M.A. in School Administration

MSA Companion Manual

A companion manual for the courses EDAM 27600 Practicum and Seminar in Administration and Supervision I and EDAM 27601 Practicum and Seminar in Administration and Supervision II

Rowan University

College of Education, Herman D. James Hall

Department of Educational Services and Leadership

Revised by Anna Sun, Melissa Williams, & David Lindenmuth

Revised -2022

Companion Manual for the MSA Internship
EDAM 27600: Practicum and Seminar in Administration and Supervision I
EDAM 27601: Practicum and Seminar in Administration and Supervision II

Table of Contents

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* Also to be submitted through Tk20

Section I

Required Forms and Other Student and Field Mentor Information

Careful record keeping and the completion of all required forms by you, your Field Mentor and University Mentor (your EDAM 27600 and EDAM 27601 professor) are in many respects as critical to your success in the Practicum/Seminar as are the school and program based experiences and opportunities throughout these next ten months. ***To meet all graduation requirements and earn the Principal's certificate of eligibility, it is your responsibility to ensure these required forms are completed fully and submitted on time.***

In addition to posting or scanning your discussions, assignments and presentations in Canvas, as you have become familiar with throughout the program sequence, the Practicum/Seminar also requires that several of the assignments in the Spring semester's EDAM 27601 course also be posted or scanned to the University's Tk20 platform. If you have not done so, you must create your own Tk20 account by emailing Tk20@Rowan.edu with your full name, Rowan email, and Banner ID. ***In addition, your Field Mentor must also create a Tk20 account to post required evaluations.***

All forms in the MSA Companion Manual can be copied or scanned as necessary. The Manual should be shared with your Field Mentor.

Agreement for the Administrative Internship for Academic Year 20__
Rowan University
Glassboro, NJ
Educational Services and Leadership
PRACTICUM/SEMINAR
IN ADMINISTRATION AND SUPERVISION

Intern Information

Name: _____

Home Address: _____

_____

Home Telephone: _____   Cell Phone: _____

Personal email address: _____

Business Address: _____

_____

Business Telephone: _____   Business email: _____

Cooperating Organization

Name of School/ District: _____

Address: _____

_____

School Telephone: _____

Field Mentor Information

Name: _____ Title: _____

Name of School: _____

Address: _____

_____

Direct Telephone: _____

University Mentor Information

Name: _____ Title: _____

<div align="center">**PRACTICUM AND SEMINAR IN ADMINSTRATION – EDAM 27600 and 27601**</div>

Introduction:
This statement and the attached proposal, along with the school board policies of the cooperation school district, provide a basis for operating an internship with the above named school for the cited academic year. It is understood that, as this internship progresses, further revisions of the proposal may be suggested and agreed to by the parties on this agreement.

Conditions of the Internship:
The intern is currently enrolled in the M.A. in School Administration program, or the Principal Certification Program, administered by the Department of Educational Services and Leadership at Rowan University. The intern is responsible for becoming and remaining fully informed of the departmental and university requirements that he/she must meet to successfully complete this internship. The cooperating organization assumes no responsibility or obligation to provide for released time or financial consideration for services performed by the intern. The intern is expected to perform such tasks as required by the department and university as part of the program in addition to his/her regular contracted obligations.

Supervision of the Intern:
The field mentor (school administrator) to whom the intern is assigned is primarily responsible for the supervision of the intern during the internship. The university mentor (Rowan faculty) is expected to visit/web conference the intern in the cooperating organization and confer with him or her and the field mentor, as may be required.

Internship Products:
The intern will provide copies of all internship products at the end of the internship to the university mentor.

Intern Evaluation:
The intern's progress and successful completion of the Practicum and Seminar in Administration and Supervision will be assessed by the university mentor. The field mentor will also provide a written assessment of the intern's performance during the internship to the university mentor and will assist the university mentor in assessing the overall internship experience of the intern. Each of these assessments will be entered into the College of Education's Tk20 system. Tk20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for students and faculty that help track and enhance students' learning, as well as make assessment and accountability tasks easier.

Internship Follow-Up:
The Educational Services and Leadership Department is interested in continuing contacts with the intern and the cooperating organization following completion of the internship. This includes assessing the perceptions of the field mentor and intern regarding the internship experience. The department welcomes constructive recommendations from these individuals regarding program improvement.

<div align="center">**ACCEPTANCE OF THE AGREEMENT**</div>

The following individuals representing the cooperating organization, Rowan University and intern indicate by their signatures that they understand and accept the general principles and procedures outlined in this document and the attached leadership project proposal.

_____   _____
Superintendent of Schools   Date   Field Mentor   Date

_____   _____
University Mentor   Date   Intern   Date

Student Name: _____   Semester: _____

Checklist for Assignments for Practicum I and II

Practicum I:

1. ____ Signed Internship Agreement Form*
2. ____ Log of 150 hours and signed certification page.
3. ____ Journals (9 entries)
4. ____ Group Presentation on a Contemporary Issue in Education

   ____ Interim Change Project Report (7-8 pages)
5. ____ Course Learning Reflection (2-3 pages)
6. ____ Candidates should have completed or registered for the SLLA prior to entering Practicum II. If the student has not completed the SLLA, he/she must provide evidence of registration for the SLLA prior to the beginning of Practicum II.
7. ____ Student Evaluation of Course

Practicum II:

1. ____ Log of 300 hours and signed certification page (includes150 hours from Practicum I of the internship)*
2. ____ Journals (9 entries for Practicum II; 18 total entries for the internship)
3. ____ Symposium Presentation of the Leadership Change Project (PowerPoint and presentation scheduled for last month of Practicum II)*
4. ____ Synthesis Paper
5. ____ Field Mentor Evaluation Form*
6. ____ Satisfactory Completion of Internship requirements
7. ____ Student Evaluation of Course

_____

* Also submitted to Tk20 system

PRACTICUM AND SEMINAR FOR SCHOOL ADMINISTRATION

Intern Hourly Log

Name: _____   Practicum I or II _____

Log the number of hours and minutes spent on each activity related to your internship projects.

Please note:

1. **The time writing your Summary Synthesis Paper does NOT count toward the required 300 internship hours.**
2. You may use this sheet as an exemplar and add additional pages as necessary.

Date	**Hours/Minutes Spent**	**Activity Description**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Page Total: _____   **page _____ of _____**

JOURNAL ENTRIES

Name: _____   Journal Entry #: _____

Date: _____

Description of Activity: _____

Location of Activity: _____

Participants (if any): _____
     NOTE: The Intern must be included as a participant

Activity Facts:

Reflections:

Rowan University
Glassboro, NJ
Department of Educational Services and Leadership

CERTIFICATION OF INTERNSHIP TIME

I do hereby certify that _____ has successfully completed an internship of at least _____clock hours during the _____academic semester and that I have provided weekly guidance/support to the intern.

Number of Clock Hours: _____

_____
Field Mentor

_____
Title

_____
School District

_____
Date

Qualifications and Responsibilities of the Field Mentor

<u>Qualifications:</u>

1. All Field Mentors must be licensed school administrators or certificated supervisors.
2. Be available to meet with the University Field Mentor each semester in person or via online technologies, such as Zoom, WebEx, etc.
3. Consult with the University Field Mentor on all matters concerning the intern.
4. Complete the required university forms and certifications (forms provided by intern), ***and post them on the Tk20 site.***

<u>Responsibilities:</u>

1. Give of your time to the intern
   - Meet to set (revisit) goals and objectives
   - Meet <u>at least once a week</u> to discuss:
     - Regular, predictable duties of the administrator for the recent past and immediate future
     - Intern's projects
     - What "doors" need to be opened for the intern
     - Critical issues that need an authority base

2. Listen to the intern about issues that he/she is confronted with while completing the internship. Provide support and guidance as may be necessary to address such issues.

3. Be candid and open about the intern's progress (or lack thereof).

4. Involve the intern in a full variety of administrative duties and experiences.

5. Showcase the intern to faculty, gatekeepers, other administrative officials, board of education, etc.

6. Assess the intern's performance. This is best done on an informal basis, at mutually agreed upon benchmarks, as well as at the end of the internship.

7. Maintain a collegial relationship with the intern.

8. Provide the intern with an opportunity to participate in broad, diverse leadership experiences.

9. Advise the University Mentor of any concerns immediately.

10. Generally provide the level of guidance and support you received – or wish you had received – when completing your own internship.

University and Field Mentor Assessments of Candidates' Internship Performance

1. **Assessment Description**

   In this assessment, University and Field Mentor Assessments, each candidate is summatively assessed during his/her internship experience: once by the university mentor (a Rowan University faculty member who supervises the internship) and once by the field mentor (a field practitioner selected by the candidate and approved by the university mentor). During this process, each mentor assesses the candidate on specific student assignments/activities that correlate with the NELP/PSEL standards. The nature of the assignments/activities includes but is not limited to the following examples:

   - Implement the vision for the mini-change project implemented during the internship
   - Analyze all required state reporting documents
   - Analyze district/school curriculum guide(s)
   - Conduct an analysis of the district/school policy for the teacher evaluation model
   - Analyze/evaluate current district/school plan for professional development
   - Review district/school policies and procedures documents
   - Analyze parent/community participation in district/school activities
   - Analyze the use of resources for mutually serving school and community goals
   - Profile an ethical, caring, and knowledgeable district or school leader
   - Participate in school/district-wide focus group on an issue of relevance and importance to the school/district stakeholders and prepare a reflection

2. **Alignment between the Assessment and NELP/PSEL Standards**

   This assessment is aligned to the following NELP/PSEL standards, as well as New Jersey Professional Development Standards for School Leaders.

   - Continual and Sustainable Professional Learning (NELP 1.2; PSEL 10a, 10b, 10d, 10g, 10h, &10j)
   - Collaborative culture with high expectations for all students (NELP 2.1, 3.1, 4.1, & 7.1; PSEL 2b, 2c, 2d, & 3h)
   - Curriculum and Instruction (NELP 4.1; PSEL 4e & 5c)
   - Professional Development and Student Learning (NELP 4.2 & 7.4; PSEL 3h, 4c, 4d, 6e, & 6f)
   - Technology for teaching and learning (NELP 4.2; PSEL 3h, 4c, & 4d)
   - Management of School Operations (NELP 6.1 & 6.2; PSEL 3h, 4e, 9b, 9f, 9g, 9c, & 9d)
   - Collaboration with faculty and community members (NELP 1.2 & 6.1; PSEL 4e, 9b, 9f, 9g, 10a, 10b, 10d, 10g, 10h, & 10j)
   - Mobilizing Community Resources (NELP 5.2; PSEL 3g, 8b, 8c, 8d, & 8j)
   - Communication and Collaboration with All Stakeholders (NELP 5.1; PSEL 3b, 8a, & 8c)
   - Impact of Decision-Making (NELP 2.1; PSEL 2b, 2c, 2d, & 3h)
   - Analysis of Leadership Decisions Impacting Ethical Practices (NELP 2.1 & 2.3; PSEL 2a, 2e, & 2f)
   - Safeguarding democracy, equity and diversity (NELP 2.1; PSEL 2b, 2c, 2d, & 3h)
   - Advocacy for All Stakeholders in the Larger Context (NELP 5.3; PSEL 8h & 8i)
   - Decisions affecting student learning (NELP 6.3; PSEL 9h)

University/Field Mentor Assessment of Candidate Performance during the Internship*

Candidate's Name: _____   Mentor's Name: _____

Please rate the candidate's ability for each of the following:

As a result of completing these internship experiences, how well did this candidate demonstrate the ability to…	NELP Stabdard	Unsatisfactory	Developing	Proficient	Distinguished
Candidate implements and promotes a continual and sustainable school improvement project:	**1.2**				
Candidate builds organizational capacity via implementation of collaborative practices focuses on a continuous and sustainable school improvement.		1	2	3	4
Design and facilitate the leadership change project at the school-building level.		1	2	3	4
Collaborative culture with high expectations for all students:	**2.1, 3.1, 4.1, & 7.1**				
Candidate engages staff in collaboration activities.		1	2	3	4
Candidate monitors and assesses programs and activities regarding professional learning opportunities.		1	2	3	4
Recognition and celebration of staff and students success is promoted that represents diversity in program, curriculum and instructional practice.		1	2	3	4
Candidate utilizes and coordinates use of relevant and appropriate materials for teaching students.		1	2	3	4
Candidate promotes trust, equity, fairness, and respect among students, parents, and school staff.		1	2	3	4
Impact of decision making:	**2.1**				
Candidate demonstrates integrity and fairness in supporting student policies and staff practices that ensure every student's academic and social success.		1	2	3	4
Reflective practice and ethics:	**2.1 & 2.3**				
Candidate analyzes leadership decisions relating to established ethical practice.		1	2	3	4
Safeguarding democracy, equity, and diversity:	**2.1**				
Candidate engages in appropriate community skills advocacy for democracy, equity and diversity.		1	2	3	4
Curriculum and instruction:	**4.1**				
Candidate uses evidence-based research in making curricula decisions.		1	2	3	4
Candidate interprets information and communicates progress towards achievement.		1	2	3	4
Candidate uses multiple measures of teacher performance and student outcomes to assess progress and provide feedback.		1	2	3	4
Professional development and student learning:	**4.2 & 7.4**				
Candidate collaborates work with staff to improve teaching and learning.		1	2	3	4
Candidate designs and uses differentiated instructional strategies, materials and technologies to provide high quality instruction.		1	2	3	4
Technology for teaching and learning:	**4.2**				
Candidate uses all available technology to improve instruction, student achievement and monitor progress for school improvement.		1	2	3	4
Candidate provides assistance to teacher and monitors instructional practice.		1	2	3	4

Candidate uses available technology and management system to support teaching and learning.		1	2	3	4
Assess and adapt to emerging trends in education:	**4.4**				
Candidate assesses and incorporates relevant changes and emerging trends in education impacting the school		1	2	3	4
Management of School Operations:	**6.1 & 6.2**				
Candidate uses technology to manage school operational system.		1	2	3	4
Collaboration with faculty and community members:	**6.1 & 1.2**				
Candidate uses collaboration strategies to collect, analyze, and interpret school, student, family and community information.		1	2	3	4
Candidate communicates information about the school within the community.		1	2	3	4
Communication and Collaboration with all Stakeholders:	**5.1**				
Candidate coordinates needs assessment of families and caregivers.		1	2	3	4
Mobilizing Community Resources:	**5.2**				
Candidate identifies and uses diverse community resources to improve student progress.		1	2	3	4
Candidate develops collaboration strategies for establishing effective relationships with families and caregivers.		1	2	3	4
Advocacy for all stakeholders in the larger context:	**5.3**				
Candidates analyze and reflect on how laws and policy are applied consistently, fairly, and ethically within the school.		1	2	3	4
Candidate represents needs of students and family within the school via effective community strategies.		1	2	3	4
Decisions affecting student learning:	**6.3**				
Candidate advocates for student policies and programs that promote equitable learning opportunities and student success.		1	2	3	4
Candidate communicates policies, laws, regulations and procedures to appropriate student stakeholders.		1	2	3	4
Substantial field and clinical internship experiences:	**8.1**				
The program provides significant field experiences and clinical internship practice for candidate within a school environment.		1	2	3	4
Sustained internship experience:	**8.2**				
Candidates are provided a sustainable 300 hour internship experience within a school-based environment.		1	2	3	4
Qualified on-site mentor:	**8.3**				
Candidates are supervised on-site by a certified educational leader within a school that has been selected collaborative by the intern and program faculty with training by the supervising institution.		1	2	3	4

Scoring Guide for University/Field Mentor Assessment*

Component	Unsatisfactory (1)	Developing (2)	Proficient (3)	Distinguished (4)
Continual and sustainable professional learning (NELP 1.2)	There is little if any Evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: change theories; the role of professional learning communities in creating and supporting school improvement; and how to design and deliver effective professional development that enhances professional practice and learning. The Change Project is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. There is no evidence of alignment with the NELP standard element.	There is little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: change theories; the role of professional learning communities in creating and supporting school improvement; and how to design and deliver effective professional development that enhances professional practice and learning. The Change Project is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. The NELP standard element is not well aligned.	There is evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: change theories; the role of professional learning communities in creating and supporting school improvement; and how to design and deliver effective professional development that enhances professional practice and learning. The Change Project is: comprehensive including applying relevant theory and literature, and best practice. The NELP standard element is aligned.	There is strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: change theories; the role of professional learning communities in creating and supporting school improvement; and how to design and deliver effective professional development that enhances professional practice and learning. The Change Project is: very comprehensive including fully applying relevant theory and literature, and best practice. The NELP standard Element is fully aligned.
Collaborative culture with high expectations for all students (NELP 2.1, 3.1, 4.1, & 7.1)	There is little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories. The Change Project is: not at all comprehensive and	There is little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories. The Change Project is: minimally comprehensive and lacks applying relevant theory and literature, and best practice with	There is evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories. The Change Project is: comprehensive including applying relevant theory and literature, and best practice with respect to	There is strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories. The Change project is: very comprehensive including fully applying relevant theory and literature, and best

	does not apply any relevant theory and literature, or best practice with respect to high expectations for all students. There is no evidence of alignment with the NELP standard element.	respect to high expectations for all students. The NELP standard element is not well aligned.	high expectations for all students. The NELP standard element is aligned.	Practice with respect to high expectations for all students. The NELP standard element is fully aligned.
Curriculum and instruction (NELP 4.1)	There is little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results. The Change Project is: not at all comprehensive and does not apply any relevant theory and literature, or best practice with respect to curriculum and instruction. There is no evidence of alignment with the NELP standard element.	There is little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results. The Change Project is: minimally comprehensive and lacks applying relevant theory and literature, and best practice with respect to curriculum and instruction. The NELP standard element is not well aligned.	There is evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results. The Change Project is: comprehensive including applying relevant theory and literature, and best practice with respect to curriculum. The NELP standard element is aligned. .	There is strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results. The Change Project is: very comprehensive including applying relevant theory and literature, and best practice with respect to curriculum. The NELP standard element is fully aligned. .
Professional development and student learning (NELP 4.2 & 7.4)	There is little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional	There is little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional	There is evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional	There is strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional

	materials; and align professional development based on teacher needs and student data in the school. The Change Project is: not at all comprehensive and does not apply any relevant theory and literature, or best practice with respect to professional development and student learning. There is no evidence of alignment with the NELP standard element.	development based on teacher needs and student data in the school. The Change Project is: minimally comprehensive and lacks applying relevant theory and literature, or best practice with respect to professional development and student learning. The NELP standard element is not well aligned.	development based on teacher needs and student data in the school. The Change Project is: comprehensive in applying relevant theory and literature, and best practice with respect to professional development and student learning. The NELP standard element is aligned.	development based on teacher needs and student data in the school. The Change Project is: very comprehensive in applying relevant theory and literature, and best practice with respect to professional development and student learning. The NELP standard element is fully aligned.
Technology for teaching and learning (NELP 4.2)	There is little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the effective use of appropriate technology to enhance school instruction; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building. The Change Project is: not at all comprehensive and does not apply any relevant theory and literature, or best practice with respect to technology for teaching and learning. There is no evidence of alignment with the NELP standard element.	There is little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the effective use of appropriate technology to enhance school instruction; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building. The Change Project is: minimally comprehensive and lacks applying any relevant theory and literature, or best practice with respect to technology for teaching and learning. The NELP standard element is not well aligned.	There is evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the effective use of appropriate technology to enhance school instruction; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building. The Change Project is: comprehensive in applying relevant theory and literature, and best practice with respect to technology for teaching and learning. The NELP standard element is aligned.	There is strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the effective use of appropriate technology to enhance school instruction; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building. The Change Project is: very comprehensive including applying relevant theory and literature, and best practice with respect to technology for teaching and learning. The NELP standard element is fully aligned.
Management of School Operations	There is little if any evidence that the	There is little evidence that the candidate	There is evidence that the candidate	There is strong evidence that the candidate

(NELP 6.1 & 6.2)	candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: understanding how to align fiscal, human and facility resources to efficiently support learning in a school; developing budgetary plans including long range fiscal projections; and utilizing technology tools to project needs in the school building. The Change Project is: not at all comprehensive and does not apply any relevant theory and literature, or best practice with respect to the management of school operations in the building. There is no evidence of alignment with the NELP standard element.	understands and can reflect on the content knowledge and leadership skills necessary regarding: understanding how to align fiscal, human and facility resources to efficiently support learning in a school; developing budgetary plans including long range fiscal projections; and utilizing technology tools to project needs in the school building. The Change Project is: minimally comprehensive and lacks applying relevant theory and literature, or best practice with respect to the management of school operations in the building. The ENELP standard element is not well aligned.	understands and can reflect on the content knowledge and leadership skills necessary regarding: understanding how to align fiscal, human and facility resources to efficiently support learning in a school; developing budgetary plans including long range fiscal projections; and utilizing technology tools to project needs in the school building. The Change Project is: comprehensive in applying relevant theory and literature, and best practice with respect to the management of school operations in the building. The NELP standard element is aligned.	understands and can reflect on the content knowledge and leadership skills necessary regarding: understanding how to align fiscal, human and facility resources to efficiently support learning in a school; developing budgetary plans including long range fiscal projections; and utilizing technology tools to project needs in the school building. The Change Project is: very comprehensive including applying relevant theory and literature, and best practice with respect to the management of school operations in the building. The NELP standard element is fully aligned.
Collaboration with faculty and community members (NELP 1.2 & 6.1)	There is little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: collaboratively using evidence based research to collect school and community information; understand how to include staff and community members in reviewing information; and how to share school information within the larger community. The Change Project is: not at all comprehensive and	There is little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: collaboratively using evidence based research to collect school and community information; understand how to include staff and community members in reviewing information; and how to share school information within the larger community. The Change Project is: minimally comprehensive and lacks the application of relevant theory and literature, or best practice with respect to	There is evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: collaboratively using evidence based research to collect school and community information; understand how to include staff and community members in reviewing information; and how to share school information within the larger community. The Change Project is: comprehensive in applying relevant theory and literature, and best practice with respect to collaboration with faculty and community	There is strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: collaboratively using evidence based research to collect school and community information; understand how to include staff and community members in reviewing information; and how to share school information within the larger community. The Change Project is: very comprehensive in applying relevant theory and literature, and best practice with respect to collaboration with faculty and community

	does not apply any relevant theory and literature, or best practice with respect to collaboration with faculty and community members. There is no evidence of alignment with the NELP standard element.	collaboration with faculty and community members. The NELP standard element is not well aligned.	members. The NELP standard element is aligned.	members. The NELP standard element is fully aligned.
Mobilizing Community Resources

(NELP 5.2) | There is little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: identifying and accessing the varied community, agency, business and religious resources that can support the school's mission; and be able to mobilize these many groups to support the goals of the school.

The Change Project is: not at all comprehensive and does not apply any relevant theory and literature, or best practice with respect to collaboration with faculty and community members. There is no evidence of alignment with the NELP standard element. | There is little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: identifying and accessing the varied community, agency, business and religious resources that can support the school's mission; and be able to mobilize these many groups to support the goals of the school.

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The Change Project is: very comprehensive in applying relevant theory and literature, and best practice with respect to collaboration with faculty and community members. The NELP standard element is fully aligned. |
| Communication and Collaboration with All Stakeholders

(NELP 5.1) | There is little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: creating and preserving programs that invite and engage parents and community to school | There is little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: creating and preserving programs that invite and engage parents and community to school events; creating a culture of openness and | There is evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: creating and preserving programs that invite and engage parents and community to school events; creating a culture of openness and | There is strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: creating and preserving programs that invite and engage parents and community to school events; creating a culture of openness and |

	events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school. The Change Project is: not at all comprehensive and does not apply any relevant theory and literature, or best practice with respect to communication and collaboration with all stakeholders. There is no evidence of alignment with the NELP standard element.	transparency; and reaching out to parents and caregivers to build a strong affiliation with the school. The Change Project is: minimally comprehensive and lacks the application of relevant theory and literature, or best practice with respect to communication and collaboration with all stakeholders. The NELP standard element is not well aligned.	transparency; and reaching out to parents and caregivers to build a strong affiliation with the school. The Change Project is: comprehensive in applying relevant theory and literature, and best practice with respect to communication and collaboration with all stakeholders. The NELP standard element is aligned.	transparency; and reaching out to parents and caregivers to build a strong affiliation with the school. The Change Project is: very comprehensive in applying relevant theory and literature, and best practice with respect to communication and collaboration with all stakeholders. The NELP standard element is fully aligned.
Impact of Decision-Making (NELP 2.1)	There is little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school. The Change Project is: not at all comprehensive and does not apply any relevant theory and literature, or best practice with respect to the impact of decision-making. There is no evidence of alignment with the	There is little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school. The Change Project is: minimally comprehensive and lacks the application of relevant theory and literature, or best practice with respect to the impact of decision-making. The NELP standard element is not well aligned.	There is evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school. The Change Project is: comprehensive in applying relevant theory and literature, and best practice with respect to the impact of decision-making. The NELP standard element is aligned.	There is strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school. The Change Project is: very comprehensive in applying relevant theory and literature, and best practice with respect to the impact of decision-making. The NELP standard element is fully aligned.

	NELP standard element.			
Analysis of Leadership Decisions Impacting Ethical Practices (NELP 2.1 & 2.3)	There is little if any evidence that that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: articulating impact of ethical principles on building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations.

The Change Project is: not at all comprehensive and does not apply any relevant theory and literature, or best practice with respect to the analysis of leadership decisions impacting ethical practices. There is no evidence of alignment with the NELP standard element. | There is little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: articulating impact of ethical principles on building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations.

The Change Project is: minimally comprehensive and lacks the application of relevant theory and literature, or best practice with respect to the analysis of leadership decisions impacting ethical practices. The NELP standard element is not well aligned. | There is evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: articulating impact of ethical principles on building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations.

The Change Project is: comprehensive in applying relevant theory and literature, and best practice with respect to the analysis of leadership decisions impacting ethical practices. The NELP standard element is aligned. | There is strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: articulating impact of ethical principles on building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations.

The Change Project is: very comprehensive in applying relevant theory and literature, and best practice with respect to the analysis of leadership decisions impacting ethical practices. The NELP standard element is fully aligned. |
| Safeguarding democracy, equity and diversity (NELP 2.1) | There is little if any evidence that that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the candidate's understanding and can reflect on the content knowledge and leadership skills necessary regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have | There is little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the candidate's understanding and can reflect on the content knowledge and leadership skills necessary regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full | There is evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the candidate's understanding and can reflect on the content knowledge and leadership skills necessary regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full | There is strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the candidate's understanding and can reflect on the content knowledge and leadership skills necessary regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full |

	full opportunity for success in a school building. The Change Project is: not at all comprehensive and does not apply any relevant theory and literature, or best practice with respect to safeguarding democracy, equity and diversity. There is no evidence of alignment with the NELP standard element.	opportunity for success in a school building. The Change Project is: minimally comprehensive and lacks the application of relevant theory and literature, or best practice with respect to safeguarding democracy, equity and diversity. The NELP standard element is not well aligned.	opportunity for success in a school building. The Change Project is: comprehensive in applying relevant theory and literature, and best practice with respect to safeguarding democracy, equity and diversity. The NELP standard element is aligned.	opportunity for success in a school building. The Change Project is: very comprehensive in applying relevant theory and literature, and best practice with respect to safeguarding democracy, equity and diversity. The NELP standard element is fully aligned.
Advocacy for All Stakeholders in the Larger Context (NELP 5.3)	There is little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. The Change Project is: not at all comprehensive and does not apply any relevant theory and literature, or best practice with respect to advocacy for all stakeholders in the larger context. There is no evidence of alignment with the NELP standard element.	There is little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. The Change Project is: minimally comprehensive and lacks the application of relevant theory and literature, or best practice with respect to advocacy for all stakeholders in the larger context. The NELP standard element is not well aligned.	There is evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. The Change Project is: comprehensive in applying relevant theory and literature, and best practice with respect to advocacy for all stakeholders in the larger context. The NELP standard element is aligned.	There is strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. The Change Project is: very comprehensive in applying relevant theory and literature, and best practice with respect to advocacy for all stakeholders in the larger context. The NELP standard element is fully aligned.

Decisions affecting student learning (NELP 6.3)	There is little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to advocate for equitable learning opportunities for the school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. The Change Project is: not at all comprehensive and does not apply any relevant theory and literature, or best practice with respect to decisions affecting student learning. There is no evidence of alignment with the NELP standard element.	There is little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to advocate for equitable learning opportunities for the school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. The Change Project is: minimally comprehensive and lacks the application of relevant theory and literature, or best practice with respect to decisions affecting student learning. The NELP standard element is not well aligned.	There is evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to advocate for equitable learning opportunities for the school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. The Change Project is: comprehensive in applying relevant theory and literature, and best practice with respect to decisions affecting student learning. The NELP standard element is aligned.	There is strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to advocate for equitable learning opportunities for the school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. The Change Project is: very comprehensive in applying relevant theory and literature, and best practice with respect to decisions affecting student learning. The NELP standard element is fully aligned.
Assess and adapt to emerging trends in education (NELP 4.4)	There is little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: anticipating future external trends or initiatives that may affect the school; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. The Change Project is: not at all comprehensive and does not apply any relevant theory and literature, or best practice with respect	There is little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: anticipating future external trends or initiatives that may affect the school; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. The Change Project is: minimally comprehensive and lacks the application of relevant theory and literature, or best practice with respect to assessing and adapting	There is evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: anticipating future external trends or initiatives that may affect the school; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. The Change Project is: comprehensive in applying relevant theory and literature, and best practice with respect to assessing and adapting to emerging trends in education. The NELP	There is strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: anticipating future external trends or initiatives that may affect the school; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. The Change Project is: very comprehensive in applying relevant theory and literature, and best practice with respect to assessing and adapting to emerging trends in education. The NELP

	to assessing and adapting to emerging trends in education. There is no evidence of alignment with the NELP standard element.	to emerging trends in education. The NELP standard element is not well aligned.	standard element is aligned.	standard element is fully aligned.
Substantial field and clinical internship experience (NELP 8.1)	There is little if any evidence that the candidate understands and can reflect on the content knowledge and skills necessary to provide leadership to a school organization, faculty, and students as evidenced by a lack of engagement in field experiences and failure to complete the internship program requirements. The Change Project is: not at all comprehensive and does not apply any relevant theory and literature, or best practice with respect to substantial field and clinical internship experience. There is no evidence of alignment with the NELP standard element.	There is little evidence that the candidate understands and can reflect on the content knowledge and skills necessary to provide leadership to a school organization, faculty, and students as evidenced by a lack of engagement in field experiences and failure to complete the internship program requirements. The Change Project is: minimally comprehensive and lacks the application of relevant theory and literature, or best practice with respect to substantial field and clinical internship experience. The NELP standard element is not well aligned.	There is evidence that the candidate understands and can reflect on the content knowledge and skills necessary to provide leadership to a school organization, faculty, and students as evidenced by limited engagement in field experiences and clinical internship practicum within a school environment during internship presentations, projects, and related leadership activities. The Change Project is: comprehensive in applying relevant theory and literature, and best practice with respect to substantial field and clinical internship experience. The NELP standard element is aligned.	There is strong evidence that the candidate understands and can reflect on the content knowledge and skills necessary to provide leadership to a school organization, faculty, and students as evidenced by full engagement in field experiences and clinical internship practicum within a school environment during internship presentations, projects, and related leadership activities. The Change Project is: very comprehensive in applying relevant theory and literature, and best practice with respect to substantial field and clinical internship experience. The NELP standard element is fully aligned.
Sustained internship experience (NELP 8.2)	**N/A**	**N/A**	**N/A**	Candidate demonstrates a strong ability to participate in a sustained 300 hour internship experience within a school based environment as evidenced by the completion of the required clock hours verified by the certificated field mentor.
Qualified on-site mentor (NELP 8.3)	**N/A**	**N/A**	**N/A**	Candidate completes the internship program under the supervision of an on-site certificated educational leader within a school that has been collaboratively chosen by the intern and

				program faculty with training provided by the supervising agency.

* Also to be posted on Tk20

Section II

Conceptual Framework for the Learning Community

Conceptual Framework for the Learning Community in Action

at Rowan University's College of Education

Our vision as the College of Education is
To offer exemplary programs that prepare educators to transform classrooms and schools into learning communities.

Our mission as the College of Education is
To insure that graduates can create learning communities that foster academic achievement, social responsibility, personal responsibility, and social justice.

We believe that
Learning communities are central to the educational process in a democratic and socially just society. Learning communities must value academic achievement, personal responsibility, social responsibility and social justice. Professional educators must be instructional leaders, have a cooperative disposition, a developmental perspective and reflective orientation. All members of learning communities should value and strive to: identify common needs and purposes, see peers as colleagues, seek self and group actualization, recognize other groups as similar, reflect on past actions, help and be helped, and celebrate accomplishments. Learning communities can not be effective unless the five stages of group development are implemented: beginnings, establishing expectations, identifying and resolving conflict, supporting and expanding production, disbanding the community.

Field experiences are necessary at every level of candidates' preparation to enable them to tie the theories of practice to the wisdom of practice. Candidates must spend more time and assume more responsibility in educational settings as their programs progress.

Our programs' purposes and goals are focused on the knowledge bases of
- Learning community classrooms and schools
- Learners (how they learn and develop)
- Teaching
- National, state and local standards

Our performance expectations for candidates center on
- Subject Matter Knowledge
- Human Growth and Development
- Diverse Learners
- Instructional Planning and Strategies
- Assessment
- Learning Environment
- Special Needs
- Communication
- Collaboration and Partnerships
- Professional Development
- Dispositions
  - Instructional Leadership
  - Developmental Perspective
  - Cooperative Disposition
  - Reflective Orientation

We assess our candidates' performance through
- Admission Criteria
- Performance in Field Experiences
- Performance in Coursework
- Performance on standardized tests
- Performance on common assessments
  - Content
  - Planning
  - Performance
  - Impact on students/clients
- Program Completion/Graduation Data

Conceptual Framework for the Learning Community in Action

at Rowan University's College of Education

Knowledge

Teacher Dispositions

Member Dispositions

Technology

The Learning Community in Action

Diversity

Functions of Schooling

Stages of Group Development

Impact on Learners

Section III

Guidelines/Requirements

Required Courses
Masters in School Administration Suggested Course Sequence

Spring Entry

	Spring 1	Summer 1	Fall 1
First 8 Weeks	EDSU 28546 *Educational Organizations & Leadership*	EDSU 28510 *Curriculum Design and Development for School Leaders*	CURR 29590 *Curriculum Evaluation*
Second 8 Weeks	EDAM 27535 *School Finance & Records*	EDAM 27510 *Change for School Improvement*	EDAM 27521 *Introduction to the Principalship*

	Spring 2	Summer 2	
First 8 Weeks	EDSU 28522 *Instructional Leadership & Supervision*	EDAM 27559 *Law & Ethics for School Leadership*	
Second 8 Weeks	EDST 24504 *Action Research in Education*	EDSU 28523 *Building Organizational Capacity*	

	Fall 2	Spring 3	
Across 15 Weeks	EDAM 27600 *Practicum/Seminar I in Administration and Supervision*	EDAM 27601 *Practicum/Seminar II in Administration & Supervision*	

Fall Entry

	Fall 1	Spring 1	Summer 1
First 8 weeks	EDSU28510 *Curriculum Design & Development for School Leaders*	EDSU28522 *Instructional Leadership & Supervision*	EDAM27559 *Law & Ethics for School Leadership*
Second 8 weeks	EDSU28546 *Educational Organizations & Leadership*	EDAM27521 *Introduction to the Principalship*	CURR 29590 *Curriculum Evaluation*

	Fall 2	Spring 2	Summer 2 (across 15 weeks)
First 8 weeks	EDAM 27510 *Change for School Improvement*	EDAM 27535 *School Finance & Records*	EDAM27600 *Practicum/Seminar I in Administration and Supervision*
Second 8 weeks	EDST 24504 *Action research in Ed*	EDSU28523 *Building Organizational Capacity*	EDAM27600 *Practicum/Seminar I in Administration and Supervision*

	Fall 3	Spring
Across 15weeks	EDAM27601 *Practicum/Seminar II in Administration and Supervision*	Walk in Commencement

Suggested Content and Format for the Summary Synthesis Paper
(This paper is expected to be approximately 30-40 pages in length)

This reflective essay is a scholarly product, grounded in the various literatures studied during the program, which summarizes and synthesizes the learning experiences of the student throughout the program.

Introduction (1-2 pages)

In this section, the candidate introduces him/herself, provides some basic background demographic data, and briefly introduces and summarizes the learning experiences, including the internship experience, in which he/she has engaged.

> *(in the pages that follow the candidate can summarize and synthesize his/her learning, by standard, using the following suggested format and sequence)*

Standard (there will be a separate section for the NELP standards. Each section is expected to be approximately 4-5 pages in length)

(a) With regard to the content of this standard, what did the candidate learn?

> *(The candidate describes what he/she learned during the courses and associated learning experiences)*

(b) With regard to assertions of learning introduced immediately above, what evidence empirically demonstrates this learning?

> *(The candidate references and describes various products and artifacts that are included in the portfolio that empirically demonstrate his/her learning. For each standard, the candidate is expected to provide a minimum of three artifacts that empirically demonstrate his/her learning.)*

(c) With regard to the content of this standard, as well as the learning that has already been achieved, what does the candidate think that he/she still needs to learn, and how will such additional learning be achieved?

> *(The candidate briefly describes his/her plan for continuing professional development with regard to the content of this standard)*

Each subsection (a) and (b) should be supported by appropriate references to the scholarly literature to which the candidate has been exposed during the program.

<div align="center">

Summary
Synthesis Paper Guidelines

</div>

This paper is a scholarly product, grounded in the various literatures studied during the program. The paper will follow APA format.

____   Cover Page (APA format)

____   Abstract

____   Introduction (centered, uppercase on new page)

    ____   Introduce the intern, basic background, e.g. experience in education, etc.

    ____   Site and Population (flush left margin, italicized, uppercase and lowercase) site/school demographics

    ____   Summary of Leadership Experiences (flush left margin, italicized, uppercase and lowercase)

    ____   Introduce and summarize the learning experiences within the internship, which the intern was engaged, e.g. initiatives/projects, administrative duties, leadership opportunities.

____   NELP Standards (separate section, centered, uppercase and lowercase on new page)

A school administrator is an educational leader who promotes the success of all students by …

    ____   Standard 1 (flush left margin, italicized, uppercase and lowercase) Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

        (a) What was learned in regard to the content of this standard?
        (b) What empirical evidence demonstrates this learning? Provide reference and a minimum of three artifacts that demonstrate his/her learning.

    ____   Standard 2 (flush left margin, italicized, uppercase and lowercase)
    ____   Standard 3 (flush left margin, italicized, uppercase and lowercase)
    ____   Standard 4 (flush left margin, italicized, uppercase and lowercase)
    ____   Standard 5 (flush left margin, italicized, uppercase and lowercase)
    ____   Standard 6 (flush left margin, italicized, uppercase and lowercase)
    ____   Standard 7 (flush left margin, italicized, uppercase and lowercase)

The intern must include under <u>each</u> standard the information listed in subsection (a), and (b) as listed under Standard 1 and further defined below:

        (a) In regard to the content of the standard, what did the intern learn during the courses and associated learning experiences? Significant knowledge attained, skill developed, and/or improved disposition.

        (b) In regard to assertions of learning introduced above, what evidence empirically demonstrates this learning?

The intern is expected to reference and provide a minimum of three artifacts that empirically demonstrate his/her learning.

(c) In regard to content of this standard, as well as the learning that has already been achieved, what does the candicate think that he/she still needs to learn, and how will such additional learning be achieved?

Each subsection (a) and (b) need to be supported by appropriate references to the scholarly literature to which the intern has been exposed during the program.

Estimated length of this scholarly paper is 30-40 pages, including a cover, abstract and reference pages.

Signature Assignment Requirements and Rubrics

Assessment of Professional Skills
The Leadership Change Project

1. **Description of the Assessment**

    The Leadership of Change Project is designed to show evidence of the candidate's leadership knowledge, skills, and dispositions in the areas of organizational management skills; instructional leadership and supervision skills; planning and facilitation for professional development skills; the ability to engage in effective communication strategies; the ability to lead a continual and sustainable school improvement project; and the ability to advocate for all stakeholders in the larger context.

    During the Practicum and Seminar (internship), candidates implement an authentic leadership of change project that was initially developed during the Building Organizational Capacity course. Candidates must be especially vigilant during the full implementation of the project to address the designated NELP standards. Standard 1.2 .– underdatnd and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation; Standard 2.1 – understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norsm; Standard 2.3 – understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others; Standard 3.3 – undersarnd and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff; Standard 4.4 – undersand and demonstrate the capacity to collaboratively evluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices; Standard 5.1 – understand and demonstrate the capacity to collaboratively engate diverse families in strengthening student learning in and out of school; Standard 5.2 – understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community menbers, partners, and other constituentcies; 5.3 – understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational community, and political contexts when advocating for the nedds of their school and community; Standard 6.1 – understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, governance, and operation system; Standard 6.2 – understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing; Standard 6.3 – understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

    In this assessment, Leadership of Change Project, candidates will use the environmental scan conducted in the Building Organizational Capacity course to implement the instructional improvement project action plan designed in the internship proposal. During the internship, candidates implement the change project, manage the project, use effective organizational, operational, and resource management strategies, and demonstrate effective use of communication strategies to inform all stakeholders. The change project must also involve the parents and school (or district) communities in some fashion; be administered in a professional manner; and recognize the multiple contexts in which schools and districts operate.

    Candidates will prepare a presentation consisting of a PowerPoint at the conclusion of the Leadership of Change project that will be presented to cohort members and university faculty mentor that fully describes the project, results of the project represented by qualitative and quantitative data, learning outcomes, and professional growth and development of the candidate as a result of this project. The presentation should not exceed 30-45 minutes – allowing time for questions and responses.

2. **Alignment of Assessment with Standards:**

The specific NELP/PSEL Standards and elements addressed within the assignment are as follows: NELP 1.2, 2.1, 2.3, 3.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f, 3b, 3d, 3g, 3h, 4a, 4b, 4e, 5e, 7b, 8a, 8b, 8c, 8d, 8e, 8h, 8i, 8j, 9b, 9c, 9d, 9f, 9g, 9h, 10a, 10b, 10d, 10g, 10h, and10j.

University Faculty Assessment of Candidate Performance
In the Development and Presentation of the Change Project for Seminar II EDAM 27601*

Candidate's Name_____

Faculty Initials: _____

NELP/PSEL Standard	How successfully did the candidate clearly demonstrate the acquisition of the knowledge, skills, and dispositions associated with the following standards?	Unsatisfactory (1)	Developing (2)	Proficient (3)	Distinguished (4)
1.2	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.	1	2	3	4
2.1	Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success, and safeguard the values of democracy, equity, and diversity	1	2	3	4
2.1 & 2.3	Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	1	2	3	4
3.3	Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students	1	2	3	4
4.4	Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	1	2	3	4
5.1	Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	1	2	3	4
5.2	Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.	1	2	3	4
5.3	Candidates understand and can advocate for school students, families, and caregivers.	1	2	3	4
6.1 & 6.2	Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	1	2	3	4
6.3	Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	1	2	3	4

* Also to be posted on Tk20

Attachment B5: Scoring Rubric

Component	Unsatisfactory (1)	Developing (2)	Proficient (3)	Distinguished (4)
Collaborative strategies for communicat-ing improvement of educational environment (NELP 1.2 & 6.1)	The candidate's project demonstrated no evidence of a collaborative engagement with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment by bringing together the resources of family and community to positively impact student learning; and there was no use of public information and research based knowledge of issues and trends to establish multiple strategies for collaborating with families and community members.	The candidate's project demonstrated little evidence of collaborative engagement with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment by bringing together the resources of family and community to positively impact student learning; and there was little use of public information and research based knowledge of issues and trends to establish multiple strategies for collaborating with families and community members.	The candidate's project demonstrated some evidence of collaborative engagement with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment by bringing together the resources of family and community to positively impact student learning; and there was adequate use public information and research based knowledge of issues and trends to establish multiple strategies for collaborating with families and community members.	The candidate's project demonstrated clear and compelling evidence of engagement with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment by bringing together the resources of family and community to positively impact student learning; and there was comprehensive use of public information and research based knowledge of issues and trends to establish multiple strategies for collaborating with families and community members.
High ethical standards and acts with integrity and fairness (NELP 2.1)	The candidate's change project demonstrated no evidence of instructional leadership during the implementation of the leadership of change project. In that capacity the candidate	The candidate's change project demonstrated little evidence of instructional leadership during the implementation of the leadership of change project. In that capacity the candidate demonstrated little evidence of high	The candidate's change project demonstrated some evidence of instructional leadership during the implementation of the leadership of change project. In that capacity the candidate demonstrated adequate ethical	The candidate's change project demonstrated clear and compelling evidence of instructional leadership during the implementation of the leadership of change project. In that capacity the candidate demonstrated high

	demonstrated no evidence of high ethical standards, integrity, and fairness that address and apply to all students. The candidate expressed no evidence of sensitivity to student diversity, thoughtful protection of student's legal rights, and no evidence of treating students with dignity and in a confidential manner.	ethical standards, integrity, and fairness that address and apply to all students. The candidate expressed little evidence of sensitivity to student diversity, thoughtful protection of student's legal rights, and little evidence of treating students with dignity and in a confidential manner	standards, integrity, and fairness that address and apply to all students. The candidate included adequate evidence of sensitivity to student diversity, thoughtful protection of student's legal rights, and adequate evidence of treating students with dignity and in a confidential manner.	ethical standards, integrity, and fairness that address and apply to all students. The candidate included clear and compelling evidence of sensitivity to student diversity, thoughtful protection of student's legal rights, and convincing evidence of treating students with dignity and in a confidential manner.
Reflective practice and ethics (NELP 2.1 & 2.3)	The candidate's change project exhibited inadequate leadership and failed to model principles of self-awareness, reflective practice, transparency, and ethical behavior related to their internship role within the school. The candidate's project failed to include compelling evidence of thoughtful protection of the ethical and legal rights of staff, students, parents and community.	The candidate's change project exhibited little leadership and failed to model principles of self-awareness, reflective practice, transparency, and ethical behavior related to their internship role within the school. The candidate's project included little compelling evidence of thoughtful protection of the ethical and legal rights of staff, students, parents and community.	The candidate's change project exhibited adequate leadership when modeling principles of self-awareness, reflective practice, transparency, and ethical behavior related to their internship role within the school. The candidate's project included adequate evidence of thoughtful protection of the ethical and legal rights of staff, students, parents and community.	The candidate's change project exhibited outstanding leadership by modeling principles of self-awareness, reflective practice, transparency, and ethical behavior related to their internship role within the school. The candidate's project included clear and compelling evidence of thoughtful protection of the ethical and legal rights of staff, students, parents and community.
Safeguarding democracy, equity, and diversity (NELP 2.1)	The candidate's change project demonstrated little to no leadership traits and was unable to safeguard the	The candidate's change project demonstrated inadequate leadership traits and was unable to safeguard the values of democracy,	The candidate's change project demonstrated adequate leadership traits required to safeguard the values of democracy, equity,	The candidate' change project demonstrated outstanding leadership traits required to safeguard the values of democracy, equity,

	values of democracy, equity, and diversity as evidenced in the decision-making process. The candidate's project included inadequate evidence of respect for the rights of students, staff, parents and community through confidentiality and respect; and failed to demonstrate impartiality and sensitivity to student diversity and ethical considerations and was unable to adequate explain decisions involved in the creation of the project on the basis of ethical and legal principles.	equity, and diversity as evidenced in the decision-making process. The candidate's project included inadequate evidence of respect for the rights of students, staff, parents and community through confidentiality and respect; and failed to demonstrate impartiality and sensitivity to student diversity and ethical considerations and was unable to adequate explain decisions involved in the creation of the project on the basis of ethical and legal principles.	and diversity as evidenced in the decision-making process. The candidate's project included adequate evidence of respect for the rights of students, staff, parents and community through confidentiality and respect; and adequately demonstrated impartiality, and sensitivity to student diversity and ethical considerations and explained decisions involved in the creation of the project on the basis of ethical and legal principles.	and diversity as evidenced in the decision-making process. The candidate's project included clear and compelling evidence of respect for the rights of students, staff, parents and community through confidentiality and respect; and demonstrated impartiality, and sensitivity to student diversity and ethical considerations and explained decisions involved in the creation of the project on the basis of ethical and legal principles.
Protect the welfare and safety of students (NELP 3.3)	The candidate's project demonstrated no evidence of an understanding of school based policies and procedures to protect the welfare and safety of students, and the ability to optimize the learning environment for all students by applying appropriate models and	The candidate's project demonstrated little evidence of an understanding of school based policies and procedures to protect the welfare and safety of students, and the ability to optimize the learning environment for all students by applying appropriate models and principles to policies and guidelines with attention to indicators of equity, effectiveness, efficiency, student	The candidate's project demonstrated some evidence of the ability to understand school based policies and procedures to protect the welfare and safety of students, and the ability to optimize the learning environment for all students by applying appropriate models and principles to policies and guidelines with attention to indicators of equity, effectiveness, efficiency, student	The candidate's project demonstrated clear and compelling evidence of the ability to understand school based policies and procedures to protect the welfare and safety of students, and the ability to optimize the learning environment for all students by applying appropriate models and principles to policies and guidelines with attention to indicators of equity, effectiveness,

	principles to policies and guidelines with attention to indicators of equity, effectiveness, efficiency, student learning, safety, and curriculum and instruction. The project allowed no opportunity to protect the welfare and safety of students.	learning, safety, and curriculum and instruction. The project allowed little opportunity to protect the welfare and safety of students.	learning, safety, and curriculum and instruction. The project allowed limited opportunity to to protect the welfare and safety of students.	efficiency, student learning, safety, and curriculum and instruction. The project allowed the full opportunity to protect the welfare and safety of students.
Assess and adapt to emerging trends in education (NELP 4.4)	The candidate's change project exhibits little to no ability to adequately anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies as demonstrated in the action plans and rationale for the change project. The candidate's project provides no evidence of the ability to advocate for policies and programs that promote the success of all students and families. The project provides no opportunity to engage the school community in advocating for change.	The candidate's change project exhibits little ability to adequately anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies as demonstrated in the action plans and rationale for the change project. The candidate's project provides little evidence of the ability to advocate for policies and programs that promote the success of all students and families. The project provides little opportunity to engage the school community in advocating for change.	The candidate's change project exhibits an ability to adequately anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies as demonstrated in the action plans and rationale for the change project. The candidate's project provides adequate evidence of the ability to advocate for policies and programs that promote the success of all students and families. The project provides adequate opportunity to engage the school community in advocating for change.	The candidate's change project exhibits a clear and exemplary ability to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies as demonstrated in the rationale for the change project. The candidate's project provides clear and compelling evidence of the ability to advocate for policies and programs that promote the success of all students and families. The project provides sufficient opportunity to engage the school community in advocating for change.
Building and sustaining	The candidate's change project	The candidate's change project	The candidate's change project	The candidate's change project

positive school relationships with families and caregivers (NELP 5.1)	demonstrated no evidence of an understanding of the specific communication strategies used that engage all stakeholders in school programs that create a sense of connectedness and ownership with the school, and shows parental involvement in the learning activities of their children. The candidate showed no evidence of knowledge of ways to bring together the resources of family and community to positively impact student learning and demonstrated no multiple, relevant, and public information based ways to involve parents and community. The project provided no evidence of knowledge of strategies to involve families in the education of their children as well as ways to involve families and other stakeholders in decision-making.	demonstrated little evidence of an understanding of the specific communication strategies used that engage all stakeholders in school programs that create a sense of connectedness and ownership with the school, and shows parental involvement in the learning activities of their children. The candidate showed little evidence of knowledge of ways to bring together the resources of family and community to positively impact student learning and demonstrated little multiple, relevant, and public information based ways to involve parents and community. The project provided little evidence of knowledge of strategies to involve families in the education of their children as well as ways to involve families and other stakeholders in decision-making.	demonstrated some evidence of an understanding of the specific communication strategies used that engage all stakeholders in school programs, that creates a sense of connectedness and ownership with the school, and shows parental involvement in the learning activities of their children. The candidate showed some evidence of knowledge of ways to bring together the resources of family and community to positively impact student learning and demonstrated multiple, relevant, and public information based ways to involve parents and community. The project provided some evidence of knowledge of ways to involve families in the education of their children as well as ways to involve families and other stakeholders in decision-making.	demonstrated clear and compelling evidence of an understanding of the specific communication strategies used that engage all stakeholders in school programs, creates a sense of connectedness and ownership with the school, and shows parental involvement in the learning activities of their children. The candidate showed clear and compelling evidence of knowledge of ways to bring together the resources of family and community to positively impact student learning and demonstrated multiple, relevant, and public information based ways to involve parents and community. The project provided clear and compelling evidence of knowledge of ways to involve families in the education of their children as well as ways to involve families and other stakeholders in decision-making.
Mobilize community resources within	The candidate's project demonstrated no	The candidate's project demonstrated little evidence of an	The candidate's project demonstrated some evidence of an	The candidate's project demonstrated clear and compelling

the school community (NELP 5.2)	evidence of an understanding of community resources and failed to promote an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community. The candidate demonstrated no ability to become involved with varying groups in the community to better understand community conditions and dynamics. The candidate demonstrated no leadership in working with multiple programs that focus on serving students with special and exceptional needs. The candidate demonstrated no strategies for capitalizing on diversity.	understanding of community resources and failed to promote an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community. The candidate demonstrated little ability to become involved with varying groups in the community to better understand community conditions and dynamics. The candidate demonstrated little leadership in working with multiple programs that focus on serving students with special and exceptional needs. The candidate demonstrated little if any strategies for capitalizing on diversity.	understanding of community resources and promotes an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community. The candidate demonstrated an adequate ability to become involved with varying groups in the community to better understand community conditions and dynamics. The candidate demonstrated adequate leadership in working with multiple programs that focus on serving students with special and exceptional needs. The candidate demonstrated a few strategies for capitalizing on diversity.	evidence of an understanding of community resources and promotes an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community. The candidate demonstrated the ability to become involved with varying groups in the community to better understand community conditions and dynamics. The candidate demonstrated leadership in working with multiple programs that focus on serving students with special and exceptional needs. The candidate demonstrates multiple strategies for capitalizing on diversity.
Advocacy for all stakeholders in the larger context (NELP 5.3)	The candidate's change project demonstrated little to no ability to lead effectively in a culturally responsive school environment that provides support for marginalized students. The project fails to include professional learning activities	The candidate's change project demonstrates an inadequate ability to lead effectively in a culturally responsive school environment that provides support for marginalized students. The project includes little professional learning activities representative of the integration of	The candidate's change project demonstrates an adequate ability to lead effectively in a culturally responsive school environment that provides support for marginalized students. The project includes adequate professional learning activities representative of the integration of	The candidate's change project demonstrates a clear and compelling ability to lead effectively in a culturally responsive school environment that provides support for marginalized students. The project includes professional learning activities representative of the integration of activities designed to

	representative of the integration of activities designed to provide advocacy on a larger context for all students by demonstrating effective communication and collaboration with all stakeholders.	activities designed to provide advocacy on a larger context for all students by demonstrating effective communication and collaboration with all stakeholders.	activities designed to provide advocacy on a larger context for all students by demonstrating effective communication and collaboration with all stakeholders.	provide advocacy on a larger context for all students by demonstrating effective communication and collaboration with all stakeholders.
Efficient use of human, fiscal, and technological resources (NELP 6.1 & 6.2)	The candidate's project demonstrated no evidence of the ability to efficiently use human, fiscal and technological resources to manage school operations during the implementation of the change project. There was no evidence that the project promoted and supported a safe and effective learning environment. The project allowed no opportunity to develop the efficient use of human, fiscal, and technological resources	The candidate's project demonstrated little evidence of the ability to efficiently use human, fiscal and technological resources to manage school operations during the implementation of the change project. There was little evidence that the project promoted and supported a safe and effective learning environment. The project allowed little opportunity to develop the efficient use of human, fiscal, and technological resources	The candidate's project demonstrated some evidence of the ability to efficiently use human, fiscal and technological resources to manage school operations during the implementation of the change project. The project promoted and supported a safe and effective learning environment. The project allowed limited opportunity to develop the efficient use of human, fiscal, and technological resources	The candidate's project demonstrated clear and compelling evidence of the ability to efficiently use human, fiscal and technological resources to manage school operations during the implementation of the change project. The project promoted and supported a safe and effective learning environment. The project allowed the opportunity to develop the efficient use of human, fiscal, and technological resources .
Decisions affecting student learning (NELP 6.3)	The candidate's change project exhibits little to no ability to influence local, district, state, and national decisions affecting student learning in a	The candidate's change project exhibits an inadequate ability to influence local, district, state, and national decisions affecting student learning in a school environment. The	The candidate's change project exhibits an adequate ability to influence local, district, state, and national decisions affecting student learning in a school environment. The	The candidate's change project exhibits a clear and compelling ability to influence local, district, state, and national decisions affecting student learning in a school

	school environment. The candidate's project failed to show evidence of the ability to communicate effectively with the school community regarding issues and failed to recommend change or maintenance of an ongoing dialogue with the school community.	candidate's project showed little evidence of the ability to communicate effectively with the school community regarding issues and little evidence to recommend change or maintenance of an ongoing dialogue with the school community.	candidate's project demonstrated adequate evidence of the ability to communicate effectively with the school community regarding issues and recommended change and adequately included maintenance of an ongoing dialogue with the school community.	environment. The candidate's project demonstrated clear and compelling evidence of the ability to communicate effectively with the school community regarding issues and recommended change and included maintenance of an ongoing dialogue with the school community.

Section IV

NELP and PSEL Standards

PSEL Standards

Standard 1.0: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.
a. Develop an educational mission for the school to promote the academic success and well-being of each student.
b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such   success.
c. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
d. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
g. Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 2.0: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
a. Act ethically and professionally in personal conduct, relationships with others, decisionmaking, stewardship of the school's resources, and all aspects of school leadership.
b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
c. Place children at the center of education and accept responsibility for each student's academic success and well-being.
d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 3.0: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
g. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
h. Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4.0: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.
a. Implement coherent systems of curriculum, instruction, and assessment that promote   the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and   personalized.
e. Promote the effective use of technology in the service of teaching and learning.
f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction

Standard 5.0: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.
a. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each   student.
d. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional   development.
e. Cultivate and reinforce student engagement in school and positive student conduct.
f. Infuse the school's learning environment with the cultures and languages of the school's community.

Standard 6.0: Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.
a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective   faculty.
b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Standard 7.0: Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.
a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
h. Encourage faculty-initiated improvement of programs and practices.

Standard 8.0: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.
a. Are approachable, accessible, and welcoming to families and members of the community.
b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
e. Create means for the school community to partner with families to support student learning in and out of school.
f. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

g. Develop and provide the school as a resource for families and the community.
h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
i. Advocate publicly for the needs and priorities of students, families, and the community.
j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9.0: Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.
a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
d. Are responsible, ethical, and accountable stewards of the school's monetary and non- monetary resources, engaging in effective budgeting and accounting practices.
e. Protect teachers' and other staff members' work and learning from disruption.
f. Employ technology to improve the quality and efficiency of operations and management.
g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
j. Develop and manage productive relationships with the central office and school board.
k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Standard 10.0: Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.
a. Seek to make school more effective for each student, teachers and staff, families, and the community.
b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

NELP Builing Level Standards
Standard 1.0: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2.0: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3.0: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior

support practices among teachers and staff.

Standard 4.0: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5.0: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6.0: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7.0: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Standard 8.0: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

8.1 Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.

8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting. Component

8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.