Kean University
FIELD STUDY IN ADMINISTRATION & SUPERVISION I & II
EL 5813 & EL 5814

Course Requirements

1. Time Requirement. During the semester you are to work on-site under the direct supervision of your on-site supervisor, and in consultation with the course instructor. It is expected that, at a minimum, you will devote 10 hours per week of on-site time to your internship, in partial fulfillment of course requirements. This work may be accomplished during, before or after normal working hours, by arrangement with your site supervisor.

2. Log Documentation. All on-site work must be documented. To this end, a log entry (use attached sheet, which you may reproduce) must be completed and signed by your site supervisor each time you devote a significant amount of time to your internship. Please provide a brief description of the work done, as well as the date and amount of time worked.

3. Portfolio Requirement. You are expected to compile a comprehensive portfolio that will include a variety of artifacts that are illustrative of the experiences gained during the internship. Such artifacts will include, but are not limited to: correspondence, memoranda, bulletins, articles, photographs, invoices, budgets, schedules, telephone messages, newsletters, forms, agenda, observations, etcetera. All documents are to be compiled and assembled in an orderly fashion in a three-ring binder or electronically on a CD. Use section dividers, heading, and narrative statements to indicate what the documents are and what they represent in terms of the experiences you have had. For example, if you attended a PTA meeting and are including a copy of the agenda from that meeting, a short explanatory note should accompany the agenda indicating what you did at or gained from the meeting and the relationship the standards.

The portfolio should reveal the extent to which you have had an opportunity to meet the Standards for Advanced Programs in Educational Leadership promulgated by the National Policy Board for Educational Administration (NPBEA) and monitored by the Educational Leadership Constituent Council (ELCC). A complete listing of these goals is appended to this document. It is your responsibility to identify the goals addressed in your field experience, and to assemble your portfolio in a manner that clearly identifies them and shows how you have gained some level of mastery of them through the experience. The Portfolio Template to be used is appended to this document.
4. **Reflective Journal Requirement.** A journal must be compiled which represents your reflections on your field experiences. The purpose of the journal is to communicate your feelings, insights, frustrations (yes, there will be some.), developing philosophy, and emotional response to your experiences. Important components of your journal entries are statements which will reveal to the reader your introspection concerning such issues such as: your leadership skills and style; interactions with colleagues in a quasi-supervisory capacity; emerging and developing philosophy of leadership; group dynamics and your sense of commitment to educational administration.

All journals will be kept confidential and will be returned to the student.

Journal entries are to be made periodically, but not less than on a weekly basis. There is no specific length or precise format. Just reflect and write. Journals will be graded on a pass/fail basis, taking into account the apparent effort expended in their preparation. Please type all journal entries.

5. **Written Evaluation.** You are expected to meet your commitments in carrying out the field project. Punctuality, commitment, professional demeanor, interpersonal skill, task orientation, reliability, and other essential characteristics of effective leadership will be assessed, in part, by your site supervisor. Toward the end of the semester, each site supervisor will receive an evaluation form that he/she will complete and return to the course instructor. Although the site supervisor will be asked to suggest a grade for performance, determination of the final grade will be made by the course instructor, taking into account the site supervisor’s assessment.

6. **Field Supervision.** Your site supervisor will provide day-to-day supervision of your work. Additionally, the course instructor will arrange for a site visitation to meet with you and your supervisor. Although every effort will be made to schedule visitations in advance, the course instructor reserves the right to appear unannounced to monitor your work, based on the schedule that you submit on the Course Information Form.
PROJECTS AND ACTIVITIES

(Elements of Standards for Advanced Programs in Educational Leadership)

Following are suggested activities and projects to help you meet the internship requirements. It is not expected that all be completed in a single field study course:

1. Students are required to begin a portfolio of experience gained in the first 6 ELCC Standards at the start of their graduate program. The portfolio is completed with experiences gained in all 6 areas during the internship. The portfolio is assessed jointly by the mentor and the university supervisor. (7.1, 7.2, 7.3, 7.4, 7.5)

2. Students continuously discuss actual situations and actions taken with their mentor and are required keep a reflective journal of their experiences during the internship. The journal is reviewed only by the university supervisor. (7.1, 7.2, 7.3, 7.4, 7.5)

3. Students are required to complete a daily log of all activities performed under the internship. The mentor signs each entry to verify the performance of assigned tasks. The university supervisor reviews each entry for completion and verification that the student is averaging at least 10 hours per week on the internship. (7.1, 7.2, 7.3, 7.4, 7.5)

4. Students do one of the following:
   a. Chair or participate on a committee to develop a mission statement for their school or department.
   b. Chair or participate on a committee to review the school or department’s current mission statement and recommend changes.
   c. Do a case study of the development of the current school or department mission statement.

Assessment is based on the process and final product. (1.1)

5. Students prepare a PowerPoint presentation regarding the school or department’s activities resulting from the mission statement and deliver it to the staff, PTA, Board of Education and/or local service organizations. Students are assessed on the quality of the presentation. (1.2, 1.3, 1.4, 1.5, 4.1)

6. Students complete an assessment of the culture of their school or department and develop and carry out an action plan for improvement if necessary. Students are assessed on the thoroughness of the process and reports to the mentor. (2.1)
7. Students plan and carry out an action research project aimed at improving student learning in their school and department. This project begins in IEL 5030 Educational Research and is completed during the second semester of the internship. Each of the several steps is assessed along the way by the university supervisor. (2.2, 2.3)

8. Students assist in the observation and evaluation of a small group of volunteer teachers. Experience is gained in pre-conferencing, lesson analysis, post-conference planning, conferencing, observation reporting, summative evaluation and the development of Professional Improvement Plans (PIP’s). Candidates are assessed on the quality of their documentation and feedback from the teachers in the group. (2.4)

9. Students assist the mentor with all of the activities that go into the development and presentation of the proposed budget for the school or department. These activities include working with staff to determine needs based on program requirements and the school’s mission, to prioritize budget requests to fit within constraints imposed by central office, and to complete the documentation necessary to move budget requests forward. Students will employ the computing power available within the district as well as personal computing to assist in completing the tasks. Students will be assessed on their thoroughness and efficiency in completed assigned tasks. (3.1, 3.2, 3.3)

10. Students assist the mentor with all of the activities that go into the development and presentation of the schedule for the school or department. Activities include determination of course tallies where applicable; the application of district policies on class size and student placement; the recommendation of the assignment of staff to classes or sections based on programmatic, legal and contractual constraints; and meeting with staff to gain their input into scheduling decisions. Students will employ the computing power available within the district as well as personal computing to assist in completing the tasks. Students will be assessed on their thoroughness and efficiency in completed assigned tasks. (3.1, 3.2, 3.3)

11. Students assist the mentor with carrying out all of the activities that go into the daily operation of the school or department. Activities include the maintenance of an orderly and safe environment for students and staff; maintenance of an orderly and efficient flow of information within the school or department and with the school community; assisting staff in their efforts to deliver the school’s curriculum; to the extent possible because of legal and contractual constraints, the evaluation and supervision of staff; and oversight of the school or department’s business operations including the generation of orders, the checking in of materials, the communication with the district’s business office and the maintenance of the school’s financial records. Students will employ the computing power available within the district as well as personal computing to assist in completing the tasks. Students will be assessed on their thoroughness and efficiency in completed assigned tasks. (3.1, 3.2, 3.3)
12. Students make at least one presentation to the PTA to gain their support or elicit their input on issues that are relevant to the school or department. Students are assessed on the quality of the presentation. (4.1)

13. Students plan and administer a parent survey regarding some aspect of their school or department. Data are collected and analyzed a course of action is recommended. Students will be assessed on their thoroughness and efficiency in completing the task. (4.1, 4.2)

14. Students assist the PTA, a booster group, school foundation or student group with the planning and carrying out of a fund raising activity. Students will be assessed on their thoroughness and efficiency in completing the task. (4.3)

15. Students assist the mentor in working with local, county and state agencies. Students will be assessed on their thoroughness and efficiency in completing the task. (4.3)

16. Students develop and perform by a personal code of ethics that is consistent with the mission of the school or department, accepted practice and professional leadership associations. The document and performance of the student will be assessed by the mentor and university supervisor. (5.1, 5.2, 5.3)

17. Students complete an assessment of school practices to insure that all students are treated fairly regardless of race or gender and that school personnel are sensitive to the needs of all students. Students are assessed on the thoroughness of the final report and recommended plan of action. (5.1, 5.2, 5.3)

18. Students attend a number of Board of Education meetings and develop an analysis of the dynamics of the decision making process. If possible, the student makes a recommendation or presentation to the Board. The student is assessed on the quality of the report and the presentation. (6.1, 6.2, 6.3)

19. Students spend some time observing and speaking with administrators at other levels in the organization and prepare a report of similarities and differences in administrative processes and leadership styles within the district. Students are assessed on the quality of the report. (6.1, 6.2, 6.3)

20. Students facilitate the development, distribution and analysis of a community survey designed to ascertain the public’s perception of how well the school is living up to its published vision and/or mission statement. The results will be presented by the student at a public forum. The student will be assessed on the efficiency of the process employed and the quality of the data analysis. (1.4, 1.5, 4.2)

21. Students will facilitate the design and implementation of a program (i.e. Family Math, Homework Hotline, etc.) for parents to help them help their children to be successful in school. Students will be assessed on the successful implementation of the program. (4.1)
22. Students are required to identify at least five key leaders in their school community, justify why each was selected, and identify their roles or potential roles in school improvement. Students will be assessed on their analysis of the formal and informal power structure of their school community. (4.1)

23. The student will work with the guidance department to develop or update a resource directory of individuals and community businesses that could provide services such as guest speakers, job shadowing opportunities, rewards for positive behavior and achievement, etc. Students will be assessed on the completeness and the use of the directory. (7.4)

24. The student will work with the guidance department and the mentor to develop or update a resource directory of local service agencies that could provide services that would be of value to the school or department. Students will be assessed on the completeness and the use of the directory. (7.4)

25. The candidate will update and/or develop a faculty or student handbook. Candidates will be assessed on the completeness and use of the directory. (3.1, 3.2)

26. The candidate will work closely with their mentor in matters involving student behavioral and learning difficulties, possibly including conferences with parents and students, the school’s Intervention and Referral Services (IR&S) Team, the school’s Child Study Team (CST), and related follow-up activities. Candidates will be assessed on the quality of their contribution to the process. (2.2, 4.1)

27. The candidate will participate in the administration of and/or analysis of results of standardized tests and will prepare and present a written report of results. Candidates will be assessed on the completeness and value of the report. (2.2)

28. The candidate will assist the mentor in conducting and/or presenting a faculty meeting. Candidates will be assessed on the value of their contributions. (3.1)

29. The candidate will participate in the designing and/or presenting a staff development activity to other faculty. Candidates will be assessed on the value of their contributions. (2.4)
STANDARDS FOR ADVANCED PROGRAMS IN EDUCATIONAL LEADERSHIP

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.

Elements

1.1 Develop a Vision

a. Candidates develop a vision of learning for a school that promotes the success of all students.

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 Articulate a Vision

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.

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.

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.

1.3 Implement a Vision

a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision.

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 securing needed resources).
1.4 Steward a Vision

a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.

b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

c. Candidates assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision

a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.

b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

Standard 1.0 Narrative Explanation: This standard addresses the need to prepare educational leaders who value and are committed to educating all students to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a climate of continuous improvement among all members of the educational staff. Such educational leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Elements

2.1 Promote Positive School Culture

a. Candidates assess school culture using multiple 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 school programs and culture.

2.2 Provide Effective Instructional Program
a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.

b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.

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.

2.3 Apply Best Practice to Student Learning

a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.

b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.

c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

2.4 Design Comprehensive Professional Growth Plans

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.

b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.

c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

**Standard 2.0 Narrative Explanation:** This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all students can learn and that student learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school
improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Candidates preparing to lead schools or districts must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.

**Standard 3.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

**Elements**

**3.1 Manage the Organization**

a. Candidates demonstrate the ability to optimize the learning environment 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.

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.

c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

**3.2 Manage Operations**

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.

b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.

c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

**3.3 Manage Resources**

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.

b. Candidates creatively seek new resources to facilitate learning.
c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.

**Standard 3.0 Narrative Explanation:** This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development.

Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school's and district’s accountability to the community. Skills in job analysis, supervision, recruitment, selection, professional development, and appraisal of staff positions, as well as an understanding of relevant collective bargaining agreements, strengthen the ability to use personnel resources. Effective educational leaders define job roles, assign tasks, delegate appropriately, and require accountability. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, educational leaders must be competent in conflict resolution, consensus building, group processes, and effective communication.

**Standard 4.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

**4.1 Collaborate with Families and Other Community Members**

a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.

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.
c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.

d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.

e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.

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.

g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.

h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

4.2 Respond to Community Interests and Needs

a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.

b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.

c. Candidates provide leadership to programs serving students with special and exceptional needs.

d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

4.3 Mobilize Community Resources

a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.
b. Candidates demonstrate how to use school resources and social service agencies to serve the community.

c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

**Standard 4.0 Narrative Explanation:** This standard addresses the fact that cooperation among schools, the district, and the larger community is essential to the success of educational leaders and students. Educational leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. The ability to analyze emerging issues and trends that might affect schools and districts enables educational leaders to plan effective instructional programs and school services. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for schools. Seeing families as partners in the education of their youngsters, and believing that families have the best interests of their children in mind, encourages educational leaders to involve them in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, educational leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

**Standard 5.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

**Elements**

**5.1 Acts with Integrity**

Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

**5.2 Acts Fairly**
Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically

Candidates make and explain decisions based upon ethical and legal principles.

Standard 5.0 Narrative Explanation: This standard addresses the educational leader’s role as the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader’s contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Elements

6.1 Understand the Larger Context

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.

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.

c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.

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.

e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a
school community.

g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.

h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

6.2 Respond to the Larger Context

Candidates demonstrate the ability to communicate with members of a 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.

6.3 Influence the Larger Context

a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.

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.

c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Standard 6.0 Narrative Explanation: This standard addresses the need for educational leaders to understand and be able to operate within the larger context of the community and beyond, which affects opportunities for all students. Educational leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for children. Educational leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students’ rights and improve students’ opportunities.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in
Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

**Elements**

**7.1 Substantial**

a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.

b. Each candidate should have a minimum of six months of fulltime internship experience.

**7.2 Sustained**

Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

**7.3 Standards-based**

a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.

b. Experiences are designed to accommodate candidates’ individual needs.

**7.4 Real Settings**

a. Candidates’ experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.

b. Candidates’ experiences include work with appropriate community organizations such as social service groups and local businesses.

**7.5 Planned and Guided Cooperatively**

a. Candidates’ experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.

b. Mentors are provided training to guide the candidate during the intern experience.
contained in the standards. The three individuals work together to meet candidate and program needs.

7.6 Credit

Candidates earn graduate credit for their intern experience.

**Standard 7.0 Narrative Explanation:** This standard addresses the importance of structured, sustained, standards-based experiences in authentic settings. The internship is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity.
MY PORTFOLIO DEMONSTRATING ATTAINMENT OF
THE EDUCATIONAL LEADERSHIP CONSTITUENT
COUNCIL (ELCC) STANDARDS FOR
ADVANCED PROGRAMS IN EDUCATIONAL
LEADERSHIP

[NAME]
[ADDRESS]
[PHONE NUMBERS]
[E-MAIL ADDRESS]

KEAN UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF INSTRUCTION AND EDUCATIONAL
LEADERSHIP
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INTRODUCTION TO MY PORTFOLIO

{SHORT STATEMENT OF WHAT IS CONTAINED IN THE PORTFOLIO}

{STATEMENT OF PHILOSOPHY (PLATFORM) OF ADMINISTRATION AND/OR SUPERVISION}

{CURRICULUM VITA (RESUME)}
Standard 1.0: Individuals who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Elements:

1.1 Develop a vision
1.2 Articulate a vision
1.3 Implement a vision
1.4 Steward a vision
1.5 Promote community involvement

My Artifacts (What)

Enter your list of artifacts here that demonstrate how you have met this standard and create a hyperlink to each item

My Reflection on Meeting This Standard (So What)

Write your reflection on how you think these artifacts demonstrate how you have met this standard

My Future Learning Goals (What Next)

Write your future learning goals related to this standard
Standard 2.0: Individuals who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Elements:

2.1 Promote a positive school culture

2.2 Provide an effective instructional program

2.3 Apply best practice to student learning

2.4 Design Comprehensive professional growth plans

My Artifacts (What)

Enter your list of artifacts here that demonstrate how you have met this standard and create a hyperlink to each item

My Reflection on Meeting This Standard (So What)

Write your reflection on how you think these artifacts demonstrate how you have met this standard

My Future Learning Goals (What Next)

Write your future learning goals related to this standard

Revised November 7, 2008
Standard 3.0: Individuals who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Elements:

3.1 Manage the organization
3.2 Manage operations
3.3 Manage resources

My Artifacts (What)

Enter your list of artifacts here that demonstrate how you have met this standard and create a hyperlink to each item

My Reflection on Meeting This Standard (So What)

Write your reflection on how you think these artifacts demonstrate how you have met this standard

My Future Learning Goals (What Next)

Write your future learning goals related to this standard

Revised November 7, 2008
Standard 4.0: Individuals who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Elements:

4.1 Collaborate with families and other community members

4.2 Respond to community interests and needs

4.3 Mobilize community resources

My Artifacts (What)

Enter your list of artifacts here that demonstrate how you have met this standard and create a hyperlink to each item

My Reflection on Meeting This Standard (So What)

Write your reflection on how you think these artifacts demonstrate how you have met this standard

My Future Learning Goals (What Next)

Write your future learning goals related to this standard
STANDARD 5.0: Individuals who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Elements:

5.1 Act with integrity

5.2 Act fairly

5.3 Act Ethically

My Artifacts (What)

Enter your list of artifacts here that demonstrate how you have met this standard and create a hyperlink to each item

My Reflection on Meeting This Standard (So What)

Write your reflection on how you think these artifacts demonstrate how you have met this standard

My Future Learning Goals (What Next)

Write your future learning goals related to this standard

Revised November 7, 2008
Standard 6.0: Individuals who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Elements:

6.1 Understand the larger context

6.2 Respond to the larger context

6.3 Influence the larger context

My Artifacts (What)

Enter your list of artifacts here that demonstrate how you have met this standard and create a hyperlink to each item

My Reflection on Meeting This Standard (So What)

Write your reflection on how you think these artifacts demonstrate how you have met this standard

My Future Learning Goals (What Next)

Write your future learning goals related to this standard

Revised November 7, 2008
Standard 7.0: Internship. The internship provides significant opportunities for individuals to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Elements:

7.1 Substantial

7.2 Sustained

7.3 Standards-based

7.4 Real Settings

7.5 Planned and Guided Cooperatively

7.6 Credit

My Artifacts (What)

Enter your list of artifacts here that demonstrate how you have met this standard and create a hyperlink to each item

My Reflection on Meeting This Standard (So What)

Write your reflection on how you think these artifacts demonstrate how you have met this standard

My Future Learning Goals (What Next)

Revised November 7, 2008
Write your future learning goals related to this standard
Field Study in Administration and Supervision I & II

Name_________________________  Semester ________________

Please list the date and total number of hours on the form below. Times should correspond to your log sheets.

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