

## **EDLD 6793 & 6794 Principal Internship I & II Learning Outcomes**

Program completers must have had a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7 (NELP Building-Level Standard Component 8.1). Such experiences must have been over a minimum of six months of concentrated (involving at least 240 total hours), involving authentic leadership activities within a school setting (NELP Building-Level Standard Component 8.2), and under the direction of a mentor who has demonstrated effectiveness as an educational leader within a building setting (NELP Building-Level Standard Component 8.3).

For PLA credit, evidence of how each of the following learning outcomes/standards have been accomplished as part of actual work experience must be provided:

**Learning Outcome/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.

In other words, a building-level education leader must have the knowledge and skills to promote the success of every student through collaboratively leading, designing, and implementing a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities. This includes knowledge of how to evaluate, design, and communicate a district mission and vision that reflects a core set of values and priorities and to lead improvement processes that include evaluation, design, and implementation.

**Learning Outcome/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.

In other words, a building-level education leader must have the knowledge and skills to promote the success of every student through advocating for ethical decisions and cultivating and enacting professional norms. This includes the capacity to reflect on, communicate about, cultivate, and enact professional norms and evaluate and advocate for ethical and legal decisions. It also includes the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

**Learning Outcome/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.

In other words, a building-level education leader must have the knowledge and skills to promote the success of every student through developing and maintaining a supportive, equitable, responsive, and inclusive school culture. This includes the capacity to evaluate, cultivate, and advocate for a supportive and inclusive school culture; equitable access to educational resources, procedures, and opportunities; and equitable instructional and behavior support practices among teachers and staff.

**Learning Outcome/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.

In other words, a building-level education leader must have the knowledge and skills to promote the success of every student through evaluating, developing, and implementing coherent systems of curriculum, instruction, supports, and assessment. This includes the capacity to evaluate, develop, and implement academic and non-academic student programs and academic and non-academic instructional practices, resources, and services that support the needs of each student. It also includes the capacity to evaluate, develop, and implement formal and informal assessments that support instructional improvement and student learning and well-being and to evaluate, develop, and implement the school's curriculum, instruction, and assessment practices in a coherent and systematic manner.

**Learning Outcome/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.

In other words, a building-level education leader must have the knowledge and skills to promote the success of every student through engaging families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. This includes the capacity to engage families in strengthening student learning in and out of school; to engage community members, partners, and other constituencies for the benefit of school

improvement and student development; and to engage the larger organizational and policy context to advocate for the needs of their school and community.

**Learning Outcome/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.

In other words, a building-level education leader must have the knowledge and skills to promote the success of every student through improving management, communication, technology, school-level governance, and operation systems; developing and improving school resource plans; and applying laws, policies, and regulations. This includes the capacity to improve 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; to develop and improve a resourcing plan for the benefit of school improvement and student development; and to apply laws, rights, policies, and regulations to promote student and adult success.

**Learning Outcome/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.

In other words, a building-level education leader must have the knowledge and skills to promote the success of every student through engaging staff in the development of a collaborative professional culture, building the school's professional capacity, and improving systems of staff supervision, evaluation, support, and professional learning. This includes building professional capacity through engagement in recruitment, selection, and hiring. It also includes the capacity to improve and engage staff in a collaborative professional culture, engage staff in professional learning, and improve systems of supervision, support, and evaluation that promote school improvement and student success.

Additional details for each learning outcome/standard area, which can be used as ideas within a PLA portfolio, can be found within this NELP document: <http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>