Lehman College
The City University of New York

Educational Leadership Graduate Programs

School Building Leader
School District Leader

Internship Handbook
(EDL 710; EDL 711; EDL 721)

Table of Contents

Overview of Educational Leadership Graduate Programs

Lehman College offers two graduate programs in Educational Leadership, which include the following degree and certificate:

1. A 30-credit Master of Science in Education Degree program in Educational Leadership leading to New York State Initial Certification as a School Building Leader (SBL); and
2. A 12-15-credit Advanced Educational Leadership/District Leader Extension Program leading to New York State Professional Certification as a School District Leader (SDL)

The purpose of the graduate programs in Educational Leadership at Lehman College is to prepare candidates for positions of School Building and School District Leaders, with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for School Building Leader (SBL) and School District Leader (SDL). The programs unite both the development of schools and the development of educational leaders through preparing individuals who can be catalysts for school change and improved student performance.

The programs prepare students for positions of leadership (e.g., principals, department chairs, superintendents, assistant superintendents, etc.) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as a SBL or SDL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout these programs. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational staff, parents and students. The courses emphasize critical thinking, reflection, and problem solving.

The educational leadership graduate programs are committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department (NYSED) and are based, in part, on the School of Education's Lehman Urban Transformative Education (LUTE) conceptual model.

Lehman Urban Transformative Education (LUTE) Conceptual Framework

The LUTE represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps. The LUTE focuses on four themes: 1) Empower Our Community of Educators and Learners; 2) Educate and Advocate for Social Action and Equity; 3) Realize Potential; and 4) Affirm Our Diverse Ethnic and Cultural Contexts. The entire LUTE conceptual framework is available at http://www.lehman.cuny.edu/academics/education/introduction.php

Goals and Overview of the Internship Experience

The first goal of the Internship Experience is designed to immerse candidates in "real-life" internship experiences that afford candidates the opportunity to apply theory and knowledge from courses taken in the program. The Internship Experience is intended to blend practical experience with classroom knowledge and theory. The second goal of the Internship Experience is to provide a service to the cooperating school/district by providing leadership candidates who have the potential to assume a leadership position and who can assist the onsite supervisor in developing, planning and implementing instructional and/or management-related projects. The final goal of the Internship Experience is to assess the educational leadership candidate's ability and skills to perform effectively the responsibilities associated with school/district leadership and help identify and strengthen areas where the candidate still needs development.

All educational leadership candidates are required to complete 400[*] hours of internship experiences over one or two semesters. Through the Internship Experience, candidates must be given substantial responsibilities that include direct interaction and involvement with all school stakeholders (students, educational staff, parents, community leaders, social services organizations/agencies, etc.). In addition, candidates must be immersed in the daily administrative and managerial activities of school building leaders or school district leaders.

The Internship Experience must be structured so that candidates gain proficiency in the leadership standards (see pages 38-43) set forth by both NYSED and the National Educational Leadership Preparation standards (NELP).

Applying for the Internship Experience

Application Procedures

Candidates wishing to register for the Internship Experience must submit an application and supporting documents. Any application that is incomplete or missing required signatures will not be processed, and the candidate may be delayed from graduating in the appropriate time, since the candidate will not be able to complete his/her Internship Experience in the correct program sequence. It is imperative that candidates carefully read the application materials and arrange to meet, in advance, with his/her onsite supervisor to design the Internship Experience plan, so that the deadline submission date is not missed.

**No Internship Experience hours can be submitted until candidates receive final approval of their application

Selecting a Cooperating School/District and an Onsite Supervisor

With permission, candidates are allowed to complete the Internship Experience in schools/districts where they currently are employed. However, since candidates must be exposed

---

[*] SDL candidates who graduated from Lehman College's SBL program only need to complete 200 district level administrative/managerial hours.

to leadership within a variety of educational settings, some hours will need to be completed in other schools that offer different learning experiences (grade levels, diverse student populations, school size, etc.).

The onsite supervisor should be from the school or district where you plan to do the majority of your hours. He/she must hold a valid New York State license in administration and must currently be working as a full-time administrator (principal, assistant principal, superintendent, assistant superintendent, etc.) in the school or district. Selecting the right onsite supervisor is critical, since he/she will be an integral part of your learning process.

**For SBL students: It is certainly acceptable for you to choose an assistant principal as your onsite supervisor; however, you are required to spend many of your hours doing principal-related tasks, as well. You cannot just immerse yourself in the functions of an assistant principal. Remember, one of the overall goals of the Internship Experience is to learn about all of the leadership functions within a school.

Possible Internship Experience Tasks & Activities

After you have chosen your onsite supervisor, and he/she has agreed to work with you, arrange a time to meet with your onsite supervisor and discuss the areas you identified during your personal assessment and reflection. Based on these discussions, you should collaborate with your onsite supervisor to identify a list of three possible activities for each of the Special Settings that you can complete over the course of the Internship Experience. These should be stated in brief (e.g. "conduct classroom observations" or "order materials for science department"). This list is intended as a starting point; additional activities/tasks should be completed., which will help meet your individualized needs identified during your personal assessment and reflection. It is imperative that the proposed leadership activities/tasks involve the candidate in the act of **DOING** – not watching or observing.

Most importantly, the NELP leadership standards that are listed at the end of the handbook, depending on your program (SBL or SDL), must be incorporated in the proposed action plan created with your onsite supervisor.

Specific Guidelines for Internship Experience Hours (SBL ONLY)

The required **400 hours** of internship experiences must include the following:

1. **325-350 hours**[*] **– spent working with the day-to-day activities and tasks of school building leaders, which MUST include 200 hours in the following settings:**
    - **ES – Elementary School** setting: minimum 20 hrs
    - **MS – Middle School** setting: minimum 20 hrs
    - **HS – High School** setting: minimum 20 hrs
    - **LS – Large School** setting (roughly 800 students or more): minimum 20 hrs

---

[*] SBL candidates <u>MUST</u> complete between 125-150 non-EIP internship hours <u>DURING EDL 710 (spring semester)</u>. The total number of non-EIP internship hours will depend on the total number of EIP hours logged (50-75 hours).

- **SS – Small School** setting (roughly fewer than 800 students): minimum 20 hrs
- **DIV – Diverse Populations** in a school: minimum 20 hrs
- **CS – Counseling Program** in a school: minimum 20 hrs
- **COM – Community Leader or Outside Community:** minimum 20 hrs
- **SPED – Special Education Program** in a school: minimum 25 hrs
- **BUD – Budgets** in a school: minimum 15 hrs

2. **50-75 hours – spent developing an equity focused Educational Improvement Plan** (see EIP outline below)**.**

NOTE: A maximum total of 100 hours of internship hours, completed between May – August, prior to taking EDL 710 or EDL 711, can be applied. However, the following applies:*
- these 100 hours may not be from a period longer than six months prior to being enrolled in EDL 710 or EDL 711;
- these prior 100 hours **may not be** internship experience hours that you used to fulfill other course requirements;
- you must receive approval from your advisor or program coordinator; and

3. **National Educational Leadership Preparation (NELP) Standards:** Candidates must also satisfy each of the NELP Building Level Standards, which include:
    #1 – Mission, Vision and Improvement
    #2 – Ethics and Professional Norms
    #3 – Equity, Inclusiveness, and Cultural Responsiveness
    #4 – Learning and Instruction
    #5 – Community and External Leadership
    #6 – Operations and Management
    #7 – Building Professional Capacity

Specific Guidelines for Internship Experience Hours (SDL ONLY)

The required **200*** **hours** of internship experiences must include the following:

1. **200 hours – spent working with the day-to-day activities and tasks of school district leaders, which MUST include hours in the following areas of district-level work:**
    - **ES – Elementary Schools**: minimum 20 hrs
    - **MS – Middle Schools**: minimum 20 hrs
    - **HS – High Schools**: minimum 20 hrs
    - **DIV – Diverse Populations**: minimum 20 hrs
    - **CS – Counseling Programs**: minimum 20 hrs
    - **COM – Community Leader or Outside Community:** minimum 20 hrs
    - **POL – Policy-making structures**: minimum 20 hrs

---

* SDL candidates who graduated from Lehman's SBL program **only need to complete the 200 district level internship hours in the Special Settings outlined above** and **are NOT required to complete an EIP**.

- **SPED – Special Education Program**s: minimum 30 hrs
- **BUD – Budgets**: minimum 15 hrs
- **HR – Human Resources:** minimum 15 hrs

2. **200 hours – spent developing an equity focused Educational Improvement Plan (Where applicable) -** Students who did NOT graduate from the Lehman College SBL program must complete an **additional 200 hours** developing an equity focused district-wide Educational Improvement Plan (see EIP outline below).

3. **National Educational Leadership Preparation (NELP) Standards:** Candidates must also satisfy each of the NELP District Level Standards, which include:
   - #1 – Mission, Vision and Improvement
   - #2 – Ethics and Professional Norms
   - #3 – Equity, Inclusiveness, and Cultural Responsiveness
   - #4 – Learning and Instruction
   - #5 – Community and External Leadership
   - #6 – Operations and Management
   - #7 – Policy, Governance, and Advocacy

Educational Improvement Plan

Outline for Educational Improvement Plan (EIP)

The main goal of the Educational Improvement Plan (EIP) is to utilize all aspects of your coursework in developing a practical equity-focused educational change plan in your cooperating school. A major part of this project will involve you performing an equity audit in your school that focuses either on achievement equity or programmatic equity (see Skrla, McKenzie & Scheurich, 2009). Your EIP should incorporate research and theory from your coursework, as well as additional research you may find relevant. You will create a plan for potential implementation. While the researched and proposed plan does not, necessarily, have to be implemented, the goal is to create a feasible, relevant and thoughtful plan that addresses an equity gap and will provide working solutions for the school.

After a thoughtful conversation with your onsite supervisor about the cooperating school's educational challenges and issues, you should identify a critical equity challenge (within your cooperating school/district that is in need of improvement). For the purposes of this project, a problem is defined as disparities among sub-groups that have historically been underserved. No problem/issue should be proposed unless your onsite supervisor has approved it. He/she must have input on your proposed Educational Improvement Plan.

Please use the following section headings for your written Educational Improvement Plan:

Section I: Needs Assessment & Description of Proposed EIP (Narrative with relevant parenthetical citations) *NELP 6.1*

Simply state the problem/issue that you will be addressing (programmatic or achievement equity). Your focus should be on providing evidence of the problem/issue and setting the context for where the problem exists. You will need to draw from the following data sources:

a) *existing state and local data (where possible, this should include data on teacher practice);*
b) *interviews with school stakeholders (e.g. student, parent, teacher, paraprofessional, etc.) whose perspectives on the issue will inform your analysis;*
c) *other existing survey data, interviews, and/or assessment data your school has collected (you may need to collect new date if none exists); and*
d) *existing empirical research literature that frames how this issue has been understood and addressed in other places.*

Frame the issue by providing relevant background information, including past attempts at addressing the problem and how the problem exists. Note that no data should be collected without the approval of your onsite supervisor.

Finally, <u>succinctly</u> describe the initiative you are proposing and discuss why it makes sense given how your research has informed your understanding of the issue.

Section II: Potential Causes of Problem/Issue and Major Barriers to Change (Narrative with relevant parenthetical citations) *NELP 6.1*
Discuss the major barriers preventing this potential educational improvement and draw on relevant theory to frame the issue. Identify strategies for removing these barriers. How might you overcome the "history" of the school and past politics? In addition, examine the possible causes of the problem/issue. Remember, often there are multiple causes. For example, individuals, procedures, attitudes, and resources can all contribute to problems. (These are some causes and are not meant to be an all-inclusive list.)

Section III: Organizational Chart for EIP (Table with bulleted notes) *NELP 6.1*
Create an organizational chart of your cooperating school/district that identifies the central individuals and/or groups who would need to be involved **in this educational improvement plan you are proposing**. Consider the current relationships between these individuals/groups. What preexisting "politics" may exist? What are the sources of authority and power of these individuals/groups? What is the level of collaboration and collegiality among these individuals/groups?

Section IV: Action Steps & Timeline (Chart/Table) *NELP 6.2*
Develop a specific action plan & timeline for implementing this educational improvement. Consider the following questions: What steps must you take? How long will it realistically take from concept to actual implementation? How will you promote collaborative decision making during this process? How will you involve all school/district stakeholders? How will you lead this change fairly and ethically?

Section V: EIP Budget (Table with bulleted notes) *NELP 6.2*

How might this educational improvement be funded? Create a budget that shows your projected expenses to implement this educational improvement, as well as sources of funding for these expenses.

Section VI: Evaluation (Narrative with relevant parenthetical citations) *NELP 6.3*
In order to do a thorough job of determining the feasibility of your plan, you are expected to assess the EIP by conducting a self-evaluation and then asking your supervisor to evaluate it as well. Your self-evaluation should address the following: 1) a brief recap of steps taken to arrive at the plan; 2) potential for meeting critical, documented school needs; and 3) challenges you anticipate in implementing plan elements and/or the entire plan. Then you should arrange to have a debriefing conference with your supervisor that focuses on the EIP. From your supervisor, you should gather evaluative feedback about strengths and limitations of the plan. You should write up both your self-evaluation and a summary of the supervisory conference, making sure to include references to relevant research literature.

Section VII: Reference Page
This section should be written using APA format (the most recent version) and should include all sources (theory, research articles, school/district data, etc.) of information that you cited in your Educational Improvement Plan.

Educational Improvement Plan (EIP) Rubric

Standard	Target	Proficient	Emerging
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. Note: EIP Sections 1-3 address 6.1.	**Compelling** evidence that candidate can design an equity-focused educational improvement plan that is informed by at least **3** of Data Sources 1-4 AND Data Source 5: 1) state/local student formal achievement test results; 2) teacher performance assessments; 3) interviews with school stakeholders; 4) other locally developed and administered assessments; and 5) data gathering instrument or technique adapted or designed specifically for this project; describes potential barriers to improvement and ways to address them; identifies key players (and their reporting relationships) in EIP implementation; and ties the EIP to *existing empirical research literature that frames how this issue has*	**Sufficient** evidence that candidate can design an equity-focused educational improvement plan that is informed by at least three of the following data sources: 1)state/local student formal achievement test results; 2) teacher performance assessments; 3) interviews with school stakeholders; and/or 4) other locally developed and administered assessments; identifies potential barriers to improvement and ways to address them; and identifies key players (and their reporting relationships) in EIP implementation; professional literature may be cited but the alignment between the EIP and empirical research is not	Evidence that an **attempt was made** to design an educational plan that is informed by at least one data source and provides an organizational chart that identifies key players; missing elements (analysis of potential barriers with ways to address them and/or connection to professional literature)

Standard	Target	Proficient	Emerging
	been understood and addressed in other settings	well developed	
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. Note: EIP Sections 4-5 address Component 6.2.	**Compelling evidence** that candidate demonstrates the ability to develop an action plan that is inclusive; provides a realistic timeline given the multiple responsibilities of key stakeholders; and identifies estimated costs for making improvements and potential sources of funds. The candidate is particularly skilled at presenting evidence graphically (tables, charts) with appropriate and succinct explanations.	**Sufficient** evidence that candidate demonstrates the ability to develop an action plan that is inclusive; provides a realistic timeline given the multiple responsibilities of key stakeholders; and identifies estimated costs for making improvements and potential sources of funds. Project plan and budget are presented graphically but are not easy to interpret (i.e., the reader must rely on the narrative rather than the graphic display).	Evidence that an **attempt was made** to develop an EIP with a set of steps and a proposed budget. The plan lacked attention to one or more of the following elements: inclusivity; realistic timeline; potential sources of funds.
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. Note: EIP Section 6 addresses Component 6.3.	**Compelling evidence** that candidate can design an actionable EIP that is informed by historical or existing policy initiatives found in the research literature and can reflect on the conditions required for successful implementation and identify metrics that would demonstrate success.	**Sufficient evidence** that candidate can design an actionable EIP and reflect on conditions required for successful implementation; success indicators are not clearly delineated	Evidence that an **attempt was made** to design an EIP that has the potential to have a positive impact on students and school personnel; the EIP does not provide sufficient detail regarding the steps needs to make the plan actionable and/or success metrics

Technical Aspects		
Criterion	**Met**	**Not Met**
English Mechanics Grammatically and stylistically well-written with few, if any, errors or error patterns.		
APA Format In-text citations and a reference page included; ALL references are properly cited in APA style		

Onsite Supervisors

Responsibilities of Onsite Supervisors

- The onsite supervisor must obtain a copy of the *Handbook for Internship Experiences* from the educational leadership candidate and read through its contents prior to signing off on his/her Internship Experience Application.
- The onsite supervisor will work with the educational leadership candidate to prepare a proposed plan for completing the administrative and managerial activities/tasks in the Special Settings for all of the required hours[*].
- Where applicable, the onsite supervisor will discuss with the educational leadership candidate his/her proposed Educational Improvement Plan to ensure that this plan incorporates another 50-75 hours of leadership activities/tasks.
- The onsite supervisor will guide and assist the educational leadership candidate in collecting and accessing data that are appropriate and necessary to creating his/her Educational Improvement Plan.
- The onsite supervisor will meet with the educational leadership candidate for a minimum of 45-60 minutes per week for individual supervision.
- The onsite supervisor will provide the educational leadership candidate opportunities to fulfill the requirements of the Internship Experience, as well as involve the candidate in the act of **DOING** – not watching or observing.
- The onsite supervisor will provide the educational leadership candidate with a copy of his/her resume to include with the candidate's Internship Experience Application. (The School of Education at Lehman is required by the Council for Accreditation of Educator Preparation (CAEP) to have, on file, resumes of all individuals involved in the training of our educational leadership candidates.)
- The onsite supervisor will co-sign all written time logs prepared by the educational leadership candidate.
- The onsite supervisor will submit an online assessment of the educational leadership candidate's performance during the Internship Experience.
- The onsite supervisor will meet with a Lehman faculty member at least once during each semester.

Appreciation of Onsite Supervisors

The School of Education and the Educational Leadership Graduate Programs extend our sincere appreciation to you for your willingness to serve as an onsite supervisor. In your role, you are making an extremely important contribution to the future of the profession of educational leadership. You will be functioning as a mentor, a teacher and a model of ethical and

---

[*] SDL candidates who graduated from Lehman's SBL program only need to complete 200 district level internship hours spent on day-to-day activities and are not required to complete an EIP.

transformational educational leadership. We anticipate that the educational leadership candidate, with whom you will be working, will also be able to make contributions to your school/district.

As an onsite supervisor, you will be compensated by earning credits of tuition reimbursement for your hours of supervision. A minimum of 12 weeks (full time) or a total of 360 hours of supervision of Lehman College leadership candidates is required for an onsite supervisor to earn a three-credit tuition waiver. Onsite supervisors may accumulate their total number of weeks or hours across any two academic years in order to be eligible. The tuition waiver must be used within three semesters from the date that the waiver is issued. The tuition waiver application may be obtained from the School of Education's Professional Development Network Office (Carman Hall, Room B33; 718.960.8041).

Thank you for taking the time to read this handbook and its guidelines. Hopefully it will help you understand the expectations and necessary steps to ensure a successful and enriching internship experience for our candidates.

Clinical Faculty

Responsibilities of Lehman College Clinical Faculty

- Collects weekly logs.
- Conducts one-two site visits for each candidate per semester (EDL 710/EDL 711 or EDL 721).
- Meets with onsite supervisor, in person, at least once per semester (EDL 710/EDL 711 or EDL 721).
- Maintains ongoing communication with onsite supervisor through email and/or phone, if issues arise.
- Responsible for assessing the progress of the candidate with the onsite supervisor.
- Reviews and collects (by established deadlines and via Taskstream), and ensuring that all appropriate signatures and required hours/activities are clearly documented, the following items:
    - Internship Application
    - May - Aug Internship Log & Tally
    - NELP #1: Artifact and Reflection
    - NELP #2: Artifact and Reflection
    - NELP #3: Artifact and Reflection
    - NELP #4: Artifact and Reflection
    - NELP #5: Artifact and Reflection
    - NELP #6: Artifact and Reflection
    - NELP #7: Artifact and Reflection
    - EDL 711 Logs (Special Settings) (**SBL ONLY)**
    - EDL 710 Logs (EIP and Non EIP) (**SBL ONLY)**
    - EDL 721 Logs (Special Settings) (**SDL ONLY)**
    - EDL 721 Educational Improvement Plan & Log (**where applicable, for SDL ONLY)**

- Reviews and collects (by established deadlines and via Taskstream) candidate site evaluations and disposition evaluations (EDL 710).
- Ensures that the onsite supervisor is affording the candidate the opportunity to experience a variety of leadership activities and roles.
- Determines and assigns the candidate's grade and submits candidate's evaluation after consulting with the onsite supervisor (EDL 710/711 or EDL 721); reviewing evaluations by the onsite supervisor (EDL 710 or EDL 721); reading the EIP (EDL 710 or EDL 721), all relevant logs, artifacts and reflections (EDL 710/711 or EDL 721), and other seminar assignments.
- Determines whether or not the candidate has met the required outcomes of the course, and if not, works with onsite supervisor to prescribe the additional work that must be completed to meet the standards.
- Maintains a *CUNYfirst* username and password, since this system will be used for verifying attendance rosters and submitting grades.
- Maintains a *Taskstream* username and password, since EIP scores, clinical faculty evaluations of candidates, candidate site evaluations and disposition evaluations must be entered into this system, before the end of the semester in which the course is taught, and all onsite supervisor evaluation data will be stored, for review, in this system.

Internship Experience Completion

SBL students

You will submit your EDL 711 Logs (Special Settings) to your Lehman instructor, prior to the end of EDL 711 – The Leadership Experience II. In order to complete EDL 711 and receive a grade, you must have completed 200 hours in the required Special Settings, submitted all artifacts and reflections, and posted the required material in the Taskstream DRF.

You will submit your Educational Improvement Plan and its completed log to your Lehman instructor, prior to the end of EDL 710 – The Leadership Experience I. In order to complete EDL 710 and receive a grade, you must submit:
- Your Educational Improvement Plan (EIP)
- EDL 710 Logs documenting 50-75 hours of EIP development work and 125-150 hours of non-EIP internship experiences.

The total minimum required hours for EDL 710 is 200.

Remember, you must tally all completed hours on your logs. The logs should be signed by you and your onsite supervisor on the designated pages.

SDL Students

You will submit your EDL 721 Logs (Special Settings) to your Lehman instructor, prior to the end of EDL 721. In order to complete EDL 721 and receive a grade, you must have completed 200 hours in the required Special Settings, submitted all artifacts and reflections, and posted the required material in the Taskstream DRF.

The EDL 721 Logs (Special Settings), as well as your Educational Improvement Plan and Log (if applicable), must be submitted, to your Lehman instructor, prior to the end of EDL 721. In order to complete EDL 721 and receive a grade, you must have completed a minimum total of 200-400 hours (depending which program you are enrolled in)[*], submitted your Educational Improvement Plan (if applicable), as well as all other required documentation.

Remember, you must tally all completed hours on your logs. The logs should be signed by you and your onsite supervisor on the designated pages.

Internship Experience Assessment

Assessment of Candidates

During the Internship Experience, a candidate's level of proficiency, accomplished in each of the NELP standards, will be assessed in the following ways:
1) Lehman faculty will meet with candidates' onsite supervisors to discuss candidates' progress;
2) onsite supervisors will be required to complete an online assessment of candidates;
3) candidates will be required to submit artifacts and reflections for each NELP standard;
4) candidates will receive a grade for their Educational Improvement Plan (if relevant); and
5) candidates will receive a final course grade (in EDL 710, EDL 711 and/or EDL 721).

You are responsible for making sure that your onsite supervisor receives a copy of this *Handbook for Internship Experiences*, which includes the assessment form that he/she will complete online to evaluate your Internship Experience performance. It is the candidate's responsibility to follow up with your onsite supervisor to ensure that he/she received the online evaluation and completes it by the assigned deadline.

SBL students – onsite supervisors should complete **ONE** assessment form for the entire Internship Experience (both EDL 710 and EDL 711).

SDL students – onsite supervisors should complete **ONE** assessment form for the entire Internship Experience (EDL 721).

Candidates will also be required to evaluate their cooperating school/district sites, and this must be submitted via *Taskstream* to your EDL 710 and/or EDL 721 instructor.

Clinical Faculty Evaluation of Intern Candidate (NELP)

Please choose the category that best describes the candidate's performance in each of the specific NELP standard area listed below:
        TARGET: compelling evidence

---

[*] SDL candidates who graduated from Lehman's SBL program only need to complete 200 district level internship hours spent on day-to-day activities and are not required to complete an EIP.

PROFICIENT: sufficient evidence
EMERGING: limited evidence

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.

PERFORMANCES: The intern facilitates processes and engages in activities that demonstrate their capacity to:

ELEMENTS:
•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.
•lead improvement processes that include data use, design, implementation, and evaluation.

       Comments for Intern's Performance on Standard #1:

Standard #2: Ethics and Professional Norms

STANDARD #2: 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.

PERFORMANCES: The intern facilitates processes and engages in activities that demonstrate their capacity to:

ELEMENTS
•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.
•evaluate, communicate about, and advocate for ethical and legal decisions.
•model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

       Comments for Intern's Performance on Standard #2:

Standard #3: Equity, Inclusiveness, and Cultural Responsiveness

STANDARD #3: 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.

PERFORMANCES: The intern facilitates processes and engages in activities that demonstrate their capacity to use data to evaluate, design, cultivate, and advocate for:

ELEMENTS
•a supportive and inclusive school culture.
•equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
•equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Comments for Intern's Performance on Standard #3:

Standard #4: Learning and Instruction
STANDARD #4: 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.

PERFORMANCES: The intern facilitates processes and engages in activities that demonstrate their capacity to evaluate, develop, and implement:

ELEMENTS:
•high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.
•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.
•formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
•the school's curriculum, instruction, technology, data systems, and assessment practices in a collaborative, coherent, equitable, and systematic manner.

Comments for Intern's Performance on Standard #4:

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.

PERFORMANCES: The intern facilitates processes and engages in activities that demonstrate their capacity to

ELEMENTS:
•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.

Comments for Intern's Performance on Standard #5:

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.

PERFORMANCES: The intern facilitates processes and engages in activities that demonstrate their capacity to

ELEMENTS:
•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.

Comments for Intern's Performance on Standard #6:

Standard #7: Building Professional Capacity
Standard #7: 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.

PERFORMANCES: The intern facilitates processes and engages in activities that demonstrate their capacity to

ELEMENTS:

•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 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 success.
•evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Comments for Intern's Performance on Standard #7:

Dispositions Assessment

This form is designed to evaluate a candidate's professional behaviors and dispositions that are characteristic of those who are successful in the leadership profession.

For each question:
1=Does Not Meet Expectations
2=Meets Expectations
3=Exceeds Expectations

Timeliness
1. Arrives late and/or leaves early more than 2 times
2. Usually arrives on time and remains as expected
3. Consistently arrives prior to designated time and remains as needed until task is complete

Attendance
1. Never attends as scheduled; may or may not notify teacher; and/or not dependable
2. Attends regularly as scheduled; makes up time missed; is dependable
3. Consistently attends regularly as scheduled; dependable; volunteers to attend beyond required time

Appearance and Dress
1. Never dresses appropriately for the school environment/classroom and/or is poorly groomed
2. Usually dresses appropriately for the school environment and is generally well groomed
3. Consistently dresses in a professional manner; is well groomed

Self-Efficacy
1. Shows little self-confidence; or displays a negative attitude toward a challenging task
2. Usually self-confident; displays positive attitude toward a challenging task
3. Consistently self-confident; always displays appropriate behavior and positive attitude with flexible strategies

Confidentiality

1. Talks inappropriately to others concerning students and school; or lacks respect for confidential matters
2. Usually talks appropriately with other professionals concerning students
3. Consistently keeps school matters confidential and refrains from discussing with anyone outside of school

Initiative
1. Exhibits little energy or enthusiasm; and/or seldom volunteers for tasks
2. Usually demonstrates enthusiasm for students, curriculum, and teaching; volunteers for tasks
3. Consistently eager to participate

Sensitivity to Cultural Diversity
1. Unaware of or unwilling to accept student differences
2. Usually displays sensitivity and acceptance of diverse backgrounds
3. Consistently displays a sensitivity and appreciation for diversity

Sensitivity to Individual Differences
1. Holds lower expectations for minority students, or/and English Language learners, or/and students with special needs
2. Usually sets high performance standards for all students
3. Consistently sets high performance standards for all students

Cooperation
1. Unwilling to cooperate or collaborate with peers, faculty, parents, and/or staff
2. Usually demonstrates an ability and willingness to work cooperatively with peers, faculty, parents, and/or staff
3. Consistently works cooperatively with faculty, parents, peers, and/or staff

Fairness
1. Treats students with different ability levels with more/less dignity; and/or classroom policies/ procedures and grading reflect bias
2. Usually treats all students equally
3. Consistently treats all students equally

Rapport
1. Exhibits no respect when communicating or interacting with peers, faculty, students, parents, and/or staff; and/or relates to others in a negative, demeaning, or sarcastic manner
2. Usually demonstrates an ability to communicate and interact effectively and professionally with peers, students, faculty, parents, and/or staff
3. Consistently communicates and interacts effectively and professionally with peers, students, faculty, parents, and/or staff

Caring
1. Unwilling or unable to identify with or take into consideration the needs of students, parents, peers, faculty, and/or staff

2. Usually demonstrates the following: Empathy (e.g., able to identify with, see things from the perspective of others); Understanding (e.g., able to comprehend another person's ideas, feelings, and needs); Responsiveness (e.g., attentive to others' needs; places the needs of the learner and the learning task above one's own)
3. Consistently demonstrates the following: Empathy, Understanding, and Responsiveness

Flexibility
1. Fails to recognize the need for change
2. Usually recognizes the need for change when appropriate
3. Consistently recognizes the need for change when appropriate

Open-Mindedness
1. Does not admit or acknowledge different perspectives or solutions to a problem or issue
2. Usually admits or acknowledges different perspectives or solutions to a problem or issue
3. Consistently admits or acknowledges different perspectives or solutions to a problem or issue

Honesty
1. Withholds the truth to suit his/her own needs; or deceitful with peers, faculty, students and/or staff
2. Usually genuine, authentic; truthful; able to admit one's own mistakes
3. Genuine, authentic; truthful; able to admit one's own mistakes; articulates the importance of honesty to faculty, students, and/or staff

Responsiveness to Feedback
1. Rejects or ignores constructive feedback and/or fails to take action in a timely manner
2. Usually accepts constructive feedback and responds appropriately; takes action in a timely manner
3. Consistently accepts constructive feedback and responds appropriately; is open to constructive criticism; actively solicits feedback about performance

Reflectivity
1. Little or no concern about evaluating a situation or one's own performance, attitudes, or behavior critically
2. Usually shows concern about evaluating a situation or one's own performance, attitudes, or behavior critically
3. Consistently shows concern about evaluating a situation or one's own performance, attitudes, or behavior critically

Onsite Supervisor: Assessment of Educational Leadership Candidate
The following assessment is required in order for the Educational Leadership candidate to complete his/her internship/clinical practice. The survey should take approximately 20 minutes to complete. Lehman College's School of Education and the Educational Leadership faculty are continuously striving to improve the quality of our programs. In advance, we thank you for providing us with feedback and helping us evaluate the experiences you had working with our educational leadership candidates. We also thank you for devoting your time to helping teach our

candidates and working with them during their internship/clinical practice. We value both your feedback and your commitment to Lehman

SECTION I: Candidate and Supervisor Data:
Required Name of Candidate:
Required Semester/Year:
Required Name of Onsite Supervisor:
Required School/District Name:
Required School/District Address:

SECTION II: Assessment of Leadership Skills:
Please choose the category that best describes the candidate's performance in each of the specific NELP standard area listed below:
  TARGET: compelling evidence
  PROFICIENT: sufficient evidence
  EMERGING: limited evidence

Mission, Vision, and Improvement 1.1
Candidate understands and demonstrates 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.

Mission, Vision, and Improvement 1.2
Candidate understands and demonstrates the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Ethics and Professional Norms 2.1
Candidate understands and demonstrates the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Ethics and Professional Norms 2.2
Candidate understands and demonstrates the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Ethics and Professional Norms 2.3
Candidate understands and demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Equity, Inclusiveness, and Cultural Responsiveness 3.1
Candidate understands and demonstrates the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Equity, Inclusiveness, and Cultural Responsiveness 3.2

Candidate understands and demonstrates 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.

Equity, Inclusiveness, and Cultural Responsiveness 3.3
Candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Learning and Instruction 4.1
Candidate understands and demonstrates the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Learning and Instruction 4.2
Candidate understands and demonstrates 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.

Learning and Instruction 4.3
Candidate understands and demonstrates 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.

Learning and Instruction 4.4
Candidate understands and demonstrates 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.

Community and External Leadership 5.1
Candidate understands and demonstrates the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Community and External Leadership 5.2
Candidate understands and demonstrates 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.

Community and External Leadership 5.3
Candidate understands and demonstrates 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.

Operations and Management 6.1

Candidate understands and demonstrates 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.

Operations and Management 6.2
Candidate understands and demonstrates the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Operations and Management 6.3
Candidate understands and demonstrates the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Building Professional Capacity 7.1
Candidate understands and has the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Building Professional Capacity 7.2
Candidate understands and has 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.

Building Professional Capacity 7.3
Candidate understands and has 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.

Building Professional Capacity 7.4
Candidate understands and has the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

SECTION III: Overall Assessment
Required Please choose ONE statement (and write comments if statement #3 is chosen) that most reflects your opinion about the above named educational leadership candidate:
- *This educational leadership candidate has an excellent future as a school/district leader, and I strongly support that s/he pursues such work.*
- *This educational leadership candidate shows strong potential as a school/district leader.*
- *I have reservations about this educational leadership candidate pursuing school/district leadership.*

Comments

SECTION IV: Verification of Completion of Hours:
Please choose the appropriate response.

Required I verify that the above-named candidate successfully completed the agreed upon internship experiences at the above-named school/district.

- Yes
- No (please explain below)
- If the candidate did not complete the required hours, please explain:

Additional Comments and/or Suggestions:

Complete National Educational Leadership Preparation (NELP) Standards

NELP Standards – Building Level

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 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.
> **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.

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.

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

NELP Standards – District Level

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a district-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 district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Component 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Standard 2: Ethics and Professional Norms
Candidates who successfully complete a district-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 capacityto advocate for ethical decisions and cultivate professional norms and culture.

> **Component 2.1** Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.
> **Component 2.2** Program completers understand and demonstrate the capacity to evaluate 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 district-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 district culture.

> **Component 3.1** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.
> **Component 3.2** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.
> **Component 3.3** Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction
Candidates who successfully complete a district-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, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

> **Component 4.1** Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district

Standard 5: Community and External Leadership

Candidates who successfully complete a district-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 engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

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 and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Standard 6: Operations and Management

Candidates who successfully complete a district-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, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity

Standard 7: Policy, Governance, and Advocacy

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Standard 8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district 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 district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

Component 8.1 Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-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 district setting.

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.