



South Orange, New Jersey 07079

College of Education and Human Services
Department of Education Leadership, Management, and Policy



Resource Manual
for the
Internship Program

Principal/Supervisor/CSA Certificate

II. Academic Background

_____	_____	_____	_____
B.A. Degree Major/Minor	Date of Degree	University	State
_____	_____	_____	_____
M.A. Degree/Major	Date of Degree	University	State
_____	_____	_____	_____
# of Post M.A./ Credits	Dates of Attendance	University	Field of Study
_____	_____	_____	_____
Dates of Attendance		University	Field of Study

III. Certifications

_____	_____	_____	_____
Teacher's Certificate	Field	Date	State
_____	_____	_____	_____
Principal's Certificate		Date	State
_____	_____	_____	_____
Supervisor's Certificate		Date	State
_____	_____	_____	_____
Other Certificates	Field	Date	State

IV. Experiences (Teaching/Administrative)

_____	_____	_____	_____	_____
Dates	Position	Address	State	Zip
_____	_____	_____	_____	_____
Dates	Position	Address	State	Zip
_____	_____	_____	_____	_____
Dates	Position	Address	State	Zip

V. Proposed Internship Experiences (Check One or More)

I shall be interning under the guidance of an institutional sponsor who is:

	Check	Print Name
Superintendent of Schools	_____	_____
Principal	_____	_____
Supervisor or Department Chairperson	_____	_____
Director or Coordinator of Curriculum	_____	_____
School Business Administrator	_____	_____
Director of Personnel	_____	_____
Other _____	_____	_____

Indicate specific Title

The level at which I shall be working is: (Check one)

Elementary _____

Middle _____

Junior High _____

High School _____

Higher Ed _____

Other Instit. _____

Signature of Institutional Sponsor _____ Date _____

Signature of Superintendent of Schools OR _____ Date _____

Signature of College Administrator OR _____ Date _____

Signature of Other Institutional Administrator _____ Date _____

VI. Dates of Internship

Fall Semester Dates (including year) _____ Spring Semester Dates (including year) _____

Signature of Seton Hall University Advisor _____ Date _____

INTERNSHIP OVERVIEW

The internship requires a minimum total of 600 hours within 2 (two) consecutive semesters. A minimum of 50 hours must be in an alternate setting that is different from the intern's concentrated experience (if suburban, then 50 must be in urban). It is also encouraged that the intern attempt to engage in a minimum of ten days as a full-time administrator either in a school or district setting. The intern experience is comprised of 2, three credit courses.

INTERN RESPONSIBILITIES

The intern is responsible for creating a **Proposal of Administrative/Supervisory Activities** that specifically details the experiences planned for the internship and aligns with the recommended program experiences as described in this Resource Manual for the Internship Program, pages 12-16. See **Creating a Proposal** below.

The proposal is to be presented to the Institutional Administrator who serves as Institutional Sponsor/Mentor, and the Seton Hall University (SHU) Department Advisor for input and approval. It is understandable that all of the experiences cannot be identified before the internship begins. However, it is expected that, in order to participate in meaningful tasks and gain valuable administrative experience, the intern should spend a major portion of time on tasks that are related to the everyday experience of the educational administrator. The remaining time should be utilized in such specialized work as, for example, budgeting, public relations, disciplinary tasks, decision-making tasks, committee meetings, scheduling and researching. Interns should propose hands-on experiences that will expand knowledge, enhance ability, and provide insight and growth.

The intern is expected to record administrative experiences and insights gained in accomplishing specific tasks using the **Intern Log Form** found on page 18 of this manual. The intern is expected to document, i.e., provide evidence of, the administrative/supervisory experiences described within each log. See **Creating the Portfolio – Logs and Documented Evidence** below.

By the end of the first semester, a portfolio of logs and documents will be presented to the SHU Department Advisor for approval and grading. It is expected the intern reach approximately 300 hours by that time. The final portfolio consisting of a 600-hour administrative/supervisory experience as evidenced by the logs and documents will be evaluated by the Institutional Sponsor/Mentor and submitted to the Department Advisor for approval prior to college exam week. Final grade will be SATISFACTORY/IN PROGRESS/UNSATISFACTORY.

In order to provide support, clarity and encouragement, the SHU Department Advisor will visit the intern at least two times each semester (4 field visits in total) and confer with the Institutional Sponsor/Mentor as needed. The purpose of these visits will be to orient the Institutional Sponsor/Mentor and interns in their duties and responsibilities as well as to the **CAEP/NELP LEADERSHIP STANDARDS** that guide the intern experience. There are several Seton Hall University College of Education and Human Services (CEHS) concentration levels derived from the mission statement that are closely aligned to the internship experience. They are reflective practice, social justice, competency and an appreciation and an experiential connection to diversity. In addition, the 50-hour alternative site experience facilitates the experiential aspect of the diversity experience.

CREATING THE PROPOSAL

The intern is responsible for creating a proposal that describes the specific goals/experiences planned for the internship. It is suggested the proposal be written as a simple outline, and it must be aligned with categories A through J and include some of the recommended experiences under each category as outlined on the Evaluation of the Intern's Achievements form, pages 12-16, in this Internship Resource Manual.

(Example) Category A. Curriculum and Evaluation, Number 2: I will chair a curriculum committee to evaluate and select materials for the fifth grade language arts program.

(Example) Category B. Instruction and Supervision, Number 1: Using Clinical Supervision approach, I will observe one teacher from each academic department within the sophomore class and engage in follow-up post observation conferences.

The intern should propose experiences that will provide growth. These experiences must be above and beyond the intern's present job requirements. For interns who are teachers or who are in quasi-administrative positions, this means pursuing tasks that are distinctly separate from current teaching or current administrative responsibilities.

(Example) An elementary teacher who has been given a responsibility to participate on a math curriculum committee as part of his/her regular responsibility should add to the experience by volunteering to be the chair or secretary of the committee. This would take the activity to a higher level.

(Example) The quasi-administrator is responsible for school attendance and pupil transportation as part of his/her required duties and responsibilities. This may not be counted for the internship experience. It always must be over and above current job responsibilities.

The intern is not allowed to "double-count" hours that are related to coursework. For example, in the School Finance course, if you create a budget, that time may not be counted for the internship.

With regard to tasks requiring travel, such as attending a Board meeting, visiting an alternate site, interns may not count travel time. However, time may be expanded by working at home, e.g., creating a power point presentation, analyzing achievement data, evaluating various scheduling models, etc.

The proposal is a working document that will be revised over the course of the internship. As situations emerge and circumstances change, interns may add, omit or modify some of the goals within the proposal. The intern should seek approval and input from his/her mentor as soon as possible and often during the course of the internship. The intern should also seek approval and input from his/her assigned SHU Department Supervisor at the time of the first and successive visits, as needed.

CREATING THE PORTFOLIO – LOGS AND DOCUMENTED EVIDENCE

The intern is required to produce a portfolio containing logs and documentation of the 600-hour experience by the end of the second semester. Using a three-ring binder, insert the signed application form and organize the portfolio into sections that are aligned with the categories as outlined on the Evaluation of The Intern's Achievements form, pages 9-17, contained in this manual. For example, section one will be titled, A. Curriculum & Evaluation; section two will be titled, B. Instruction & Supervision, and so on. The portfolio must reflect internship tasks from each of 11 categories, including the Alternate Site experience. Since the internship experience is individually based, there is no hourly requirement for each category as long as the intern has pursued some tasks in each one. Based on individual circumstances, the SHU Department Supervisor will advise and assist the intern in determining allocation of time that is appropriate for maximum growth.

The Intern Log Form, page 19, will be used to record experiences. A single log may be used to reflect a single task or a group of related tasks that occur over time. In this way, one log may reflect an activity that took one hour, while another may reflect a project that took 20 or 30 hours. You may find it helpful to create a template of the log in your computer for writing, revising and storing purposes.

Fill out each section of the log. At the top, identify the **Category** and aligned **Number** of the experience, and total **Hours**. Interns may find it helpful to title the activity. Check off the **Generic Skills** that apply to your performance. At the bottom of the log, indicate the **Type of Involvement** by checking off those that apply.

Use the **Activity Summarized** section to provide, 1) A description of what you did, including all tasks, and 2) your reflection of the experience, i.e., insights gained.

Insert each log into the appropriate section of the portfolio and provide related **Documented Evidence**. Evidence must be appropriate to the number of hours claimed and the description of intern's activities. Examples of evidence are as follows; an agenda for a meeting you organized, minutes of a meeting, sign-in sheets, curriculum documents, a parent manual you developed, etc. When in doubt about evidence, discuss the matter with your SHU Department Supervisor.

INTERNSHIP PROGRAM
SCHOOL ADMINISTRATION AND SUPERVISION
EVALUATION OF THE INTERN'S ACHIEVEMENTS
DIRECTIONS

Name of Intern _____

Date _____

Internship Location _____

Semester & Year _____

Cohort _____

Evaluator (Principal or authorized Administrator) _____

National Educator Preparation Standards (NELP)

A. 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.

B. 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.

C. 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.

D. 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.

E. 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

F. 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.

G. 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.

H. 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.

CAEP ADVANCED STANDARDS

CAEP Standard A.1: Advanced Preparation Content and Pedagogical Knowledge — The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of P-12 students toward attainment of college- and career-readiness standards.

A.1.1. Candidate Knowledge, Skills, and Professional Dispositions. Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

A.1.1.A. Applications of data literacy

A.1.1.B. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies

A.1.1.C. Employment of data analysis and evidence to develop supportive school environments

A.1.1.D. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents

A.1.1.E. Supporting appropriate applications of technology for their field of specialization

A.1.1.F. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

A.1.2 Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)].

CAEP Standard A.2: Advanced Preparation Clinical Partnerships and Practice The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

CAEP Standard A.3: Advanced Preparation Candidate Quality and Selectivity — The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.

CAEP Standard A.4: Satisfaction with Preparation – The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.

CAEP Standard A.5: Provider Quality Assurance and Continuous Improvement — The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

INTERNSHIP ASSESSMENT: LEVEL OF COMPETENCE RUBRIC

Definition of Rubric Performance Levels

The basis for evaluating building-level leadership candidate competence is defined as the following three performance levels and is to be applied with the NELP assessment rubrics.

Level 1—Approaching. Level 1 represents a level of developing candidate performance in which there is evidence that the candidate meets some but not all of the component's expectations. At this level, the candidate has developed content knowledge and understanding, but there is not sufficient evidence of a candidate's ability for independent practice for all parts of the component expectations.

Level 2—Meets. Level 2 represents a level of candidate performance in which the candidate understands and demonstrates the capacity to meet component expectations at an acceptable level for a candidate who is completing a building-level educational leadership preparation program and is ready to begin independently leading in a K-12 school.

Level 3—Exceeds. Level 3 represents a level of performance in which the candidate demonstrates performance characteristics that exceed the component's expectations by demonstrating his/her understanding and skills through effective leadership practice within a school context. This level represents exemplary practice for a candidate who is completing a building-level educational leadership preparation program and is ready to begin independently leading in a K-12 school.

COMPETENCE LEVELS OF ACHEIVEMENT: CIRCLE THE APPROPRIATE NUMBER FOR EACH EXPERIENCE.

(1) Approaching

(2) Meeting

(3) Exceeding

PROGRAM EXPERIENCES	Hours	Rubrics for assessment	Competence Level of Achievement		
			1	2	3
A. Curriculum & Evaluation – using ones vision, based on relevant knowledge and theories and data based research, interns will participate in: NELP Standard 4					
1. Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school’s curriculum, instruction, and assessment practices NELP 4.4 (hours ____) CAEP A.1.1.a		At a minimum provides evidence either through agenda and minutes of faculty engagement in the assessment process for level 1. In addition to engagement of faculty provides evidence of the use of faculty feedback and applications of best practice to the assessment process for level 2. In addition to items in 1 and 2 provides demonstrated application of effective management for level 3.	1	2	3
2. Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school’s curriculum, instruction, and assessment practices -NELP 4.4 (hours ____) CAEP A.1.1.b		Provides a minimum level of research to either the curriculum instruction process but not the assessment process for level 1. Provides a minimum level of research to both the curriculum and assessment process for level 2. Provides a comprehensive level of research to both the curriculum and assessment process for level 3.	1	2	3
3. Use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results NELP 4.4 (hours ____) CAEP A.1.1.e		Uses technology and performance management systems to monitor, analyze, implement and evaluate school curriculum for level 1. Uses technology and performance management systems to monitor, analyze, implement and evaluate school curriculum and instruction for level 2. Uses technology and performance management systems to monitor, analyze, implement and evaluate school curriculum, instruction and assessment practices for level 3.	1	2	3
4. Evaluate (a) curricula, use of technology, and other supports and (b) academic and non-academic systems NELP 4.1 (hours ____) CAEP A.1.1.b		Provide a comprehensive evaluation of curricula for level 1. Provide a comprehensive evaluation of both curricula and other support systems for level 2. Provide a comprehensive evaluation of curricula, use of technology and other supports and academic and non- academic systems for level 3.	1	2	3
5. Propose designs and implementation strategies for high-quality, technology-rich, and coherent curricula and supports for academic and non-academic programs NELP 4.1 (hours ____) CAEP A.1.1.b		Provide proposals for the designs and implementation strategies for high-quality, technology rich curricula for level 1. Provide proposals for the designs and implementation strategies for high-quality, technology rich curricula and supports for academic programs for level 2. Provide proposals for the designs and implementation strategies for high-quality, technology rich curricula and supports for academic and non-academic programs for level 3	1	2	3

<p>B. Instruction & Supervision – using one’s vision and demonstrating the knowledge and ability to promote the success of all students by promoting a positive school culture and providing for an effective instructional program through the demonstration of the implementation of best practices interns will participant in: NELP Standards 3, 4 & 7</p>					
<p>1. Support the use of differentiated, content-based instructional materials and strategies NELP 3.3 (hours _____) CAEP A.1.1.2</p>		<p>Provide a basic level of support for the use of differentiated instruction for level 1. Provide a comprehensive level of support for differentiated instruction for level 2. Provide a comprehensive level of support for differentiated instruction and related materials and strategies for level 3.</p>	1	2	3
<p>2. Cultivate teachers’ capacity to improve instruction based on analysis of assessment data NELP 4.3 (hours _____) CAEP A.1.1.c</p>		<p>Provide disaggregated assessment data for an identified grade for instructional improvement for level1. Provide disaggregated assessment data for several identified grades for instructional improvement for level 2. Provide disaggregated assessment data for an entire school for instructional improvement for level 3.</p>	1	2	3
<p>3. Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school’s curriculum, instruction, and assessment practices NELP 4.4 (hours _____) CAEP A.1.1.a, CAEP A.1.1.d</p>		<p>Provide to faculty professional development activities foe effective data gathering for level 1. Provide to faculty professional development activities for effective data gathering and synthesizing for level 2. Provide to faculty professional development activities for effective data gathering, synthesis and application of data for level 3.</p>	1	2	3
<p>4. Observe teaching in a variety of classrooms Provide teaching staff with actionable feedback to support improvement NELP 7.4 (hours _____) CAEP A.1.2</p>		<p>Observe teaching in a variety (minimum of 4) of classrooms and provide actionable feedback for level 1. Observe teaching in a variety (minimum of 4) of classrooms and provide actionable feedback and gather and analyze district policies on instructional expectations for level 2. Observe teaching in a variety (minimum of 4) of classrooms and provide actionable feedback and gather and analyze district policies on instructional expectations and develop a system for monitoring whether supervision and evaluation strategies promote improvement for level 3.</p>	1	2	3
<p>C. Pupil Personnel - 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: NELP Standard 5</p>					

<p>1. Gather information about family demographics and funds of knowledge available within student families that can be accessed to student learning. Collaborate among staff and families in support of student learning and success. Foster two-way communication with families. NELP 5.1 (hours _____) CAEP A.1.1.d</p>		<p>Provide comprehensive information to the school regarding family demographics and assets that can be connected to student learning for level 1. In addition to providing information develop collaborative relationships with staff and families to support student learning for level 2. In addition to providing information and collaboration foster environments promoting communications between the school and families for level 3.</p>	1	2	3
<p>2. Collaboratively engage with diverse community members, partners, and other constituencies around shared goals. Cultivate regular, two-way communication with community members and partners and other constituencies. Identify and use diverse community resources to benefit school programs and student learning. NELP 5.2 (hodrs _____) CAEP A.1.1.2</p>		<p>Develop community and family partnerships around school level goals for level 1. In addition to developing community partnership provide structures that ensure continuous interaction for level 2. In addition to developing community and family partnerships in a sustained manner also identify and use the community resources to benefit the school in the promotion of student learning for level 3.</p>	1	2	3
<p>D. Personnel Management - Program completers understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff: NELP Standard 7</p>					
<p>1. Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body. NELP 7.1 (hours _____) CAEP A.1.1.6</p>		<p>Evaluate school’s professional staff capacity needs for level 1. In addition to evaluating needs, use research and data to engage in candidate recruitment for level 2. In addition to evaluating needs and engage in recruitment actively participate in the applicant review and interview for level 3.</p>	1	2	3
<p>E. Community Relations – collaborating with families and other community members as well as responding to diverse community interests and needs and mobilizing community resources that promote the success of all students, interns will participate in: NELP Standard: 5</p>					
<p>1. Gather information about the policy and district context. NELP 5.3 (hours _____) CAEP A.1.1.f</p>		<p>Gather information regarding school and district policy related to community and school connections for level 1. In addition to gathering information provide advocacy for enhancing the community and school involvement for level 2. In addition to information gathering and advocacy initiate a comprehensive plan for developing community involvement for level 3.</p>	1	2	3

<p>F. Technical Skills/ Knowledge and Management – interns will demonstrate knowledge and ability to promote student success by managing the organization and allocating resources that promote safety, efficiency and effectiveness through their participation in: NELP Standard: 6</p>					
<p>1. Using current technology, adapt its capability to promote more efficient use of time, data collection, decision making and problem analysis. This generic approach may be applied specifically to the activities that follow, 2 through 6. NELP 6.1 (hours _____) CAEP A.1.1.e</p>		<p>Using as a guide the application of technology to promote efficiency and effectiveness in data collection, decision making and problem analysis in the areas delineated in items 2, 3, and 4 below.</p>	1	2	3
<p>2. Pupil attendance: Candidates will use technology software to monitor daily attendance and identify areas of concern for individual students. NELP 6.1 (hours _____) CAEP A.1.1.e</p>		<p>Use of technology for student attendance alone constitutes level 1.</p>	1	2	3
<p>3. Student transportation: Candidates will use existing software or design a new program to schedule bus pick ups and drop offs and to provide for trips, excursions and daily activities, which involves moving students from one location to another. NELP6.2 (hours _____) CAEP A.1.1.e</p>		<p>Use of technology for student attendance and transportation constitutes level 2.</p>	1	2	3
<p>4. Master scheduling: The single most important use of technology is to create the school master schedule which allows for individualized programming, elective scheduling, home room, guidance and crossover grade classes. It will allow teachers to be scheduled for common preparation periods as well as large group instruction, e.g. Theater, Dance, Orchestra/Band and Vocal music groups. Students should become familiar with the master schedule in their building. Learn how to program the school using this program. NELP 6.1 (hours _____) CAEP A.1.1.e</p>		<p>Use of technology in student attendance, transportation and master scheduling as well providing reports constitutes level 3.</p>	1	2	3

<p>G. Facilities 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: NELP Standard 6</p>					
<p>1. Evaluate resource needs, use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school’s goals and priorities and advocate for resources in support of needs. NELP 6.2 (hours _____) CAEP A.1.1.a</p>		<p>Provide a comprehensive evaluation of the school’s resource needs for level 1. Using the comprehensive plan as a guide, develop a strategic, multi-year plan aligned to the school’s objectives for level 2. Using the strategic plan as a guide prioritize the school’s needs and develop strategies for securing resources for level 3.</p>	1	2	3
<p>H. Finance - Interns will demonstrate knowledge and ability to promote student success by managing the organization and allocating resources that promote safety, efficiency and effectiveness thought participation in: NELP Standards 3 & 6</p>					
<p>1. Examine and/or promote the equitable use of resources and opportunities, through procedures, guidelines, norms and values. NELP 3.2 (hours _____) CAEP A.1.1.c</p>		<p>Assist in the preparation of a section of the school’s yearly budget for level 1. In addition to assisting in the preparation of the school’s budget provide analysis through the application of Excel or another appropriate software for level 2. In addition to preparing the budget and applying the use of excel evaluate the final budget document in terms of promoting fairness and equity for level 3.</p>	1	2	3
<p>I. School Law - Interns will demonstrate knowledge and ability to promote student success by managing the organization and allocating resources that promote safety, efficiency an effectiveness through their participation as well as demonstrate an appreciation of the broader political and contexts and within a framework of fairness and equity by participating in: NELP Standard 6</p>					

<p>1. Reflectively evaluate situations and policies with regard to legal, ethical and equity issues. NELP 6.3 (hours ____) CAEP A.1.1.f</p>		<p>Interview the building principal regarding decisions that impacted either students or teachers and determine the legal, ethical and equity issues for level 1. After interviewing the principal and determining the legal, ethical, and equity issues evaluate the decision in terms of its appropriate applications for level 2. In addition to activities in levels 1 and 2 develop more appropriate responses and provide the rationale for the revised decisions for level 3.</p>	1	2	3
<p>J. Ethical Behavior – although this standard under girds all the standards, there are several activities the intern may participate in that provide insight into the development of leaders who promote student success by acting fairly, with integrity and in an ethical manner: NELP Standard 1 & 2</p>					
<p>1. Develop an ethics audit for your school/district and have all organization members participate. Analyze the results and conduct feedback sessions to discuss the results. NELP 2.1 (hours ____) CAEP A.1.1.f</p>		<p>Develop or research an existing ethics audit for your school and have the faculty complete the audit for level 1. Analyze the results of the ethics audit and present the findings to the administrative team for level 2. In addition to analyzing the results and sharing with the administrative team provide feedback to the entire faculty during a faculty meeting or other designated time for level 3.</p>	1	2	3
<p>2. Evaluate the existing school vision and mission attentive to values, equity, diversity, technology, digital citizenship and community. NELP 1.1 (hours ____) CAEP A.1.1.f</p>		<p>Evaluate the school’s vision and mission in terms of its values, the promotion of equity, diversity, technology and digital citizenship and community for level 1. Present the evaluation to the administrative team and faculty and solicit feedback for either revisions or confirmation for level 2. Communicate the school’s vision and mission to the broader school community for alignment and appropriateness for level 3.</p>	1	2	3
<p>K. Alternate Site and Additional Items added by student and mentor. (min – 50 hours)</p>					
<p>1. Respond to the larger educational context-alternate site required. CAEP A.1.1.d</p>			1	2	3
<p>2. Influence the larger context. CAEP A.1.1.d</p>			1	2	3

TOTAL LOGGED HOURS: _____

SCHOOL IMPROVEMENT PROJECT

(Requirement of the Administrative Internship Program)

Directions to Candidates:

You are to identify a real school level academic/instructional problem. You are to demonstrate that the problem is meaningful by presenting a comprehensive data analysis (See NELP Standard 1.1 and 1.2). After identifying the problem, meet with your principal or appropriate administrator and collectively plan, organize, monitor and evaluate an instructional/academic improvement plan for the area(s) of weakness reflected in your data analysis (see NELP Standards 4.1, 4.2, 4.3, 4.4). You will construct from this collaborative activity a school improvement plan that will be implemented by you during the academic year. The proof of your success will be realized in improving either the quality of instruction or improvement in another related area such as attendance, bullying, etc. (See NELP Standards 6.1, 6.2 and 6.3.).

The following components should be addressed in your improvement plan.

- Describe the proposed area of improvement.
- Tell how the proposal relates with the vision and mission statement of your school.
- Graphically represent the data used to select this area.
- Provide the improvement program with a name and describe the project.
- Describe who other than you, are responsible for implementing the program and how it will be organized.
- Describe if relevant, how the student body will be involved in the program.
- State the goals and/or objectives of the program in measurable outcomes.
- Describe how the goals and/or objectives were established.
- Describe (for instructional and curriculum projects only) and explain the rationale for the teaching or other related areas in terms of the techniques/strategies of the proposed program.
- Develop a timeline for the total project.
- Tell how the needed materials/supplies will be provided.
- Explain how your school's personnel will be involved in the program.
- Identify (if appropriate) the staff development components of the program.
- For accountability, explain the process that will be used to evaluate the success of the program.

Please note: The hours devoted to this project are applicable to your 600 hour internship requirement. In logging your hours, be sure to identify which aspects of the school improvement assignment relate to the 10 administrative activities delineated in the manual.

Sample Programs of Improvement:

- Various literacy/math programs (e.g. Reading Recovery; Four Block; INWI)
- Title One
- Technology programs
- After school programs
- Attendance improvement projects
- Others that may be agreed on with your school mentor and university supervisor

Scoring Guide

SCHOOL IMPROVEMENT PLAN RUBRIC

Name: _____ Semester/Year: _____
 School: _____ Supervisor: _____ Professor: _____

School Improvement Plan				
ELEMENT	Approaching expectation 1	Meets expectation 2	Exceeds expectation 3	
Candidate’s Proposal Relates to Vision and Mission of School NELP 1.1 CAEP A.1.1.c NELP 1.2 CAEP A.1.1.b NELP 1.1 CAEP A.1.1.d	Candidate does not fully create and sustain a school environment in which each student is known, accepted and valued, trusted and respected.	Candidate demonstrates the ability to partially articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.	Candidate demonstrates a comprehensive ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.	
	Candidate does not fully demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	Candidate demonstrate the ability to use some data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	Candidate demonstrates a comprehensive use of data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	
	Candidate does not demonstrate the ability to communicate the vision to staff, parents, students, and community members	Candidate demonstrates some ability to communicate the vision to staff, parents, students, and community members.	Candidate demonstrates a comprehensive ability to communicate the vision to staff, parents, students, and community members through the use of	

School Improvement Plan

ELEMENT	Approaching expectations 1	Meets expectations 2	Exceeds expectations 3
<p>Candidate's Proposal develops and supports intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being.</p> <p>NELP 4.1 CAEP A.1.1.2</p>	<p>Candidate does not fully demonstrate the ability to implement a coherent system of curriculum, instruction and assessment.</p>	<p>Candidate partially demonstrate the ability to implement a coherent system of curriculum, instruction and assessment.</p>	<p>Candidate comprehensively demonstrates the ability to implement a coherent system of curriculum, instruction and assessment.</p>
<p>NELP 4.2 CAEP A.1.2</p>	<p>Candidate does not promote effective instructional practices.</p>	<p>Candidate partially promote effective instructional practices.</p>	<p>Candidate comprehensively promotes effective instructional practices.</p>
<p>NELP 4.3 CAEP A.1.1.f</p>	<p>Candidate does not ensure that instructional practices are consistent with knowledge of child learning and the needs of students.</p>	<p>Candidate partially ensures that instructional practices are consistent with knowledge of child learning and the needs of students.</p>	<p>Candidate comprehensively ensures that instructional practices are consistent with knowledge of child learning and the needs of students.</p>
<p>NELP 4.3 CAEP A.1.1f</p>	<p>Candidate does not fully ensure instructional practices are intellectually challenging and represents individual student differences.</p>	<p>Candidate partially ensures instructional practices are intellectually challenging and represents individual student differences.</p>	<p>Candidate comprehensively ensures instructional practices are intellectually challenging and represents individual student differences</p>
<p>NELP 4.4 CAEP A.1.1.e</p>	<p>Candidate does not fully promote the use of effective technology in the service of teaching and learning. Candidate does not fully employ valid assessments and use them to monitor student progress.</p>	<p>Candidate partially promote the use of effective technology in the service of teaching and learning. Candidate partially employ valid assessments and use them to monitor student progress.</p>	<p>Candidate comprehensively promotes the use of effective technology in the service of teaching and learning. Candidate comprehensively employs valid assessments and use them to monitor student progress.</p>

School Improvement Plan

ELEMENT	Approaching expectations 1	Meets expectations 2	Exceeds expectations 3
<p>Candidate's Proposal demonstrates the capacity to evaluate, develop, and implement management, communication, technology, school level governance, and operations systems that support each students learning needs and promote the mission and vision of the school.</p>			
<p>NELP 6.1 CAEP A.1.1.f</p>	<p>Candidate does not fully develop teacher's and staff members professional knowledge, skills and practice in the effective use of technology to promote students instructional success</p>	<p>Candidate partially develop teacher's and staff members professional knowledge, skills and practice in the effective use of technology to promote students instructional success</p>	<p>Candidate comprehensively develop teacher's and staff professional knowledge, skills and practice in the effective use of technology to promote students instructional success</p>
<p>NELP 6.2 CAEP A.1.1.f</p>	<p>Candidate does not fully foster continuous improvement individual and collective instructional capacity to ensure effective and equitable resource allocation processes and procedures to meet instructional goals.</p>	<p>Candidate partially foster continuous improvement individual and collective instructional capacity to ensure effective and equitable resource allocation processes and procedures to meet instructional goals.</p>	<p>Candidate comprehensively foster continuous improvement individual and collective instructional capacity to ensure effective and equitable resource allocation processes and procedures to meet instructional goals.</p>
<p>NELP 6.3 CAEP A.1.1.b</p>	<p>Candidate does not fully deliver actionable feedback about instruction and other professional practice in terms of its alignment and connections to both district and school policy and procedures.</p>	<p>Candidate partially deliver actionable feedback about instruction and other professional practice in terms of its alignment and connections to both district and school policy and procedures.</p>	<p>Candidate comprehensively deliver actionable feedback about instruction and other professional practice in terms of its alignment and connections to both district and school policy and procedures.</p>

INTERN LOG FORM

Category and Number: _____ Hours: _____

Generic Skills:

- | | |
|---------------------------------|--------------------------------|
| 1. _____ Problem Analysis | 7. _____ Stress Tolerance |
| 2. _____ Judgement | 8. _____ Written Communication |
| 3. _____ Organizational Ability | 9. _____ Oral Communication |
| 4. _____ Decision Making | 10. _____ Range of Interests |
| 5. _____ Leadership | 11. _____ Motivation |
| 6. _____ Sensitivity | 12. _____ Educational Values |

ACTIVITY SUMMARIZED

Description of Intern Tasks:

Reflection/Insights:

Demographic Data

Primary School Site

Intern name:

School:

School Address:

Total School Population:

DFG category:

Percentage of students receiving free lunch:

Percentage of students receiving special education services:

Racial/Ethnic break - down:

White:

Black:

Asian:

Hispanic:

Other:

Alternate School Information

School:

School Address:

Total School Population:

DFG category:

Percentage of students receiving free lunch:

Percentage of students receiving special education services:

Racial/Ethnic break - down:

White:

Hispanic:

Black:

Other:

Asian: