EDLD 6794 Principal Internship 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 for the second portion of these experiences (EDLD 6794), 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 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.