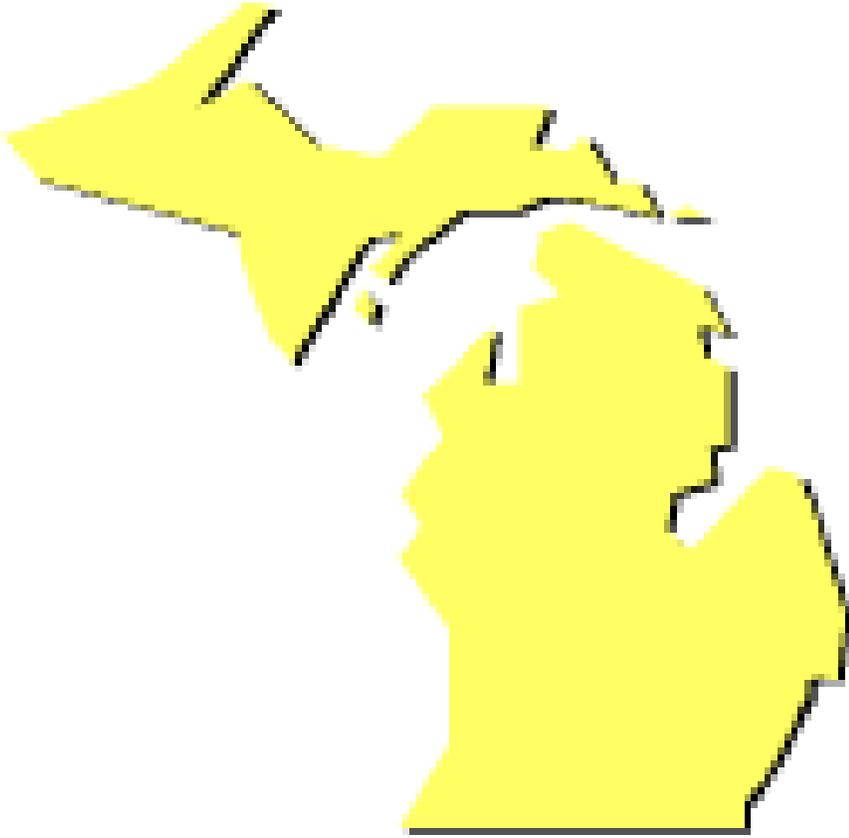


Michigan Standards for the Preparation of School Principals



Adopted by the Michigan State Board of Education

May 14, 2013

Background

In 2006, the State Board of Education adopted the enhanced Interstate School Leaders Licensure Consortium (ISLCC) standards as Michigan's standards to guide principal preparation programs.

In 2012, the Michigan Department of Education (MDE) developed a cross-office group of staff to consider the systems, policies, and practices that impact educator preparation and to create a more coherent system. A work group was formed and charged with the task of examining all standards impacting educator preparation in Michigan. One element of this task included examining the standards which guide the professional preparation of school administrators. The work group determined that in an effort to move Michigan forward, they could either redesign the Standards for the Preparation of School Principals to incorporate the additional elements from legislative changes or adopt the Educational Leadership Constituents Council (ELCC) standards.

The work group examined Interstate Teacher Assessment and Support Consortium (InTASC) standards, stakeholder feedback, and reviewed current best practices within school administrator preparation. The work group also analyzed both the current Interstate School Leaders Licensure Consortium (ISLCC) and ELCC standards in relation to MDE's current priorities, the State Board of Education's (SBE), and the Governor's current priorities, initiatives, and goals. The group found that the ELCC standards are aligned with current state priorities with regard to administrator evaluations and performance assessment. The ELCC standards also encompass other components such as curriculum and instruction and teacher leadership. Based on the findings, a work group was formed to obtain feedback from key stakeholders within school administrator preparation in order to better understand the overall impact on implementation and potential outcome measures demonstrating alignment to all standards.

Overview of ELCC Standards

The ELCC standards are comprised of seven standards. There are 30 elements within the seven standards. These elements or sub-standards provide a detailed context and clarification of the overarching standard.

The standards focus on six categories:

School/District Vision

School/District Culture

School/District Management of Organization, Operation, and Resources

School/District Collaboration with Faculty, Community Members, Family

School/District Ethics, Integrity, Fairness, Practice

School/District Success of Every Student by Understanding, Responding to,
Advocating for Student Learning

The elements of each standard are divided into two categories: Content Knowledge and Performances.

Implementation:

Improving student achievement depends on the successful and simultaneous orchestration of multiple, yet individual, variables within the context of an overall school. Given the interdependency between the execution of specific school leadership skills and the overall educational environment, universities are expected to provide candidates with school leadership experiences that connect, embed and transcend explicit leadership skills within the context of a meaningful whole. Candidates need multiple bridging experiences between course content and the school. While life in a university is compartmentalized for the convenience of instruction, life as a school leader requires the use of specialized skills within the context of often ambiguous, demanding, and interconnected events. Relentless connections to, and emphasis on, real or simulated school experiences in regard to resources, methods and assessments will greatly facilitate graduate's ultimate success as a school leader.

Leadership preparation programs must include three dimensions:

1. Awareness – acquiring concepts, information, definitions and procedures.
2. Understanding – interpreting, integrating and using knowledge and skills.
3. Application – apply knowledge and skills to new or specific opportunities or problems.

The overall program should represent a synthesis of key content and high impact field-based experiences extended over time that result in the school leader candidates' demonstration of the professional knowledge, skills, and dispositions articulated in the ELCC standards, and, most importantly, candidates' success in improving student achievement following graduation.

SCHOOL ADMINISTRATOR BUILDING LEVEL PREPARATION

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress, revision of school plans supported by school-based stakeholders and local agencies. In so doing, the building level leader ensures effective and ample use of technology in establishing, implementing, evaluating, and improving a vision of learning.

STANDARD ELEMENTS:

1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning.

1.2: Candidates understand and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3: Candidates understand and can promote continual and sustainable school improvement.

1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

1.5: Candidates understand and can promote the effective use of technology in establishing, implementing, evaluating, and improving a shared vision of learning.

Acceptable Candidate Performance for Building Level Leadership Standard 1.0

1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- collaborative school visioning; theories relevant to building, articulating, implementing, and stewarding a school vision; and
- methods for involving school stakeholders in the visioning process.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- design and support a collaborative process for developing and implementing a school vision;
- articulate a school vision of learning characterized by a respect for students and their families and community partnerships;
- develop a comprehensive plan for communicating the school vision to appropriate school constituencies; and

- formulate plans to steward school vision statements.

1.2: Candidates understand and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- the design and use of assessment data for learning;
- organizational effectiveness and diverse learning strategies;
- tactical and strategic program planning;
- implementation and evaluation of school improvement processes; and
- variables that affect student achievement.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- develop and use evidence-centered research strategies and strategic planning processes;
- create school-based strategic and tactical goals;
- collaboratively develop implementation plans to achieve those goals; and
- develop a school improvement plan that aligns to district improvement plans.

1.3: Candidates understand and can promote continual and sustainable school improvement.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- continual and sustained improvement models and processes;
- school change processes for continual and sustainable improvement;
- role of professional learning in continual and sustainable school improvement; and
- role of technology in school improvement.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement;
- design a transformational change plan at the school-building-level;
- design a comprehensive, building-level professional development program; and
- identify effective uses of technology in instructional practices and school improvement.

1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- develop a school plan to monitor program development and implementation of school goals;
- construct an evaluation process to assess the effectiveness of school plans and programs; and interpret information and communicate
- progress toward achievement of school vision and goals for educators in the community and other stakeholders.

1.5: Candidates understand and can promote the effective use of technology in establishing, implementing, evaluating, and improving a shared vision of learning.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- the use of technology in learning, teaching, and school improvement in service of a shared vision.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- lead others in developing an understanding of technology in learning, teaching, and school improvement.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

STANDARD ELEMENTS:

2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3: Candidates understand hiring practices of qualified and appropriate certification areas, foster, develop, and supervise the instructional and leadership capacity of school staff.

2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Acceptable Candidate Performance for Building Level Leadership Standard 2.0

2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- theories on human development behavior, personality development, personalized learning environment, and motivation;
- organizational culture, school culture, building norms, culture /norms, constructive and deconstructive influence to student success; and
- collaboration and development of teacher leadership development.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- collaborate with others to accomplish school improvement goals and promote leadership in instructional staff;
- incorporate cultural competence, personality types in development of programs, curriculum, and instructional practices;
- monitor school programs and activities to ensure personalized learning opportunities;
- recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices;
- facilitate the use of appropriate content based learning materials and learning strategies; and
- promote trust, equity, fairness, and respect among students, parents, and school staff.

2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- curriculum development and instructional delivery theories;
- measures of teacher performance;
- multiple methods of evaluation, accountability systems, data collection, and analysis of evidence; and
- school technology and information systems to support and monitor student learning.

Performance

Programs provide evidence that candidates demonstrate skills required to

- collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum;
- use evidence-centered research in making curricular and instructional decisions;

- interpret information and communicate learning progress toward achievement; and
- design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.

2.3: Candidates understand hiring practices of qualified and appropriate certification areas, and can develop, and supervise the instructional and leadership capacity of school staff.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- high-quality, specific, and meaningful professional development for school staff and leaders;
- instructional leadership practices;
- leadership theory, change processes, and evaluation; and
- standards for high-quality teacher, principal, and district practice.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- analyze certification areas to meet school building needs
- work collaboratively with school staff to improve teaching and learning;
- design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; and
- design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.

2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- technology and its uses for instruction across curriculum within the school; and
- infrastructure for the ongoing support, review, and planning of instructional technology.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- use effective technologies for improved classroom instruction, student achievement, and continuous school improvement;
- monitor instructional practices within the school and provide assistance to teachers; and
- use technology and performance management systems to monitor, analyze, and evaluate school assessment results for accountability reporting.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school

organization, operation, and resources through monitoring and evaluation of teachers, school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

STANDARD ELEMENTS:

3.1: Candidates understand and can monitor and evaluate teacher instruction, school management and operational systems.

3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

3.4: Candidates understand and can develop school capacity for distributed leadership.

3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Acceptable Candidate Performance for Building Level Leadership Standard 3.0

3.1: Candidates understand and can monitor and evaluate teacher instruction, school management and operational systems.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- school management of organizational, operational, and legal resources;
- school management of marketing and public relations functions; and
- evaluation of teacher instruction.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school;
- develop school operational policies and procedures;
- develop plans to implement and manage long-range plans for the school; and
- observe and evaluate teacher instruction to provide valid feedback.

3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- methods and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities;
- alignment of resources to building priorities and forecasting resource requirements for the school; and
- technology and management systems.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals;
- analyze a school's budget and financial status;
- develop facility and space utilization plans for a school;
- project long-term resource needs of a school; and
- use technology to manage school operational systems.

3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- school strategies supporting safe and secure learning environments including prevention, crisis management, and public relations;
- school strategies supporting student development of self-management, civic literacy, and positive leadership skills; and
- school-based discipline management policies and plans.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment;
- plan an aligned building discipline management policies and plan; and
- evaluate and implement discipline management plans.

3.4: Candidates understand and can develop school capacity for distributed leadership.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- the meaning of distributed leadership in a school environment and how to create and sustain it.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- identify leadership capabilities of staff;
- model distributed leadership skills; and
- involve school staff in decision making processes.

3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- supervision strategies that ensure that teachers maximize time spent on high quality instruction and student learning; and
- management theories on effective school time, priorities, and schedules.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- develop school policies that protect time and schedules to maximize teacher instructional time and student learning; and
- develop a school master schedule.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. In so doing, the building level leader ensures effective and ample use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

STANDARD ELEMENTS:

4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

4.5: Candidates understand and can promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Acceptable Candidate Performance for Building Level Leadership Standard 4.0

4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- collaboration and communication techniques to improve the school's educational environment; and
- information pertinent to the school's educational environment.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; and
- communicate information about the school within the community.

4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, psychological and intellectual resources within the school community.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- identify and mobilize effective community resources;
- school-based cultural competence; and
- diverse cultural, social, and intellectual community resources.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- identify and use diverse community resources to improve school programs; and
- recognize diversity in personalities, curriculum, staff, and culture.

4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- the needs of students, parents or caregivers;
- school organizational culture that promotes open communication with families and caregivers;
- school strategies for effective oral and written communication with families and caregivers; and
- approaches to collaboration with families and caregivers.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- conduct needs assessments of families and caregivers;
- develop collaboration strategies for effective relationships with families and caregivers; and
- involve families and caregivers in the decision-making processes at the school.

4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- the needs of school community partners;
- school organizational culture that promotes open communication with community partners;
- school strategies for effective oral and written communication with community partners; and
- collaboration methods to develop and sustain productive relationships with community partners.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- conduct needs assessment of community partners;
- develop effective relationships with a variety of community partners; and
- involve community partners in the decision-making processes at the school.

4.5: Candidates understand and can promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- the use of technology, social media, and digital media to communicate with (and facilitate interactions among) diverse school and community stakeholders.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- communicate or diffuse information by making appropriate uses of available technology; and
- facilitate or broker social relationships by making appropriate uses of available technology.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the

school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

STANDARD ELEMENTS:

5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision- making in the school.

5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Acceptable Candidate Performance for Building Level Leadership Standard 5.0

5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- practices demonstrating principles of integrity and fairness; and
- federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- act with integrity and fairness in supporting school policies and staff practices that ensure every students’ academic and social success; and
- create an infrastructure that helps to monitor and ensure equitable practices.

5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- the basic principles of ethical behavior established by legal and professional organizations;

- the relationship between ethical behavior, school culture, and student achievement; and
- the effect of ethical behavior on one’s own leadership.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- formulate a school-level leadership platform grounded in ethical standards and practices; and
- analyze leadership decisions in terms of established ethical practices.

5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- democratic values, equity, and diversity; and
- multiformity of all systems in the school building.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and
- develop appropriate communication skills to advocate for democracy, equity, and diversity.

5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- moral and legal consequences of decision making in schools; and
- strategies to prevent difficulties related to moral and legal issues.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- formulate sound school strategies to educational dilemmas; and
- evaluate school strategies to prevent difficulties related to moral and legal issues.

5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- the relationship between social justice, school culture, and student achievement; and
- theories of efficacy.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school; and
- develop the resiliency to uphold school community values and persist in the face of adversity.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, advocating for student learning, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

STANDARD ELEMENTS:

6.1: Candidates understand and can advocate for school students, families, and caregivers.

6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Acceptable Candidate Performance for Building Level Leadership Standard 6.0

6.1: Candidates understand and can advocate for school students, families, and caregivers.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- policies, laws, and regulations enacted by state, local, and federal authorities that affect schools; and
- the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- analyze how law and policy is applied consistently, fairly and ethically within the school;
- advocate based on an analysis of the complex causes of poverty and other disadvantages; and
- serve as a respectful spokesperson for students and families within the school.

6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- the larger political, social, economic, legal, and cultural context; and
- ways that power and political skills can influence local, state, or federal decisions.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- advocate for school policies and programs that promote equitable learning opportunities and student success; and
- communicate policies, laws, regulations, and procedures to appropriate school stakeholders.

6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Content Knowledge

Programs provide evidence of candidate knowledge of:

- future issues and trends that can affect schools (e.g., entrepreneurial approaches); and
- contemporary and emerging leadership strategies to address trends.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- identify and anticipate emerging trends and issues likely to affect the school; and
- adapt leadership strategies and practice to address emerging school issues.

Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

STANDARD ELEMENTS:

7.1: Substantial Field and Clinical Internship Experience: The program provides significant and documented performance based field experiences for candidates within a school environment to synthesize and perform the content knowledge of Standards 1 – 6. Significant refers to the demonstration of Standards 1-6 through authentic, school-based leadership experiences that can be documented or measured.

7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.