

SCHOOL BUILDING LEADER INTERNSHIP COMPETENCY INSTRUMENT

THE MANHATTANYVILLE COLLEGE INTERNSHIP PROGRAM PREPARES SCHOOL LEADERS WHO UNDERSTAND AND DEMONSTRATE THE ABILITY TO:

COMPETENCY	PERFORMANCE ASSESSMENT				EVIDENCE*
1.1 DEVELOP A VISION	1	2	3	4	
1	a. Candidates develop a vision of learning for a school that promotes the success of all students.				
2	b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	1	2	3	4
1.2. ARTICULATE A VISION					
3	a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.	1	2	3	4
4	b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	1	2	3	4
5	*c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	1	2	3	4
1.3. IMPLEMENT A VISION					
6	a. Candidates formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.	1	2	3	4
7	b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and	1	2	3	4

COMPETENCY securing needed resources).	PERFORMANCE ASSESSMENT				EVIDENCE*
1.4. STEWARD A VISION					
8 a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.	1	2	3	4	
9 b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.	1	2	3	4	
10 c. Candidates assume stewardship of the vision through various methods.	1	2	3	4	
1.5. PROMOTE COMMUNITY INVOLVEMENT IN THE VISION					
11 *a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.	1	2	3	4	
12 b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.	1	2	3	4	
2.1 PROMOTE POSITIVE SCHOOL CULTURE					
13 a. Candidates assess school culture using methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve programs and culture.	1	2	3	4	
2.2 PROVIDE EFFECTIVE INSTRUCTIONAL PROGRAM					
14 a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.	1	2	3	4	
15 b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.	1	2	3	4	
16 c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	1	2	3	4	

COMPETENCY	PERFORMANCE ASSESSMENT				EVIDENCE*
2.3 APPLY BEST PRACTICE TO STUDENT LEARNING					
17	*a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.	1	2	3	4
18	b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.	1	2	3	4
19	c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	1	2	3	4.
2.4 DESIGN COMPREHENSIVE PROFESSIONAL GROWTH PLANS					
20	a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.	1	2	3	4
21	*b. Candidates demonstrate the ability to use strategies such as observations, collaboration, reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.	1	2	3	4
22	c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.	1	2	3	4
3.1 MANAGE THE ORGANIZATION					
23	a. Candidates demonstrate the ability to optimize the learning for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.	1	2	3	4
24	b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning; safety; curriculum, and instruction.	1	2	3	4
25	c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	1	2	3	4

	COMPETENCY	PERFORMANCE ASSESSMENT				EVIDENCE*
3.2 MANAGE OPERATIONS						
26	a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.	1	2	3	4	
27	b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.	1	2	3	4	
28	c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.	1	2	3	4	
3.3 MANAGE RESOURCES						
29	a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.	1	2	3	4	
30	b. Candidates creatively seek new resources to facilitate learning.	1	2	3	4	
31	*c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.	1	2	3	4	
4.1 COLLABORATE WITH FAMILIES AND OTHER COMMUNITY MEMBERS						
32	a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.	1	2	3	4	
33	*b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.	1	2	3	4	
34	c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.	1	2	3	4	
35	d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communication theory to create frameworks for	1	2	3	4	

	COMPETENCY	PERFORMANCE ASSESSMENT				EVIDENCE*
	school, family, business, community, government, and higher education partnerships.					
36	e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.	1	2	3	4	
37	*f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.	1	2	3	4	
38	*g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.	1	2	3	4	
39	*h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.	1	2	3	4	
	4.2 RESPOND TO COMMUNITY INTERESTS AND NEEDS					
40	*a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.	1	2	3	4	
41	b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate a diverse school and community conditions and dynamics.	1	2	3	4	
42	*c. Candidates provide leadership to programs serving students with special and exceptional needs.	1	2	3	4	
43	d. Candidates demonstrate the ability to capitalize on the diversity of the school community to improve school programs and meet the diverse needs of all the students.	1	2	3	4	
	4.3 MOBILIZE COMMUNITY RESOURCES					
44	*a. Candidates demonstrate an understanding of an ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.	1	2	3	4	
45	*b. Candidates demonstrate how to use school resources and social service agencies to serve the community.	1	2	3	4	
46	*c. Candidates demonstrate an understanding of ways to use	1	2	3	4	

COMPETENCY	PERFORMANCE ASSESSMENT	EVIDENCE*
public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.		
*5.1 ACTS WITH INTEGRITY		
47 a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	1 2 3 4	
*5.2 ACTS FAIRLY		
48 a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	1 2 3 4	
*5.3 ACTS ETHICALLY		
49 a. Candidates make and explain decisions based upon ethical and legal principals.	1 2 3 4	
6.1 UNDERSTAND THE LARGER CONTEXT		
50 a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.	1 2 3 4	
51 b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.	1 2 3 4	
52 c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.	1 2 3 4	
53 d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.	1 2 3 4	
54 e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on schools.	1 2 3 4	
55 f. Candidates demonstrate the ability to analyze and describe the	1 2 3 4	

	COMPETENCY	PERFORMANCE ASSESSMENT	EVIDENCE*
	cultural diversity in a school community.		
56	g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.	1 2 3 4	
57	h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application to those models to specific communities.	1 2 3 4	
	6.2 RESPOND TO THE LARGER CONTEXT		
58	*a. Candidates demonstrate the ability to communicate with members of the school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	1 2 3 4	
	6.3 INFLUENCE THE LARGER CONTEXT		
59	*a. Candidates demonstrate the ability to engage students, parents, and other members of the school community in advocating for adoption of improved policies and laws.	1 2 3 4	
60	b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.	1 2 3 4	
61	*c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socio-economic background, ethnicity, gender, disability, or other individual characteristics.	1 2 3 4	

Overall Rating:

_____ Exemplary (Rating of 4 should be demonstrated in 80% of the competencies, spanning each of the standards)

_____ Satisfactory (Rating of 3-4 should be demonstrated in 80% of the competencies, spanning each of the standards)

_____ Limited Performance/Unsatisfactory (Did not meet competency requirements)

Cooperating Administrator/Date _____

College Intern Supervisor/Date _____

Intern/Date _____

*Evidence Code: O=Observation; L=Log; J= Journals; PR= Project Report; A=Artifact; FA= Field Assignment; S=Seminar Work

**COMPETENCIES
FOR
THE SCHOOL DISTRICT LEADER INTERNSHIP EXPERIENCE**

The internship experience is expected to provide increased opportunities directed toward the acquisition of knowledge and performance-based competencies. Therefore, the proposed internship program must be developed in terms of appropriate competency-based objectives, supported by a realistic time commitment for achieving each objective. The Intern is expected to focus activities in the knowledge and skills domains specified within the ELCC Leadership Standards. These may be accomplished through varying and incremental levels of involvement in roles as Observer, Participant, Co-leader, or as Leader. As *Observer* the Leadership Candidate only observes or shadows in order to understand the leader's role (with specific attention to organizational norms, leadership styles, the leader's role in facilitating group work, etc.). As *Participant* the Leadership Candidate is a participant in an activity but does not perform any leadership functions. As *Co-leader* the Leadership Candidate shares leadership role with the mentor or other organizational leader(s). There are some discrete tasks the Leadership Candidate executes on his/her own (including follow up and monitoring) with close supervisory oversight. During the course of the internship, the Leadership Candidate should assume an increasing *Leader* role, as noted in his/her initiation and follow through for all phases of a project, assigned leadership tasks, or in responding to an identified organizational problem. The Cooperating Administrator maintains supervisory oversight. It is not necessary to have the internship focus on all of the competencies and some may not be appropriate to the scope of the internship experience. However, it is important that the internship experience provide as much leadership exposure as possible. The Cooperating Administrator and the Internship Coordinator must document the Leadership Candidate's professional growth for competencies in each of the six standards. Satisfactory completion of the internship will be determined by varied forms of evidence that demonstrate an effective leadership role (3-4 rating) in 80% of the competencies that reflect the intern's action plan and other administrative assignments. Refer to attached "Leadership Internship Competency Instrument." Proficiency will be determined by using the following rating scale:

1 – *no evidence* or demonstration of competency
 2 – *limited evidence* or demonstration of competency
 3 – *adequate evidence* that demonstrates developing competency for beginning district leader
 4 – *strong supporting evidence* demonstrating proficiency competency for beginning district leader