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Department of Education Leadership,  
Management and Policy

College of Human Development, Culture, and Media

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PreK-12 Programs  
Internship Handbook

2025-2026

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# **I. INTERNSHIP OVERVIEW**

## **DIRECTOR WELCOME**

Dear Aspiring School Leaders,

### ***Welcome to Your Final Chapter: The Internship Experience***

Congratulations on reaching this pivotal stage in your journey toward becoming certified PK–12 school principals. You are now entering the internship experience that is not only the capstone of your academic preparation but a powerful rite of passage into the world of educational leadership.

The internship is where theory meets practice, where ideals are tested in real time, and where your capacity to inspire and lead others begins to take tangible form. This phase of your program is not merely an academic requirement; it is your opportunity to show that you can make a meaningful impact in the very schools and districts you serve.

At Seton Hall University, our nationally acclaimed ELMP M.A.E. and Ed.S. program is grounded in the conviction that leadership is both an art and a science. You will collaborate with a certified school administrator(s) in your district and a seasoned SHU professor whose career bridges scholarship and service. This triad (intern, mentor, and professor) is designed to challenge, support, and elevate your performance to meet the highest NELP standards of excellence.

We know the demands of leadership are rigorous. But we also know that you are ready. This initiative calls for courage, reflection, and action. I believe in your ability to rise to the occasion with integrity, vision, and heart.

Your journey is yours to shape, but you are never alone in it. We're here to challenge, guide, and support you every step of the way.

With deep respect and warmest encouragement,

James A. Corino, Ed.D.  
M.A.E. and Ed.S. Director

## **INTERNSHIP INTRODUCTION**

The M.A.E. and Ed.S. programs include a 300-hour field-based internship at the school level. Students complete the internship while taking ELMP 8981, Administrative Internship, a three-credit course. Aligned with professional standards in educational leadership, it fulfills the internship requirement for New Jersey Department of

Education's Principal Certificate. The course prepares individuals seeking school building level positions in PreK-12 education settings. To be eligible for the Principal Certificate, individuals must meet all [New Jersey Department of Education](#) (NJDOE) requirements.

The Internship Handbook provides essential information to complete ELMP 8981, Administrative Internship. In partnership with this handbook, for additional information, resources, and policies, please reference the PreK-12 Programs Graduate Student Handbook.

## **INTERNSHIP LEARNING OBJECTIVES**

The internship aligns with National Educational Leadership Preparation Standards (NELP) and Council for the Accreditation of Educator Preparation (CAEP) standards. Students will be able to:

- Apply education leadership theory and best practices to real-world school settings;
- Complete school-based leadership activities aligned with professional education leadership standards;
- Evaluate their performance as an emerging school building leader aligned with professional education leadership standards.

## **EDUCATION LEADERSHIP PROFESSIONAL STANDARDS**

Certificate programs in the Department of Education Leadership, Management and Policy (ELMP) align with two sets of professional leadership standards: the National Educational Leadership Preparation Standards (NELP) and Council for the Accreditation of Educator Preparation (CAEP) standards.

NELP includes eight standards:

- Standard 1. Mission, Vision, and Improvement
- Standard 2. Ethics and Professional Norms
- Standard 3. Equity, Inclusiveness, and Cultural Responsiveness
- Standard 4. Learning and Instruction
- Standard 5. Community and External Leadership
- Standard 6. Operations and Management
- Standard 7. Building Professional Capacity
- Standard 8. Internship

CAEP includes six standards:

- RA1.1a. Applications of data literacy
- RA1.1b. Use of research and understanding of qualitative, quantitative and/or

- mixed methods research methodologies
- RA1.1c. Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments
- RA1.1d. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents
- RA1.1e. Supporting appropriate applications of technology for their field of specialization; and
- RA1.1f. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate for their field of specialization

Through the breadth of internship activities during the 300 hours, students will complete activities and assignments that align with all NELP and CAEP standards. NELP standards, in particular, will operate as the framework for internship activities and reflections.

## ROLES AND RESPONSIBILITIES

The internship is a collaborative process. The following descriptions detail the expectations for interns, university advisors, and school building mentors to ensure meaningful learning experiences along a productive semester.

- **Intern.** The successful intern understands the learning objectives of the internship and completes activities that align with the objectives. At the start of the semester, the intern reviews the handbook to understand internship requirements. They obtain site approval and develop an internship proposal. Upon approval, the intern implements the proposal, completing 300 hours of leadership activities aligned with NELP and CAEP standards. Activities, which ought to provide meaningful administrative experiences, include four levels of participation: leading, supporting, participating, or observing. They maintain an internship log to record activities. Throughout the semester, the intern meets with their university advisor and school building mentor. The semester concludes with the completion of the internship portfolio, an internship and program capstone assignment.
- **Seton Hall University Advisor.** The university advisor supports the intern and supervises the internship experience. Throughout the semester, the advisor communicates with the intern. The internship includes two conferences between the advisor and intern. The site mentor may attend the meetings. The advisor communicates with the site mentor as necessary. As the university representative, the advisor plays a key role in monitoring the progress of the intern and evaluating their performance.

- **School Building Mentor.** The school building mentor collaborates with the intern to identify and coordinate internship opportunities. The mentor meets with the intern to discuss internship experiences and provide ongoing feedback throughout the semester. As the school building leader, the mentor plays an essential day-to-day role in supporting the intern's professional development and growth.

## **II. INTERNSHIP REQUIREMENTS**

The internship includes a combination of activities and assignments that culminate in an internship portfolio:

- Site permission
- Internship proposal
- Conferences and meetings
- Portfolio
  - Resume
  - Leadership philosophy
  - School background
  - Internship log
  - Internship reflections
  - Appendices
    - Site permission letter
    - Internship proposal
    - Internship verification letter
    - Artifacts

The sections below include descriptions of the internship requirements and, when appropriate, reference essential appendices.

### **SITE PERMISSION LETTER**

At the start of the semester, students secure permission to conduct their internships at school sites. Of note, prior to the semester, students ought to engage in informal conversations about the internship with their principal or approved surrogate to gain access and provide context for the internship. The site permission letter, included on school letterhead, provides documentation of approval to conduct the internship at the school site. See [Appendix A](#), for a sample letter. Students must obtain and submit approval before completing internship activities.

### **INTERNSHIP PROPOSAL**

At the start of the semester, students will complete and submit an internship proposal. The internship proposal, developed in collaboration with the school site mentor, provides a concise overview of planned internship activities. Essential components include a list of proposed activities with a one-sentence description. Students ought to distribute evenly activities across NELP standards and components. That is, for NELP Standard 1, Mission, Vision, and Improvement, students ought to include activities for both Component 1.1. and Component 1.2.

For each activity, estimate the number of hours to complete the activity. Log activities ought to total 300 or more hours and no fewer than 35 hours for each of the 7 NELP standards. Students may not double-count activities; that is, if an intern leads a professional development meeting about culturally responsive teaching practices, they need to record the activity as either NELP Standard and Component 7.2 or NELP Standard and Component 3.3, not both. When selecting activities, interns should consider experiences that promote leadership development and growth. Students must submit the proposal and receive approval from the university supervisor before completing internship activities.

The internship proposal is the start of the process. Students may modify activities throughout the internship as opportunities arise; however, they ought to confer with the university advisor and site mentor if substantial deviations occur.

## **CONFERENCES AND MEETINGS**

Throughout the semester, the intern will complete two conferences with their Seton Hall University advisor. The site mentor may attend the meetings upon the request of the university advisor. The advisor may also meet separately with the mentor. The purpose of the conferences is to discuss progress on the internship and internship requirements.

Interns will meet regularly with their school building mentors to discuss internship activities. The purpose of the meetings is to design, implement, and evaluate internship activities. The meetings facilitate ongoing dialogue about the internship with the goal of leadership development and growth.

## **PORTFOLIO**

**Resume.** Students will include an up-to-date resume.

**Leadership Philosophy.** Students will complete a two- to three-page leadership philosophy. The philosophy ought to include connections to scholarship. That is, based on the combination of professional, coursework, and internship experiences, what is your leadership philosophy? What are the essential components?

**School Background.** Students will complete a one- to two-page description of the school site where the internship activities occurred. Students ought to include pertinent context as well as tables with key demographic information.

**Internship Log.** Students will complete an Internship Log. See [Appendix B](#).



**Internship Reflections.** Students will complete internship reflections. See [Appendix C](#).

**Appendices.** The appendices include four sections: the site permission letter, internship proposal, internship verification letter, and artifacts. Please note: The artifacts section ought to include substantial documentation of internship activities. Artifacts include a range of documents, such as agendas, surveys, memos, photographs. The section provides an important venue to convey the rigor and evidence of internship activities.

### III. INTERNSHIP POLICIES AND RESOURCES

#### LEARNING MANAGEMENT SOFTWARE

Students will use Canvas to access resources and submit assignments. Please update your Canvas settings to receive email notifications. Check your Seton Hall University email regularly. Internship mentors will use a combination of email, virtual meetings, and Canvas announcements as modes of communication. For virtual meetings, the university uses Microsoft Teams. If you have questions about technology, please visit the Department of Information Technology's website:

<https://www.shu.edu/technology/getting-started-with-technology.cfm>

#### GRADES

ELMP 8981, Administrative Internship, uses Satisfactory and Unsatisfactory grades. Students must submit and receive satisfactory grades for all assignments to receive a Satisfactory for the course.

#### TIME REQUIREMENT

The internship includes 300 hours of field-based internship activities as well as time to complete portfolio-related activities.

#### Incomplete Grades

Students who are unable to complete coursework due to documented illness or extreme emergency after the university course drop date, upon arrangement with the professor, may receive an incomplete for the course. During such cases, formal documentation will specify the activities and outcomes required to complete the course by the following semester. That is, if you receive an incomplete in the fall, you must complete the unfinished tasks within a year. The university posts a specific date for professors to update incomplete grades. Therefore, we will develop a timeline for completing tasks. Previously graded work may not be re-submitted.

#### ACADEMIC INTEGRITY

Seton Hall University is committed to academic integrity. Congruent with its core values, the [university expects students to act with academic and professional integrity](#). ELMP's [Academic Integrity Policy](#) details departmental guidelines and procedures. Please complete the university's [academic integrity module](#) and consult resources such as the seventh edition of the [Publication Manual of the American Psychological Association](#).

## **DISABILITY SUPPORT SERVICES**

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability, you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

## **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)**

If you find yourself struggling with your physical or mental health this semester, please feel free to contact me. The university also provides confidential services via Counseling and Psychological Services (CAPS). Call (973) 761-9500 or visit the website: <https://www.shu.edu/counseling-psychological-services/>

## IV. M.A.E. AND ED.S. PROGRAM DESCRIPTIONS

ELMP 8981, Administrative Internship, the 300-hour school-based internship, is a component of two programs:

- Education Leadership, Management and Policy M.A.E.
- Education Leadership, Management and Policy Ed.S.

### EDUCATION LEADERSHIP, MANAGEMENT AND POLICY M.A.E. (30 CREDITS)

The M.A.E. degree program prepares education professionals for leadership positions in PreK-12 education. The program consists of coursework, a 300-hour internship, and an Assessment Center. Students complete the Assessment Center during the semester they enroll in ELMP 6601, Organization and Admin of Education. Completion of the program, along with [NJDOE requirements](#), leads to eligibility for the supervisor and principal certificates.

#### Course Schedule and Sequence

Fall I	ELMP 6665 Curriculum Development and Assessment ELMP 7772 Instructional Leadership
Spring I	ELMP 6666 Supervision of Instruction and Evaluation ELMP 7776 Culturally Sustaining Curriculum
Summer I	ELMP 6601 Organization and Admin of Education ELMP 6761 Finance in Administration
Fall II	EDST 7310 Ethical Leadership ELMP 7763 Education Law
Spring II	ELMP 8981 Administrative Internship I ELMP 7150 Research for School Improvement

### EDUCATION LEADERSHIP, MANAGEMENT AND POLICY ED.S. (33 CREDITS)

The Ed.S. degree program prepares education professionals who hold a master's degree for leadership positions in PreK-12 education. The program consists of coursework, a 300-hour internship, and an Assessment Center. Students complete the Assessment Center during the semester they enroll in ELMP 6601, Organization and Admin of Education. Completion of the program, along with [New Jersey Department of Education requirements](#), leads to eligibility for the supervisor and principal certificates.

#### Course Schedule and Sequence

Fall I	ELMP 6665 Curriculum Development and Assessment
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Spring I	ELMP 7772 Instructional Leadership
	ELMP 6666 Supervision of Instruction and Evaluation
	ELMP 7776 Culturally Sustaining Curriculum
Summer I	ELMP 6601 Organization and Admin of Education
	ELMP 6761 Finance in Administration
	ELMP 7110 Introduction to Research
Fall II	EDST 7310 Ethical Leadership
	ELMP 7763 Education Law
Spring II	ELMP 8981 Administrative Internship I
	ELMP 7150 Research for School Improvement

## **CERTIFICATION ACKNOWLEDGMENT**

The Department includes programs that lead to state certification. In accordance with Title IV of the Higher Education Act, all students are advised that the College's programs leading to licensure, certification, and/or endorsement meet the requirements of New Jersey. Information on out-of-state reciprocity is available through the [New Jersey Department of Education](#) and [Division of Consumer Affairs](#) websites. Employment and certification requirements vary by state and students interested in out-of-state employment may need to pursue supplemental coursework.

For students in the supervisor certificate, M.A.E. and Ed.S. programs, and externship course, please complete the [College's student acknowledgement form](#).

Students should contact the [College's Office of Fieldwork and Certification](#) for further information.

## **V. APPENDICES**

### **APPENDIX A. SAMPLE SITE PERMISSION LETTER**

[Include on school letterhead]

[Date]

[University supervisor's name]

[Title]

Seton Hall University

400 S Orange Ave.

South Orange, NJ 07079

#### **Subject: Site Permission**

Dear [University Advisor's Name],

I am writing to verify permission for [intern], a graduate student in the Department of Education Leadership, Management and Policy (ELMP) at Seton Hall University, to complete their required 300-hour internship at [school] for the [fall / spring] semester.

I have reviewed the internship handbook and proposed internship activities. I confirm that [intern] will be able to conduct the activities during the semester. I agree to act as the school building mentor, which will include facilitating, when necessary, internship activities and meeting with the intern throughout the semester to discuss their experiences and provide feedback.

Sincerely,

[School building mentor's name]

[Title]

[School]

[School address]

[Mentor's phone number]

[Mentor's email]

## APPENDIX B. INTERNSHIP LOG

**Directions:** Throughout the semester, students will maintain an internship log. Log activities ought to total 300 or more hours and no fewer than 35 hours for each of the 7 NELP standards. For each activity, interns will identify the appropriate NELP component. Interns must complete activities for all standards and components. While multiple components may apply to the same activity, students may not double-count activities. That is, if an intern leads a two-hour professional development meeting about culturally responsive teaching practices, they need to record the activity as either NELP Standard and Component 7.2 or NELP Standard and Component 3.3, not both. Interns will note their level of involvement: leading, supporting, participating, or observing.

**NELP 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.

Date	Hours	NELP Component	Level of Involvement	Activity	Activity Description

<p><b>NELP Standard 2. Ethics and Professional Norms:</b> 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.</p> <p><b>Component 2.1</b> 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.</p> <p><b>Component 2.2</b> Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.</p> <p><b>Component 2.3</b> Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</p>					
Date	Hours	NELP Component	Level of Involvement	Activity	Activity Description



**NELP 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.

Date	Hours	NELP Component	Level of Involvement	Activity	Activity Description

**NELP 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.

Date	Hours	NELP Component	Level of Involvement	Activity	Activity Description

**NELP 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.

Date	Hours	NELP Component	Level of Involvement	Activity	Activity Description

**NELP 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.

Date	Hours	NELP Component	Level of Involvement	Activity	Activity Description

**NELP 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.

Date	Hours	NELP Component	Level of Involvement	Activity	Activity Description

## APPENDIX C. INTERNSHIP REFLECTIONS

**Directions:** The assignment includes three elements: reflections, self-evaluations, and a summative reflection. First, students will complete two-paragraph reflections for activities related to each NELP standard. Reflections ought to engage with the content of the appropriate NELP standard and, when appropriate reference activities and components.

Second, using the [Self-Evaluation Rubric](#), students will grade their performance for each NELP standard.

Third, the assignment concludes with a summative reflection that addresses two questions: First, how has the internship improved your knowledge, skills, and competencies as an educational leader? Second, how will you continue to develop as an education leader? Responses for each question ought to be two paragraphs.

**NELP 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.

Reflection	Self-Evaluation

**NELP 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.

Reflection	Self-Evaluation

**NELP 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.

<p><b>Component 3.3</b> 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.</p>	
<b>Reflection</b>	<b>Self-Evaluation</b>
<p><b>NELP Standard 4. Learning and Instruction:</b> 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.</p> <p><b>Component 4.1</b> 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.</p> <p><b>Component 4.2</b> 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.</p> <p><b>Component 4.3</b> 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.</p> <p><b>Component 4.4</b> 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.</p>	
<b>Reflection</b>	<b>Self-Evaluation</b>



**NELP 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.

Reflection	Self-Evaluation

**NELP 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.

<p><b>Component 6.2</b> 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.</p> <p><b>Component 6.3</b> 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.</p>	
Reflection	Self-Evaluation
<p><b>NELP Standard 7. Building Professional Capacity:</b> 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.</p> <p><b>Component 7.1</b> Program completers understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.</p> <p><b>Component 7.2</b> 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.</p> <p><b>Component 7.3</b> 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.</p> <p><b>Component 7.4</b> 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.</p>	
Reflection	Self-Evaluation

<b>Summative Reflection</b>	
How has the internship improved your knowledge, skills, and competencies as an educational leader?	
How will you continue to develop as an education leader?	

## APPENDIX D. SELF-EVALUATION RUBRIC

**Rubric guidelines:** As part of the self-evaluation process, interns rate their performance for internship activities based on three categories: approaching, meets, and exceeds.

Approaching (1)	Meets (2)	Exceeds (3)
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 to begin independently leading in a Pre-K-12 school.	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 Pre-K-12 school.	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 PreK-12 school.

## APPENDIX E. PERFORMANCE EVALUATION RUBRIC

**Directions:** The Seton Hall University advisor will evaluate the internship portfolio and reflections using the Performance Evaluation Rubric.

NELP Standard	Evaluation			Comments
Standard 1: Mission, Vision, and Improvement	Approaching (1)	Meets (2)	Exceeds (3)	
<b>Component 1.1</b> 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.				
<b>Component 1.2</b> 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	Approaching (1)	Meets (2)	Exceeds (3)	

<b>Component 2.1</b> 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.				
<b>Component 2.2</b> Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.				
<b>Component 2.3</b> Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.				
<b>Standard 3. Equity, Inclusiveness, and Cultural Responsiveness</b>	<b>Approaching (1)</b>	<b>Meets (2)</b>	<b>Exceeds (3)</b>	
<b>Component 3.1</b> Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.				

<b>Component 3.2</b> 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.				
<b>Component 3.3</b> 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.				
<b>Standard 4. Learning and Instruction</b>	<b>Approaching (1)</b>	<b>Meets (2)</b>	<b>Exceeds (3)</b>	
<b>Component 4.1</b> 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.				
<b>Component 4.2</b> 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.				
<b>Component 4.3</b> 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.				
<b>Component 4.4</b> 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.				
<b>Standard 5. Community and External Leadership</b>	<b>Approaching (1)</b>	<b>Meets (2)</b>	<b>Exceeds (3)</b>	
<b>Component 5.1</b> Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.				



<b>Component 5.2</b> 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.				
<b>Component 5.3</b> 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.				
<b>Standard 6. Operations and Management</b>	<b>Approaching (1)</b>	<b>Meets (2)</b>	<b>Exceeds (3)</b>	
<b>Component 6.1</b> 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.				

<b>Component 6.2</b> 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.				
<b>Component 6.3</b> 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.				
<b>Standard 7. Building Professional Capacity</b>	<b>Approaching (1)</b>	<b>Meets (2)</b>	<b>Exceeds (3)</b>	
<b>Component 7.1</b> Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.				
<b>Component 7.2</b> 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.				

<p><b>Component 7.3</b> 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.</p>				
<p><b>Component 7.4</b> 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.</p>				

## **APPENDIX F. SAMPLE INTERNSHIP VERIFICATION LETTER**

[Include on school letterhead]

[Date]

[University supervisor's name]

[Title]

Seton Hall University

400 S Orange Ave.

South Orange, NJ 07079

### **Subject: Internship Verification**

Dear [University Advisor's Name],

I am writing to verify [intern], a graduate student in the Department of Education Leadership, Management and Policy (ELMP) at Seton Hall University, completed their required 300-hour internship at [school] for the [fall / spring] semester.

Throughout the semester, [intern] completed internship activities aligned with NELP standards. They met with me to discuss their experiences. I provided feedback to guide [intern]. Based on the intern's performance, the intern's performance during the internship [approached / met / exceeded] performance standards.

Sincerely,

[School building mentor's name]

[Title]

[School]

[School address]

[Mentor's phone number]

[Mentor's email]