by a collaboration of committed stakeholders who have been brought to agree on the problem to be solved and led to a consensus on the innovative solution to the problem.

The internship will emphasize practical experiences in the context of "living classrooms and schools" and districts. It extends the mission of the College of Education to translate theory into practice. Since the Administrative Internship occurs at a minimum of six months with actual schools as the "real-life" laboratory of work, the candidate is encouraged to focus on NELP Standards Components 4, 5, 6 and 7. Components 1, 2 and 3 were completed in MED 8900. This will afford a thorough experience and an in-depth opportunity for authentic learning of the various skills involved in building leadership.

The internship requires practical experiences for our candidates that are contextual, real-world, and based on the NELP Standards Components.

Structured External Assignment
Building Leaders
Each candidate must complete 240

findings and analysis of the components addressed

Collaboratively d

Collaboratively develop the instructional improvement goals for a subject area of the curriculum and present the implementation, communication and evaluation plan for the designed goals.

Collaboratively articulate the technology and data systems use, current state and needs for the future to the school community and stakeholders or the district administrative leadership team.

Collaboratively develop and implement quality, clear communication regarding the school's curriculum and instruction in light of student learning purposes and progress to the faculty.

Collaboratively represent the best practices, coherence and equitability of the school's curriculum, instruction and technology to all the school's constituents.

Collaboratively align and present professional development activities with the School Leadership Team that advances current and prospective leaders in presenting and enhancing instructional and assessment practices in the school.

Develop simulations with the School Leadership Team that serve as opportunities for all school leaders to demonstrate the best practices in technology, assessment, and instruction.

Write school policies that protect instructional time and are aligned with the instructional and assessment curriculum advances and best practices that supports coherent and equitable student learning success.

Present to the school community or the board an analysis of current policies that are aligned with the curriculum regarding the protection of instructional time and technological resources that supports coherent and equitable student learning success.

Collaboratively analyze and present to the school community or the board an analysis of current policies that are aligned with the non-academic areas regarding their interrelation and support of instructional time that supports coherent and equitable student learning success through efficiency and effectiveness.

Present the results of research on the policies of other schools that represent quality policies that protect and enhance coherent and equitable curriculum, instruction and assessment practices.

Based on an analysis of the current school schedule, collaboratively develop and present a master schedule to the School Leadership Team that resolves issues and is beneficial and equitable to the learning needs of all constituents.

Conduct a focus group with representatives of all the school's constituencies to determine and develop the coherent and equitable curriculum, instruction, assessment and technology needs for the school that will influence and drive the master schedule.

Collaborate with the School Leadership Team to analyze the individual school schedule needs as they relate to the school master schedule.

Produce a report for presentation to the faculty on the major goals, initiatives, and actions in relation to curriculum, instruction, technology or assessment.

Analyze the potential impact of emerging trends in curriculum, instruction, technology or assessment on the school and its mission.

Prepare a series of recommendations for the principal regarding the schools' position as a result of data systems analysis relative to curriculum, instruction, technology or assessment. Select and one area or interrelate a combination of areas.
Collaborate with the School Leadership Team prioritize curriculum, instruction, technology or assessment trends that will most likely affect the school and determine how these trends can best serve the school in a coherent and equitable manner.

Building rubric

4.4	Novice	Emerging	Proficient (TARGET)	Advanced Performance
NELP 4.4 Educational Leadership Skills Candidates demonstrate skills required to engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessment practices; use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, and assessment practices; and use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results.	Candidate engage staff in gathering, data to evaluate results in the school's academic and non- academic services. Candidate uses research to implement strategies for improving academic and non-academic systems. Candidate uses technology and performance management systems to evaluate district assessment results.	Candidate engage staff in		

Learning Outcomes 5.2

Candidate will

Research and report the current relationship of the diverse members, partners, and other constituencies in your school to the School Leadership Team and collaboratively generate strategies to engage them for school and student learning improvement.

Collaboratively create an alignment document that reconciles diverse community resources that can be used to enhance school and student learning improvement.

Collaboratively work with diverse community members to review, analyze and develop curriculum resources for the benefit of school improvement and student development.

Write interview questions for prospective school leaders that determine a candidate's commitment to cultivating diverse community relations with respect to successful learning and school improvement for all children.

Collaboratively conduct a needs assessment among community partners to cultivate diverse constituency relationships.

Collaboratively analyze the results of a needs assessment on your diverse community partners and school improvement initiatives.

Collaboratively develop regular meetings between school leadership and diverse community partners to discuss the school's and partners' needs and progress for the benefit of school improvement and student development.

Collaboratively develop and add a regular communication and information piece about school diverse community partners to the school web page or newsletter.

Building rubric

5.2	Novice	Emerging	Proficient (TARGET)	Advanced Performance
NELP 5.2 Educational Leadership Skills Candidates demonstrate skills required to collaboratively engage with diverse community members, partners, and other constituencies around shared goals; cultivate regular, two-way communication with community members, partners, and other constituencies; identify and use diverse community resources to benefit school programs and student learning.	Candidate writes a needs assessment of community resources. Candidate communicates with email to diverse cultural and social groups of parents. Candidate sends the needs assessment information to the district office and reports it in a faculty meeting.	Candidate conducts a needs assessment of diverse community resources. Candidate attends diverse community cross-cultural and social functions. Candidate fosters two-way communication and collaboration with community members, partners and other constituencies. Candidate engages community members, partners and other constituents in using needs assessment date benefit school programs and student learning.	Candidate conducts a needs assessment of diverse community resources and uses it to promote understanding of the various cross-cultural and social resources of the community. Candidate fosters two-way communication and collaboration via oral, written, and digital communication with community members, partners and other constituencies. Candidate engages and collaborates with community members, partners and other constituents "on their turf" and within the school. Candidate applies and presents information gained from the needs assessment and the various	Candidate applying the needs assessment of diverse community resources and stakeholders and uses it to promote understanding among the faculty of the various cross-cultural and social resources of the community. Candidate fosters two-way communication and collaboration via oral, written, and digital communication with community members, partners and other constituencies. Candidate engages and collaborates with community members, partners and other constituents "on their turf" and within the school and involves teacher leaders and faculty in the various communication activities. Candidate applies and presents information gained from the needs assessment and the various communication venues

5.2	Novice	Emerging	Proficient (TARGET)	Advanced Performance
			communication venues to benefit school outreach programs and student learning.	to benefit school outreach programs and student learning as a leader of the effort.

5.3 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.

Learning Outcomes 5.3
Candidate will

Define, in policy and procedures, every school leader as an advocate for children and their families.

Provide professional development to help leaders develop and practice respectful advocacy skills.

Communicate the school leadership position as advocates for the needs of the school and community through school web sites or other digital distribution.

Provide ongoing professional development in a political context wherein school leaders advocate for the needs of their school and community becoming a part of school policy.

Conduct a review and edit of all school communications to advocate for the needs of the school and community within the larger organizational, community, and political contexts.

Lead discussions among leadership staff regarding the equitable application of law and policy school-wide and how in a collaborative effort the school will communicate through oral, written, and digital means to the larger organizational community the needs of the school.

Building rubric

5.3	Novice	Emerging	Proficient (TARGET)	Advanced Performance
NELP 5.3 Educational Leadership Skills Candidates demonstrate skills required to develop a plan for identifying and accessing resources; gather information about the policy and district context; develop targeted communication for oral, written, and digital distribution; and advocate for school and community needs.	Candidate develops a plan for identifying resources. Candidate compiles information about policy and schoo3(ns)]			

6.1	Novice	Emerging	Proficient (TARGET)	Advanced Performance
	challenges for the school's systems. Candidate analyzes and implements assessment and technology. Candidate reviews school's master schedule.	short term) challenges for the school's systems. Candidate analyzes, evaluates, develops and implements management, communication, assessment, technology, school-level governance, and operation systems. Candidate develops a school's master schedule.	(long term and short term) challenges for the school's systems in collaboration with the school leadership team. Candidate analyzes, evaluates, develops and implements management, communication, assessment, technology, school-level governance, and operation systems in collaboration with the school leadership team. Candidate develops a school's master schedule in collaboration with the school leadership team.	(long term and short term) challenges for the school's systems in collaboration with the school leadership team, faculty and staff. Candidate analyzes, evaluates, develops and implements management, communication, assessment, technology, school-level governance, and operation systems in collaboration with the school leadership team, faculty and staff. Candidate develops a school's master schedule in collaboration with the school leadership team, faculty and staff.

6.2 EvaluatG( )/MCID 31BDC q0.00000912[a)10(ss)dvecn EMC 62 512.11 0.48001 0.48001 ref483.1 512.11 114.f

Building rubric

6.3	Novice	

Building rubric

7.2

7.3	Novice	Emerging	Proficient (TARGET)	Advanced Performance
professional growth that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success; engage staff				

Building rubric

7.4	Novice	

References for Support for Internship Portfolio:

Ashmore, Harry, Unseasonable Truths: The Life of Robert Maynard Hutchins. Boston: Little, Brown and Company, 1989.

Barth, Roland, Improving Schools From Within. San Francisco: Jossey-Bass, Publishers, 1991.

Boyan, Norman (Ed.), Handbook of Research on Educational Administration. New York: Longman, 1988.

Bucher, Richard, Diversity Consciousness.

Despite tight budgets, Denver Public Schools has hired more people to coach and evaluate leaders. Here's how the district did it. http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Make-Room-for-the-Principal-Supervisors.pdf

State Policy to Develop Excellent Principals: A Washington Brief (2015). How can state policy improve the effectiveness of school principals? Educators, including New York State's commissioner of education gathered in Washington, D.C., on November 3, 2015, to discuss a major Wallace Foundation report that seeks to answer that question. Keynote speaker Paul Manna, professor of government and public policy at the College of William & Mary and the author of the report, *Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy*, summarized key findings from his research. He described three matters policymakers must understand before taking action: principals' place on their state's policy agenda; six possible levers that could trigger change; and their state's unique context, including the ways in which key education-