

University of Alaska Southeast
School of Education

**Master's in Educational
Leadership: K-12 Principal
Preparation Program
Intern and Mentor Handbook**

Revised 5.2026



**UNIVERSITY
of ALASKA
SOUTHEAST**

**SCHOOL OF
EDUCATION**

University of Alaska Southeast
School of Education
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Introduction

The focus of both the Fall and Spring internship courses is to provide real-life experiences and the opportunity to work with a mentor principal. These courses are integrated and coupled with Curriculum Leadership I (ED638-Fall) and Curriculum Leadership II (ED639-Spring). Through these courses, the learner experiences the annual cycle of building leadership.

The focus of the internship should be the application of leadership responsibilities within a school-based setting. This includes school year planning time plus about 5-10 hours per week for about 150 hours per semester, depending on the time spent before school begins and after students leave. Interns will debrief with their mentors weekly and meet online with cohort members once a week.

The internship experience should explore the daily challenges that building leaders face as they collaboratively move the school forward in an environment of complexity, ambiguity, and rapid change. It combines the internship experience in the candidate's school and weekly instruction via distance technology.

Purpose

The purpose of the UAS Educational Leadership internship is to bridge the gap between theory and practice. The internship phase is the opportunity to apply, in a real-world setting, the student's coursework knowledge including relevant research and theoretical foundations.

Throughout the program of study, the intern strives to meet and/or exceed the National Educational Leadership Preparation (NELP) standards for building-level leadership. All requirements of the internship can be completed while students continue their employment as a teacher.

Principal internship field experience is required for an Alaska Type B Administrative Services credential. The field experience is documented through 300 hours of NELP-aligned activities.

NELP Standards

The UAS Educational Leadership Program transitioned to a new set of building-level leadership standards in 2020 called the NELP standards. The NELP standards for building-level leadership preparation address the most critical knowledge and skill areas for beginning building-level educational leaders. The NELP preparation standards officially replaced the Educational Leadership Constituent Council (ELCC) standards in 2018. The NELP standards are aligned with the Professional Standards for Educational Leaders (PSEL).

Internship Expectations, Roles & Responsibilities

The Intern

The intern is expected to provide documentation that demonstrates the performance of activities that meet the expectations of the Educational Leadership internship. The intern expectations are outlined below:

1. ***Listen and learn.*** The intern will have multiple opportunities to observe relationships, build leadership skills, and further their experience beyond any field experiences they may have experienced in their developmental coursework. Interns should often reflect on what they have observed and how those observations might guide their future actions. Listening and learning do not preclude exhibiting initiative and confidence; it extends the idea that modeling a growth mindset includes active listening and accepting feedback with an open mind and heart.
2. ***Maintain professionalism within the policies and priorities of the district.*** The intern will adhere to the Alaska Code of Ethics of the Educational Profession as a basis for all behaviors and interactions and within the administrative regulations of their district. It is expected that the intern will observe change processes in action in their schools and may have philosophical differences with their mentor. The intern may even be subjected to staff and stakeholder concerns due to the change process. Viewing these challenges as an opportunity for deeper learning about change is vital for intern growth. The intern should communicate clearly and often about concerns in a private and professional manner with their mentor in order to learn and reflect.
3. ***Maintain university requirements and submit all assignments on time.*** The intern is responsible for providing evidence and documentation for program and certification requirements. Turning in assignments is equivalent to turning in reports once in the field, and should be treated as a priority in terms of meeting timelines.
4. ***Facilitate site visits.*** The intern will facilitate two site visits with their university supervisor and their mentor. Usually one in the fall and one in the spring. The site visits should include a meeting with the mentor, intern, and supervisor. The supervisor may meet with the mentor and intern separately during the fall visit. The university supervisor, if invited, will observe the intern at a staff meeting, hallway/lunch/recess supervision, working with parents, staff, or community in some manner, and/or other activities deemed appropriate.
5. ***Be present, punctual, proactive, and positive.*** The intern will be scheduling activities with the mentor and taking direction from the mentor. The expectation is that the intern will follow through with all activities without exception. Showing the ability to follow through can impact how an intern is assessed. A gradual release of responsibility appropriate to the intern's role in the school is expected to occur from the mentor to the intern, and the intern is required to communicate effectively with the mentor about their needs and take accountability for their own success.

The Mentor

For the internship experience to be successful, good mentors are essential. Internships must be managed by professional practitioners who have the knowledge, time, and commitment to determine whether aspiring principals are engaged in a rich set of experiences that enable them to develop their leadership competencies. In alignment with the National Educational Leadership Program (NELP) Standards, mentors are required to be fully qualified to serve as school-based educational leadership mentors. This includes but is not limited to:

- holding a current license for being a school principal,
- having the recommendation of their superintendent to serve as a mentor,
- being jointly selected as a mentor by the intern, superintendent, and university supervisor, with consideration of the mentor qualification requirements,
- have demonstrated successful leadership experience in a public school district under a Type B/principal license, and
- being able to be present as an “on-site” mentor during a significant portion of the internship,
- being able to participate in required activities such as weekly meetings with his/or mentee, monthly meetings with the university supervisor, and at least one onsite meeting with both the mentee and the university supervisor.

Good mentors provide regular feedback and coaching that will help interns transition from the role of the classroom teacher (or other roles) to that of the school leader. They know how to structure opportunities for interns to solve a range of school problems, first through observing and participating and then by actually leading teams in identifying, implementing, and evaluating improvement interventions. Skillful mentoring helps interns shape beliefs —about whole-school change, students’ capacities to learn, relationships with staff and community members, and ethical leadership practices.

The mentor is expected to use a gradual release of responsibility model that is appropriate to the skills and knowledge of the intern and the intern’s role in the school. Throughout the internship, the mentor is required to provide supervision, guidance, and assistance to the intern. The intern should experience, through observation and direct implementation, almost all of the leadership responsibilities of the mentor principal. The basic expectations of the mentor role are outlined below:

1. Planning, teaching, and reflecting on practice collaboratively with the candidates.
2. Providing informal assessment feedback regarding the candidates’ work using assessment forms aligned to the NELP standards, the cultural standards, and the educator dispositions.
3. Meet with the intern on a weekly basis. Support the mentor in attending and participating in the virtual weekly class meetings on Wednesdays from 4:30-7:00.
4. Communicate the student’s role in the school to the school’s faculty and staff.

5. Modeling a variety of techniques and strategies, while sharing the wisdom of practice, and providing constructive feedback, to support candidates' development of knowledge, skills, and dispositions in school and/or district operations.
6. Providing support to the intern related to the intern's course assignments, including helping the intern to get access to other district leaders, find and understand information, and experience opportunities to plan, lead, and reflect to build leadership skills and knowledge.
7. Ensure the intern has opportunities to engage in diverse settings throughout the internship year.
8. Assessing candidates' knowledge skills and dispositions through the end-of-program evaluation of internship practice. This evaluation takes place collaboratively with the university supervisor and the intern.
9. Providing frequent encouragement, constructive criticism, and recognition of success.
10. Provide documentation of any serious concerns to the student and copy the documentation to the university supervisor to support effective and timely intervention and support for the student.
11. Understand the application of the NELP Building Level Standards (Appendix B). The mentor should review the intern's internship log and assist with identifying learning experiences within the intern year that can help meet as many standards as possible.
12. Perform a final evaluation of the intern. The final evaluation is aligned with the NELP standards.
13. Completing a mentor honorarium information form to receive an honorarium for services from the university, as a token of appreciation.
14. Providing time for and maintaining communication with the university supervisor/partner.

Fall and Spring Mentor/Intern Assessment

This evaluation is completed at the end of each semester of the ED691 internship by the Student and Mentor and then forwarded to the University Faculty/Supervisor. Evaluators should refer to the performance descriptors for the **NELP standards at the building level**. This assessment reflects the candidate's overall performance during their entire internship. Ratings on each standard referenced throughout this assessment form are to be based on the intern's skills as demonstrated throughout his/her clinical internship experience. Evidence in support of ratings is to be based upon direct observation, review of supportive documents, and feedback from those familiar with the candidate's performance during the internship. The Mentor may elect to enter N/A in any rating box if there was insufficient information or observation for a specific category.

Mentoring Practices from *Martin, Gary E. School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience* (p. 6). *Taylor and Francis* identify the following as effective mentoring practices to employ:

New challenges. Be mindful of interns' strengths and encourage them to take on responsibilities that are "outside of their comfort zone."

Wide exposure. Provide exposure to a wide range of leadership experiences through shadowing and co-participation at meetings inside and outside the school or district. Couple shadowing and co-participation with reflective conversations.

Weekly meeting. Weekly meetings with your interns are required. Schedule a weekly time to meet with the intern (i.e., first thing in the morning or end of the day on Friday) to debrief on the week's experiences, internship experiences, and other matters. Hold this time as "sacred." Presentation opportunities. Arrange for interns to make small- and large-group presentations such as at a faculty meeting, committee meeting, PTA meeting, or board of education meeting.

Discussion of personnel matters. Use personnel and student matters (while respecting confidentiality) as mini case studies for talk-aloud problem-solving and reflection.

Public support. Be aware of how interns are presented publicly so that other staff will take their contributions seriously.

Balance. Encourage discussion about the whole person, so interns can explore issues of work, family, and career balance.

Use of interns as a resource. Take advantage of opportunities to engage interns in supporting the implementation of initiatives and evaluation of gaps or differences in utilization.

Group Process. Give interns more opportunities to work with various groups, so they can learn more about multiple needs and perspectives and how to balance them.

The University Supervisor

The university supervisor is a facilitator whose primary purpose is to work collaboratively with the mentor principal to guide the learning experiences of the interns and to evaluate their growth and progress.

The university supervisor assumes responsibility for:

1. Being respectful of the extensive demands placed upon practicing administrators who mentor interns in addition to their regular responsibilities.
2. Providing pertinent materials to interns and building administrators.
3. Providing each intern and mentor with an orientation to the internship year, a projected observation schedule, and his/her specific expectations.
4. Collaborating regularly with the mentor administrator regarding the professional progress of the intern and providing personalized professional support appropriate to the needs of the mentor in meeting the needs of the intern.
5. Scheduling conferences, as needed, with the intern to discuss issues and concerns.
6. Visiting each intern at least once each semester or as appropriate. The visit may be for

- planning, observation, and evaluation, or generally monitoring the student's progress.
7. Working with the intern and the mentor to establish a tentative timeline for the intern to assume administrative responsibilities.
 8. Arranging conferences with the mentor and the intern at appropriate times in the semester for the purpose of completing the appropriate evaluation tools.
 9. Assisting the intern and/or mentor administrator in reaching solutions for problems that arise.

University Supervisors

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Internship Experience

The field experiences of the internship consist of several projects/assignments aligned with the *Elements* of the NELP Standards for school building leadership (see section *Portfolio Products*). Candidates will develop a leadership portfolio built upon the projects/assignment with summaries and supporting artifacts demonstrating performance of the building-level NELP Standards.

Candidates work with principal mentors all year based on a schedule that you set collaboratively but it should involve a minimum of 150 hours per semester including time spent planning for the year and finalizing the year. This should average between five to ten hours a week on-site.

There are key issues in which candidates should participate and co-lead. The most important thing in the fall and spring is the school improvement plan. The intern should be given the opportunity to be integrally involved and preferably lead in some way. He or she has spent considerable time becoming familiar with significant data from your school and the change process. Other areas include communication through avenues appropriate to the school community, understanding and making adjustments to the budget, engaging in supervision and/or coaching a willing staff member, attending and leading staff meetings, assisting with staff development, revising the crisis management plan, conferencing with stakeholders, and more. Each semester the intern will engage with practical class assignments that can provide structured opportunities for conversation, authentic leadership, and reflection. When appropriate to the school's needs, assignments can be modified; interns are expected to discuss modification needs or desires with their mentor, their university supervisor and course instructors.

Internship Log

The purpose of the internship log is to provide evidence of meeting minimal state requirements for certification, and that the hours provide evidence of meeting the NELP standards in context, and to serve as a critical artifact of what an administrative year looks like. The goal is to amass hours across the standards as well as show a broad range of field experiences for an entire year.

A total of 150 hours per semester is required, equating to a total of 300 for the entire six-credit, two-semester/academic-year course. Teacher-in-charge hours, before and after school times, conference hours, and supervision of evening or weekend school activities are all appropriate. Interns will submit a log of hours identifying administrative tasks performed each semester and anchor each internship entry in the correct NELP standard.

A yearlong suggested activities bank is included in the appendices for reference and may be used by the intern to provide ideas for intern activities. The activity bank is purely for intern and mentor use.

The following ideas are ways to find time and the university supervisor will provide further guidance and clarification as needed. As always, make sure to follow contractual procedures, contractual obligations, and mentor advice.

- Teacher in charge hours - substituting for the principal, or administrative designee for field trips, training, or any activity where you are appointed the designee
- Administrative meetings, in-service training, state and/or national conferences
- Personal leave days or professional leave days or a combination
- Free periods of time - conference periods, lunch times; before and after school
- Evening activities, weekend activities
- Cancellation days (snow days, inclement weather days)
- Holidays/vacation days when the mentor is on duty

The task description in the spreadsheet should be brief but detailed enough to illustrate the specific NELP standard and the role of the intern during the activity (e.g. observer, co-leader, facilitator). Interns who serve as administrative designee for a day should break down the hours to reflect the standards addressed throughout the workday. The mentor should periodically review the activity time.

Course Sequence

Please note this is a cohort model, which means that students move through the required course sequence together. Therefore, the courses are closely integrated and build on each other. This is a very time-intensive, rigorous program. Students are advised not to over-commit to other activities during the program such as coaching athletics.

In accordance with the University of Alaska Southeast's policy on graduate students, students must maintain a grade of B or higher to continue in the program. In the event it becomes necessary due to issues other than final grades in a course, the [Candidate Dismissal](#)

[Procedures](#) of the University of Alaska Southeast School of Education will be followed.

M.Ed. Educational Leadership Course Sequence
(36) Credits

Summer Session I (July): In Juneau, in person, on campus. Monday through Friday 7:00-4:30 p.m.		
ED 637	Introduction to Education Leadership	9 credits
ED 627	Education Research	3 credits
Fall Semester (August - December): Distance		
ED 638	Curriculum & Instruction I	3 credits
ED 691	Internship I	3 credits
Spring Semester (January - May): Distance		
ED 639	Curriculum & Instruction II	3 credits
ED 691	Internship II	3 credits
Summer Session II (June): In Juneau, in person, on campus. Monday through Friday 7:00-4:30 p.m.		
ED 690	Education Leadership II	9 credits
ED 698	Master's Portfolio	3 credits

Exit Criteria includes a comprehensive portfolio that provides evidence that the student meets all program goals/outcomes.

Program Assignments/Portfolio Products Aligned with NELP Standards

NELP 1: Mission, Vision, and Improvement

- Final Papers
- Strategic School Communication & Digital Engagement Plan
- School Improvement Plan, Monitoring and Observation*
- Research Project*
- Educational Philosophy
- Leadership Philosophy
- Leadership Program Mission and Vision*
- Weekly mentor meetings and Internship*

NELP 2: Ethics and Professional Norms

- Final Papers
- Course Participation
- Daily Online Reflections*
- Digital Leadership Story*
- Peer Coaching Plan and Project*
- Legal Presentation
- Legislative Advocacy and Trend Analysis*
- Ethics Reflection*
- Professional Development Project
- Leadership Philosophy
- Weekly mentor meetings and internship*

NELP 3: Equity, Inclusiveness, and Cultural Responsiveness

- Final Papers
- Course Participation
- Culturally Responsive Project*
- Leadership Philosophy
- Educational Philosophy
- School Centered Analysis
- Learning Theory Presentation*
- Student Handbook Review*
- Research Project*
- Weekly mentor meetings and Internship*

NELP 4: Learning and Instruction

- Weekly mentor meetings and Internship*
- Final Papers
- Course Participation
- Educational Philosophy
- Leadership Philosophy
- School Centered Analysis*

- Professional Development Project
- Universal Design for Learning Project*
- Learning Theory Presentation and Article Critique*
- Culturally Responsive Project*
- Assessment Presentation*
- Peer Coaching Project*
- Mentor/Intern Initiated Project*
- Digital Leadership Story
- Newsletter/Social Media Template*
- Key Communicators*
- Research Project*
- School Improvement Plan*
- Legislative Advocacy and Trend Analysis*
- Board Policy Analysis

NELP 6: Operations and Management

- Weekly mentor meetings and Internship*
- Final Papers
- Course Participation
- Crisis Management Plan*
- Budget Reflection*
- Student Handbook Review*
- Staff Handbook Review*
- School Enrollment and Budget Analysis*
- School Centered Analysis*
- Legal Presentation*
- Legislative Advocacy and Trend Analysis*
- Force Field Analysis*
- Ethics Reflection*

NELP 7: Building Professional Capacity

- Weekly mentor meetings and Internship*
- Final Papers
- Course Participation
- Interviews*
- Leadership Presentation
- Budget Reflection
- Legal Presentation
- Annotated In-Service and Staff Meeting Agendas*
- Peer Coaching Plan and Project*
- School Centered Analysis*
- Student Handbook Review*
- Professional Development Project*

Intern Activity Bank

These are ideas for organizing the intern's yearlong work. This bank is not exclusive and not all activities apply to every intern's setting.

July-August

Handbooks, schedules, class assignments
Registration
Opening of year letters/ communication that go to students/ staff/ parents
Meet with bus drivers: How will support staff be involved with discipline
Find/ locate manuals- safety, HR, policy and procedures, Crisis Management Plans
Meeting schedules
Getting email/ computer accounts set up/ training on use
Establish committees
Student assignment and scheduling
Curriculum maps and teacher planning materials
School plan implementation schedule
Textbooks and materials
First staff meeting, agenda and handouts
Who to call for what list- school responsibility/ organizational chart
Busses: schedules from the company, tagging students, communicating expectations
Initial grade/ department level communications with staff or teams
Plan first communication to students and parents
Locker assignment, security, signage
Textbook inventory/assignment to teachers/reordering
School usage/ Room assignments
Prepare building/ Cafeteria schedule
Plan for how to handle behavioral referrals
Get to know the school culture and procedures

Professional development planning for staff
Teacher evaluation update training
Student Orientations
Budget (review) and know process to manage budget and purchasing
Budget changes
Office staff- gets to know strengths and responsibilities
Meeting with staff, informally and individually
Look at test data
Prepare for the student enrollment counts (or lack of)
Assessment plan
Student behavior planning
Facility oversight
Safety planning
Grade-level/ team/ departmental meetings
Student transition activities
New Teacher orientation and support planning

September-December

Organize and analyze test data results
Faculty meeting/ PD on data analysis
Schedule teacher observations
Work with teachers to develop/ monitor growth plans
Community events (Fall festivals/ open houses)
Make list- think about long/short plans
Advisory Council plan, projects, and policies
Needs assessments for next year's planning

Oversee committee work
Behavior referral process
Special education process monitoring
Implement/ monitor assessment plan
Teacher observations, evaluations
Staff performance conferences
Facility oversight
Monitoring assessment plan
Student data analysis (failure/ attendance/ behavioral)
Grade/ team/ departmental meetings

January-May

Standardized testing prep
Budget
School planning process for next year
Staffing for next year
Analysis of student work
Registration of new students
Student assignment and budget projections
Managing time
Textbook Adoption process
Student Projections/ Building Space
End of year closure activities
Teacher close out of student records, etc.
Graduation and concluding ceremonies
Classroom walkthroughs

Student data analysis (academic/attendance/behavioral)
Teacher and staff evaluation
Personnel issues
Teacher assignment for next year
Student scheduling
Special education transition meetings, IEP meetings and RTI meetings
Elementary-middle-high transition activities
Preliminary assessment data analysis
Monitoring implementation of school improvement plans

Appendices

Appendix A: [National Educational Leadership Preparation \(NELP\) Building Level Program Standards](#)

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

- **Component 1.1** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- **Component 1.2** Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2: Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

- **Component 2.1** Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- **Component 2.2** Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
- **Component 2.3** Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

- **Component 3.1** Program completers understand and demonstrate the capacity to use

data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

- **Component 3.2** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
- **Component 3.3** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

- **Component 4.1** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.
- **Component 4.2** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
- **Component 4.3** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
- **Component 4.4** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5: Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

- **Component 5.1** Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
- **Component 5.2** Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members,

partners, and other constituencies for the benefit of school improvement and student development.

- **Component 5.3** Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6: Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

- **Component 6.1** Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.
- **Component 6.2** Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
- **Component 6.3** Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7: Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

- **Component 7.1** Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.
- **Component 7.2** Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
- **Component 7.3** Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
- **Component 7.4** Program completers understand and have the capacity to evaluate,

develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Standard 8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

- **Component 8.1** Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.
- **Component 8.2** Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.
- **Component 8.3** Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

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