EDL 598: Educational Leadership Internship

Activity Log

Domain #1 – School Improvement Planning

Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan process (to the extent possible).

- Explain the purpose of the SIP and its relationship to the school's vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, etc.)
- Analyze and review data, including but not limited to, state test results, and work with faculty/group/team to identify areas for improvement and interventions, with particular attention to subgroups and low performing students.
- Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan.
- Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications.
- Facilitate the establishment of a vision for some initiative.

PSEL Standard 1 Mission, Vision, and Core Values
Effective educational leaders develop, advocate, and enact a shared mission, vision and core values of high quality education and academic success and well-being of each student.
SREB Competency I
Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.
Critical Success Factor 1
Successful school leaders create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
Critical Success Factor 2
Successful school leaders set high expectations for all students to learn higher level content.
SREB Competency II
Effective principals have the ability to work with teachers and others to design and implement a system for continuous student achievement.
Critical Success Factor 5
Use data to initiate and continue improvement in school and classroom practices and student achievement.
Critical Success Factor 6
Keep everyone informed and focused on student achievement.

Domain #1: School Improvement Planning					
Activity/Category	**Action STAR Describe Situation including location, Task, Action, Result and level of your involvement.**	**Artifacts**	**Project Dates Completed /Date**	**Reflection* What went well? What would you change? What are the leadership lessons you have learned?**	**Site and Faculty Supervisor Initials and Date**
1a…working with teachers to implement curriculum that produces gains in					

student achievement as defined by the mission of the school..				
1b… working with administration to develop, define, and/or adapt best practices based on current research.	*1.3 Facilitate establishment of vision as a portion of strategic or school improvement planning/Media Presentation on Vision* (See NLU assessments below)			
1c…working with the faculty to develop, refine, and/or adapt best practices based in the current research that support the school's vision.				
1d…assisting in transitional activities for students as they progress to high levels of placement (elementary to middle, middle to high school, high school to higher)				
2a…developing overseeing academic recognition programs that acknowledge and celebrate student success at all levels of ability.				
2b…activities resulting in raising standards and academic achievement for all students and teachers.	**3.1** Work with teachers to modify curriculum to meet the needs of ELL, ECE, students with disabilities, and gifted students Review the materials used by ELL, ECE, students with disabilities and gifted students to insure appropriateness			

	Assessment 30.45 A 30.45 B and 30.45 F			
2c…authentic assessments of student work through the use and/or evaluation of rubrics, end of course tests, projects.				
5a…analyzing data(including standardized test scores, teacher assessments, psychological data, etc. 0 to develop, refine instructional activities and set instructional goals.	**1.2** Participate on a school improvement planning team developing action plans to address the SMART goals and develop strategies for meeting the needs of subgroups See NLU Assessment 572 Case Study			
5b…facilitating data disaggregation for use by faculty and other stakeholders.	**1.1** Analyze school data from a variety of sources; formative and summative and share with faculty at a staff meeting NLU Assessment 572 Case Study			
6a…analyzing and communicating school progress and school achievement to teachers, parents and staff				
6b…gathering feedback regarding the effectiveness of personal communication skills.				

NLU EDL 528.1 Key Assessment (1.3)
Meeting the standard requires the candidate to:
1. Use media in a compelling presentation format that focuses on the school's vision and mission and its connection to the work of the staff and the principal to attain greater student achievement.

2.	*Create a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow up meeting. Provide additional artifacts to support the presentation.*
3.	*Clearly state the outcomes and expectations of the presentation, and support with data and documents.*
4.	*Produce a multi-media presentation, handouts, meeting minutes, and documentation from the audience.*
5.	*Produce a comprehensive document with correct APA formatting, spelling, grammar and accuracy.*

Meeting the standard requires the candidate to:

1.	*Work with faculty to review and analyze national, state, district, school and classroom data to identify academic achievement interventions for each low performing group. Work reflects interventions that align with SIP goals.*
2.	*Produce an analysis of data to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in the identification of interventions that will improve student outcomes.*
3.	*Produce clearly stated outcomes and expectations, perform data analysis, review the process used with faculty, and provide additional data and documents to support the outcomes.*
4.	*Produce a document detailing the data analysis and review process and products; all materials used in leading the faculty through the analysis and identification of specific interventions, and meeting minutes verifying input of and work done by faculty.*
5.	*5. Produce a comprehensive document with correct APA formatting, spelling, grammar and accuracy.*

Meeting the standard requires the candidate to:

1.	*Present to the school leadership team a comprehensive examination of the progress made by the staff and principal toward the identified goals of the SIP. The presentation clearly explains the data used to analyze the impact of various interventions. The candidate's recommendations are based on an analysis of interventions implemented in support of the SIP, faculty input, and are aligned with the mission and vision of the school.*
2.	*Demonstrates the analysis and presentation as an artifact that demonstrate the processes used in preparing, presenting and following up on the meeting after the presentation..*
3.	*Clearly state the outcomes and expectations of the presentation and possesses artifacts to demonstrate accomplishment.*
4.	*Produce presentation items: outline, multi-media presentation, handouts, explanation of the analysis, list of recommendations, and meeting minutes, and input received as a result of the presentation.*
5.	*Produce a comprehensive document with correct APA formatting, spelling, grammar and accuracy.*

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Activity Log

Domain #2 – Curriculum, Instruction and Assessment
Demonstrate the ability to address curricular and academic needs of students with disabilities, ELL, Early Childhood, and gifted students.

- Lead a data or RtI team to identify needs of students.
- Review formative and summative school level data from a variety of sources
- Develop goals and action plans to meet the needs of a variety of subgroups
- Analyze and use student information to design instruction that meets the needs of students and leads to ongoing growth and development of all students.
- Work with teachers to modify curriculum to meet the needs of students with disabilities, ELL, Early Childhood, and gifted students.
- Review instructional materials and resources used by special populations to ascertain adequacy and appropriateness.

PSEL Standard 4 Curriculum, Instruction, and Assessment
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each students' academic success and well-being.
SREB Competency 1
Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.
Critical Success Factor 3
Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
Critical Success Factor 4
The school leader is able to create a school organization where faculty and staff understand that every student has the support of a caring adult.

Domain #2 Curriculum, Instruction, and Assessment					
Activity/Category	**Action STAR Describe Situation including location, Task, Action, Result and level of your involvement.**	**Artifacts**	**Project Dates Completed /Date**	**Reflection* What went well? What would you change? What are the leadership lessons you have learned?**	**Site and Faculty Supervisor Initials and Date**
3a…using a variety of strategies to analyze and evaluate the quality of instructional practices being					

implemented in a school.					
3b…working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps.					
3c…working on a school team to prioritize standards and map curriculum in at least one content area across all grade levels of the school..					
3d…working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.					
3e…working with a school team to monitor implementation of the adopted curriculum.					
3f…involvement in the work of literacy and numeracy task forces.					
3g…working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.					
4a. Working with staff to identify the needs of all students.	**1.2** Analyze and review data, including but not limited to, state test results, and work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to ESSA student subgroups and low performing students Lead a data or RtI data team. Produce an				

	analysis of data (an artifact) and to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in the identification of interventions that will improve student learning for all ESSA subgroups.				

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Activity Log

Internship Domain # 3 – Human Resources/Developing Professional Capacity
Demonstrate an understanding of the process for hiring and retaining staff who will meet the learning needs of students.

- Create a job description, develop interview questions, participate in interviews, make recommendations for hiring, and prepare letters for candidates not selected.
- Participate in a model evaluation of a teacher.
- Create a professional development plan for the school to include data used to develop that plan, rationale for the activities chosen, options for participants, reasons why the plan will lead to higher student achievement, and a method for evaluating the effect of the professional development.

PSEL Standard 6 Professional Capacity of School Personnel
Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
SREB Competency 3
Effective principals know how to provide necessary support for staff to carry out sound school, curriculum and instructional practices.
Critical Success Factor 8
Successful school leaders understand the change process and have the leadership and facilitation skills to manage it effectively.
 Critical Success Factor 9
Successful school leaders understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students
 Critical Success Factor 10
Successful school leaders organize and use time in innovative ways to meet the goals and objectives of school improvement.
Critical Success Factor 13
Successful school leaders continually learn and seek out colleagues who keep them abreast of new research and proven practices.

Domain #3 Human Resources/Developing Professional Capacity					
Activity/Category	Action STAR Describe Situation including location, Task, Action, Result and level of your involvement.	Artifacts	Project Dates Completed /Date	Reflection* What went well? What would you change? What are the leadership lessons you have learned?	Site and Faculty Supervisor Initials and Date

Activity 8a. …working with faculty and staff in developing professional development activities.					
Activity 8b. …inducting and/or mentoring new teaching staff.	**2.1–** Participate in the hiring process including, at a minimum: creation of a job description; creation of interview questions and assessment rubric; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection;and preparation of letters of rejection for candidates who were not selected.				
8c. …building a "learning community" that includes all stakeholders.	2.2 : Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary that provides evidence utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher				
9a...study groups, problem solving					

sessions and/or ongoing meetings to promote student achievement					
9b...scheduling, developing, and/or presenting professional development activities to faculty that positively impact student achievement.	**1.2** Use results from the professional development survey to create a PD plan Assessment 2 Focus Area 2.2				
10a...scheduling of classroom and/or professional development activities in a way that provides meaningful time for School improvement activities.	**2.3** – In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes: (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement Assessment 2				
13a...working with faculty to implement research based instructional practices					
13b… working with professional groups and organizations					

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Activity Log

Domain # 4 – Operations, Finance and Management
Demonstrate the ability to understand and manage personnel, resources and systems on a school wide basis to ensure adequacy and equity.
- Investigate, define and delineate the systems and factors within the school for sustaining a personalized and motivating learning environment for students.
- Review and analyze budget priorities. Detail how resources are typically used, evaluated for adequacy, assess for effectiveness and efficiency. Provide recommendations for improvement.
- Review the availability and adequacy of resources for special populations. ELL, special education, and economically disadvantaged.

PSEL Standard 4 Operations and Management
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
SREB Competency 3
Effective principals know how to provide necessary support for staff to carry out sound school, curriculum and instructional practices.
Critical Success Factor 10
Use and organize time in innovative ways to meet the goals and objectives of school improvement.
Critical Success Factor 11
Acquire and use resources wisely.

Domain #3 Operations, Finance, Management					
Activity/Category	**Action STAR Describe Situation including location, Task, Action, Result and level of your involvement.**	**Artifacts**	**Project Dates Completed /Date**	**Reflection* What went well? What would you change? What are the leadership lessons you have learned?**	**Site and Faculty Supervisor Initials and Date**
10a...scheduling of classroom and/or professional development activities in a way that provides meaningful time for school improvement activities.					
10b...scheduling time to provide struggling students with the opportunity for extra support (e.g., individual tutoring, small-group					

instruction, extended block time) so that they may have the opportunity to learn to mastery.					
11a….writing grants or developing partnerships that provide needed resources for school improvement.	**3.2** Documents a meeting with the internship principal to review the school's budget (an artifact). The candidate demonstrates an understanding of school budget and resources available providing details of how the resources are used, and an assessment of adequacy, effectiveness, and efficiency as delineated in a report prepared and shared with the internship principal. The candidate documents the presentation of recommendations for budget improvement to the faculty and receives input. The candidate and the internship principal meet to discuss the candidate's recommendations and reflections on the school budget, resources, impact on student subgroups, and recommendations				
11b. ...developing schedules that maximize student learning in meaningful ways.					

NLU EDL 526. Key Assessment 3.2 Budget Simulation
Meeting the standard requires the candidate to:
1. *Produce a report that contains the following: a clear connection of recommended changes to the mission of the school; a mapping of two systems (one instructional and one management); an assessment tool used for the systems' evaluation; an analysis of the data; and recommendations for improvement.*
2. *Support a clear understanding of the school's budget and delineates the use of available resources, evaluates adequacy and assess for effectiveness and efficiency.*
3. *Provide recommendations for improvement to a specific audience and solicits input.*
4. *Reflect on her/his involvement in the project and the impact the recommendations will have on the school.*
5. *Produce a comprehensive document with correct APA formatting, spelling, grammar and accuracy.*

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Activity Log

Domain #5– School, Family and Community Partnerships and Engagement

- Proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom.
- Demonstrate an understanding, responding to, and influencing the larger political, social, economic, legal and cultural context through advocating for school students, families and caregivers.
- Act to influence local, state, and national decisions affecting student learning in a school environment.
- Anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

PSEL Standard 3 Equity and Cultural responsiveness
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
PSEL Standard 5 Community of Care and Support for Students
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
PSEL Standard 8 Meaningful Engagement of Families and Community
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
SREB Competency 2
Effective principals have the ability to work with teachers and others to design and implement a system for continuous student achievement.
SREB Competency 3
Effective principals know how to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.
Critical Success Factor 4
Create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult
Critical Success Factor 7
Make parents partners in their student's education and create a structure for parent and educator collaboration.
Critical Success Factor 12
Obtain support from central office and from community and parent leaders for school improvement goals.

Domain #5– School, Family and Community Partnerships and Engagement					
Activity/Category	Action STAR Describe Situation including location, Task, Action, Result and level of your involvement.	Artifacts	Project Dates Completed /Date	Reflection* What went well? What would you change? What are the leadership lessons you have learned?	Site and Faculty Supervisor Initials and Date

4a…working with staff to identify the needs of all students.	1.2 Required: Lead a data or RtI team to determine needs, interventions and supports for low performing students.			
4b…collaborating with adults from within the school and community to provide mentors for all students.				
4c. engaging in activities to increase parental involvement.				
4d…engaging in parent/student/school collaborations that develop long term educational plans for students.				
7a…working in meaningful relationships with faculty and parents to develop action plans for student achievement.				
12a…working with faculty to communicate with school board and community stakeholders in a way that supports school improvement.				
12b. working with faculty, parents and community to build collaboration and support for the school's agenda.				