

Description of the PSEL Standards, Possible Internship Activities, Tasks and Documentation

The following are some suggested activities that generate artifacts for the Internship Portfolio and ensure the administrative intern experiences a comprehensive internship consistent with the *TEN PSEL* leadership standards listed below. After each activity, the applicable *standard element* (or multiple elements) linked to the activity are identified. A single internship activity may apply to more than one standard element. The internship candidates should be strategic in also selecting or proposing activities that *could apply to both the building and district level.* Candidates may propose other activities that are linked to one or more of the standards as listed below.

PSEL Standards

The Professional Standards for Educational Leaders 2015 are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each Standard features a title and a statement that succinctly defines the work of effective educational leaders in that particular realm. A series of elements follow, which elaborate the work that is necessary to meet the Standard. The number of elements for each Standard varies in order to describe salient dimensions of the work involved. It does not imply relative importance of a particular Standard.

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.

1A. Develop an educational mission for the school to promote the academic success and well-being of each student.

1B. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

1C. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

1D. Strategically develop, implement, and evaluate actions to achieve the vision for the school.

1E. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

1F. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

1G Model and pursue the school's mission, vision, and core values in all aspects of leadership

PSEL Standard 1 Internship Activity Examples

- a. Review the schools or district's vision, mission, and goals and develop an informative article for the district newsletter that helps build stakeholder support.
- b. Review recent literature on school improvement and "best practices" that support the school or district vision and share with administration, faculty, and the site supervisor.
- c. Select a best instructional practice supported in the literature and consistent with the school vision, and develop a plan for its implementation and use in the school building or district-wide.
- d. Develop and/or coordinate school or district activities with other stakeholders that support raising achievement for all students.
- e. Collaborate with others and facilitate the creation and development of authentic assessments of student work through the use and/or evaluation of rubrics, end-of-course tests, projects.
- f. Design a detailed process for the development, articulation, and implementation of a building or district vision, share the plan with your site supervisor and seek feedback.
- g. Along with the principal, participate in reviewing the school or district mission and vision with the faculty and staff.
- h. Present the school or district vision, mission and goals to the Parent-Teacher organization, and other local school partners (business, agencies, etc.)
- i. Monitor/assess the school or district progress towards achieving one or more of its' goals, and develop a written plan of any revisions needed, share with the site supervisor.
- j. Design a collaborative process for developing and implementing a school or district vision and share it with your site supervisor.
- k. Develop a comprehensive plan for communicating the school or district vision to appropriate school constituencies.
- l. Review three years of state assessment data (e.g., grade 3-8 math, Regent's biology, etc.) and compare to two other school districts that share similar attributes. Analyze the results and identify the greatest need for action within the school and/or district wide.
- m. Review the school or district improvement plan, compare efforts being made at the school or district level and share your observations with the administration and/or the site supervisor.
- n. Review the literature on school organizational change processes and assess in writing the school building or district level for challenges to collaborating, assessing, and implementing processes requiring change.
- o. Collaboratively design a comprehensive, building-level or district level professional development program for a school or district.
- p. Select a best instructional practice supported in the literature and consistent with the school vision, and develop a plan for its implementation and use in the school building or district-wide.
- q. Monitor/assess the school or district progress towards achieving one or more of its' goals, and develop a written plan of any revisions needed, share with the site supervisor.

STANDARD 2. ETHICS and PROFESSIONAL NORMS: Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

2A. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.

2B. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

2C. Place children at the center of education and accept responsibility for each student’s academic success and well-being.

2D. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

2E. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.

2F. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

PSEL Standard 2 Internship Activity Examples

- a. Identify the challenges or obstacles within the school or district that might inhibit equity of opportunity for all children and affect student accountability regarding student achievement.
- b. Review leadership theory regarding integrity, fairness, and ethical practice and compile and discuss with the site supervisor.
- c. Research information of leadership principles of integrity and fairness and identify leadership practices and decisions demonstrating these principles.
- d. Review school district student polices regarding equity, social justice, or accountability and report.
- e. Based upon your research and observation of teaching and leadership practice, create operational definitions of accountability, equity, and social justice.
- f. Research/plan/conduct study circles/book clubs with other educators on the topic of integrity, equity, or ethical decision making. Report on same.

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.

3A. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

3B. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

3C. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

3D. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

3E. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

3F. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

3G. Act with cultural competence and responsiveness in their interactions, decision making, and practice.

3H. Address matters of equity and cultural responsiveness in all aspects of leadership.

PSEL Standard 3 Internship Activity Examples

- a. Research data on school or organizational climate and analyze any previous recent climate data collected for the school or district and share with the site supervisor.
- b. Conduct an assessment through observations, discussions, 1:1 interview, or a survey regarding how the school culture promotes and supports diversity within the school or district
- c. Study and report on basic principles of ethical leadership behavior established by legal and professional organizations including local Board of Education policy, administrative evaluation procedures, NYSSBA, NYSCOSS, SANYS, NAESP, NASSP, NYSED, etc.
- d. Formulate a school-level leadership belief statement grounded in ethical standards and practices, share with your site supervisor and record same.
- e. Analyze leadership decisions within the school or district in terms of established ethical practices and document same.
- f. Study and analyze equity of resource distribution to students based upon need and comment on fairness and recognition of needs disparity.
- g. Evaluate and report on school or district policies and procedures that support democratic values, equity, and diversity issues within the school or district.
- h. Utilizing appropriate communication skills, advocate for democracy, equity, and diversity in a letter to a local or state political office.

- i. Analyze the moral and legal consequences of a particular decision you were required to make in your leadership internship experience and report same.
- j. Attend a student disciplinary conference analyzing the conference in view of fairness, ethical and legal aspects and report on same.
- k. Compare/contrast policies from several school districts to make recommendations for improvements (attendance, discipline, student support, health-related, etc.).
- l. Compare/contrast discipline procedures for general education versus special education students; prepare a fact sheet on same.
- m. Study affirmative action guidelines to design interview questions for job candidates that ensure a respect for fairness, diversity and meets legal guidelines.
- n. Participate/attend a 504 meeting or Special Education IEP meeting and record observations of same.
- o. Assess current procedures ensuring student and teacher confidentiality regarding disciplinary issues and develop a plan for improving the process.
- p. Select a best instructional practice supported in the literature and consistent with the school vision, and develop a plan for its implementation and use in the school building or district-wide.
- q. Monitor/assess the school or district progress towards achieving one or more of its' goals, and develop a written plan of any revisions needed, share with the site supervisor.

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 student's academic success and well-being.

4A. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

4B. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

4C. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

4D. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

4E. Promote the effective use of technology in the service of teaching and learning.

4F. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction

PSEL Standard 4 Internship Activity Examples

- a. Conduct an assessment through observations, discussions, interview, or a survey regarding how the school culture promotes and supports diversity within the school or district.
- b. Recognize and celebrate diversity in programs, curriculum, and instructional practices.
- c. Review the literature for best practices in relation to differentiated learning; compile and report
- d. Review the literature for best practices in relation to differentiated learning; compile and report on same.
- e. Identify all state, national and local assessments at either elementary, middle or high school and evaluate how the results of these assessments are used to inform instruction.
- f. Observe school or district programs and activities and identify and document observation of differentiated learning opportunities and share with the site supervisor.
- E. Develop a plan/strategy for promoting trust, equity, fairness, and respect among students, parents, and school and district staff.
- F. Research theories on a personalized learning environment or on motivation and share with others in the school or district.
- G. Collaborate with faculty or participate on a school or district team to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum.
- H. Review three years of state assessment data in a curricular area (e.g., grade 3-8 math, Regent's biology, etc.) and compare to two other school districts that share similar attributes. Analyze the results and identify the greatest need for action.
- I. Review three years of school report card data and link to school or district goals, develop a written communication that is shared with staff, parents and community.
- J. Investigate and review theories and literature on curriculum development and instructional delivery and develop a written summary – share with others including the site supervisor.
- K. Review the teacher performance evaluation system in the school or district and select another district and compare the differences and similarities.
- L. Observe how technology is utilized within the school or district to enhance instruction and student learning; identify the effectiveness of its use and obstacles. Share the observations with the Technology Director/site supervisor.
- M. Review and assess the type, frequency, and content of professional development in the school or district and evaluate the link between the development and school goals or identified needs.
- N. Through interviews, conversations, 1:1 or survey, collect school or district data on teacher perceived needs regarding high quality professional development.
- O. Review various standards for high quality effective leadership practices and develop a personalized set of leadership standards that can be articulated with the site supervisor.
- P. Design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.
- Q. Required: Conduct an APPR assessment—pre-observation, observation, and post-observation for a teacher or student teacher.**
- R. With involvement of facilities and technology staff, conduct a review of the infrastructure capacity of the school regarding supporting technology for learning and management.
- S. Serve/participate on a technology planning committee for the school or district that is involved in planning for and implementation of technology tools to enhance instruction.
- T. Use technology and performance management systems to monitor, analyze, and evaluate school or district assessment, and data results for accountability reporting.
- U. Present to the faculty or department, technological strategies for promoting student learning.

- V. Survey the literature on effective practices for the design, implementation and evaluation of high-quality professional development; compile and report on same to your site supervisor.
- W. Review the literature on school or organizational climate and culture and its impact on student learning including model programs that create professional learning communities that engage administrators and teachers in ongoing discussions on continuous improvement of instruction; compile and report on same.
- X. Create a report to be presented to the superintendent and/or Board of Education that includes recommendations for improving/enhancing the overall quality of existing professional development initiatives, a rationale for each recommendation, a proposed budget, a timeline and a means for evaluating the impact of the recommendations.
 Work closely with an administrator to plan and deliver professional development on a specific topic. Include a needs assessment and evaluation instrument.
 Conduct opening day staff orientation, superintendent's conference days, new staff mentoring, meetings, substitute teacher orientation sessions, etc.
 Design and participate in various activities designed to increase and encourage parental involvement.
- Y. Analyze school and district instructional data in order to develop appropriate instructional activities and set instructional goals.
- Z. Review the literature for best practices in relation to data management, compile and report on same.
- AA. Review the literature for best practices in relation to curriculum mapping; compile and report on same.
- BB. Review the literature for best practices in relation to differentiated learning; compile and report on same.
- CC. Work closely with a group of teachers to assess instructional data (building or district-wide) over time, identify problem areas and propose solutions.
- DD. Build capacity of teachers to engage in curriculum mapping and improve instructional practice by providing professional development sessions to them.
- EE. Organize a curriculum study and review of a particular topic.
- FF. Chair a curriculum council/writing committee.
- GG. Conduct informal observations in ELA/Math/Interdisciplinary Areas/Special Education/Content Area other than the one intern is certified in.
- HH. Chair a committee that focuses on improving instruction for struggling learners (AIS/dropouts/GED, etc.).
- II. Study the district's APPR Program. Research creative ideas for Professional Growth Plans to share with teachers.
- JJ. Supervise student teachers.
- KK. Research pertinent professional articles to be able to discuss with teachers during the APPR evaluation process that will promote good teaching; summarize in writing.

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.

5A. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

5B. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

5C. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

5E. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

5F. Cultivate and reinforce student engagement in school and positive student conduct.

5G. Infuse the school's learning environment with the cultures and languages of the school's community.

PSEL Standard 5 Internship Activity Examples

- a. Select a specific issue regarding a school and analyze information relating to the issue or challenge keeping in mind the needs of students, parents, and caregivers.
- b. Select a current problem or challenge in your school or across the district, identify multiple sources of evidence that you would need to utilize to inform your decision making as a school or district leader.
- c. Investigate various types of communication and strategies that improve the school or district educational environment and share with the site supervisor.
- d. Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information.
- e. Develop a written communication that would share information about the school or district with the community.
- f. Identify and develop a plan to mobilize community resources that embraces and reinforces school-based cultural competence and celebration of diversity.
- g. Identify and use diverse community resources to improve school or district programs and services.
- h. Research school strategies for effective oral and written communication with families and caregivers within the district and/or other schools and record the evidence.
- i. Conduct a needs assessment of families and caregivers by working with parent and community groups, social services, school counselors, and social workers, etc.
- j. Develop collaboration opportunities and employ strategies for building effective relationships with families and caregivers and record same.

- k. Find and/or recognize opportunities to involve families and caregivers in the decision-making processes at the school.
- l. Research effective parent/community involvement for best practices, especially those that positively impact student achievement. Prepare electronic resource.
- m. Create a database of community-based organizations providing services/resources to schools. (4.1, 4.2, 4.4)
- n. Chair a committee to draft a parent/family involvement policy for the school district based on your research and comparison to other districts.
- o. Contribute to a school or district publication or website to inform the community about school events, goals, vision, and opportunities for involvement on decision making.
- p. Research/prepare a guide for students/parents/community members that identifies community resources/services available.
- q. Chair a school/community workgroup to study/identify solutions for difficult problems (Ex. bullying, cyber bullying, drug/alcohol issues)
- r. Coordinate and supervise school/community events.
- s. Survey community attitudes toward the schools.
- t. Compare/contrast school district public relations programs and make recommendations for improvement in your school district.

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.

- 6A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- 6B. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- 6C. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- 6E. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6F. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

6G. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

6H. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

6I. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

6J. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

PSEL Standard 6 Internship Activity Examples

- a. Attend school law conferences and prepare summary of relevant issues for administrators and teachers.
- b. Research/evaluate professional organizations in education for personal membership.
- c. Attend leadership conferences at the local, state or national level (NYSSBA, NYSCOSS, SANYS, NAESP, NASSP, NYSED, NYSASBO, ESEA, etc.) and share learning and implement ideas/practices.
- d. Coordinate district continuing education, summer, or after school programs.
- e. Attend/present at school board meetings.
- f. Collaboratively design a comprehensive, building-level or district level professional development program for a school or district.
- g. Survey the literature on effective practices for the design, implementation and evaluation of high-quality professional development; compile and report on same to your site supervisor.

STANDARD 7. PROFESSIONAL COMMUNITY for TEACHERS and STAFF: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

7A. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

7B. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

7C. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

7D. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

7E. Develop and support open, productive, caring and trusting working relationships among leader's faculty and staff to promote professional capacity and the improvement of practice.

7F. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

7G. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

7H. Encourage faculty-initiated improvement of programs and practices.

PSEL Standard 7 Internship Activity Examples

A. Commit to reading educational email services or professional journals on a regular basis and implement ideas/practices. Report on same.

B. Research/collect/prepare a journal of effective leadership theories and practices.

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.

- 8A. Are approachable, accessible, and welcoming to families and members of the community.
- 8B. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- 8C. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- 8D. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- 8E. Create means for the school community to partner with families to support student learning in and out of school.
- 8F. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- 8G. Develop and provide the school as a resource for families and the community.
- 8H. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- 8I. Advocate publicly for the needs and priorities of students, families, and the community.
- 8J. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

PSEL Standard 8 Internship Activity Examples

- a. Identify and develop a plan to mobilize community resources that embraces and reinforces school-based cultural competence and celebration of diversity.
- b. Develop a written proposal to actively include and engage the entire community in the school improvement process.
- c. Analyze and communicate school or district progress and student achievement to teachers, partners and staff.
- d. Develop and present a plan to the administrative team, a committee or the Board of Education recommending how to establish a closer alignment and cooperation with social services (or similar agencies) with the school district.
- e. Research the literature on best practices for identifying and mobilizing community resources
- f. Select a specific issue regarding a school and analyze information relating to the issue or challenge keeping in mind the needs of students, parents, and caregivers.
- g. Investigate various types of communication and strategies that improve the school or district educational environment and share with the site supervisor.
- h. Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information.
- h. Develop a written communication that would share information about the school or district with the community.
- i. Identify and develop a plan to mobilize community resources that embraces and reinforces school-based cultural competence and celebration of diversity.
- J. Identify and use diverse community resources to improve school or district programs and services.
- k. Research school strategies for effective oral and written communication with families and caregivers within the district and/or other schools and record the evidence.
- l. Conduct a needs assessment of families and caregivers by working with parent and community groups, social services, school counselors, and social workers, etc.
- m. Develop collaboration opportunities and employ strategies for building effective relationships with families and caregivers and record same.
- n. Find and/or recognize opportunities to involve families and caregivers in the decision-making processes at the school.
- o. Research effective parent/community involvement for best practices, especially those that positively impact student achievement. Prepare electronic resource.
- p. Create a database of community-based organizations providing services/resources to schools. Chair a committee to draft a parent/family involvement policy for the school district based on your research and comparison to other districts.
- q. Contribute to a school or district publication or website to inform the community about school events, goals, vision, and opportunities for involvement on decision making.
- r. Research/prepare a guide for students/parents/community members that identifies community resources/services available.
- . Chair a school/community workgroup to study/identify solutions for difficult problems (Ex. bullying, cyber-bullying, drug/alcohol issues).
- r. Coordinate and supervise school/community events.
- s. Survey community attitudes toward the schools.
- t. Attend/present at school board meetings.

- u. Compare/contrast school district public relations programs and make recommendations for improvement in your school district.
- v. Coordinate district continuing education, summer, or after school programs.
- w. Develop a written proposal to actively include and engage the entire community in the school improvement process.
- x. Analyze and communicate school or district progress and student achievement to teachers, partners and staff.
- y. Develop and present a plan to the administrative team, a committee or the Board of Education recommending how to establish a closer alignment and cooperation with social services (or similar agencies) with the school district.

STANDARD 9. OPERATIONS and MANAGEMENT: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

9A. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

9B. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.

9C. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

9D. Are responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

9E. Protect teachers’ and other staff members’ work and learning from disruption.

9F. Employ technology to improve the quality and efficiency of operations and management.

9G. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

9H. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9I. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

9J. Develop and manage productive relationships with the central office and school board.

9K. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

9L. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

PSEL Standard 9 Internship Activity Examples

- a. Prepare/update handbooks for students/staff/parents/community members (e.g., summer school, kindergarten, student support, health services, substitutes teachers, etc.)
- b. Review recent school or district newsletters or other community communications and evaluate their effectiveness in communicating the school or district vision, mission and goals.
- c. Select several school and district processes (e.g., dismissal, attendance, parent-teacher conferences, etc.) and analyze the school and district processes and operations to identify challenges and opportunities for improvement.
- d. Review several Board of Education policies or Administrative Regulations on school or district operations or processes and compare these guidelines with actual operations and report on same.
- e. Obtain copy of any school or district instructional, technology, facility or financial long-range plan and comment on same.
- f. Interview an administrator responsible for making decisions or recommendations on staffing at the school and/or district level. Collect any staffing lists or other data demonstrating the planning and allocation of staffing, and report on same.
- g. Discuss building maintenance needs with the principal and assess how needs are prioritized, communicated to others, and funded. Document a similar discussion held with the Director of Facilities, and compare perspectives.
- h. Review the district policy on building use by outside groups and review the process with the site supervisor and document the process, challenges, and possible ideas to improve it and report on same.
- i. Interview a building, department or district supervisor about the budgeting process and how there is an alignment of resources to building and/or priorities.
 - j. Analyze how space is currently being used in a school and develop a future space utilization plan for the school and share with the site supervisor.
 - k. Discuss with school staff and the principal how long-term needs are determined and report on same.
 - l. Review the building and/or district school safety plan and select one of the procedures to conduct a "table top" exercise with school or district staff.
 - m. Work with an administrator in conducting a disciplinary conference with a student and report on same.
 - n. Review and assess the student "sign out" process (or similar student safety issue) used by parents and evaluate its effectiveness and consistent enforcement.
 - o. Review the school-based discipline management policies and plans as well as the student Code of Conduct, access the VADIR report, and identify trends or issues regarding student behavior that may require special attention.
 - p. Participate in or chair a school building safety team that meets periodically to address issues of safety and security.
 - q. Research literature on distributed leadership and shared decision making, meet with the site supervisor to discuss how to share leadership and encourage staff to assume roles in the school.

- r. Conduct or participate in a meeting and create opportunities for others to assume roles of leadership at either the school or district level.
- s. Review any shared decision-making plan for the school (also look at the teacher contract and Board of Education policy) and examine for language detailing the rights and responsibilities of staff to participate in decisions and report same.
- t. Research leadership strategies that maximize teacher time spent delivering or collaboratively planning high-quality instruction and share this information with the site supervisor.
- u. Collect school policies and written procedures that protect time and schedules to maximize teacher instructional time and student learning and report on same.
- v. Work with the school person responsible for developing the school master schedule, and participate in the development of a future schedule.
- w. Research local, state and federal grant opportunities and partner with community agencies/partnerships in jointly applying for funding to solve a school or district-wide problem or issue.
- x. Participate in and/or coordinate the inducting and/or mentoring of new teaching staff.
- y. Assist with recruitment and selection of new personnel.
- z. Research/study teacher discipline issues. Prepare a draft counseling memo.
- aa. Compare/contrast the union contract provisions of two separate labor agreements within the district, or select one labor unit agreement from within the district and one from outside the district and conduct a similar analysis.
- bb. Review written job descriptions for building or district paraprofessionals, interview some of the staff, and compare the job description to actual duties. Share results with the site supervisor
- cc. Participate in or chair a building or district Crisis Response Team.
- dd. Participate on/observe a collective bargaining team; keep journal on same.
- ee. Conduct a human resource needs assessment and prepare an action plan to solve a problem.
- ff. Research effective co-teaching models for teaching. Prepare fact sheet and possible professional development for staff.
- gg. Oversee/coordinate test administration including proctoring schedules and provision of accommodations for students with special needs.
- hh. Assist with daily management of the building including opening, closing, after school programs, summer school programs and extracurricular activities.
- ii. Assist with the development of master schedules
- jj. Research best practices/programs for improving student discipline and report on same.
- kk. Handle day to day student discipline concerns.
- ll. Engage in the design, implementation and evaluation of crises management plan and responses.
- mm. Carry out building safety and maintenance checks.
- nn. Research and implement ways for students to be involved in shared decision-making in areas of the school that directly affect students.
- oo. Prepare, implement and evaluate testing administration to ensure integrity of testing, while maximizing resources and time on instruction.

STANDARD 10. SCHOOL IMPROVEMENT

10A. Seek to make school more effective for each student, teachers and staff, families, and the community.

10B. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

10C. Prepare the school and the community for improvement, promoting readiness, and an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

10D. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

10E. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

10F. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

10G. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

10H. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

10I. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

10J. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

PSEL Standard 10 Internship Activity Examples

- a. Review recent literature on school improvement and “best practices” that support the school or district vision and share with administration, faculty, and the site supervisor.
- b. Review the school or district improvement plan, compare efforts being made at the school or district level and share your observations with the administration and/or the site supervisor.