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This handbook is provided for informational purposes only and should not be construed as the basis of a contract between a student and the University of Alaska Anchorage. Although every effort is made to ensure its correctness, regulations of the university and this program’s requirements change from time to time during the period any student is attending the University of Alaska Anchorage; to the extent, there is a conflict between this handbook and the university policies, regulations, rules, or procedures, the university policies, regulations, rules, or procedures will control.
Introduction to the Internship

Welcome to the intern year of the UAA Educational Leadership (EDL) program! This handbook contains information to assist the intern and the school internship supervisor during the internship experience. If there are additional questions or a need for further guidance, please contact your EDL program advisor as listed below, or Dr. Ginger L. Blackmon, Program Lead at 907-351-2959.

Internship Advisors: Academic Year 2022-2023

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Program Location</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ginger L. Blackmon</td>
<td>Program Lead, Advisor</td>
<td><a href="mailto:glblackmon@alaska.edu">glblackmon@alaska.edu</a></td>
<td>907-351-2959</td>
<td>Admin 103E</td>
</tr>
<tr>
<td>Dr. Ed McLain</td>
<td>LKSD, NSBSD, SWRSD, YKSD</td>
<td><a href="mailto:emclain@alaska.edu">emclain@alaska.edu</a></td>
<td>907-952-894</td>
<td>Admin 103</td>
</tr>
<tr>
<td>Margo Bellamy</td>
<td>ASD, FNBSD, Haines, KPBSD, Kodiak, Lake &amp; Penn, Mat-Su</td>
<td><a href="mailto:mbellam1@alaska.edu">mbellam1@alaska.edu</a></td>
<td>907-903-9820</td>
<td>Admin 101R</td>
</tr>
</tbody>
</table>

Admission Criteria

Admission to the Educational Leadership Intern Program

Before applying to the internship, students must be admitted to the School of Education, Educational Leadership program as a master's degree or graduate certificate candidate.

Applications

Applications are accepted during the spring semester. Interns are accepted after completing all coursework with a minimum overall grade point average of 3.0, a 2.0 average score on the writing assessment, a 54 (80%) score on the EDL Program Assessment #1 Comprehensive Exam, and completion of the EDL Dispositional Assessment. The internship experience should begin any time after school internship supervisor (principal) reports for duty, anywhere from mid-July early August.

Enrollment

Concurrent enrollment in EDL 692A/B and EDL 695 is required. All coursework leading up to the internship experience must be completed with a 3.0 overall GPA.

Intern Site Selection

In most instances, the intern must arrange for an internship site(s) and school internship supervisor(s). As some districts are actively involved in the approval of administrators approving administrative internship placements, Program faculty will work collaboratively with interns and districts to determine finalize internship supervisors.
The UAA EDL program leads to a K-12 Type B Administrative Credential in the state of Alaska. Therefore, Interns must arrange for two schools and two principal school internship supervisors (elementary/secondary). If the intern is in a K-12 setting, this will serve as a dual placement.

The EDL faculty review all components of the internship application to ensure the applicant has met the learning and dispositional expectations of the developmental year. Questions or concerns about the internship site or the school internship supervisor(s) must be resolved before beginning the internship experience.

Required Text

Purpose of the Internship
The primary purpose of the Educational Leadership Internship Program is to provide candidates, under the supervision of knowledgeable and expert practitioners, in multiple and diverse school settings, the opportunity to synthesize and apply the skills and knowledge identified by the National Educational Leadership standards. Further, the internship provides candidates with coherent, authentic, and sustained experiences that approximate the full range of responsibilities required of school building-level leaders. Moreover, the internship experience enables them, under the supervision of a school internship supervisor, to promote the current and future success and well-being of each student and adult in their school.

Throughout the program of study, the intern has strived to meet or exceed the proficiencies of the National Educational Leadership Preparation – Building (NELP) standards, as established by the National Policy Board for Educational Administration (NPBEA). The pre-service standards prepare future building-level leaders to meet and exceed the Alaska Administrators Standards (Standards for Alaska’s Administrators, 1997), the Alaska Cultural Standards for Educators, the International Society for Technology in Education – Administrators, The Council of Accreditation for Education Professionals Six (6) Generic Skills and the Professional Standards for Educational Leaders (PSEL).

The UAA EDL intern program focuses more on the leadership experiences and critical self-reflection and less on ‘clocking hours.’ Amassing hours is a requirement of the internship; the hours are documented through NELP-aligned activities, experiences, and reflection. The internship field experience is required for an Alaska Type B Administrative Certificate.
Roles and Responsibilities

The Intern

It is the expectation that the intern will provide documentation that demonstrates the performance of activities that meet the minimum expectations of the EDL intern program and appropriate licensure. In addition to the “Roles and Responsibilities” section in the required textbook (pages 105-106), specific EDL expectations are outlined below.

*Maintain professionalism within the policies and priorities of the district.* The intern will adhere to the Alaska Code of Ethics of the Education Profession. The code of ethics serves as a basis for all behaviors and interactions within the administrative regulations of their district. Interns should dress professionally (confer with your school internship supervisor for guidance).

The intern is expected to observe change processes in action in their schools and may have philosophical differences with the leaders they observe. The intern may be subjected to staff and stakeholder concerns due to a change process. The intern should communicate clearly and often about matters privately and professionally with their school internship supervisor to learn and reflect.

- *Maintain professionalism on all social media.* Interns should have a social media presence; however, be judicious and thoughtful in posting content.
- *Suspend union leadership positions.* Although union leadership positions often provide leadership development, it is best suspended in the intern year. Stepping into school leadership while maintaining union leadership is a conflict, at best, of priorities and confusing to the school community.
- *Maintain university requirements and submit all assignments on time.* The intern is responsible for providing evidence and documentation for program and certification requirements. Turning in assignments is equivalent to submitting reports once in the field and should be treated as a priority.
- *Practice appropriate online etiquette:* Follow all class norms/agreements. Mute your mic when not speaking (unless otherwise directed) and keep the camera on during class discussions and presentations.
- *Facilitate visits for the internship advisor.* The intern will facilitate a minimum of two visits (on-site or virtual) with their internship advisor and school internship supervisor. The site visit should include a meeting with the school internship supervisor, intern, and internship advisor and, if possible, an observation opportunity for the internship advisor. The observation can consist of a staff meeting of any size, a scheduling meeting, hallway/lunch/recess supervision, working with parents or other community in some manner, or other activities as deemed appropriate.
- *Be present, punctual, proactive, and positive.* The intern will be scheduling activities with the school internship supervisor and taking direction to ensure you are engaged in coherent, authentic, and sustained experiences that approximate the full range of responsibilities required of school building-level leaders. The expectation is that the intern will follow through in all activities without exception.
The School Internship Supervisor

The school internship supervisor assigns the internship work, supervises the intern, and coordinates the intern’s work. Further, the school internship supervisor serves as a role model, coach, and school internship supervisor. The intern should experience, through observation and direct implementation, most of the leadership responsibilities of the school administrator(s). In addition to the “Roles and Responsibilities” section in the intern’s required textbook (pages 107-109), which the intern will share with you), specific EDL Program expectations are outlined below.

- **Understand the intern’s professional growth plan (PGP) and implementation.** The school internship supervisor and the intern should review the intern’s current professional growth plan as early as possible to identify new goals and learning experiences that the intern will meet within the intern year. The PGP goals are aligned with the disposition of effective leaders from the Educational Leadership Dispositions Assessment (EDLDA) and several of the components from the NELP Standards (pgs. 30-33). All activities and experiences are ‘negotiable’ to capitalize on the school internship supervisor’s strengths, school needs, and the intern’s needs. The required text outlines a various activity (pgs. 51-103). These activities will guide the breadth and depth of experiences during the internship. Directions for The School Improvement/Capstone Project are found in the “Internship Assessments and Form” section.

- **Supervise and advise the intern on the School Improvement/Capstone Project as outlined in the Program Key Assessment 3: Instructional Leadership Skills in the “Internship Assessments and Forms” section.** The school internship supervisor must understand that the School Improvement/Capstone Project is an action research project with the desired outcome of raising student achievement.
  - The biggest challenge for some school internship supervisors is delegating full leadership responsibility of some activities. Delegation might look like the following.
    - A teacher in charge role (per negotiated agreements)
    - Leading the implementation of a school-wide goal
    - Leading the implementation of a new system/program in the school (Evaluation models, Positive Behavioral Interventions and Supports programs, technology implementation, etc.)

- **Provide feedback to both the intern and the internship advisor.** The ongoing nature of the intern’s growth is most important in the context of learning directly in the school community. The school internship supervisor should provide constructive feedback to the intern about growth challenges and opportunities as soon as possible. The debriefing of meaningful learning events should happen in real-time. Setting aside a weekly meeting is highly suggested.
  - There should also be ongoing conversations with the supervisor via phone, email, and conferencing tools about intern growth, in addition to the two formal visits (on-site or virtual) scheduled by the intern.

- **Perform mid-term and final evaluations of the intern in the Watermark SLL Assessment Management System.** The evaluation form (page 20) is aligned with the twenty-two components (22) of NELP Standard/Components. Using the
professional growth plan is an excellent starting point for the discussion as it provides a process for ongoing development and should be reflected in an evaluation of the intern’s skills and knowledge.

Note: The EDL program uses the mid-term evaluation along with previous feedback, on-site/virtual supervision notes, documented conversations, and EDL program data to determine if the intern proceeds to the second semester of the internship program. The final evaluation also uses the above considerations before providing the Program Verification form to the state for certification.

The Internship Advisor
The internship advisor’s role is to provide collegial and individual support to the intern and provide a bridge between the school internship supervisor and intern for problem-solving issues, questions, or concerns that might occur—additionally, the internship advisor facilitates on-going reflection of the internship experience. In addition to the “Roles and Responsibilities” section in the required textbook (pages 106-107), specific EDL program expectations are outlined below.

- **Inform the school internship supervisor and intern about the procedures and roles of the intern year.** As EDL is continuously updating and honing the internship to ensure the best outcomes for aspiring school leaders, the program advisor must continually appraise the school internship supervisor and intern of the details of the intern year, as well as provide navigation during the year.

- **Provide outreach and feedback to the school internship supervisor and intern.** The internship advisor knows the precarious perch between being available and being intrusive. To that end, periodic check-ins with both the school internship supervisor and the intern may be scheduled but will be planned around the school internship supervisor’s availability. The program advisor may use any means available to check-in solely with the intern and may have preferred methods for check-ins via web-conference tools, communication apps, etc.
  - The intern facilitates a minimum of two visits (on-site or virtual) [one in the fall and one in the spring], which are required by the EDL program, with the school internship supervisor’s availability. The site visits are an opportunity to clarify roles and responsibilities, determine the intern's growth, and observe the intern in action as appropriate. These visits also provide the program advisor with current opportunities and challenges in the field to build learning experiences for both EDL candidates and the intern.

- **Assist and share credit and learning opportunities.** The program advisor is chosen carefully for their prior experience as a school administrator and expertise in educational research and community service. Operating as a representative of UAA, the program advisor is willing to provide any additional assistance to the school internship supervisor, which may be desired. There may be opportunities for other credits for the school internship supervisor through UAA’s Office of Professional and Continuing Education (PACE). The program advisory will alert the school internship supervisor and intern to any other learning and credit opportunities.

- **Provide a mid-term evaluation of the intern in the Watermark SLL Assessment Management System.** Interns move into the second semester of the internship by
demonstrating progress towards meeting all of the NELP standards, the Educational Leadership Dispositions, and the EDL program requirements as outlined in this handbook. The mid-term is a critical decision point preceded by on-site/virtual observations, documented communication, and prior assistance.

- Provide the final recommendation for the appropriate certification of the intern. The program advisor’s ultimate responsibility is to certify that the intern has completed the required hours, provided the necessary documents, and completed program requirements. The program advisor will confer with the school internship supervisor on the final assessments. However, the program advisor is the authorized person to make the recommendation to the state.

Stages of the Internship
The following figure shows a suggested timeframe in the stages of the internship. The arrow in the depiction indicates moving from pre-service interns to in-service candidates. (These stages are adapted for EDL from the required text, pages 2-3.)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing</td>
<td>Participating</td>
<td>Initial Leading</td>
<td>Independent Leading</td>
</tr>
<tr>
<td>Being exposed to leadership work</td>
<td>Assisting and collaborating in the leadership task</td>
<td>Taking responsibility for leadership tasks, with oversight</td>
<td>Becoming more independent in leadership responsibilities</td>
</tr>
<tr>
<td>10-20% of internship</td>
<td>20-30% of internship</td>
<td>40-50% of internship</td>
<td>20-30% of internship</td>
</tr>
</tbody>
</table>

The stages are briefly described below as an overview. The “Internship Assessments and Forms” section contains a detailed planning form.

Assessment & Preparation (Cross-Cutting Themes): (Mid-July – Early August)

- Read the “Introduction” (pgs. 1-9) from the required text pages to understand the components and developments processes of the internship.
- Review the Cross-Cutting Themes.
- School internship supervisor and intern: review Professional Growth Plan
  - identify 8 of the 15 dispositions for targeted growth during the fall semester and
  - the remaining 7 of 15 dispositions for targeted growth during the spring semester.
Stage I: Internship Assessment – Score and discuss assessment in the Appendix of the required text.
   - Appendix A.1 NELP Standards Pre- and Post- Self-Assessment (pg. 121-128)
   - Appendix A.2 Dispositions Assessment (pgs. 129-130)

- Begin identifying and planning the School Improvement/Capstone Project (highly encourage the use of the SIP/Capstone Planning Form Tool (Handbook pg. 17)
- Create a draft resume (required text: Appendix A.3, pgs. 131-138).
- Begin to record insights about your experiences and learning in a reflective journal.

Plan: (begin in Mid-August)

- School internship supervisor and intern: develop a plan of activities to address each skill/knowledge area outlined in the required text (pgs. 51-103 and complete the activity planning form for fall. The plan must address 11 of the 22 NELP Standard/Components (the other 11 will be addressed in the spring)
  - Activities can be selected from suggested or developed related activities approved by the Internship Advisor.
  - Discuss a plan for addressing/incorporating the cross-cutting themes into the planned activities for fall and spring.
- Continue planning of the School Improvement/Capstone project with the school internship supervisor.
- Compile a list of contacts you want to work with, observe, and interview to support the activities identified in the plan.
- Start the “Internship Log” in the Watermark Student Licensure and Learning (SLL) Assessment Management System

Implement: (late August – late April)

- Start to log experiences and activities in the Watermark SLL.
- Perform chosen activities (from pgs. 51-103 in the required text). Submit activities in Bb as outlined in the syllabus
- Complete activity planning form for spring – including a plan to address/incorporate the cross-cutting themes.
- Critical self-reflection and feedback loops from the school internship supervisor and internship advisor should be embedded in the work during this time.
- Maintain a reflective journal/be prepared to share in seminar sessions.
- Adjust your plan as needed to meet the school's needs or as required by the school internship supervisor and internship advisor.
- Career preparation- finalize resume, letter of application, interview skills/practice.
Evaluation: (ongoing & late April)

- Complete “Internship Log.”
- Complete required Internship Assessments
- Complete the self-evaluations: Internship Evaluation, the EDLDA, and the DOL
- Develop a transitional Professional Growth Plan based on the EDLDA self-evaluation.

Internship Requirements
Interns are solely responsible for managing and timely submission of the necessary documents. Some forms provided in the Internship Assessments and forms section also have word versions for ease of use. All Internship Assessments must be submitted to the Watermark SLL Assessment Management System.

Registration and Start Date
Concurrent enrollment in the internship (EDL 695) and seminar (EDL 692A – Fall, EDL A692B - Spring) is required. Many principals report to work in July; the intern may start recording hours in the Watermark SLL log from mutually agreed upon activities if registered for EDL 695 and 692A.

EDL A692A/B and EDL A695 are Pass/Fail courses.

EDL A692A/B - You must earn 80% of the total points in the seminar to receive a passing grade. (in addition to required assignments, attendance and participation points for each session are assigned in the seminar course)

EDL A695 – To receive a passing grade, you must score an average of 2.0 on each Key-Program Assessment #3-#, and the Internship Evaluation. You must also complete the EDLDA and DOL.

Reflective Journal
The intern will maintain a journal, as described on page 12 of this handbook.

Internship Log
The intern will log hours from activities and experiences from intern-related work to meet the required 270 hours. (primary level: 80% = 216 hours; secondary level: 20% = 54 hours) *

*(Level describes – Elementary K-6 or Secondary 7-12)

- 135 hours of intern-related work will be completed (and logged) each semester. (80% - 108, 20% = 27). Hours must be recorded into the Watermark SLL log weekly (approximately 8 hours per week is required)
- School internship supervisors and interns are encouraged to think about quality experiences that foster breadth and depth of learning.
- Teacher in charge hours, before and after school times, stakeholder meetings, leadership team members, and conference hours are appropriate, but a department chair might not be. Your internship advisor will assist you in determining appropriate documentation of hours.
Professional Growth Plan
The Professional Growth Plan form will be used to develop a collaborative plan with the school internship supervisor. The Professional Growth Plan is derived from the reflection of the intern’s existing plan and the most current self-assessment on the EDLDA, focusing on actionable items embedded in the required activities and the school improvement/capstone project.

The Watermark Student Licensure and Learning (SLL) Assessment Management System
The intern will upload/input the following items into the Watermark SLL Assessment Management System. See the Internship Assessments and Forms section for documents detailing the following assessments.

Program Key Assessments (PKA)
PKA 3: Instructional Leadership Skills (School Improvement/Capstone Project)
PKA 4: Leadership and Management within a Field-Based Setting
PKA 5: Support an Effective P-12 Student Learning Environment (Equity Audit)
PKA 6: Family and Community Relations (Sparrow Case Study – Post)

The School Improvement/Capstone Project
The School Improvement/Capstone Project (SIP) is a significant internship component. The SIP is a specific and targeted school and student achievement plan using action research to address a problem of practice targeted at raising student achievement. The school internship supervisor and internship advisor must provide initial approval before the intern proceeds to implement the project.

The internship advisor will meet with the school internship supervisor and the intern for collaboration on the School Improvement/Capstone Project and sign off the agreement form(submitted to EDL A692A Blackboard) by September 15, 2021.

Artifacts
Artifacts associated with the School Improvement/Capstone Project are tangible evidence of activities related to the SIP. They are created by or designed/compiled by the intern to support the continuous improvement work outlined in the School Improvement Project. These artifacts are to be included in the final report as Appendices.

Educational Philosophy/Vision and Theory of Action
As part of the School Improvement/Capstone Project, the intern will include an opening that articulates their educational philosophy that provides for:

• A leadership theory that influences their leadership style
• Instructional best practices for student success
• Human capacity building
• Resource management
• Practices for continuous improvement
• Ethical theory of action
<table>
<thead>
<tr>
<th>ITEM</th>
<th>SUBMISSION LOCATION</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log of Hours</td>
<td>Watermark SLL</td>
<td>On-going (~8 per week) December 10, 2022 (135 hrs.) May 1, 2023 (135 hrs.)</td>
</tr>
<tr>
<td>Intern Evaluation</td>
<td>Watermark SLL</td>
<td>December 10, 2022 (Mid-Point) May 1, 2023 (Final)</td>
</tr>
<tr>
<td>Professional Growth Plan</td>
<td>Blackboard</td>
<td>August 30, 2022 (Initial Plan) January 17, 2023 (Updated Plan) May 1, 2023 (Final/Transition Plan)</td>
</tr>
<tr>
<td>Intern Activities/Evidence</td>
<td>Blackboard</td>
<td>Plan of Activities Due September 12, 2022 (Fall) January 30, 2023 (Spring) Submitted to Bb - 2 activities – every other week (Total 22)</td>
</tr>
<tr>
<td>School Improvement/Capstone Agreement/Acknowledgement Form</td>
<td>DocuSign</td>
<td>October 01, 2022</td>
</tr>
<tr>
<td>School Improvement/Capstone Planning form. Part I &amp; II</td>
<td>Due at same time as Agreement/Acknowledgement Form</td>
<td>October 01, 2022</td>
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<tr>
<td>Curriculum Vitae</td>
<td>Blackboard</td>
<td>October 31, 2022 (Draft) February 28, 2023 (Final)</td>
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<td>Philosophy/Vision (Draft)</td>
<td>Blackboard</td>
<td>October 31, 2022</td>
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<td>Literature Review (Draft)</td>
<td>Blackboard</td>
<td>December 10, 2022</td>
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<td>PKA 3: Instructional Leadership Skills (School Improvement/Capstone Project)</td>
<td>Watermark SLL</td>
<td>May 1, 2023</td>
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<tr>
<td>PKA 4: Leadership and Management within a Field-Based Setting (Activities)</td>
<td>Watermark SLL</td>
<td>April 10, 2023</td>
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<tr>
<td>PKA 5: Leadership Skills to Support an Effective P-12 Learning Environment (Equity Audit)</td>
<td>Watermark SLL</td>
<td>January 31, 2023</td>
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<tr>
<td>PKA 6: Family and Community Relations (Case Study)</td>
<td>Watermark SLL</td>
<td>Assessment distributed: March 1, 2023 Submission Due: March 30, 2023</td>
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<tr>
<td>PKA 7: EDL Disposition Assessment</td>
<td>Watermark SLL (Pre &amp; Post w PGP)</td>
<td>Assessment distributed: April 1, 2023 Submission Due: April 15, 2023</td>
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<tr>
<td>Graduation/Hooding Application Steps to Graduation Doc – to be found in Blackboard (early March)</td>
<td>Verify Application Submission in Blackboard</td>
<td>April 1, 2023</td>
</tr>
<tr>
<td>State Approved Verification Form Survey Request, Verification Form sent directly to DEED 4 to 6 weeks are degree posts</td>
<td>Verify Survey Completion in Blackboard</td>
<td>April 1, 2023</td>
</tr>
</tbody>
</table>
Reflective Inquiry Journal
The interns will create a journal in a style and format and choosing of their choosing. The entries in the journal are to be aligned with the intern’s Professional Growth Plan as well as capture the intern’s critical reflections, critical incidents and other experience that are most influential in the intern’s leadership development. The program advisor may request that the intern’s share from their journal during class and may assign various reflection journal topics in your journal and may ask to see the intern’s journal during on-site/virtual visits.

The internship advisor will guide readings and reflections from the “Skill and Performance Activities: Beyond the Standards” section in your required text, pages 51-103. The “Reflection in Action” section, pages 116-117, will form the foundation of your journal/seminar topics.

The journal is an important document and is used for unpacking experiences in the seminar and meetings with your supervisor and school internship supervisor. (Begin to use in the Assessment and Preparation phases – see pg. 10)

Critical Reflections
Using your reflective journal as the source, pullout a critical incident that demonstrates your experience and/or collaboration with your school internship supervisor on your topics. (i.e. social justice, relationships, shared/vision decision-making, facilitating staff meetings, etc.) You will sign up to share on a assigned topic during the first seminar class meeting.

Critical Incident – A critical incident need not be a dramatic event, it should be an incident which has significance for you. It is often an event which made you stop and think, or one that raised questions for you. It may have made you question an aspect of your belief, values, attitude or behavior.

Required Intern Activities/Evidence
Interns, with their school internship supervisor, are to design a plan for at least two activities to be completed/submitted every other week that address each of the 22 components across the seven (7) NELP Standards. It is recommended that the activities found on pages 51-103 in the required text, are used as your guide. These activities serve as bases for Hot Topics, Intern Log of Hours, and experiences outlined in Program Key Assessment (PKA 4): Leadership and Management with a Field-Based Setting.

Internship Log
The primary reason for amassing intern hours was to provide evidence of meeting minimal state requirements for certification. While that still holds, it is also a program requirement that the hours provide evidence of meeting the NELP standards in context, as well as a critical artifact of what an administrative year looks like. The goal is to amass hours across the component of each standard as well as show a broad range of field experiences for an entire year.

Internship experiences are to be recorded in the Log found in EDL A695 in the Watermark SLL Assessment platform. Each activity or experience must be linked to the NELP standard it best represented, the length of time spent, and a brief description (limit 200 words). The intern must submit activities by Sunday night for the prior week, hours should accumulate at a rate of approx. 8 hours per week). Upon submission, the internship advisor will review the log to ACCEPT or REJECT the entry. Rejected entries will include a note of explanation.
A total of 270 hours are required for the two semesters (135 each semester). 216 hours must be completed at the primary endorsement level and 54 hours at the secondary endorsement level.

Log of hours must be aligned with NELP Standards and the elements within each standard. No more than 3-hour blocks at a time should be entered for any one activity. Full days are not difficult to achieve. However, even during a full day of administrative duties, the work must be entered into the log in 30 min to 3-hour blocks and aligned to a NELP Standards/Component.

The following ideas are ways to find the time and opportunity to gain experiences. The internship advisor will provide further guidance and clarification as needed. As much as possible mimic a principal’s work calendar. As always, make sure to follow contractual procedures, contractual obligations, and site supervisor advice.

- Teacher in charge hours- Substituting for the principal, or administrative designee for field trips, training, or any activity where you have appointed the designee
- Administrative meetings, in-service training, state or national conferences
- Personal leave days or professional leave days or a combination
- Free periods of time- conference periods, lunchtimes; before and after school
- Evening activities, weekend activities
- Cancellation days (snow days, inclement weather days)
- Summer months, summer school, spring break
- Other holidays/vacation days when the school internship supervisor is on duty

The task description in Watermark SLL should be brief, yet detailed enough to illustrate the specific NELP Standard/Component. Interns who serve as administrative designee for a day will need to break down the hours to reflect the standards addressed throughout the workday. Do not register more than 3 consecutive hours in any one standard.
School Improvement/Capstone Project
Agreement/Acknowledgement Form
(To be sent through DocuSign – Sept 15; Due Oct 1)

This form acknowledges that the intern has worked with the school internship supervisor in the design of the School Improvement/Capstone Project. Further, the school internship supervisor agrees to meet regularly with the intern to monitor the implementation process and make recommendations for adjustments.

The internship advisor’s signature acknowledges that the intern’s project plan, developed in collaboration with the school internship supervisor, has been reviewed and approved.

The intern will use the Alaska Code of Ethics of the Educational Profession as a basis for their actions and behaviors associated with implementing the School Improvement/Capstone Project.

Note: You must use the SIP/Capstone Planning Form for planning the SIP/Capstone Project. The plan should allow for flexible enough that it can be adjusted with shifting circumstances with major change. Any changes to the plan during the internship experience must be approved by the school internship supervisor and the internship advisor.

School

District

Intern Signature ___________________________ Date ________

School Internship Supervisor Signature: ___________________________ Date ________

Internship Advisor Signature: ___________________________ Date ________
School Improvement/Capstone Project Planning Form
(Required Planning Form to be submitted to Bb)

The planning form provides a tool for the intern and the school internship supervisor to engage in a structured thought process to guide the design, implementation, monitoring, and evaluation of the Intern’s School Improvement/Capstone Project. While the intern is strongly encouraged to use the tool, it is not required. However, the capstone project must be reviewed, and the Agreement/Acknowledgment Form, (received through DocuSign) must be submitted to the program advisor by September 15, 2021.

**Analyze the data**

| Describe the findings from the analysis of student achievement data. |
| List questions that your analysis raised. |
| Identify priority needs based on the analysis. *(Engage in Literature Review)* |

**Clarify the problem**

| Collect additional data that provide context for the data you analyzed. |
| Identify root causes and contributing factors that might explain the data. |
| Identify the target group you have selected and why. |
| Identify goals and objectives for a plan. *(SMART GOALS)* |
| Describe how you will involve leadership, staff, families, and students. |
| Identify evidence you will collect as attainment of objectives. |
| Describe interventions and systems you will implement to address your problem. |
**Create the plan**

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe progress-monitoring data and systems you use to monitor.</td>
<td></td>
</tr>
<tr>
<td>Identify the change needed and what processes you will use to co-create change.</td>
<td></td>
</tr>
<tr>
<td>Identify staff development needed to implement the plan.</td>
<td></td>
</tr>
</tbody>
</table>

**Implement and Monitor Plan**

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Map out the activities for the year. (Most should align with required activities.)</td>
<td></td>
</tr>
<tr>
<td>Create a timeline for data collection, progress-monitoring data, and analysis.</td>
<td></td>
</tr>
<tr>
<td>Develop a communication plan for the vision, the plan, and progress to share with stakeholders.</td>
<td></td>
</tr>
<tr>
<td>Identify adjustments needed based on progress monitoring data.</td>
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<tr>
<td>Continually communicate progress.</td>
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</tbody>
</table>

**Finalize Report for Submission**

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusions and reflections about the plan and the process.</td>
<td></td>
</tr>
<tr>
<td>Further recommendations, and discussion about second-order changes that might be needed.</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from:
Intern Evaluation

The NELP Standards/Components are provided to guide the conversation between the intern and the school internship supervisor. The evaluation rating input into the Watermark SLL Assessment platform through the intern’s self-assessment and the mentor will be used by the internship advisor to do the candidate’s evaluation at the mid-point and the completion of the internship.

The intern’s self-evaluation should be used by the school internship supervisor and the internship advisor when reviewing his/her assessment of the intern’s leadership skills and knowledge. The evaluation should be based on the intern’s evidence and the observation of performance by the school internship supervisor. The use of the intern’s professional growth plan and the intern’s log of hours is highly encouraged in the process.

<table>
<thead>
<tr>
<th>Rubric Rating Scale</th>
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</thead>
<tbody>
<tr>
<td>3.0</td>
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<tr>
<td>2.5</td>
</tr>
<tr>
<td>2.0</td>
</tr>
<tr>
<td>1.5</td>
</tr>
<tr>
<td>1.0</td>
</tr>
</tbody>
</table>

Standard 1 – Mission, Vision, and Improvement: 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.

| Component 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. |
| Component 1.2 | Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. |

Standard 2 – Ethics and Professional Norms: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

| Component 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.

Component 2.2 Program completers understand and demonstrate
the capacity to evaluate, communicate about, and advocate for
ethical and legal decisions.

Component 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.

Component 2.2 Program completers understand and demonstrate
the capacity to evaluate, communicate about, and advocate for
ethical and legal decisions.

Component 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 – Equity, Inclusiveness, and Cultural Responsiveness: 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.

Component 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.

Component 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.

Component 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 – Learning and Instruction: 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.

Component 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.

Component 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.

Component 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.

Component 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 – Community and External Leadership: 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.

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

Component 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.

Component 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 – Operations and Management: 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.

Component 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.

Component 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.

Component 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 – Building Professional Capacity: 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.

| Component 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. | 1 | 1.5 | 2 | 2.5 | 3 |
| Component 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. |
| Component 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. |
| Component 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. |
School of Education: Conceptual Framework

The UAA School of Education prepares school personnel to address professional, instructional, and leadership challenges within a broad spectrum of educational roles and responsibilities. The following conceptual framework establishes the rationale and organizing principles underlying the school’s programs.

The vision, mission, and core values characterize the programs, permeate students’ experiences, and are central to the curriculum, assessment and instructional strategies, and field experiences. The school’s core values represent the professional practices of faculty members and program graduates.

**School of Education Motto:**
Preparing Educators to Transform Lives

**School of Education Vision:**
We are a community of educators dedicated to improving the quality of education and preparing educators to transform lives. Through innovative teaching, research, service, and leadership, we will:

- Provide direction that inspires learning informs the state’s educational policy and research agendas, and addresses Alaska’s challenges;
- Call upon diverse cultural knowledge, values, and ways of learning and viewing the world, especially those of Alaska Natives, to promote the intellectual, creative, social, emotional, and physical development of educators, learners, families, and communities;
- Contribute to educators’ understanding of the development and learning from childhood through maturity and respond to the challenges of providing learning across the life span;
- Transform the beliefs and practices of educators, families, and communities to address the broad spectrum of human abilities in compassionate and innovative ways;
- Prepare educators with appropriate knowledge, skills, and dispositions in the judicious use of technology to enhance learning;
- Focus on student learning; and
- Engage in dynamic partnerships with the University, community groups, and urban and rural educators to improve the quality of education in Alaska.

**School of Education Mission:**
We prepare educators and support the lifelong learning of professionals to embrace diversity and be intellectually and ethically strong, resilient, and passionate in their work with Alaska's learners, families, and communities.

**School of Education Philosophy:**
Our programs emphasize learning’s power to prepare educators to transform the lives of learners. Within the school and across the University, faculty members teach pre-professional and professional educators to work in diverse settings, and sustain learning partnerships, and
provide learning across the life span. We are confident that this preparation will produce educators who make significant contributions.

We believe that learning must be designed, delivered, and evaluated within the contexts of the following core values and program outcomes. Consequently, the School of Education faculty promotes these core values in their collegial interactions to ensure that program graduates exhibit:

1. **Intellectual vitality**: Professional educators examine diverse perspectives, research and scholarship, contribute to knowledge and practice, and apply innovations in technology.
2. **Collaborative spirit**: Professional educators generate, welcome, and support collaborative relationships and partnerships that enrich people’s lives.
3. **Inclusiveness and equity**: Professional educators create and advocate for learning communities that advance knowledge and ensure the development, support, and inclusion of people’s abilities, values, ideas, languages, and expressions.
4. **Leadership**: Professional educators are committed to the highest standards of ethical behavior in their roles, using professional expertise to improve the communities in which they live and work and demonstrating the ability to translate theories and principles into transformative educational practice.

**Graduate Studies in Education, Indigenous Education and Leadership: Department Mission:**

Prepare scholarly practitioners grounded in purpose and research to address complex problems of practice in the context of Alaska’s Indigenous and culturally and linguistically diverse settings.

**Graduate Studies faculty and students enact the department mission by:**

- Collaborating with key partners (e.g., Alaska Natives; school-based teachers and administrators; community-based leaders and Elders).
- Conducting scholarship in teaching and research that address complex problems of practice relevant to Alaska’s context.
- Engaging in self-reflection.
- Examining, analyzing, evaluating, and commenting on education policies and practices.
- Framing and examining critical questions through inquiry/research.
- Implementing interdisciplinary practices indicative of a holistic, integral approach to graduate studies.
- Listening.
- Recognizing and respecting multiple perspectives and worldviews.
UAA - School of Education: Educational Leadership
Program of Study

EDL A610 (summer)
Intro to Grad Studies – Leadership
(Year 1)

EDL A637 (fall)
Organizational Theory and Change

EDL A638 (fall)
Instructional Leadership and Student Learning

EDL A639 (spring)
Politics, Law and Ethics

EDL A644 (spring)
School Resource Allocation and Management

EDL A695 Internship
(Year 2)

EDL A692A Seminar I
EDL A692B Seminar II

EDL A620 Leadership in Alaska Native Culture
& Social Justice Issues

EDRS A661 Data-Informed Instruction & Decision-Making
EDRS A667 Program Evaluation

School Improvement/Capstone Project

Graduate Certification Only
Master’s in Education
Concurrent Enrollment

Summer Courses
NELP Standards/Component and Coursework Crosswalk
The purpose of this crosswalk is to provide an overview of the intern’s coursework before the internship. The crosswalk offers an avenue to see strengths and possible gaps in the intern’s knowledge and skill base. EDL employs a continuous improvement process, so this crosswalk and identified gaps would be a welcome conversation between the intern, the school internship supervisor, and the program advisor.

<table>
<thead>
<tr>
<th>NELP Standard</th>
<th>Primary Course</th>
<th>Key Concepts/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Mission, Vision, and Improvement</td>
<td>EDL A637 Organizational Theory and Change</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>EDL A638 Instructional Leadership and Student Success</td>
<td>• Lead improvement processes that include data use, design, implementation, and evaluation.</td>
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<td></td>
<td>EDL A639 Politics, Law and Ethics</td>
<td></td>
</tr>
<tr>
<td>Standard 2: Ethics and Professional Norms</td>
<td>EDL A637 Organization Theory and Change</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>EDL A639 Politics, Law and Ethics</td>
<td>• Evaluate, communicate about, and advocate for ethical and legal decisions.</td>
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<td></td>
<td>• Model ethical behavior in their personal conduct and relationships and cultivate ethical behavior in others.</td>
</tr>
<tr>
<td>Standard 3: Equity, Inclusiveness, and Cultural Responsiveness</td>
<td>EDL A637 Organizational Theory and Change</td>
<td>• Use data to evaluate, design, cultivate, and advocate for supportive and inclusive school culture.</td>
</tr>
<tr>
<td></td>
<td>EDL A638 Instructional Leadership and Student Success</td>
<td>• Evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.</td>
</tr>
<tr>
<td></td>
<td>EDL A644 Resource Allocation and Management</td>
<td>• Evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.</td>
</tr>
<tr>
<td></td>
<td>EDL A639 Politics, Law and Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDL A620 Leadership in Alaska Culture and Social Justice Issues (MEd Students)</td>
<td></td>
</tr>
<tr>
<td>Standard 4: Learning and Instruction</td>
<td>EDL A638 Instructional Leadership and Student Success</td>
<td>• Evaluate, develop, and implement high quality, technology-rich curricula programs, and other supports for academic and non-academic student programs.</td>
</tr>
<tr>
<td></td>
<td>EDL A644 Resource Allocation and Management</td>
<td>• Evaluate, develop, and implement high quality and equitable</td>
</tr>
</tbody>
</table>
| Standard 5: Community and External Leadership | EDL A638 Instructional Leadership and Student Success | • Collaboratively engage diverse families in strengthening student learning in and out of school.  
• Collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.  
• 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: Operations and Management | EDL A639 Politics, Law and Ethics  
EDL A644 Resource Allocation and Management | • 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.  
• Evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.  
• Reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. |
| Standard 7: Building Professional Capacity | EDL A637 Organizational Theory and Change  
EDL A638 Instructional Leadership and Student Success  
EDL A644 Resource Allocation and Management | • Collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.  
• Develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and non-academic systems.  
• Evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.  
• Evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. |
each student and adult in the school.

- 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 evaluation.

- Evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.
NELP Standards for Building Level Administrators

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- **Component 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.

- **Component 1.2** Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2 – Ethics and Professional Norms: 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.

- **Component 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.

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- **Component 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.
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• **Component 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.

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• **Component 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.

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- **Component 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.

- **Component 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.
• **Component 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.

• **Component 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.

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Standard 8 – Internship: 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.

• **Component 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.

• **Component 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 school internship supervisor 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.
Title IX Reference Guide for Off-Campus Programs
This document is a summary of resources, contacts and the University of Alaska’s Board of Regents Policy & Regulations (BOR P&R) located at: http://alaska.edu/bor/policy-regulations/

Document Purpose
The University of Alaska Anchorage affirms the commitment to a safe and healthy educational and work environment in which educational programs, employment, and activities are free of discrimination and harassment, by providing an environment in which students and employees can learn and work safely. Thus, efforts must be made to i) provide the safest environment possible at all times and in all locations and ii) in the event that this goal is not met, to have reporting and responsive mechanisms in place and clearly communicated. This reference guide has been created to accompany the University of Alaska Anchorage students, employees, and affiliates into the field with resources for reporting sexual misconduct. This document provides several important definitions as well as the contact information of resources for victims and those reporting instances of sexual misconduct.

Definitions
- **Sex or Gender-based Discrimination** includes actions that adversely treat or affect someone, either intentionally or unintentionally, in a manner that unlawfully differentiates or makes distinctions on the basis of sex of the individual’s sex or gender.
- **Sexual or Gender-based Harassment** includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
- **Sexual Assault** includes non-consensual penetration.
- **Sexual Exploitation** occurs when a person takes non-consensual or abusive sexual advantage of another person.
- **Non-consensual Sexual Contact** is any intentional or reckless sexual contact without consent.
- **Complicity** includes any action taken with the purpose of aiding, facilitating, promoting, or encouraging sex or gender-based discrimination.
- **Stalking** is repeatedly following, harassing, threatening, or intimidating, including by telephone, mail, electronic communication, or social media.
- **Dating or Violence** includes emotional, verbal, and economic abuse with or without the presence of physical abuse committed by a person who is or has been in an intimate relationship with the victim or by a current or former spouse or partner. Retaliation is adverse employment, academic, or other actions against anyone reporting or participating in an investigation of Title IX allegations.
- **Confidential Employee** is any University employee who is a licensed medical, clinical or mental-health professional (e.g., physicians, nurses, physician's’ assistants, psychologists, psychiatrists, professional counselors and social workers, and those performing services under their supervision) when acting in his or her professional role in the provision of services to a patient who is a university student.
- **Responsible Employee**: All University employees are required to report sexual misconduct to the Title IX office within 24 hours. This excludes the confidential employee identified as a confidential resource.
WHAT THIS MEANS The rules of the University of Alaska Anchorage apply at all field stations, clinical and educational sites, and during all class-related travel. If you experience or observe sexual or gender-based misconduct by any individual (UA student, employee, affiliate, unaffiliated or unfamiliar individual), we encourage you to report this to an instructor or internship coordinator. If you feel uncomfortable reporting misconduct to these individuals, there are additional contacts and resources listed in this document. You can contact as many or as few as you feel comfortable and necessary. The University of Alaska Anchorage takes immediate, effective, and appropriate action to respond to reported acts of sexual harassment and sexual violence. As a University of Alaska student, you have many rights related to Title IX Regulations. These include:

- You are entitled to a fair, impartial, and prompt investigation of your complaint.
- You have the right to be protected from further discrimination, both while the investigation is happening, and after to assure that your academic environment is free of hostility.
- You have the right to an alternative placement to minimize any disruption to your academic progress, and other interim measures.
- You have the right to identify witnesses who can attest to the alleged discriminatory behavior.
- You have the right to be notified of any updates or delays, and outcomes regarding the investigation and any pertinent sanctions.
- You have the right to appeal.
- You have the right to be protected from retaliation. Reporting sexual harassment/sexual violence will not impact your University of Alaska standing.
- You have the right to file civil or criminal complaints, outside of the processes of the institution.

Reporting Options:
Emergency Situation: Please call 911 or local law enforcement.

Non-emergency Situation

Non-emergency situations are those in which there is no immediate threat of harm to you or another person, but you would still like to report an incident or are in need of assistance or counsel because an incident has already occurred.

Confidential Reporting:

- University of Alaska Anchorage students can access the University of Alaska Anchorage Health & Counseling Services. To make an appointment call 907-786-4040
- University of Alaska Anchorage Employees: Employee Assistance Program Counselors (Confidential) (800) 697-0353 or http://www.alaska.edu/benefits/employee-assistance-progr/
- Online reporting through the UA Confidential Hotline
An anonymous online reporting form that allows you to file your complaint electronically. Once a complaint is received, the office that addresses your specific type of report will reach out to you, if requested.

*Website: www.alaska.ethicspoint.com Phone: 1-855-251-5719*

**Reporting to Title IX: (Responsible Employee)**

- Contact your Title IX Coordinator: 907-786-0818 or email: uaa_titleix@alaska.edu
- Report Online to your Title IX Office: www.uaa.alaska.edu/equityandcompliance

*Internship Coordinator: (Responsible Employee) This person is with you on-site and should already be known to you. Name: Dr. Ginger L. Blackmon Phone: 907-786-1645 email: gblackmon@alaska.edu Office: Administration Building 103D*

**Additional Resources**

**Nationwide (USA) Support**


**International Resources**

Become familiar with the location that you will be traveling to before starting your travel at the US Bureau of State website: [https://travel.state.gov/content/passports/en/go/checklist.html](https://travel.state.gov/content/passports/en/go/checklist.html)

- International Domestic Violence and Abuse Agencies List:

  An international inventory of hotlines, shelters, refuges, crisis centers and women’s organizations, searchable by country, plus an index of domestic violence resources in over 70 languages
  [http://www.hotpeachpages.net/](http://www.hotpeachpages.net/)

- International Crime Victim Compensation Program Directory:

  A directory to help victims of crime find victim service agencies in the United States and abroad.

- RAINN International Sexual Assault Resources

  A list of international centers in Australia, Bolivia, Belarus, Botswana, Canada, Estonia, Finland, Indonesia, Israel, Japan, Mexico, Namibia, New Zealand, Pakistan, Philippines, Russia, South Africa, Sweden, and United Kingdom [https://rainn.org/get-help/sexual-assault-and-rape-international-resources](https://rainn.org/get-help/sexual-assault-and-rape-international-resources)
Important Notes

- Confidentiality and responsible employees:

  Given the personal nature Title IX violations, many victims are understandably reluctant to come forward. As such, it is particularly important that they understand how to report and how that report will be handled. Reports made to the confidential resources are confidential and can be anonymous. Except in rare, extreme circumstances, nothing will be shared with anyone outside of these offices without explicit permission.

  Information shared with other University of Alaska Anchorage offices is kept as private as possible, but some information will be shared with the Title IX coordinator, who is expected to be made aware of all reported Title IX violations. Reports of sexual misconduct must be reported by employees to the Title IX office within 24 hours unless the employee is designated as a confidential resource.

- Protections for reporters:

  The University strongly encourages students to report incidents violating Title IX policy regardless of whether the consumption of drugs or alcohol was involved. Therefore, students who act responsibly by reporting information about violations of Title IX policy to the appropriate authorities will not face University disciplinary action for their own possible drug or alcohol consumption in connection with the reported incident.

  Title IX also protects against retaliation, defined as an adverse action against a person reporting or participating in an investigation of Title IX allegations.

Goals & Expectations for Off-Campus Educational Programs

UNIVERSITY OF ALASKA Anchorage respectful environment for students, faculty, and staff regardless of location.

- Ensure that students, faculty, and staff have appropriate access to resources to address and help resolve interpersonal conflicts of any nature, including but not limited to sexual harassment and/or Assault.
- Enable rapid communication between the involved parties, the department, and other offices on campus with relevant expertise in the event of any such conflict.

Expectations for Participants in Field Experiences:

- Students, employees, and affiliates who participate in any University of Alaska programs are expected to uphold the highest standards of professional conduct while involved in an off-campus educational program.
- Students are further obligated to remain in compliance with UAA’s Student Code of Conduct in all contexts. http://www.alaska.edu/bor/policy/09-02.pdf
- All participants in off-campus educational programs are also expected to be aware, respect, and comply with the customs, cultural norms, expectations, and laws of the country that they are working in. Not only does this ensure a safe working environment, but it also ensures good relations between the local community and those attending or
leading the off-campus educational program.

- Given their position of authority, faculty and staff accompanying or supporting students during off-campus educational programs are expected to maintain a safe working and learning environment by communicating the resources available to students for resolving any issues, remaining alert for evidence of misconduct, and setting a professional tone throughout the field season.

- Faculty and staff that are not designated as confidential reporters are required to report any incidents to the Title IX office at their home campus promptly. Informing a supervisor who is present on site is one appropriate action, but the reporter should be aware that additional reporting is necessary to appropriately resolve the situation.

Expectations for the Internship Coordinator or Department:

- The Department, Internship Coordinator, or Faculty will communicate a non-exhaustive list of resources for resolving interpersonal conflicts of various natures to all participants in department sponsored field activities.

Expectations for the Third-Party Educational Provider:

- Third-party providers will assist and cooperate with the University of Alaska, as necessary, in any process or investigation related to Title IX policy and compliance responsibilities related to the obligations of University of Alaska as a public institution of higher education.

- Third-party providers agree to take no action affecting any student placed at their agency that would be prohibited by Title IX.
APPENDIX

Assessment Directions, Rubrics, and Templates
Purpose:
The School Improvement Project (SIP) demonstrates the intern’s ability to increase student learning and/or improve the learning environment. The project is developed, implemented and evaluated during the internship. An overall score of 2.0 or above is required on this assessment and is one component of a comprehensive portfolio that determines the skills and knowledge acquired at the completion of the principal preparation program.

Directions:
The School Improvement Project is a significant component of the internship. The SIP is a year-long, comprehensive action research project that addresses a problem of practice targeted at raising student achievement. The intern defines and implements the plan, in collaboration with the clinical supervisor (mentor), as a school leader with the school. The School Improvement Plan consists of three components as follows:

School Improvement Plan Proposal (Completed September of Internship year)

- Define the student need based on data and how it interfaces with the school vision. (NELP 1.2, 4.2, 4.3)

- Include a brief literature review of the research that supports the determined need or the identified research question. The intent is to find support for the need or the problem of practice before moving forward.

- Define the activity/action steps and proposed timeline for implementation to achieve the goals of the plan – use S.M.A.R.T. goal planning. This plan is developed with the clinical supervisor (mentor), reviewed by the university supervisor, and approved by the end of September. (NELP 1.2, 4.1, 3.2, 3.3, 7.2)

- The agreement form is to be signed by the intern, the clinical supervisor and the university supervisor. The form will be sent by the EDL program through DocuSign on August 23 for signatures. The signed agreement form is to be uploaded to the Blackboard Learning Management System and stored by the intern at this time to indicate that the project is ready for implementation.
Formative Actions: Meetings, Monitoring, and Managing (Implementation during the internship)

As soon as the School Improvement Project plan is approved, implementation begins. Include the techniques of collaboration with faculty, professional development needs of staff, the use of technology tools/systems to monitor, analyze, and evaluate the project, and any change processes. Be aware of and manage the school operations within the context of the ethical, moral, and legal issues that arise. (NELP 1.2, 4.3, 4.4, 6.1, 7.3)

At the culmination of the project, reflect on the effectiveness and long-range impact of the project in relation to advocacy for students and families in the school. The project may involve additional NELP Standard and Components not evaluated through this assessment.

SIP Summative Paper (Due at the end of the internship)

For the completed document, use the SIP proposal from and the formative actions to structure the final report to include possible recommendations. Include an appendix that consists of supportive artifacts clearly labeled to indicate the NELP Standard and Component.

The purpose of the paper is to provide a narrative about the School Improvement Project with sufficient detail to allow a reader to be able to:

- accurately describe the goals of the SIP
- situate the project within the existing body of published literature
- describe the progress-monitoring data and systems used
- explain how the goals for the SIP are evidenced in the implementation of the project plan and the project outcomes and recommendations.

In other words, your narrative must be clear, logical, and demonstrate alignment among the goals, methods, and outcomes. Further, it should reflect the integration and mastery of course content from your principal preparation program.

Expectations: The expectation is that the paper will be well written and follow the APA formatting guidelines. Project papers not meeting the quality and formatting expectations described below.

- Writing should be clear and organized, with a logical flow from one topic to the next.
- The sentence structure should follow standard rules of grammar and punctuation.
- Each paragraph should have a topic sentence, a body, and a conclusion.
- Transitions between paragraphs should be fluid.
- Use a spell checker and Grammarly to help avoid spelling and grammar errors; however, these are not a substitute for careful proofreading.
- Write in “active voice,” whenever possible.
- Use past and present tense, where appropriate
  - Use past tense when reporting what you did, “I met with teachers...” and discussing results. “The analysis of student MAPPS data showed...”
  - Use present tense when stating well-established facts, “Grade level meetings occur on the 3rd Wednesday of each month.”
  - Do not use future tense.
Formatting: The capstone paper must follow APA (American Psychological Association) formatting guidelines: https://owl.purdue.edu/owl/purdue_owl.html, Word APA formatting document from EDL A610

Length: The main text of the document, excluding title page, abstract, references, and appendices, should be 12-15 pages. The total length, including references and appendices, should be no more than 25 pages.

Content: The capstone paper must include the elements described in Table 1. These will serve as the major headings in your document and should follow APA Guidelines for the formatting of headings and subheadings.

- SIP goals must support the data analysis findings, the literature review, implementation plan, and conclusions. There must be a logical relationship between these elements.
- The abstract should be written last. The tone should establish a level of intrigue that makes anyone who reads the abstract want to read the paper.
- Data used to inform the development of the project goals, and monitoring/adjusting of the project plan should be included, (Qualitative or Quantitative) with appropriate descriptive analysis and explanation.
- Ask several individuals to proofread your paper and offer honest, critical feedback.

<table>
<thead>
<tr>
<th>Table 1: Required Elements of the School Improvement Project Paper</th>
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<tbody>
<tr>
<td>Element</td>
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<tr>
<td>Title page</td>
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<tr>
<td>Abstract</td>
</tr>
<tr>
<td>Table of Contents</td>
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<tr>
<td>Education/Leadership Philosophy &amp; Theory of Action</td>
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<tr>
<td>Introduction and Statement of the Problem</td>
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</tbody>
</table>
led to your rationale for the school improvement project. The introduction should provide sufficient background information and data analysis so the reader understands what follows. Clearly, state the goals and scope of the project. These goals must align with the literature review and improvement plan (Analyze the data – SIP Planning Form).

| Literature Review | The literature review should be expanded from the version(s) developed during the core courses. It should both summarize and synthesize the relevant literature (https://libguides.usc.edu/writingguide/literaturereview). It should include 5-10 fairly current references. The majority of the literature reviewed should have been published within the last ten years and include some peer-reviewed journals. It is perfectly acceptable, and indeed advisable, to cite seminal, foundational studies in your area of focus that may be >10 years old. Edited text or textbooks may also be appropriate source material. Web sites should be used with caution. Refer to APA 6th ed. guidelines for how to use in-text citations of the articles you review. |
| Improvement Plan | This section should provide context for the data you analyzed, identify root causes, and contributing factors to the problem of practice and identify the target group and why. It should identify the goals and objectives of the plan. The goals must align with the literature review and the data presented in the introduction. (Clarify the problem – SIP Planning Form) |
| Mid-Year Data and Plan Adjustment | This section describes your progress monitoring. It should identify the data you collected, the analysis of the data, and the changes in the plan as a result. Describe the professional development required to implement the plan and the processes used to co-create change. (Create the plan – SIP Planning Form) |
| School Improvement Plan Outcomes | This section should detail what you did. Describe the elements of the original plan, the activities and timeline, the monitoring and adjustments during the implementation phase of the project, and the communication plan and how progress was shared with appropriate stakeholders. (Implement the plan – SIP Planning Form) |
| Discussion | This section serves as the discussion and conclusion section of the paper. It should briefly recap the purpose of the project, as well as present your reflections about the plan and the process. Additionally, this section should provide recommendations and discussion about second-order change goals that might be needed moving forward. (Finalize Report for Submission) |
| References | https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html |
| Appendices | Artifacts |
| Tables and/or Figures | If necessary https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_tables_and_figures_1.html |
Overview of Content Knowledge & Leadership Skills:

1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Content Knowledge:
- Research on school improvement
- Formal processes of iterative, evidence informed improvement
- Data collection, analysis, and use
- Implementation theory and research

Leadership Skills:
- Evaluate existing improvement processes
- Use research and data to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation
- Develop an implementation plan to support the improvement process

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.

Content Knowledge:
- Research on the consequences for students of equitable and inequitable use of educational resources and opportunities
- Equitable allocation of educational resources, procedures, and opportunities (i.e., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships)
- Broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities

Leadership Skills:
- Evaluate sources of inequality and bias in the allocation of educational resources and opportunities
- Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values
- Advocate for the equitable access to educational resources, procedures, and opportunities

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.

Content Knowledge:
- Culturally responsive instructional and behavior support practices
Characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff
Research on implications for students of equitable, culturally responsive, and inclusive practices
Broader social and political concern with equity and inequality in schools

Leadership Skills:
- Evaluate root causes of inequity and bias
- Develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff
- Support the use of differentiated, content based instructional materials and strategies
- Advocate for equitable practice among teachers and staff

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.

Content Knowledge:
- Research on the leadership of academic and non-academic programs
- Approaches to coordinating among (a) curricula, instructional technologies, and other supports and (b) academic and non-academic systems
- Evidence-based curricula, use of technology, and other supports for academic and nonacademic programs
- Infrastructures for the ongoing support of academic and non-academic programs

Leadership Skills:
- Evaluate (a) curricula, use of technology, and other supports and (b) academic and nonacademic systems
- Propose designs and implementation strategies for high-quality, technology-rich, and coherent curricula and supports for academic and nonacademic 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.

Content Knowledge:
- Evidence-based instructional practices for different student populations
- Curricula, educational technologies, and other educational resources that support digital literacy among students and adults
- Educational service providers
- Approaches to coordinating resources and services in support of the school’s academic and non-academic services
Leadership Skills:
- Evaluate coordination and coherence among the practices, resources, and services that support equity, digital literacy, and the school’s academic and non-academic systems
- Propose designs and implementation strategies for improving the impact of academic and nonacademic practices, resources, and services that support student learning

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.

Content Knowledge:
- Research on the effective and ineffective assessment of student learning and well-being
- Research on assessment practices that are culturally responsive and accessible for each student
- Formative and summative measures of student learning and well-being
- Approaches to coordinating among assessments, instructional improvement, and educational service delivery

Leadership Skills:
- Use research to evaluate the quality of formative and summative assessments of learning
- Implement formal and informal culturally responsive and accessible assessments of student learning
- Interpret data from formative and summative assessments for use in educational planning
- Cultivate teachers’ capacity to improve instruction based on analysis of assessment data

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.

Content Knowledge:
- Appropriate and ethical use of data to monitor and continuously improve the school’s curriculum, instruction technology, and assessment practices
- Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being
- Approaches and strategies for building a coherent and equitable system of academic (curriculum, instruction, and assessment) and non-academic services
- Approaches and strategies for supporting faculty collaboration

Leadership Skills:
- Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school’s curriculum, instruction, and assessment practices
Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school’s curriculum, instruction, and assessment practices

Use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results

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.

Content Knowledge:
- Research on school management, operations, use of technologies, communication, and governance systems
- Principles of systems management and continuous improvement
- Management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations
- Processes for developing and implementing management, communication, technology, school-level governance, and operation systems
- Use of technology to enhance learning and program management

Leadership Skills:
- Use a process for auditing the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students’ experiences and outcomes
- Use research and evidence to analyze and identify strategic and tactical challenges for the school’s systems
- Develop and implement management, communication, assessment, technology, school-level governance, and operation systems
- Develop a school’s master schedule

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.

Content Knowledge:
- Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being
- Effective communication
- The role of relationships, trust, and well-being in the development of a healthy and effective professional culture

Leadership Skills:
- Use research to design and cultivate a collaborative professional culture
- Model and foster effective communication
Develop a comprehensive plan for providing school community members with a healthy and positive school building environment

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.

Content Knowledge:
- Research on teacher professional learning
- Practices for supporting and developing school staff
- Practices for cultivating and distributing leadership among staff
- Providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success
- How to use digital technology in ethical and appropriate ways to foster professional learning for self and others

Leadership Skills:
- Evaluate professional staff capacity needs and management practices
- Identify leadership capabilities of staff
- Plan opportunities for professional growth that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success
- Engage staff in leadership roles
- Utilize digital technology in ethical and appropriate ways to foster professional learning for self and others
<table>
<thead>
<tr>
<th>Element</th>
<th>Approaching Expectations</th>
<th>Meet Expectations</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td>Program completers understand and demonstrate the capacity to lead</td>
<td>The candidate’s School Improvement Plan did not demonstrate the capacity to:</td>
<td>The candidate provided a School Improvement Plan that:</td>
<td>The candidate provided a School Improvement Plan that:</td>
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<tr>
<td>improvement processes that include data use, design, implementation,</td>
<td>• evaluate school and student data reports to determine strengths and areas of needs,</td>
<td>• evaluated existing school improvement plan</td>
<td>• evaluated existing school improvement plan</td>
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<td>and evaluation. (NELP 1.2)</td>
<td>• evaluate or design school improvement process to address strengths or areas of need in</td>
<td>• designed a collaborative school improvement process that is data informed and is</td>
<td>• designed a coordinated and collaborative school improvement process that is informed by</td>
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<td>the data, and</td>
<td>evaluated for implementation and impact, and</td>
<td>multiple sources of data and is routinely evaluated for implementation and impact, and</td>
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<td>• develop an implementation process that support school improvement.</td>
<td>• Aligned the design and implementation process to support the components and goals of</td>
<td>• Aligned the design and implementation process to support the components of the schools larger</td>
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<td>the improvement process.</td>
<td>improvement goals and processes.</td>
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<tr>
<td>Program completers understand and demonstrate the capacity to</td>
<td>The candidate’s educational platform did not demonstrate the capacity to:</td>
<td>The candidate’s educational platform demonstrated the capacity to:</td>
<td>The candidate’s educational platform demonstrated the capacity to:</td>
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<tr>
<td>evaluate, cultivate, and advocate for equitable access to</td>
<td>• develop a vision for learning free of inequality and bias in the allocation of</td>
<td>• develop a vision for learning that identifies sources of inequality and bias in the</td>
<td>• develop a vision for learning that explicitly identifies sources of inequality and bias in</td>
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<td>educational platform</td>
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<td></td>
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<tr>
<td>Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff. (NELP 3.3)</td>
<td>The candidate’s School Improvement Project does not demonstrate the capacity to: ● evaluate the root cause of inequity and bias in instructional and organizational practices, ● cultivate equitable, inclusive practice among teachers and staff, and, ● advocate for equitable practices among teachers and staff.</td>
<td>Partially meets component at level 2</td>
<td>The candidate's School Improvement Project demonstrates the capacity to: ● evaluate the root cause of inequity and bias in instructional and organizational practices by determining indicators for success and challenges for all learners, ● cultivate culturally responsive instruction and behavioral supports</td>
</tr>
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</table>
Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs. (NELP 4.1)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Component Level</th>
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<tbody>
<tr>
<td>Program completers understand and can demonstrate the capacity to:</td>
<td>- evaluate curricular resources, technology use and other supports for students in academic and non-academic settings, and - develop and implement curricular resources, technology use and other supports for students in academic and non-academic settings.</td>
<td>Partially meets component at level 2</td>
<td>The candidate’s School Improvement Project demonstrates the capacity to:</td>
<td>- evaluate, using academic data sources, curricular resources, technology use and other supports for students in academic and non-academic settings in the development of the plan and the outcomes, and - develop and implement curricular resources, technology use and other supports for students in academic and non-academic settings.</td>
<td>Partially meets component at level 3</td>
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<td>The candidate’s School Improvement Project did not demonstrate the capacity to:</td>
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<td>The candidate’s School Improvement Project demonstrates the capacity to:</td>
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| 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. (NELP 4.2) | The candidate’s School Improvement Project did not demonstrate the capacity to:  
- evaluate 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.  
- 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. | Partially meets component at level 2 | The candidate’s School Improvement Project demonstrates the capacity to:  
- evaluate the schools academic and non academic instructional practices, resources, technologies and services to support equity, the development of digital literacy and the school’s academic and non-academic programs.  
- 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. | Partially meets component at level 3 | The candidate’s School Improvement Project demonstrates the capacity to:  
- evaluate 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.  
- 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.  
- Candidates use their understanding and capacity to undertake and implement this work within a school setting. |
informed instructional improvement and student learning and well-being. (NELP 4.3)

| 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. (NELP 4.4) | The candidate’s School Improvement Project did not demonstrate the capacity to collaboratively:
- engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school’s curriculum, instruction, technology, data systems, and assessment practices,
- propose designs and implementation strategies for improving coordination and coherence among the school’s curriculum, instruction, technology, data systems, and assessment practices, | Partially meets component at level 2 | The candidate’s School Improvement Project demonstrates the capacity to:
- engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school’s curriculum, instruction, technology, data systems, and assessment practices,
- propose designs and implementation strategies for improving coordination and coherence among the school’s curriculum, instruction, technology, data systems, and assessment practices, and | Partially meets component at level 3 | The candidate’s School Improvement Project demonstrates the capacity to:
- engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school’s curriculum, instruction, technology, data systems, and assessment practices,
- propose designs and implementation strategies for improving coordination and coherence among the school’s curriculum, instruction, technology, data systems, and assessment practices,
| 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. (NELP 6.1) | The candidate’s School Improvement Project did not demonstrate the capacity to:  
- audit the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students’ experiences and outcomes,  
- analyze and identify strategic and tactical challenges for the school’s systems,  
- develop and implement management, communication, assessment, technology, school-level governance, and operation systems, and  
- develop a school’s master schedule. | The candidate’s School Improvement Project demonstrates the capacity to:  
- audit the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students’ experiences and outcomes,  
- analyze and identify strategic and tactical challenges for the school’s systems,  
- develop and implement management, communication, assessment, technology, school-level governance, and operation systems, and  
- develop a school’s master schedule. | The candidate’s School Improvement Project demonstrates the capacity to:  
- audit the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students’ experiences and outcomes,  
- analyze and identify strategic and tactical challenges for the school’s systems,  
- develop and implement management, communication, assessment, technology, school-level governance, and operation systems, and  
- develop a school’s master schedule. |
| 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. (NELP 7.2) | The candidate’s School Improvement Project did not demonstrate the capacity to:  
- develop a comprehensive plan for providing school community members with a healthy and positive school building environment,  
- design and cultivate a collaborative professional culture, and  
- model and foster effective communication. | Partially meets component at level 2 | The candidate’s School Improvement Project demonstrate the capacity to:  
- develop a comprehensive plan for providing school community members with a healthy and positive school building environment,  
- design a collaborative professional culture, and  
- develop a process for modeling and fostering effective communication. | Partially meets component at level 3 | The candidate’s School Improvement Project demonstrate the capacity to:  
- develop a comprehensive plan for providing school community members with a healthy and positive school building environment,  
- design a collaborative professional culture, and  
- develop a process for modeling and fostering effective communication. | Candidates use their understanding and capacity to undertake and implement this work within a school setting. |
| --- | --- | --- | --- | --- | --- | --- |
| The candidate’s School Improvement Project did not demonstrate the capacity to:  
- develop a comprehensive plan for providing school community members with a healthy and positive school building environment,  
- design and cultivate a collaborative professional culture, and  
- model and foster effective communication. | Partially meets component at level 2 | The candidate’s School Improvement Project demonstrate the capacity to:  
- develop a comprehensive plan for providing school community members with a healthy and positive school building environment,  
- design a collaborative professional culture, and  
- model and foster effective communication. | Partially meets component at level 3 | The candidate’s School Improvement Project demonstrate the capacity to:  
- develop a comprehensive plan for providing school community members with a healthy and positive school building environment,  
- design a collaborative professional culture, and  
- develop a process for modeling and fostering effective communication. | Candidates use their understanding and capacity to undertake and implement this work within a school setting. |
| Program completers understand and have the capacity to personally engage in, as well as engage school staff in, | The candidate’s School Improvement Project did not demonstrate the capacity to:  
- evaluate professional staff capacity needs and management practices, | Partially meets component at level 2 | The candidate’s School Improvement Project demonstrate the capacity to:  
- evaluate professional staff capacity needs and management practices, | Partially meets component at level 3 | The candidate’s School Improvement Project demonstrate the capacity to:  
- evaluate professional staff capacity needs and management practices. | |
| --- | --- | --- | --- | --- | --- | --- |
## Professional Learning Designed to Promote Reflection, Cultural Responsiveness, Distributed Leadership, Digital Literacy, School Improvement, and Student Success

**(NELP 7.3)**

- Identify leadership capabilities of staff,
- Plan opportunities for professional growth that promote reflection, cultural responsiveness, digital literacy, school improvement, and student success,
- Engage staff in leadership roles, and
- Utilize digital technology in ethical and appropriate ways to foster professional learning for self and others.

## Candidates Use Their Understanding and Capacity to Undertake and Implement This Work Within a School Setting

- Identify leadership capabilities of staff,
- Plan opportunities for professional growth that promote reflection, cultural responsiveness, digital literacy, school improvement, and student success,
- Plan opportunities for engaging staff in leadership roles, and
- Develop a plan for utilizing digital technology in ethical and appropriate ways to foster professional learning for self and others.
Appendix B
EDL Program-level Key Assessment #4
Leadership and Management Skills within a Field-Based Setting
(Internship Activities)

Purpose:
The Internship Activities in leadership and management skills demonstrate the intern’s ability to support student learning and promote the school’s mission and vision through the evaluation, development, and implementation of management, communication, technology, school-level governance and operation systems. The leadership and management activities represent experiences from the internship. An overall score of 2.0 or above is required on this assessment and is one component of a comprehensive portfolio that determines the skills and knowledge acquired during the principal preparation program.

Directions:
The activities listed below are found in the internship textbook, School leader internship: Developing, monitoring, and evaluating your leadership experience. You are required to complete all seven (7) activities. Some of the activities were assigned during your core coursework. The expectation is that you will use those artifacts as the starting ground to complete the activities listed below. You should use the learning and experiences gained during the internship to expand your reflections and recommendations from previous submissions. Further, you must demonstrate the understanding and capacity to undertake and implement this work within a school setting.

1. Community Engagement – In addition to the video reflection for this activity - **Draft a comprehensive communication** plan that includes multiple forms of communication (e.g., oral, written, digital) strategies for reaching a variety of stakeholder communities. (NELP 5.3)

2. Finance/Budget - Examine the school (or district) budget and the various accounts under the discretion and responsibility of the site administrator. Analyze the extent to which funds are directly related to increasing student learning. Summarize your findings and make recommendations for improvements. (NELP 6.1, 6.2, 6.3)

3. Laws, rights, policies and regulations - conduct an analysis of how a law or policy is implemented in your school setting and use that analysis to provide recommendations for improvements. (NELP 6.1, 6.2, 6.3)

4. Master Scheduling Development - Participate in activities related to the development of master schedules that support the functioning of a school site (class offering, housing, transportation, etc.) (NELP 6.1, 6.2, 6.3)

5. School Resource Management - evaluate the use of school resources to identify areas where resources can be more effectively allocated as well as where additional resources are needed. (NELP 6.1, 6.2, 6.3)

6. Student Transportation - review the policies for student transportation. Evaluate the implementation of district/schools policies with the current student transportation practices and procedures (home-to-school, school-to-home, and co-curricular activities) in the district/school. Summarize the findings and make recommendations for improvements. (NELP 6.1, 6.2, 6.3)

7. Staff/Teacher Evaluation - Interview two or three respected administrators experienced in conducting teacher and staff evaluations. Solicit key learnings, concerns, do’s and don’ts, and recommendations for evaluating faculty and staff. Summarize key learnings from the interviews. Reflect on the process and provide insights that will impact your actions when you take on a school leadership position. (NELP 7.1, 7.4)
a. Extended Activity: With the permission of the principal and two teachers, conduct two classroom observations using the clinical supervision model, (i.e., pre-conference, observation, analysis, and post-conference). Reflect on the process and provide recommendations for improvement.

Required Format:
- Prepare a digital presentation (PowerPoint, Prezi, or any digital application approved by your university supervisor) that presents your learning from the seven (7) activities listed above.
- Record your formal presentation using video capture software
  - The presentation is not to exceed 30 minutes in length (approximately 3-4 minutes per activity).
  - The presentation should be rehearsed and professional.
    - Upload your presentation and the Communication Plan (Activity #1) to VIA under Leadership and Management Skills within a Field-Based Setting assignment. Your presentation should reflect your experience and location (rural, urban, urban fringe, rural fringe).

Overview of Content Knowledge & Leadership Skills:

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

Content Knowledge:
- Research on the importance and implications of social, cultural, economic, legal, and political contexts
- Strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities
- Educational policy and advocacy

Leadership Skills:
- Develop a plan for identifying and accessing resources
- Gather information about the policy and district context
- Develop targeted communication for oral, written, and digital distribution
- Advocate for school and community needs

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.

Content Knowledge:
- Research on school management, operations, use of technologies, communication, and governance systems
- Principles of systems management and continuous improvement
- Management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations
- Processes for developing and implementing management, communication, technology, school-level governance, and operation systems
- Use of technology to enhance learning and program management

Leadership Skills:
- Use a process for auditing the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students’ experiences and outcomes
Use research and evidence to analyze and identify strategic and tactical challenges for the school’s systems.
- Develop and implement management, communication, assessment, technology, school-level governance, and operation systems.
- Develop a school’s master schedule.

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.

Content Knowledge:
- School-based budgeting
- Strategies for acquiring resources
- Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems
- Strategies for aligning and allocating resources according to school priorities and student needs
- Methods and procedures for managing school resources

Leadership Skills:
- Evaluate resource needs
- Use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school’s goals and priorities
- Advocate for resources in support of needs

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.

Content Knowledge:
- Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults
- Implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities
- Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety

Leadership Skills:
- Reflectively evaluate situations and policies with regard to legal, ethical, and equity issues
- Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school
- Communicate policies, laws, regulations, and procedures to appropriate school stakeholders
- Monitor and ensure adherence to laws, rights, policies, and regulations

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.

Content Knowledge:
- Research on teacher recruitment, hiring, and selection
- Practices for recruiting, selecting, and hiring school staff
- Strategic staffing based on student, school, and staff needs

Leadership Skills:
- Evaluate school’s professional staff capacity needs
- Evaluate applicant materials
Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body.

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.

**Content Knowledge:**
- Research-based strategies for personnel supervision and evaluation
- Importance of, and the ability to access, specific personnel evaluation procedures for a given context
- Multiple approaches for providing actionable feedback and support systems for teachers

**Leadership Skills:**
- Observe teaching in a variety of classrooms
- Gather and analyze district policies on instructional expectations
- Provide teaching staff with actionable feedback to support improvement
- Develop a system for monitoring whether supervision and evaluation strategies promote improvement
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<tr>
<th>Element</th>
<th>Approaching Expectations</th>
<th>Meet Expectations</th>
<th>Exceeds Expectations</th>
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</thead>
</table>
| Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community. (NELP 5.3) | Candidates do not demonstrate the capacity to:  
  - develop a plan for identifying and accessing resources,  
  - gather information about the district and policy context,  
  - develop targeted communication for oral, written, and digital distribution, and  
  - advocate for school and community needs. | Partially meets component at level 2 | Candidates demonstrate the capacity to develop a plan that includes the following:  
  - conducting a needs assessment of the school and community,  
  - identifying and accessing resources,  
  - gathering information about the district and policy context,  
  - developing targeted communication for oral, written, and digital distribution, and  
  - advocating for school and community needs. | Partially meets component at level 3 | Candidates demonstrate the capacity to develop a plan that includes the following:  
  - conducting a needs assessment of the school and community,  
  - identifying and accessing resources,  
  - gathering information about the district and policy context,  
  - developing targeted communication for oral, written, and digital distribution, and  
  - advocating for school and community needs. |
| Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, | Candidates do not demonstrate the capacity to:  
  - audit the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and | Partially meets component at level 2 | Candidates demonstrate the capacity to develop a plan to:  
  - audit the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and | Partially meets component at level 3 | Candidates demonstrate the capacity to develop a plan to:  
  - audit the equity of school processes and operations and their impact on resource allocation, Personnel decisions,
| 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. (NELP 6.2) | Candidates do not demonstrate the capacity to:  
- evaluate resource needs,  
- use data ethically and equitably to develop a multi-year resourcing plan aligned to school goals and priorities, and  
- advocate for resources in support of needs. | Partially meets component at level 2 | Candidates demonstrate the capacity to develop a plan to:  
- evaluate resource needs,  
- use data ethically and equitably to develop a multi-year resourcing plan aligned to school goals and priorities, and  
- advocate for resources in support of needs. | Partially meets component at level 3 | Candidates demonstrate the capacity to develop a Plan to:  
- evaluate resource needs,  
- use data ethically and equitably to develop a multi-year resourcing plan aligned to school goals and priorities, and  
- advocate for resources in support of needs. | Candidates use their understanding and capacity to undertake and implement this work within a school setting. |
<table>
<thead>
<tr>
<th>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. (NELP 6.3)</th>
<th>Candidates do not demonstrate the capacity to:</th>
<th>Partially meets component at level 2</th>
<th>Candidates reflectively evaluate situations and policies with regard to legal, ethical, and equity issues. Candidates demonstrate the capacity to develop a plan to:</th>
<th>Partially meets component at level 3</th>
<th>Candidates reflectively evaluate situations and policies with regard to legal, ethical, and equity issues. Candidates demonstrate the capacity to develop a plan to:</th>
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<tr>
<td>• reflectively evaluate situations and policies with regard to legal, ethical, and equity issues,</td>
<td>• analyze how law and policy are applied consistently, fairly equitably, and ethically within a school,</td>
<td>• analyze how law and policy are applied consistently, fairly equitably, and ethically within a school,</td>
<td>• analyze how law and policy are applied consistently, fairly equitably, and ethically within a school,</td>
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<tr>
<td>• analyze how law and policy are applied consistently, fairly equitably, and ethically within a school,</td>
<td>• communicate policies, laws, regulations, and procedures to appropriate school stakeholders, and monitor and ensure adherence to laws, rights, policies, and regulations.</td>
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Program completers understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, Candidates do not demonstrate the capacity to: | Partially meets component at level 2 | Candidates demonstrate the capacity to: | Partially meets component at level 3 | Candidates demonstrate the capacity to: |
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<td>• evaluate a school’s professional staff capacity needs’</td>
<td>• use research and data to plan and engage in candidate recruitment and selection that reflects the diversity</td>
<td>• evaluate a school’s professional staff capacity needs’</td>
<td>• collect and use data to plan candidate recruitment and selection that reflects the diversity of a school’s student body, and</td>
<td>• evaluate a school’s professional staff capacity needs,</td>
<td>• collect and use data to plan candidate recruitment and selection that reflects the diversity of a school’s student body, and</td>
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<tr>
<td>• use research and data to plan and engage in candidate recruitment and selection that reflects the diversity</td>
<td></td>
<td>• collect and use data to plan candidate recruitment and selection that reflects the diversity of a school’s student body, and</td>
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Candidates use their understanding and capacity to undertake and implement this work within a school setting.

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<tr>
<th>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. (NELP 7.4)</th>
<th>Candidates do not demonstrate the capacity to:</th>
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<td>• observe teaching in a variety of classrooms,</td>
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<td>• gather and review district policies on instructional expectations,</td>
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<td>• provide teaching staff with actionable feedback to support improvement’ and</td>
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<td>• develop a system for monitoring whether supervision and evaluation strategies promote improvement.</td>
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<td>Partially meets component at level 2</td>
<td>Candidates demonstrate the capacity to:</td>
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<td>Partially meets component at level 3</td>
<td>Candidates demonstrate the capacity to:</td>
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<td>• develop a system for monitoring whether supervision and evaluation strategies promote improvement.</td>
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Candidates use their understanding and capacity to undertake and implement this work within a school setting.
Appendix C
EDL Program-level Key Assessment #5
Supporting an Effective P-12 Student Learning Environment
(Equity Audit and Action Plan)

Purpose: Equity Audit & Action Plan (Completed Spring Semester)
The Equity Audit demonstrates the intern’s ability to assess, develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture and learning environment that promotes the success and well-being of each student, and adult. The Equity Action Plan demonstrates the leadership skills and knowledge acquired during the principal preparation program and applied during the internship. This includes the capacity to evaluate, cultivate, and advocate for a supportive and inclusive school culture; equitable access to educational resources, procedures, and opportunities; and equitable instructional and behavior support practices among teachers and staff. An overall score of 2.0 or above is required on this assessment and is one component of a comprehensive portfolio that determines the skills and knowledge acquired during the principal preparation program.

Directions:
1. Conduct an Equity Audit of your internship site using the Adapted Equity Audit Data Collection and Analysis Tool from Frattura/Clapper’s Book, ‘Leading for social justice: Transforming schools for all learners. (NELP 3.1). [Included with the directions]

2. Analyze and interpret your equity audit data. Use the following questions to examine your school’s equity data in each category with a lens of responding to inequities and creating solutions for building an equitable learning environment. (NELP 3.1, 3.2, 3.3, 5.1, 7.2)
   a. Where do you see balanced representation?
   b. Where do you see racial, gender, sexual orientation, or SES discrepancies in access (enrollment in programs such as Gifted, Spec Ed, AP, etc.), discipline procedures, funding, and achievement?
   c. How do you explain the discrepancies?
   d. How might you address or respond to the discrepancies?
   e. What does the data in each category show and what does it mean?
   f. Respond to ALL data analysis prompts within the Equity Audit Data Collection and Analysis Tool. (3.2 & 3.3)

3. Create an Action Plan. After collecting and analyzing the equity audit data, pick one piece of the data that you find the most compelling. This data will be the foundation for developing an Action Plan for changing something within the school site that will lead to improvement in a related area. Craft an error-free Equity Action Plan (APA style & format, no more than 5 pages) that addresses the questions below and details how you would cultivate, and advocate for an equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff (3.2, 3.3 5.1, 6.2, 7.2). Graphically depict the data that you choose to address in creating the action plan. (3.1, 3.2 and 3.3)
   a. Describe what is currently happening in your context.
   b. Why is it a problem?
   c. Describe what you want to improve (what will it look like when it’s improved?)
d. Detail what you will do and why?

e. Specific steps and a corresponding timeline.

f. The resources and permissions needed (Resources: human, material, process and policy)

g. Anticipated obstacles to implementation and proposed solutions to overcoming the equity issue.

Overview of Content Knowledge & Leadership Skills:

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.

Content Knowledge:

- Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, and respectful)
- Research on inclusive school cultures
- Processes for evaluating school culture
- Processes for effecting changes to school culture
- Engaging in advocacy

Leadership Skills:

- Evaluate school culture
- Use research and data to design and cultivate a supportive, nurturing, and inclusive school culture
- Develop strategies for improving school culture
- 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.

Content Knowledge:

- Research on the consequences for students of equitable and inequitable use of educational resources and opportunities

- Equitable allocation of educational resources, procedures, and opportunities (i.e., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships)
- Broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities
Leadership Skills:
- Evaluate sources of inequality and bias in the allocation of educational resources and opportunities
- Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values
- Advocate for the equitable access to educational resources, procedures, and opportunities

3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff.

Content Knowledge:
- Culturally responsive instructional and behavior support practices
- Characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff
- Research on implications for students of equitable, culturally responsive, and inclusive practices
- Broader social and political concern with equity and inequality in schools

Leadership Skills:
- Evaluate root causes of inequity and bias
- Develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff
- Support the use of differentiated, content based instructional materials and strategies
- Advocate for equitable practice among teachers and staff

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.

Content Knowledge:
- School organizational cultures that promote community engagement
- Research on how community members, partners, and other constituencies can support school improvement and student success
  - Collaboration methods to develop and sustain productive relationships with diverse community partners
- Practices for accessing and integrating external resources into the school

Leadership Skills:
- Collaboratively engage with diverse community members, partners, and other constituencies around shared goals
- Cultivate regular, two-way communication with community members, partners, and other constituencies
- Identify and use diverse community resources to benefit school programs and student learning
6.2 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff.

**Content Knowledge:**
- School-based budgeting
- Strategies for acquiring resources
- Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems
- Strategies for aligning and allocating resources according to school priorities and student needs
- Methods and procedures for managing school resources

**Leadership Skills:**
- Evaluate resource needs
- Use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school’s goals and priorities
- Advocate for resources in support of needs

7.2 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff.

**Content Knowledge:**
- Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being
- Effective communication
- The role of relationships, trust, and well-being in the development of a healthy and effective professional culture

**Leadership Skills:**
- Use research to design and cultivate a collaborative professional culture
- Model and foster effective communication
- Develop a comprehensive plan for providing school community members with a healthy and positive school building environment
RUBRIC PAS Supporting an Effective P-12 Student Learning Environment (Equity Audit and Plan)

<table>
<thead>
<tr>
<th>Element</th>
<th>Approaching Expectations</th>
<th>Meet Expectations</th>
<th>Exceeds Expectations</th>
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</thead>
<tbody>
<tr>
<td>Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. (NELP 3.1)</td>
<td>Candidates do not demonstrate the capacity to evaluate school culture, design and cultivate a Supportive and inclusive school culture, develop Strategies for improving school culture, and advocate for a supportive and inclusive school culture.</td>
<td>Partially meets component at level 2</td>
<td>Candidates can demonstrate the capacity to evaluate school culture, design and cultivate a Supportive and inclusive school culture, develop Strategies for improving school culture, and advocate for a supportive and inclusive school culture.</td>
</tr>
<tr>
<td>Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that</td>
<td>Candidates do not demonstrate the capacity to:</td>
<td>Partially meets component at level 2</td>
<td>Candidates can demonstrate the capacity to:</td>
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<tr>
<td>support the educational success and well-being of each student. (NELP 3.2)</td>
<td>• cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values, and advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.</td>
<td>• cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values, and advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.</td>
<td>• cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values, and advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.</td>
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</table>

Candidates use their understanding and capacity to undertake and implement this work within a school setting.

<table>
<thead>
<tr>
<th>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. (NELP 3.3)</th>
<th>Candidates do not demonstrate the capacity to:</th>
<th>Partially meets component at level 2</th>
<th>Candidates demonstrate the capacity to:</th>
<th>Partially meets component at level 3</th>
<th>Candidates demonstrate the capacity to:</th>
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<tr>
<td>• evaluate the root causes of inequity and bias,</td>
<td>• cultivate equitable, inclusive, and culturally responsive practice among teachers and staff, and advocate for equitable practices among teachers and staff.</td>
<td>• evaluate the root causes of inequity and bias,</td>
<td>• cultivate equitable, inclusive, and culturally responsive practice among teachers and staff, and advocate for equitable practices among teachers and staff.</td>
<td>• evaluate the root causes of inequity and bias,</td>
<td>• cultivate equitable, inclusive, and culturally responsive practice among teachers and staff, and advocate for equitable practices among teachers and staff.</td>
</tr>
<tr>
<td>Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. (NELP 5.1)</td>
<td>Candidates do not demonstrate the capacity to gather information about families, Cultivate collaboration among staff and families, and foster two way communication with families.</td>
<td>Partially meets component at level 2</td>
<td>Candidates demonstrate the capacity to develop processes for gathering information about families and family funds of knowledge, cultivating partnerships between staff and families, and fostering two-way communication with families.</td>
<td>Partially meets component at level 3</td>
<td>Candidates demonstrate the capacity to develop processes for gathering information about families and family funds of knowledge, cultivating partnerships between staff and families, and fostering two-way communication with families. Candidates use their understanding and capacity to undertake and implement this work within a school setting.</td>
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</table>
| Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement | Candidates do not demonstrate the capacity to:  
1. evaluate resource needs,  
2. use data ethically and equitably to develop a multi-year resourcing plan | Partially meets component at level 2 | Candidates demonstrate the capacity to develop a plan to:  
1. evaluate resource needs,  
2. use data ethically and equitably to develop a multi-year resourcing plan aligned to school goals and priorities, and | Partially meets component at level 3 | Candidates demonstrate the capacity to develop a plan to:  
1. evaluate resource needs,  
2. use data ethically and equitably to develop a
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<tr>
<th>and student development. (NELP 6.2)</th>
<th>plan aligned to school goals and priorities, and advocate for resources in support of needs.</th>
<th>advocate for resources in support of needs.</th>
<th>multi-year resourcing plan aligned to school goals and priorities, and advocate for resources in support of needs.</th>
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<td></td>
<td>Candidates use their understanding and capacity to undertake and implement this work within a school setting.</td>
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</tbody>
</table>
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. (NLP 7.2)

Candidates do not demonstrate the capacity to:
- develop a comprehensive plan for providing school community members with a healthy and positive school building environment,
- design and cultivate a collaborative professional culture, and
- model and foster effective communication.

Candidates demonstrate the capacity to:
- develop a comprehensive plan for providing school community members with a healthy and positive school building environment,
- design a collaborative professional culture, and
- develop a process for modeling and fostering effective communication.

Candidates use their understanding and capacity to undertake and implement this work within a school setting.
APPENDIX D
Professional Growth Plan/EDL Dispositions and Indicators

Mindsets, behaviors, and practices combine to determine the impact a school leader will have in leading highly effective schools. Dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities. (NCATE, 2006) Some dispositions can help us be more successful; however, some dispositions can negatively impact your leadership and relationships. With practice and coaching, learning to leverage positive dispositions can be developed and refined.

The dispositions adopted by the UAA Educational Leadership program promote and support professionalism outlined by state and national standards for effective school leaders. These standards align with the UAA School of Education Graduate Studies Conceptual Framework and are incorporated throughout the Educational Leadership program. Faculty strive to model these dispositions, and you are expected to espouse each of the following dispositions throughout your program in your class participation, projects, and assessment activities. Your self-assessment will be used, along with other standards, in the development (and revisions) of your Professional Growth Plan.

The purpose of the Professional Growth Plan is to provide a process to reflect on the dispositions and interpersonal skills that are essential for successful school leaders. It is important as a leader to know yourself and the Professional Growth Plan documents positive changes in your dispositions over the course of your principal preparation program. These dispositions are assessed three times during the principal preparation program using the Educational Leadership Dispositional Assessment (EDLDA). Use your self-assessment rating, the rating of your university faculty (mid-point & completion) on the EDLDA and the Disposition Indicators and Associated Behaviors outlined below to develop, monitor and reflect on your Professional Growth Plan.
# Professional Growth Plan

**Name:**

- Entry (Summer Year 1)
- Mid-Point (Summer Year 2 – in consultation with clinical supervisors [mentor/university supervisor])
- Completion [Transition] (in consultation with clinical supervisors [mentor/university supervisor])

<table>
<thead>
<tr>
<th>Indicators and Associated Behaviors</th>
<th>NELP Component</th>
<th>What skills/knowledge do I need to build</th>
<th>What will I do to achieve this? (Specific Action Steps)</th>
<th>What resources or support do I need?</th>
<th>How will I know when I have made growth in this area</th>
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<tr>
<td>Confidence</td>
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<td>Determined/Perseverance</td>
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<tr>
<td>Vision</td>
<td>1.1</td>
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<tr>
<td>Driven to Learn</td>
<td>2.1</td>
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<tr>
<td>Conflict Resolution</td>
<td>2.1, 2.2, 2.3</td>
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<tr>
<td>Embraces Diversity and Equity</td>
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<td>Relationship Skills</td>
<td>2.3, 5.1, 5.2, 5.3</td>
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<td>High Expectations for All</td>
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<td>Positive Attitude</td>
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<td>Effective Communication</td>
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<td>Integrity</td>
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<tr>
<td>Creates a Positive Culture</td>
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<td>Possesses Professional Beliefs, Commitment, and Work Ethic</td>
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<tr>
<td>Adaptable in Working with Staff and Stakeholders</td>
<td>5.1, 5.2</td>
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<tr>
<td>Self-Aware of Strengths and Weaknesses</td>
<td>2.1, 2.3</td>
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</table>
Reflection on learning and growth during the period under review. Use this reflection as a starting point for updating your Professional Growth Plan to address the next phase in your preparation program.
DISPOSITION INDICATORS AND ASSOCIATED BEHAVIORS

CONFIDENCE:
Indicators at the Meets Expectations Level

- Demonstrates self-assurance, as evidenced by decisiveness in decision-making.
- Demonstrates the ability to lead others by being supportive in efforts to develop followers who act in the best interest of the school and students.
- Shows consistency between their values, beliefs, and actions by developing the positive psychological states of confidence, high self-esteem, and resilience in themselves and others.

Self-confidence is conceptually similar to the construct of self-efficacy. Leadership self-confidence and leadership self-efficacy have been treated as interchangeable terms in the literature (Kouzes & Posner, 2002). Leadership self-efficacy refers to one's confidence in their capacity or ability to successfully lead a group. Self-confidence and self-efficacy are not identical concepts but are closely associated in that self-confidence is a trait that impacts leadership performance through the mediating mechanism of leadership self-efficacy. In other words, whereas self-confidence is a personal trait that is often displayed by leaders in a variety of roles and situations, leadership self-efficacy reflects leaders' confidence specific to the leadership role and situation. Thus, self-confidence appears to indirectly influence leadership practices and effectiveness through its impact on leadership self-efficacy.

DETERMINED/PERSISTENCE:
Indicators at the Meets Expectation Level

- Demonstrates persistence (grit) and does not give up easily, even when confronted with challenging situations.
- Demonstrates strong commitment and consistent follow through on tasks and responsibilities.

Resilience is described as a personal quality that predisposes individuals to bounce back in the face of loss. Resilient leaders, however, do more than bounce back – they bounce forward. Resilient school leaders take action that responds to new and ever-changing realities, even as they maintain the essential operations of the schools they lead (Reeves & Allison, 2009, 2010). Determined leaders remain focused and hopeful of their vision and are able to push through adversity and unexpected challenges. Furthermore, effective leaders maintain a growth mindset and look at challenges as an opportunity to strengthen their leadership capacity.

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EDL Professional Growth Plan
Rev. 1 July 2022
VISION:
Indicators at the Meets Expectation Level

- Collaboratively leads, develops, and communicates a school vision that reflects a core set of values and principles.
- Ability to see the big picture when making key decisions.
- Embeds the vision in all decisions, expectations, and daily practice.
- Communicates a clear vision openly with a voice characterized by purpose.

Effective school leaders have a continuous vision for improvement that guides how they operate. Their high expectations guide their leadership capacity to move teaching and learning in an upward progression. School leaders who embody vision are able to get buy-in from faculty, staff, students, parents, and community stakeholders. Furthermore, effective leaders are not afraid to expand or to scale back their vision when appropriate. They actively seek input from those around them. Effective school leaders have both a short-term vision to meet immediate needs, and a long-term vision to meet future needs.

DRIVEN TO LEARN:
Indicators at the Meets Expectation Level

- Accepts constructive feedback for continuous improvement of professional behaviors.
- Proactively demonstrates life-long learning for self and others.
- Consistently reflects on learning and professional practice.

The best leaders are the best learners. Effective leaders take the initiative to stay abreast of current trends in education and find ways to enhance their leadership capacity on a regular basis. Seeking opportunities for professional growth also includes being open to constructive feedback from mentors and other leaders in the field and developing a consistent reflective practice to support their needed areas of growth. Strong leaders not only engage in their own professional growth, but also encourage such professional development in others.

CONFLICT RESOLUTION:
Indicators at the Meets Expectation Level

- Effectively has difficult conversations demonstrating the idea that dealing with conflict directly is the best thing for both sides.
- Proactively resolves disagreements with a calm, non-defensive, and respectful reaction and identifies win-win solutions in a timely manner.
- Respectfully listens to understand conflict and each person’s/group’s point of view before acting or offering a resolution.

Effective leaders are efficient problem solvers. They are able to find effective solutions that benefit all parties involved. They are not afraid to think out of the box. They understand that each situation is unique and that there is no one ubiquitous approach for dealing with challenges. Additionally, effective leaders are proactive problem solvers who respond timely and are not swayed by others to think that problems and conflict cannot be resolved.
EMBRACES DIVERSITY AND EQUITY:
Indicators at the Meets Expectation Level

- Promotes a climate that makes the school welcoming, inclusive, and accepting of all students by treating others fairly and by not showing partiality to any persons or groups.
- Demonstrates critical consciousness of culture and race by embracing the diverse needs, interests, and strengths of all students, staff, and the larger community.
- Demonstrates cultural responsiveness and promotes such responsiveness among the school at large.
- Possessing an appreciation and value for cultural and academic diversity requires a mindset of inclusivity.

Culturally aware educators consider the differences of others and do not allow such diversity to dictate their actions adversely. Inclusion permeates in all areas of leadership, teaching, and learning and is evident in instructional activities, the classroom community, the school community at large, and through interpersonal interactions. Additionally, culturally aware leaders promote an environment where students feel safe because the leader has created a positive and respectful environment. In essence, school leaders are to be culturally aware and responsive, which entails recognizing the importance of including students’ cultural references in all aspects of learning (Ladson-Billings, 1994).

RELATIONSHIP SKILLS:
Indicators at the Meets Expectation Level

- Possesses an ability to create positive and professional relationships with faculty, staff, and students by supporting others within and outside of their presence.
- Demonstrates dedication towards collaboratively building positive relationship with community stakeholders for the benefit of school improvement and P-12 student growth.
- Creates a climate of respect and rapport among faculty, staff, and students by demonstrating sensitivity to the feelings of others at all times.
- Conducts self in an ethical manner and conducts relationships in a way that cultivates ethical actions in others.

Effective school leaders build positive relationships by putting others first. They make humble decisions that may not necessarily benefit themselves, but instead are the best decisions for the faculty, students, stakeholders, and school at large. These decisions may instead make a leaders’ job increasingly difficult; however, a leader makes the necessary decisions to help where and when they are needed. Relational leaders embrace an open-door policy and are not dismissive of others. They are able to make teachers, parents, students, and stakeholders feel important. A leader understands that others around them are contributors to the academic success of students and is evident in their interactions with all stakeholders.
HIGH EXPECTATIONS FOR ALL:
Indicators at the Meets Expectation Level

- Committed to high expectations, high-quality instruction, and collective accountability.
- Inspires others to accomplish challenging work.
- Demonstrates personal accountability for one’s self, as evidenced by modeling behaviors of high expectations.

Literature consistently emphasizes that having high expectations for all students and making those high standards clear and public is key to closing the achievement gap between and raising the overall achievement of all students (Louis et al., 2010). Effective principals are responsible for establishing a school-wide vision of commitment to high standards and the success of all students (Porter et al., 2008). Additionally, an effective principal ensures that academic success becomes the driver of instruction by motivating the entire faculty to adopt a school-wide learning improvement agenda that focuses on goals for student progress (Portin et al., 2009). Lastly, effective school leaders take accountability for such expectations by modeling the desired teacher behaviors through their leadership consistently.

POSITIVE ATTITUDE:
Indicators at the Meets Expectation Level

- Is an advocate and spokesperson for the school to all stakeholders.
- Demonstrates a growth mindset towards challenging tasks.
- Anticipates and responds in a positive or constructive manner at all times.
- Displays a sense of what is appropriate and considerate in dealing with others, as evidenced by being thoughtful of others’ feelings and skilled at handling difficult and delicate situations.

An attitude is regarded as a positive or negative point of view that shapes one’s perspectives, thought processes, and behaviors. According to Souza and Marcos (2010), attitude determines what each individual will see, hear, think, and do and can be positive or negative. It is very clear that a leader’s way of thinking guides his or her actions inside and outside of educational settings. While school leaders should be competent in their knowledge of content and pedagogy, it is also equally important that leaders should be competent in their knowledge of content and pedagogy, it is also equally important that leaders understand the impact of possessing a positive attitude within the constructs of teaching and learning. Research suggest that the positivity of a school leader can have a significant impact on the academic success of students.

EFFECTIVE COMMUNICATION:
Indicators at the Meets Expectation Level

- Communicates openly, honestly, and purposefully while exhibiting poise and professionalism, even when it is uncomfortable or unpopular.
- Creates open communication channels with others that includes multiple forms of communication (e.g., oral, written, digital).
- Articulates a clear point of view in an accurate and concise manner.
• Actively listens to diverse perspectives and uses the process of communication to link individuals, groups, and the school to build relationships, establish trust, and earn respect for self and others.

Effective communication entails possessing the ability to demonstrate command of the English language while engaging in a range of contexts and for a variety of different audiences and purposes. This includes the ability to tailor written and oral communication to any audience, using appropriate styles and approaches. Educational leaders must be able to express themselves in a manner where recipients understand the message in a receptive rather than defensive way. Written correspondence and oral communication must be delivered clearly and with tact.

INTEGRITY:
Indicators at the Meets Expectation Level

• Demonstrates strength when making decisions that are ethical and in the best interest of the students and school at large, as evidenced by the ability to reflect on, communicate, cultivate, and model integrity, trust, fairness, transparency, and collaboration.
• Accepts total personal and professional accountability for own behavior and the educational processes of the school.
• Is consistent in words, actions, and deeds with no gaps between what he/she says and what he/she does. Leader is dependable, follows through on promises, keeps his/her word.

Integrity is one of the top attributes of a strong school leader. Integrity includes actions, values, methods, measures, principles, expectations, and outcomes. It connotes a deep commitment to do the right thing for the right reason, regardless of the circumstances. People who live with integrity are incorruptible and incapable of breaking the trust of those who have confided in them. For school leadership, integrity is vital as it underpins every other leadership disposition. Choosing the right, regardless of the consequence, is the hallmark of integrity. Integrity requires humility. Humble leaders know that everyone has a different approach, value system, and reason for doing what they do. Lastly, leaders with integrity seek to understand all perspectives and weigh consequences before making a decision. For the purposes of the EDLDA, ethical practices and expectations should be aligned to the state and national school leadership code of ethics.

CREATE A POSITIVE CULTURE
Indicators at the Meets Expectation Level

• Foster shared beliefs and a sense of community and cooperation by promoting positive morale.
• Delegates work/tasks appropriately as evidence by distributed leadership.
• Recognizes and celebrates efforts of others in a timely and consistent manner.
• Successfully generates an environment of trust and authentic relationships.

Research indicates that “a healthy school environment” is characterized by basics such as “safety and orderliness,” as well as less tangible qualities such as “supportive and responsive attitudes: toward students, and a sense by teachers that they are part of a community of professionals focused on good instruction. Effective principals ensure that all adults and children at their school focus on learning as the center of their daily activities (Goldring, Murphy, Elliot, & Cravens, 2007).

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POSSSESSES PROFESSIONAL BELIEFS COMMITMENT, AND WORK ETHIC:
Indicators at the Meets Expectation Level

- Fosters a collective belief that the school will make a difference in the academic, social, and emotional lives of students.
- Demonstrates an unwavering commitment towards the school and professional responsibilities, as evidenced by a consistent producing high-quality work.

Brehm et al., (2006) suggests that professionalism can be divided into the three categories; 1) professional parameters, 2) professional behaviors, and 3) professional responsibilities. The first category, professional parameters, deals with the legal and ethical rules educators must follow, such as the Code of Professional Conduct delineated by state boards of education. Other examples include local, state, and federal laws pertaining to educational and instructional issues. Professional behaviors include observable actions such as developing and maintaining positive relationships with administrators, colleagues, parents, and students’ modeling the appearance and attitudes of a professional educator, and being reliable and dependable. Professional responsibilities include active involvement of one’s professional association, volunteering for school or community functions, and attending school events.

ADAPTABLE IN WORKING WITH STAFF AND STAKEHOLDERS:
Indicators at the Meets Expectation Level

- Collaboratively engages staff and stakeholders to seek and consider diverse perspectives.
- Actively cultivates relationships and solicits stakeholder input to make informed decisions.
- Differentiates leadership approach based on the different needs of those individuals being led.

A professional school culture requires leaders who are willing to share, support and explore collaboratively with others. Developing a collaborative culture will result in reducing teacher attrition, improving student learning, and creating the type of school that everyone searches for when they decide to become an educator. Studies show that when teachers, school leaders, and stakeholders collaborate, students perform better. However, successful collaboration begins with possessing certain dispositional qualities coupled with a willingness to grow professionally. True collaboration also involves mutual respect to work towards a common goal.

SELF-AWARE OF STRENGTHS AND WEAKNESSES:
Indicators at the Meets Expectation Level

- Demonstrates the social-emotional competence needed to maintain composure in challenging situations by being proactive rather than reactive.
- Demonstrates full awareness of their disposition, and can self-reflect to determine how their behaviors influence the people with whom they work and serve and recognize any behavior that they need to change in order to lead more effectively.

Being self-aware is also referred to as self-management and is the ability to effectively regulate one’s thoughts, emotions, and behaviors in a variety of situations in a manner that is uncompromising to those being led or the schooling organization as a whole. This includes the ability to manage stress, control impulses, self-motivate, and establish, pursue, and achieve personal and academic goals.
### FALL Activity Plan

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
<th>Activity 4</th>
<th>Activity 5</th>
<th>Activity 6</th>
<th>Activity 7</th>
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### SPRING Activity Plan

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In consultation with your School Internship Supervisor (mentor), refer to the activities listed in the textbook from pgs. 51-103 complete this form. This is a planning form that is intended to give you a plan for gaining skills, knowledge, and experiences across all 22 NELP Standards/Component. You will be required to submit evidence from your learning in each NELP Standard/Component and this document should be a guide, we recognize that it is a fluid and flexible document.

EDL Activities/Evidence Planning Form
Rev. 1 July 2022