equitable practices.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
</tr>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
</tr>
<tr>
<td>• the basic principles of ethical behavior established by legal and professional organizations;</td>
</tr>
<tr>
<td>• the relationship between ethical behavior, school culture, and student achievement; and</td>
</tr>
<tr>
<td>• the effect of ethical behavior on one’s own leadership.</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
</tr>
<tr>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• formulate a school-level leadership platform grounded in ethical standards and practices; and</td>
</tr>
<tr>
<td>• analyze leadership decisions in terms of established ethical practices.</td>
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</table>
5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

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<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• democratic values, equity, and diversity; and</td>
<td>• develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and</td>
</tr>
<tr>
<td>• multiformity of all systems in the school building.</td>
<td>• develop appropriate communication skills to advocate for democracy, equity, and diversity.</td>
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5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

<table>
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</thead>
<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• moral and legal consequences of decision making in schools; and</td>
<td>• formulate sound school strategies to educational dilemmas; and</td>
</tr>
<tr>
<td>• strategies to prevent difficulties related to moral and legal issues.</td>
<td>• evaluate school strategies to prevent difficulties related to moral and legal issues.</td>
</tr>
</tbody>
</table>
5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

<table>
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<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>the relationship between social justice, school culture, and student achievement; and theories of efficacy.</td>
<td>• review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school; and • develop the resiliency to uphold school community values and persist in the face of adversity.</td>
</tr>
</tbody>
</table>
Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, advocating for student learning, 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.

STANDARD ELEMENTS:

6.1: Candidates understand and can advocate for school students, families, and caregivers.
6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
### Acceptable Candidate Performance for Building Level Leadership Standard 6.0

#### 6.1: Candidates understand and can advocate for school students, families, and caregivers.

<table>
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<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• policies, laws, and regulations enacted by state, local, and federal authorities that affect schools; and</td>
<td>• analyze how law and policy is applied consistently, fairly and ethically within the school;</td>
</tr>
<tr>
<td>• the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning.</td>
<td>• advocate based on an analysis of the complex causes of poverty and other disadvantages; and</td>
</tr>
<tr>
<td></td>
<td>• serve as a respectful spokesperson for students and families within the school.</td>
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</tbody>
</table>

#### 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of</td>
<td>Programs provide evidence that candidates demonstrate skills required to</td>
</tr>
<tr>
<td>• the larger political, social, economic, legal, and cultural context; and</td>
<td>• advocate for school policies and programs that promote equitable learning opportunities and student success; and</td>
</tr>
<tr>
<td>• ways that power and political skills can influence local, state, or federal decisions.</td>
<td>• communicate policies, laws, regulations, and procedures to appropriate school stakeholders.</td>
</tr>
</tbody>
</table>

#### 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</thead>
<tbody>
<tr>
<td>Programs provide evidence of candidate knowledge of:</td>
<td>Programs provide evidence that candidates demonstrate skills required to:</td>
</tr>
<tr>
<td>• future issues and trends that can affect schools (e.g., entrepreneurial approaches); and</td>
<td>• identify and anticipate emerging trends and issues likely to affect the school; and</td>
</tr>
<tr>
<td>• contemporary and emerging leadership strategies to address trends.</td>
<td>• adapt leadership strategies and practice to address emerging school issues.</td>
</tr>
</tbody>
</table>
**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.

**STANDARD ELEMENTS:**

7.1: Substantial Field and Clinical Internship Experience: The program provides significant and documented performance based field experiences for candidates within a school environment to synthesize and perform the content knowledge of Standards 1 – 6. Significant refers to the demonstration of Standards 1-6 through authentic, school-based leadership experiences that can be documented or measured.

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.

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.