

OR going Internship/CITE Log template X

Candidate Name _____

ID Number _____

CITE Cohort Number _____

PSEL Standard 1

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.

Course	Activity	Hours	Supervisor/Date
600	<p>✓</p> <p>Internship Part II. Analysis of the Intersection of Culture of Learning and Vision/Mission</p>	10	
600	<p>✓</p> <p>Internship Part III. Create a description of the culture you wish to lead</p>	5	
600	<p>✓</p> <p>Student's Choice Possible Activities:</p> <ol style="list-style-type: none"> 1. 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. Study strategic plans from other districts for linkages to mission and vision. d. 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. e. Along with the principal, participate in reviewing the school or district mission and vision with the faculty and staff. 	5	

	<ul style="list-style-type: none"> f. Present the school or district vision, mission and goals to the Parent-Teacher organization, and other local school partners (business, agencies, etc.) g. Develop a communication plan of the school or district vision to appropriate school constituencies. h. Consider your school's discipline process for its alignment to mission/vision. i. Study your school's access to higher level courses in relation to mission/vision. 		
600	<p>Document your activities. Provide a listing of activities you experienced to fulfill this standard with the time you spent on each activity.</p> <p>Also provide any artifacts created in the work accomplished in this standard in the google folder entitled Standard 1. Within the google folder, please title each artifact with the course and title of the artifact. (For example <i>EDA 600: Communication plan</i>) Provide that title and a brief description of each artifact in this box.</p>		

Standard 1	Personal Reflection: What I learned about myself, my future role as a leader and the work that is inherent with a school system in this standard.			
PSEL Standard 2				
Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.				
Course	Activity	Hours	Supervisor/Date	
600	The Dig - Internship part 1	5		
600	Internship Part II. Analysis of the Intersection of Culture of Learning and Vision/Mission	10		
600	<p>Student's Choice</p> <p>Possible Activities:</p> <ol style="list-style-type: none"> Review leadership theory regarding integrity, fairness, and ethical practice and compile and discuss with the site supervisor. Research information of leadership principles of integrity and fairness and identify leadership practices and decisions demonstrating these principles. 	10		

	<ul style="list-style-type: none"> c. Review school district student policies regarding equity, social justice, or accountability and report. d. Based upon your research and observation of teaching and leadership practice, create operational definitions of accountability, equity, and social justice. e. Research/plan/conduct study circles/book clubs with other educators on the topic of integrity, equity, or ethical decision making. Report on same. f. Create committee norms for the purpose of encouraging all voices at each meeting. g. Observe a Board of Education, or other district meeting, for its linkage to district mission and vision. h. Review the District Strategic Plan and the alignment of vision, mission, and goals i. Learn about your school's history and how those values can still be observed, or not. j. Study symbolic representations throughout your school, or district, and what values they stand for. k. Document (policies, governance, procedures, codes of conduct, etc) review to observe alignment between vision and mission. l. Meet with the Business Office to understand how the mission/vision or goals of the strategic plan are resourced over time. m. Conduct a school culture survey of faculty/staff and/or students with permission. n. Conduct a focus group of faculty/staff and/or students about the culture of the school with permission. o. Observe building meetings and consider how they incorporate goals or priorities. p. Interview additional support staff in relation to the mission/vision. q. Interview community members in relation to the mission/vision. 		
600	Document your activities:		

	<p>Provide a listing of activities you experienced to fulfill this standard with the time you spent on each activity.</p> <p>Also provide any artifacts created in the work accomplished in this standard in the google folder entitled Standard 2. Within the google folder, please title each artifact with the course and title of the artifact. (For example <i>EDA 600: Communication plan</i>) Provide that title and a brief description of each artifact in this box.</p>		
<p>Standard 2</p>	<p>Personal Reflection: What I learned about myself, my future role as a leader and the work that is inherent contained within a school system in this standard.</p>		
<p>PSEL Standard 3</p>			

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Course	Activity	Hours	Supervisor/Date
606 <i>✓</i>	Administrative Change Agent - Analysis of Need and Action Plan <ul style="list-style-type: none"> · Student discipline · Student extracurricular participation · Student percentage (disproportionality) in any program · Student attendance · Community Engagement · Community Issue 	10	
607 <i>607</i> <i>✓</i>	Student Choice <u>Possible Activities</u> <ul style="list-style-type: none"> ● Assist in conducting equity audits: Help collect and analyze data related to resource allocation, student achievement, discipline practices, and other relevant factors to identify areas of inequity within the school or district. ● Participate in equity-focused professional development: Attend workshops, seminars, or training sessions focused on culturally responsive teaching practices, diversity, equity, and inclusion initiatives. ● Collaborate on curriculum development: Work with teachers and administrators to review and revise curriculum materials to ensure they are culturally relevant, representative, and inclusive of diverse perspectives and backgrounds. ● Support diverse student populations: Assist in developing and implementing programs, services, or interventions aimed at meeting the needs of underrepresented or marginalized student groups, such as English language learners, students with disabilities, or students from low-income families. ● Engage in community outreach: Participate in initiatives to build partnerships with families, community organizations, and local agencies to address barriers to equity and promote greater involvement and support for all students. 	10	

	<ul style="list-style-type: none"> ● Facilitate equity-focused discussions: Organize and facilitate dialogues or forums among staff, students, and community members to raise awareness of equity issues, share perspectives, and develop strategies for fostering a more inclusive and equitable school environment. ● Conduct research on equity-related topics: Assist in literature reviews, data collection, or analysis related to equity in education, including disparities in access to resources, opportunities, and outcomes across different student demographics. ● Support equity initiatives: Assist with the implementation and monitoring of equity-focused policies, programs, or initiatives within the school or district, such as equity task forces, equity audits, or diversity hiring practices. ● Engage in reflective practice: Reflect on personal biases, assumptions, and practices through journaling, discussions, or self-assessment activities, and consider how they may impact interactions with students, colleagues, and families. ● Advocate for equity: Take part in advocacy efforts at the local, state, or national level to promote policies and practices that advance equity and social justice in education, including attending meetings, writing letters, or participating in rallies or marches. 		
607	<p>Document your activities: Provide a listing of activities you experienced to fulfill this standard with the time you spent on each activity.</p> <p>Also provide any artifacts created in the work accomplished in this standard in the google folder entitled Standard 3. Within the google folder, please title each artifact with the course and title of the artifact. (For example <i>EDA 600: Communication plan</i>) Provide that title and a brief description of each artifact in this box.</p>		

Standard 3	Personal Reflection: What I learned about myself, my future role as a leader and the work that is inherent with a school system in this standard.		
PSSEL Standard 4 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			
Course	Activity	Hours	Supervisor/Date
603	Curriculum Improvement Plan/Analysis of Curricular Program Selection	25	
603	Student Choice <u>Possible Activities</u> <ul style="list-style-type: none"> Curriculum Exploration: Assist teachers in organizing and exploring educational materials, helping them understand how these materials contribute to students' learning. 	25	

	<ul style="list-style-type: none"> ● Student Leadership Programs: Assist in facilitating student leadership initiatives, such as student government, peer mentoring programs, or diversity clubs, empowering students to take an active role in shaping school culture and promoting positive peer relationships. ● Parent and Family Engagement: Collaborate with family engagement coordinators to develop strategies for involving parents and families in school activities and decision-making processes, and support outreach efforts to ensure all families feel welcome and valued members of the school community. ● Conflict Resolution and Mediation: Learn about conflict resolution techniques and participate in mediation sessions to help resolve interpersonal conflicts among students or between students and staff, promoting a culture of understanding, respect, and cooperation. ● Trauma-Informed Practices: Gain awareness of trauma-informed approaches to education and participate in training sessions on how to create a supportive and responsive environment for students who have experienced trauma, adversity, or loss. ● Positive Behavior Interventions and Supports (PBIS): Assist in implementing PBIS frameworks or similar systems for promoting positive behavior and preventing discipline issues, collaborating with staff to develop and reinforce school-wide expectations, incentives, and supports for students. 		
607	<p>Document your activities.</p> <p>Provide a listing of activities you experienced to fulfill this standard with the time you spent on each activity.</p> <p>Also provide any artifacts created in the work accomplished in this standard in the google folder entitled Standard 5. Within the google folder, please title each artifact with the course and title of the artifact. (For example <i>EDA 607: PBIS</i>) Provide that title and a brief description of each artifact in this box.</p>		

	<ul style="list-style-type: none"> ● Classroom Support: Provide support to teachers during classroom activities, helping them implement lesson plans effectively and engaging with students to support their learning. ● Assessment Assistance: Assist teachers in administering and organizing simple assessments, such as quizzes or homework checks, to gauge student understanding. ● Professional Development Participation: Attend workshops or training sessions alongside teachers to learn about effective teaching methods and classroom management techniques. ● Learning Activity Creation: Work with teachers to create simple learning activities or games that align with curriculum goals and engage students in active learning. ● Technology Exploration: Learn about educational technology tools and how they can be used to support learning, such as interactive websites or educational apps. ● Parent Communication Support: Assist teachers in preparing newsletters or communications for parents, summarizing classroom activities and upcoming events. ● Student Engagement Activities: Collaborate with teachers to plan and implement fun and interactive learning experiences, such as educational games or hands-on projects, to keep students engaged and motivated. ● Differentiation Strategies: Assist in developing and implementing strategies to differentiate instruction to meet the diverse needs of students, ensuring all learners have access to challenging and engaging learning experiences. ● Technology Integration: Explore ways to integrate technology tools and resources into curriculum and instruction to enhance student engagement, learning outcomes, and assessment practices. ● Parent and Community Engagement: Engage with parents and community stakeholders to gather input on curriculum and instructional practices, and to foster partnerships that support student learning and success. 		
603	<p>Document your activities.</p> <p>Provide a listing of activities you experienced to fulfill this standard with the time you spent on each activity.</p>		

	<p>Also provide any artifacts created in the work accomplished in this standard in the google folder entitled Standard 4. Within the google folder, please title each artifact with the course and title of the artifact. (For example <i>EDA 603: Student Engagement Activities</i>) Provide that title and a brief description of each artifact in this box.</p>		
<p>Standard 4</p>	<p>Personal Reflection: What I learned about myself, my future role as a leader and the work that is inherent with a school system in this standard.</p>		
<p>PSEL Standard 5 Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</p>			
<p>Course</p>	<p>Activity</p>	<p>Hours</p>	<p>Supervisor/Date</p>

606	Administrative Change Agent - Analysis of Need and Action Plan • Student discipline • Student extracurricular participation • Student percentage (disproportionality) in any program • Student attendance • Community Engagement • Community Issue	25	
607 607 X	Student Choice <u>Possible Activities</u> <ul style="list-style-type: none"> • Community Building Initiatives: Help plan and organize events or activities designed to foster a sense of belonging and connectedness among students, families, and staff, such as community service projects, multicultural celebrations, or family engagement nights. • Student Support Services: Shadow school counselors, social workers, or other support staff to gain insight into the range of services and interventions available to address students' academic, social, emotional, and behavioral needs, and participate in meetings to discuss individual student concerns and strategies for support. • Restorative Practices Training: Attend workshops or training sessions on restorative practices and conflict resolution techniques, learning how to create a positive and inclusive school culture that emphasizes accountability, empathy, and relationship-building. • Equity and Diversity Workshops: Participate in professional development opportunities focused on equity, diversity, and cultural responsiveness, exploring strategies for creating an inclusive and affirming environment for students from diverse backgrounds. • Student Leadership Programs: Assist in facilitating student leadership initiatives, such as student government, peer mentoring programs, or 	10	

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	<p>diversity clubs, empowering students to take an active role in shaping school culture and promoting positive peer relationships.</p> <ul style="list-style-type: none"> ● Parent and Family Engagement: Collaborate with family engagement coordinators to develop strategies for involving parents and families in school activities and decision-making processes, and support outreach efforts to ensure all families feel welcome and valued members of the school community. ● Conflict Resolution and Mediation: Learn about conflict resolution techniques and participate in mediation sessions to help resolve interpersonal conflicts among students or between students and staff, promoting a culture of understanding, respect, and cooperation. ● Trauma-Informed Practices: Gain awareness of trauma-informed approaches to education and participate in training sessions on how to create a supportive and responsive environment for students who have experienced trauma, adversity, or loss. ● Positive Behavior Interventions and Supports (PBIS): Assist in implementing PBIS frameworks or similar systems for promoting positive behavior and preventing discipline issues, collaborating with staff to develop and reinforce school-wide expectations, incentives, and supports for students. 		
607	<p>Document your activities.</p> <p>Provide a listing of activities you experienced to fulfill this standard with the time you spent on each activity.</p> <p>Also provide any artifacts created in the work accomplished in this standard in the google folder entitled Standard 5. Within the google folder, please title each artifact with the course and title of the artifact. (For example <i>EDA 607: PBIS</i>) Provide that title and a brief description of each artifact in this box.</p>		

Standard 5	Personal Reflection: What I learned about myself, my future role as a leader and the work that is inherent with a school system in this standard.		

PSEL Standard 6

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Course	Activity	Hours	Supervisor/Date
604	Clinical Observation Analysis	25	
604	Student's Choice <u>Possible Activities</u> <ul style="list-style-type: none"> Professional Development Coordination: Assist in organizing and coordinating 	25	

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Possible Activities

- Professional Development Coordination: Assist in organizing and coordinating professional development opportunities for school personnel, including workshops, seminars, and training sessions focused on instructional practices, student support strategies, and school improvement initiatives.
- Teacher Mentoring Program: Participate in the development and implementation of a teacher mentoring program, pairing experienced educators with novice teachers to provide guidance, support, and professional growth opportunities.
- Instructional Coaching: Shadow instructional coaches or teacher leaders as they provide one-on-one support and feedback to teachers, helping them refine their instructional practices and improve student outcomes.
- Data Analysis Workshops: Help organize and facilitate workshops on data analysis for teachers and staff, providing training on how to use student assessment data to inform instructional decision-making and improve teaching practices.
- Peer Observation and Feedback: Participate in peer observation cycles, where teachers observe and provide feedback to each other on their instructional practices, fostering a culture of collaboration and continuous improvement among staff.
- Differentiated Professional Development: Work with school leaders to design and deliver differentiated professional development opportunities tailored to the specific needs and interests of different groups of educators, such as new teachers, experienced teachers, or content-area teams.
- Professional Development Assistance: Help organize materials and set up venues for professional development sessions, gaining exposure to the process of planning and executing training events for teachers and staff.
- Teacher Support Program Participation: Join in meetings or workshops for beginner teachers, providing them with encouragement, resources, and basic tips for classroom management and instructional strategies.
- Observation of Coaching Sessions: Shadow experienced coaches or mentors during their sessions with teachers, observing how they provide constructive feedback and guidance to improve teaching practices.
- Data Overview Sessions: Assist in organizing and attending introductory sessions on data analysis, learning the basics of how student data is collected, analyzed, and used to inform instructional decisions.

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	<ul style="list-style-type: none"> ● Peer Observation Introductions: Participate in introductory sessions on peer observation, learning about the benefits of collaborative observation and how to give and receive constructive feedback. ● Introduction to Professional Learning Communities: Attend introductory meetings or workshops on professional learning communities, gaining an understanding of their purpose and structure in supporting teacher collaboration and growth. ● Teacher Recognition Programs: Assist in organizing simple recognition programs or activities to celebrate teachers' achievements and contributions to the school community, fostering a positive and supportive school culture. ● Observation of Evaluation Procedures: Shadow administrators during teacher evaluations, observing the process and learning about the criteria used to assess teacher performance. ● Basic Professional Development Sessions: Attend beginner-level professional development sessions alongside teachers, focusing on foundational topics such as classroom management, lesson planning, or building positive relationships with students. 		
604	<p>Document your activities.</p> <p>Provide a listing of activities you experienced to fulfill this standard with the time you spent on each activity.</p> <p>Also provide any artifacts created in the work accomplished in this standard in the google folder entitled Standard 6. Within the google folder, please title each artifact with the course and title of the artifact. (For example <i>EDA 604: Teacher Recognition Program Ideas</i>) Provide that title and a brief description of each artifact in this box.</p>		

Standard 6	Personal Reflection: What I learned about myself, my future role as a leader and the work that is inherent with a school system in this standard.		

PSEL Standard 7

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Course	Activity	Hours	Supervisor/Date
602	Analysis of Program Change Based on Evidence of Student Learning and Implementation	5	
605	Department/Grade level/School Professional Development Plan	25	
602/605	Student Choice Possible Activities	25	

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	<ul style="list-style-type: none"> ● Professional Learning Community (PLC) Facilitation: Assist in facilitating PLC meetings where teachers and staff collaborate to discuss student data, share instructional strategies, and develop action plans to support student learning and well-being. ● Teacher Collaboration Initiatives: Help organize and implement initiatives that promote collaboration among teachers, such as grade-level or subject-area teams, where educators can share resources, ideas, and best practices. ● Professional Development Planning: Participate in the planning and coordination of professional development opportunities for teachers and staff, ensuring that sessions address the needs and interests of the professional community. ● Mentorship Programs: Support mentorship programs for new teachers or staff members, helping to pair them with experienced educators who can provide guidance, support, and professional development opportunities. ● Staff Recognition Programs: Assist in organizing programs or events to recognize and celebrate the accomplishments and contributions of teachers and staff members, fostering a positive and supportive school culture. ● Collaborative Decision-Making Processes: Participate in collaborative decision-making processes, such as school improvement teams or departmental meetings, where educators work together to make decisions that impact student learning and well-being. ● Peer Observation and Feedback: Help establish and facilitate peer observation cycles, where teachers observe and provide feedback to each other on instructional practices, promoting professional growth and collaboration. ● Community-Building Activities: Organize and participate in activities that promote camaraderie and a sense of community among teachers and staff, such as team-building exercises, potluck lunches, or after-school social events. ● Professional Growth Opportunities: Assist in identifying and providing opportunities for professional growth and advancement for teachers and staff, such as workshops, conferences, or advanced certification programs. 	
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	<ul style="list-style-type: none"> ● Conflict Resolution and Support: Support the resolution of conflicts or challenges within the professional community, providing mediation or support as needed to maintain a positive and productive work environment. 		
602/605	<p>Document your activities.</p> <p>Provide a listing of activities you experienced to fulfill this standard with the time you spent on each activity.</p> <p>Also provide any artifacts created in the work accomplished in this standard in the google folder entitled Standard 7. Within the google folder, please title each artifact with the course and title of the artifact. (For example <i>EDA 602: Notes from PLC Observation</i>) Provide that title and a brief description of each artifact in this box.</p>		

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Standard 7	Personal Reflection: What I learned about myself, my future role as a leader and the work that is inherent with a school system in this standard.			
PSEL Standard 8				
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				
Course	Activity	Hours	Supervisor/Date	
606	<input checked="" type="checkbox"/> Administrative Change Agent - Analysis of Need and Action Plan <ul style="list-style-type: none"> · Student discipline · Student extracurricular participation · Student percentage (disproportionality) in any program · Student attendance · Community Engagement · Community Issue 	25		
<input checked="" type="checkbox"/> 607 607	Student Choice Possible Activities	10		

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	<ul style="list-style-type: none"> ● Community Partnership Development: Assist in establishing and nurturing partnerships with local organizations, businesses, and community groups to provide additional resources and support for students and families. ● Parent and Family Engagement Events: Help plan and organize events aimed at involving parents and families in the school community, such as family literacy nights, parent workshops, or multicultural celebrations. ● Community Service Projects: Coordinate and participate in community service projects involving students, teachers, and staff, such as food drives, clean-up efforts, or volunteering at local shelters or nursing homes. ● School-Community Liaison: Serve as a liaison between the school and the broader community, communicating school initiatives, events, and needs to community members and organizations, and vice versa. ● Community Outreach Programs: Assist in developing and implementing outreach programs to engage underserved or marginalized communities, ensuring that all families feel welcome and included in the school community. ● Community-Based Learning Experiences: Arrange opportunities for students to engage in hands-on learning experiences in the community, such as field trips to local businesses, museums, or environmental centers. ● School Wellness Initiatives: Collaborate with community partners to promote wellness initiatives that benefit students and families, such as nutrition education programs, fitness activities, or mental health workshops. ● Cultural Competency Training: Organize and participate in cultural competency training sessions for school staff, providing them with the knowledge and skills needed to effectively engage with diverse families and communities. ● Parent Advisory Committees: Support the formation and activities of parent advisory committees or councils, providing parents with a platform to voice their opinions, concerns, and ideas for improving the school-community partnership. ● Community Outreach Events: Plan and host events that showcase the talents and accomplishments of students and celebrate the diversity of the school community, such as multicultural fairs, art exhibitions, or talent shows. 		
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607	<p>Document your activities.</p> <p>Provide a listing of activities you experienced to fulfill this standard with the time you spent on each activity.</p> <p>Also provide any artifacts created in the work accomplished in this standard in the google folder entitled Standard 8. Within the google folder, please title each artifact with the course and title of the artifact. (For example <i>EDA 607: Pictures of Cultural Field Trip</i>) Provide that title and a brief description of each artifact in this box.</p>		
Standard 8	<p>Personal Reflection: What I learned about myself, my future role as a leader and the work that is inherent with a school system in this standard.</p>		

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PSEL Standard 9

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Course	Activity	Hours	Supervisor/Date
607 ✓	Integrating Experiences - Choose from one of the following options: Option 1: Program Review Option 2: Team Coaching Plan Option 3: Building Strategic Plan	20	
607 ✓	<p>Student Choice <u>Possible Activities</u></p> <ol style="list-style-type: none">1. Prepare/update handbooks for students/staff/parents/community members (e.g., summer school, kindergarten, student support, health services, substitutes teachers, etc.)2. Review recent school or district newsletters or other community communications and evaluate their effectiveness in communicating the school or district vision, mission and goals.3. 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.4. 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.5. Obtain copy of any school or district instructional, technology, facility or financial long- range plan and comment on same.6. 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.	10	

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	<ol style="list-style-type: none"> 7. 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. 8. 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. 9. Interview a building, department or district supervisor about the budgeting process and how there is an alignment of resources to building and/or priorities. 10. 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. 11. Review the building and/or district school safety plan and select one of the procedures to conduct a "tabletop" exercise with school or district staff. 12. 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. 13. Participate in or chair a school building safety team that meets periodically to address issues of safety and security. 14. Collect school policies and written procedures that protect time and schedules to maximize teacher instructional time and student learning and report on same. 15. Work with the school person responsible for developing the school master schedule, and participate in the development of a future schedule. 16. Participate in and/or coordinate the inducting and/or mentoring of new teaching staff. 17. Assist with recruitment and selection of new personnel. 18. Research/study teacher discipline issues. Prepare a draft counseling memo. 19. 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 20. Participate in or chair a building or district Crisis Response Team. 21. Oversee/coordinate test administration including proctoring schedules and provision of accommodations for students with special needs. 22. Assist with daily management of the building including opening, closing, after school programs, summer school programs and extracurricular activities. 23. Assist with the development of master schedules 		
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	<p>24. Handle day to day student discipline concerns.</p> <p>25. Engage in the design, implementation and evaluation of crisis management plans and responses.</p> <p>26. Carry out building safety and maintenance checks.</p>		
607	<p>Document your activities.</p> <p>Provide a listing of activities you experienced to fulfill this standard with the time you spent on each activity.</p> <p>Also provide any artifacts created in the work accomplished in this standard in the google folder entitled Standard 10. Within the google folder, please title each artifact with the course and title of the artifact. (For example <i>EDA 607: Board Policy Analysis</i>) Provide that title and a brief description of each artifact in this box.</p>	410	

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Standard 9	Personal Reflection: What I learned about myself, my future role as a leader and the work that is inherent with a school system in this standard.		

PSEL Standard 10

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Course	Activity	Hours	Supervisor/Date
602 ✓	Analysis of Program Change Based on Evidence of Student Learning and Implementation	20	
602	Document your activities. Provide a listing of activities you experienced to fulfill this standard with the time you spent on each activity.		

	<p>Also provide any artifacts created in the work accomplished in this standard in the google folder entitled Standard 4. Within the google folder, please title each artifact with the course and title of the artifact. (For example <i>EDA 603: Student Engagement Activities</i>) Provide that title and a brief description of each artifact in this box.</p>		
<p>Standard 10</p>	<p>Personal Reflection: What I learned about myself, my future role as a leader and the work that is inherent with a school system in this standard.</p>		

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