

Internship Public Schools
ELA 564 / ELA 565

Site Supervisor Handbook

Department of Educational Leadership
and Administration

New Mexico State University
College of Education

Contents

OBJECTIVES OF ELA 564/565 INTERNSHIP: PUBLIC SCHOOLS.....	3
Roles and Responsibilities of the Intern:	3
Roles and Responsibilities of the Site Supervisor:	3
SCHEDULE OF ACTIVITIES TO EXPERIENCE	4
INTERNSHIP WORK PLAN	5
SUGGESTED INTERNSHIP RESPONSIBILITES	6
INTERNSHIP LOG (Sample).....	9
Task Log	9
MID-SEMESTER PROGRESS REPORT	10
FINAL EVALUATION	11
FINAL EVALUATION	14
Experience with the Opening of School	14
Experience with the Closing of School	14
ADMINISTRATIVE INTERNSHIP WORK PLAN	16
NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS	19
Domain: Instructional Leadership	19
Domain: Communication.....	19
Domain: Professional Development	20
Domain: Operations Management	20
Domain: Scope of Responsibility in Secondary Schools	20

Thank you for your willingness to mentor and support future educational leaders during their administrative internship. We value your commitment to share your time and leadership expertise with the interns.

OBJECTIVES OF ELA 564/565 INTERNSHIP: PUBLIC SCHOOLS

1. To provide a meaningful field-based experience that supports the integration of theoretical and practical professional knowledge.
2. To identify the role of principals as instructional leaders skilled in meeting the needs of all students' linguistic, academic, and cultural needs.
3. To implement the observation, supervision, and evaluation process to support all staff to insure the highest quality of effective teaching strategies.
4. To understand accountability and assessment issues and processes that impact today's schools and students. To use appropriate data to inform instructional practice, in order to insure high academic achievement for all students.
5. To assist in creating a school environment that provides opportunities for all parents and families to become meaningfully engaged in the educational process.
6. To participate in systems management responsibilities, in order to ensure a fair, equitable distribution of time, staffing resources, and funding for all students and programs.
7. To provide exposure to ethical concepts and considerations and to teach the process of ethical reasoning.
8. To participate in local, state, and other professional learning opportunities including attending/presenting at educational conferences, membership in professional organizations, and review of professional literature.

Roles and Responsibilities of the Intern:

1. Act in a professional manner as established by the Code of Ethics of the New Mexico Public Education Department.
2. Fulfill the requirements of the course as set out in the syllabi.
3. Attend all internships seminars during the semester. Seminars will be held face to face on the NMSU – Las Cruces campus.
4. Maintain a professional working relationship with assigned site supervisors and other district administrators. If difficulties arise, it is the intern's responsibility to notify their university instructor or the internship director.
5. Log a minimum of 120 clock hours on internship activities each semester.
6. Maintain a quality reflection log and submit it on the dates due.

Roles and Responsibilities of the Site Supervisor:

1. Provide opportunities of the intern to observe and assume leadership roles.
2. Facilitate and support intern's completion of Internship Work Plan responsibilities.
3. Encourage open and consistent feedback regarding intern performance and progress.
4. Complete and submit the mid-semester progress report. Dialogue with interns regarding report.
5. Complete and submit the Final Evaluation Dialogue with interns regarding Final Evaluation.

Internship Coordinator
Department of Educational Leadership and Administration
New Mexico State University
P.O. Box 30001, MSC 3N
Las Cruces, NM 88003
Telephone: 575-646-3825
Fax: 575-646-4767

SCHEDULE OF ACTIVITIES TO EXPERIENCE

Internship: How to Meet Requirements To Experience Opening-of-School					
Semester	Number of hours required.	Deadline to apply for opening-of-school internship.	When to report to internship site for opening-of-school internship.	When to turn in <i>Task & Reflection Log</i> for opening-of-school internship.	When internship site supervisor must turn in <i>Rating of Competence</i> in opening-of-school activities.
Fall	120	Apr. 1	As soon as principals return to work (often in mid-July). Intern will participate in opening-of-school activities through August 31.	NMSU faculty member for the internship will specify when, toward the end of the fall semester, these documents will be due.	
Summer	120	Feb. 1	As soon as principals return to work (often in mid-July). Intern will participate in beginning- of-school activities through August 31.	As soon as possible after August 31. This may necessitate taking a grade of “Incomplete” until the completed <i>Task & Reflection Log</i> and site supervisor <i>Rating of Competence</i> are turned in.	
Spring	Interns cannot in ordinary circumstances meet state requirements to experience opening-of-school during a spring semester. For exceptions, candidate must contact the ELA internship coordinator one calendar year before beginning the internship.				

Internship: How to Meet Requirements To Experience Closing-of-School					
Semester	Number of hours required.	Deadline to apply for closing-of-school internship.	When to report to internship site for closing-of-school internship.	When to turn in <i>Task & Reflection Log</i> for closing-of-school internship.	When internship site supervisor must turn in <i>Rating of Competence</i> in closing-of-school activities.
Fall	120	Feb. 1	By April 15. Intern will participate in end-of-school activities through the end of the school year.	NMSU faculty member for the internship will specify when, toward the end of the fall semester, these documents will be due.	
Summer	120	Feb. 1	By April 15. Intern will participate in end-of-school activities through the end of the school year.	NMSU faculty member for the internship will specify when, toward the end of the summer semester, these documents will be due.	
Spring	120	Nov. 1	By April 15. Intern will participate in end-of-school activities through the end of the school year.	When intern has experienced all end-of-school activities. This may necessitate taking a grade of “Incomplete” until the completed <i>Task & Reflection Log</i> and site supervisor <i>Rating of Competence</i> are turned in.	

INTERNSHIP WORK PLAN

The **Internship Work Plan** should be completed by the intern and site supervisors*. This plan should reflect the major activities that the intern will complete during both semester of the internship, including activities involved with both the opening and closing of the school year. This becomes a contract in which the intern's specific roles and duties are agreed upon, including activities involved with both the opening and closing year activities, between the intern and host agency.

The five competencies listed in the sample Internship Work Plan (pages 9-11) are required by the Department of Educational Leadership and Administration. The department expects the interns to obtain a well-rounded of instructional leadership, and be exposed to as many areas of school administration as possible. You may use the *Suggested Internship Activities* (pages 12-14) to assist you and your supervisor in selecting specific activities for you to complete during your internship experience.

While completing the Internship Work Plan, use the **New Mexico Principal Leadership Competencies and Indicators** and the competencies associated with the opening and closing of the school year found on pages 22-23 to list those competencies and indicators which correspond to the work you will be completing. These competency and indicator numbers are to be posted in the first column of the work plan (see sample page 15).

**Las Cruces Interns must contact Deputy Superintendent for Instruction at Las Cruces Public Schools (575-527-5851) to arrange an intake meeting and to complete the Internship Work Plan.*

SUGGESTED INTERNSHIP RESPONSIBILITIES

The following areas are suggested administrative responsibilities for the intern and site supervisor to consider as they collaboratively develop the internship activities to ensure a deep and complete administrative experience.

- I. Instructional Leadership
 - A. Curriculum
 - 1. Leadership in curricular groups
 - 2. Developing needs assessment techniques
 - 3. Strategies for change
 - 4. Integration of programs
 - B. Instruction
 - 1. Assisting staff in preparing for instruction
 - 2. Assisting staff in improving instruction
 - C. Supervision of Staff
 - 1. Professional and classified
 - a. staffing
 - b. recruitment
 - c. selection process
 - d. interviewing techniques
 - e. orienting new staff
 - f. scheduling staff
 - g. performance evaluation of staff
 - h. termination of staff
 - 2. The professional development of all staff members. Knowledge in other personnel areas such as: contracts, grievance procedure, staff attendance, substitutes, salaries, and benefits.
 - 3. Student services; becoming knowledgeable and involved in:
 - a. processing student records
 - b. guidance and counseling services
 - c. testing
 - d. attendance, policies, and procedures
 - e. discipline procedures
 - f. health and nursing
 - g. transportation responsibilities
 - h. cafeteria and snack bar services
 - i. student activities
 - D. Accountability
 - 1. Analyze student and school data
 - 2. Address subgroup data
 - 3. Determine instructional changes/based on data

(CONTINUED)

CONTINUED:

II. Communications

A. Informing

1. Through development of bulletins, newsletters, materials for board meetings, parent meetings, or student meetings with principal
2. Through programs to school groups or community groups
3. Through memos and letters for communication inside and outside the organization

B. Leading

1. A group toward a goal. For example, curriculum changes, school policy, textbook adoption, or a school climate issue
2. Staff meetings or parent meetings
3. Student, parent, and teacher conferences

C. Encouraging and Initiating

1. Student, staff, and parent recognition activities
2. Activities and communication that foster high morale

D. Listening and Assisting

1. In resolving conflict
2. In problem solving
3. In decision making

E. Exploring and Recognizing

1. Patterns of informal and formal organization communication
2. Ways to improve oral and written communication

III. Management of School Climate

A. Knowledge of School Culture

1. Demographic and social characteristics
2. Knowledge of community
3. What are the shared values?
4. What are the traditions, rituals, and ceremonies?
5. Who are the key players in the school culture?

B. Active Participation In

1. Classroom observation regarding effective
2. Involving staff and students in program development, determination of expectations, and rewards
3. Recognizing staff, students, and parents
4. Involving students and staff in activities that promote academic and social achievements
5. A support system for parents
6. Providing varied learning environments with a flexible curriculum and extracurricular opportunities
7. Becoming involved with school improvement teams and other school improvement efforts

(CONTINUED)

CONTINUED:

IV. Management of Resources

- A. Human Resources
 - 1. Use personnel within the school
 - 2. Use consultants, specialists, and other resource people to support instruction
- B. Become Knowledgeable Of
 - 1. District wide school financing and budget process
 - 2. School-based financing and the budget process
- C. Facilities -- Physical Plant and Equipment
 - 1. Planning for appropriate use
 - a. room assignments
 - b. scheduling
 - c. alternative future needs
 - d. determining future needs
 - e. evaluating present use
 - 2. Planning for maintenance, additions, and replacement
- D. Materials -- Know Process of Allocation Of
 - 1. Textbooks
 - 2. Supplies
 - 3. Materials
- E. Program
 - 1. Knowledgeable of program offerings, guidelines, etc.
 - 2. Learn the scheduling program process and the timelines within that process
 - 3. Take an administrative role in the registration process and learn what works best
 - 4. Take an active role in assessing current programs and planning for future programs

V. Policy Awareness

- A. Governance/Policy Making
 - 1. Become knowledgeable of state Legislature, district policies, and school policies by reading policy and procedure manuals.
 - 2. Attend legislative sessions, board meetings, teacher and parent meetings, community meetings, and professional association meetings.
- B. Law
 - 1. Understand when and where to seek legal assistance
 - 2. Develop techniques for keeping current with legal issues
 - 3. Interview school lawyers, principals, central office staff, about their recommendations and obligations in this area
- C. Community
 - 1. Involve stakeholders in the decision making process
 - 2. Collaborate with parents and community resources in school programs
 - 3. Communication of policy, programs, and bond issues to school and community

INTERNSHIP LOG (Sample)

Task Log

Please create this sample table on your computer. All logs must be typed and submitted at scheduled seminars. Please submit to your university instructor. **Maintain confidentiality ... do not use any names.**

Date	Time	Administrative Activity	NM Principal Leadership Competencies & Indicators
9/2/14	8 hours	<ul style="list-style-type: none"> • IEP meeting on student enrolling from California • Interviewed and hire lunch monitor • Lunch duty to train lunch monitor and check for adequate lunch monitor coverage • Lunch meeting with leadership team/discussed PLC plans 	4.4 1.4 and 4.3 4.1 1.1 and 3.2
9/9/14	4 ¾ hours	<ul style="list-style-type: none"> • Collected and analyzed student attendance data • Developed PowerPoint presentation and handouts • Presented PowerPoint on student attendance data at staff meeting 	3.2 1.2 and 3.2
9/14/14	3 hours	<ul style="list-style-type: none"> • Assisted principal in setting up projector and chairs for meeting • First SAC meeting • One-on-one conversation with parent on committee 	4.3 1.1, 2.1, and 2.6 1.1 and 2.1
9/16/14	2 ½ hours	<ul style="list-style-type: none"> • Practiced classroom walk-through with AP • Discussion following 	1.3 and 3.1
Total	18 ¼ hours		

Intern Signature _____

Site Supervisor Signature _____

Date _____

MID-SEMESTER PROGRESS REPORT

ELA 564 / ELA 565

Internship Public Schools

Name _____

Please indicate the progress of the intern for each area using the following scale:

1. Not observed/No basis for rating
2. Developing
3. Adequate
4. Above Average
5. Advanced

_____ Ability to show initiative.

_____ Ability to plan, organize, and follow through with assigned tasks and responsibilities.

_____ Ability to demonstrate professional leadership behaviors and attitudes.

_____ Ability to work with students as appropriate.

_____ Ability to interact/collaborate with families and community members as appropriate to the setting.

_____ Ability to interact with staff and/or administration in a positive and collaborative manner.

_____ Ability to promote the success of all students by addressing the needs of multicultural and multilingual diverse populations.

_____ Ability to engage in activities that support best practices and educational research to improve instructional practice of all students.

_____ Ability to draw on building/program, district and/or community resources to fulfill needs of school/students.

Please offer written comments

Intern's signature _____

I have had the opportunity to read and discuss this progress report with my site supervisor.

Site supervisor's signature _____

Telephone number _____

Return this form to: Internship Director

FINAL EVALUATION

ELA 564 / 565 – Internship in Public Schools

Intern's Name _____
 Internship Semester: Fall Spring Summer 20_____

Evaluation is based on the New Mexico Principal Leadership Competencies. In each competency the intern is expected to incorporate the diversity of the student population and culture and needs of the school community in their actions.

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS

Identify the level of proficiency with the following symbols: BEGINNING with a **(B)**; EMERGING with an **(E)**; and PROFICIENT with a **(P)**.

(B) BEGINNING
(E) EMERGING
(P) PROFICIENT

Domain: Instructional Leadership

Competency 1: The intern promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the community.

Indicators



- 1.1 Works with all members of school community to make quality instruction a prime focus.

- 1.2 Uses accountability literacy in making decisions about student success and achievement.

- 1.3 Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning.

- 1.4 Incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions.

Comments: (Please give specific examples of intern's performance in this competency area.)

Domain: Communication

Competency 2: The intern uses communication and relationship-building skills to engage the school community in knowledge of and advocacy for meeting the diverse needs of the school community

Indicators



- 2.1 Engages in honest and respectful interactions with all stakeholders to make thoughtful and objective decisions that demonstrate sensitivity and integrity.

- 2.2 Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success.

- 2.3 Supports an environment of inclusion and respect.

- 2.4 Communicates with others objectively, sensitively, fairly, and ethically.

(CONTINUED)

CONTINUED:



2.5 Supports relationships that promote teaching and learning in the school community through communication skills such as speaking, writing, and active listening.

2.6 Communicates with all school and community stakeholders concerning current school issues and student achievement.

2.7 Maintains a continuous dialogue with decision makers who affect the school community.

Comments: (Please give specific examples of intern's performance in this competency area.)

Identify the level of proficiency with the following symbols: BEGINNING with a (B); EMERGING with an (E); and PROFICIENT with a (P).

(B) BEGINNING
(E) EMERGING
(P) PROFICIENT

Domain: Professional Development

Competency 3: The intern organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the school community.

Indicators



3.1 Identifies and assesses student and staff performance to inform professional development needs.

3.2 Uses relevant professional literature and knowledge, collaborates with key partners, uses technology to create and provide appropriate professional work.

3.3 Implements comprehensive, integrated and systemic ongoing professional development opportunities for faculty and community.

3.4 Supports reflection, sustained mentoring, and coaching as critical processes for professional growth.

Comments: (Please give specific examples of intern's performance in this competency area.)

Domain: Operations Management

Competency 4: The intern manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.

Indicators



4.1 Manages the school campus to ensure that the environment is safe and clean for students and staff.

4.2 Manages the school budget to ensure that resources are maximized for student success.

4.3 Manages the day to day operations to maximize the efficiency of the school.

4.4 Complies with federal and state initiatives to maximize use of services and programs for which students are eligible.

(CONTINUED)

CONTINUED:

Comments: (Please give specific examples of intern's performance in this competency area.)

Domain: Scope of Responsibility in Secondary Schools

Competency 5: The middle and high school intern develops, supports, encourages, and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the community.

Indicators



5.1 Supervises co-curricular and extracurricular activities to engage all students.

5.2 Develops 21st century skills throughout the curriculum.

5.3 Creates a student centered school environment and strengthens relationships among all stakeholders to improve student performance.

Comments: (Please give specific examples of intern's performance in this competency area.)

FINAL EVALUATION

ELA 564/565 – Internship in Public Schools

Experience with the Opening of School

Opening of School Competency	Level of Proficiency			
	<i>Please Circle</i>			
• Registration	Beginning	Emerging	Proficient	Does Not Apply
• Student and/or staff handbook	Beginning	Emerging	Proficient	Does Not Apply
• Student Placement	Beginning	Emerging	Proficient	Does Not Apply
• Materials distribution	Beginning	Emerging	Proficient	Does Not Apply
• Staff check-in procedures	Beginning	Emerging	Proficient	Does Not Apply
• Opening PD activities	Beginning	Emerging	Proficient	Does Not Apply
• Staff/student orientation	Beginning	Emerging	Proficient	Does Not Apply
• Staff hiring	Beginning	Emerging	Proficient	Does Not Apply
• Other (Specify)	Beginning	Emerging	Proficient	Does Not Apply
• Other (Specify)	Beginning	Emerging	Proficient	Does Not Apply

Experience with the Closing of School

Closing of School Competency	Level of Proficiency			
	<i>Please Circle</i>			
• Student Projections	Beginning	Emerging	Proficient	Does Not Apply
• Inventories	Beginning	Emerging	Proficient	Does Not Apply
• Student Records	Beginning	Emerging	Proficient	Does Not Apply
• Master Schedule	Beginning	Emerging	Proficient	Does Not Apply
• Staff check-out procedures	Beginning	Emerging	Proficient	Does Not Apply
• Materials ordering	Beginning	Emerging	Proficient	Does Not Apply
• Summer building cleaning /maintenance schedule	Beginning	Emerging	Proficient	Does Not Apply
• Staff placement and teaching assignments	Beginning	Emerging	Proficient	Does Not Apply
• Other (Specify)	Beginning	Emerging	Proficient	Does Not Apply
• Other (Specify)	Beginning	Emerging	Proficient	Does Not Apply

(CONTINUED)

CONTINUED:

1. Does the intern have the qualities and skills you desire when hiring an administrator? If not, please give reasons.

2. Site Supervisor's comments:
(Please continue comments on reverse)

Intern's Signature _____
(I have had the opportunity to read and discuss this evaluation with my site supervisor.)

Site Supervisor's Name _____

Site Supervisor's Signature _____

Contact Number _____

Date _____

ADMINISTRATIVE INTERNSHIP WORK PLAN

New Mexico Principal Leadership Competencies and Indicators	Internship Work Activities	Administrative Supervisor
List competency and indicator from pages 22-23	List specific work activities for each requirement	List name of administrator supervising each activity
	<p>District/Community Leadership</p> <ul style="list-style-type: none"> • Serve as member of one district committee • Attend a minimum of two school board meetings • Locate and utilize district policy and procedure manual in all applicable situations • Involve parents/community resources in a minimum of one internship work activity 	
	<p>Professional Leadership</p> <ul style="list-style-type: none"> • Attend a minimum of one administrator training session or workshop • Membership/participation in one state or national professional organization • Design and present one professional development activity that includes current technology 	
	<p>Accountability Leadership</p> <ul style="list-style-type: none"> • Develop a data accountability project to support the needs of the school that includes collecting and analyzing student and school data 	

(CONTINUED)

CONTINUED:

	Supervision/Evaluation Leadership <ul style="list-style-type: none">• Conduct a minimum of three teaching observations using a Three-tiered Licensure Performance Evaluation• Participate in classroom walk-through process• Provide mentoring, orientation, and/or support for new staff	
	Management Leadership <ul style="list-style-type: none">• Develop a working knowledge of school/program/district budget• Address budgeting within a minimum of one internship work activity• Participate in a variety of staff interviews. Follow the hiring process from initial to final steps• Supervise co-curricular and extracurricular activities as needed• Participate in activities that insure school safety and security	
	Instructional Leadership <ul style="list-style-type: none">• Develop a working knowledge of all building level instructional programs including Title 1, Bilingual, and Special Education• Participate in/take leadership in School Improvement Process• Participate in/take leadership in building level screening and pre-referral committees including Response to Intervention (RtI)• Attend a minimum of three IEP meeting in an administrative capacity• Assume leadership role for one building level program. Demonstrate collaborative leadership through involvement of school community (staff, parents, students, community) as appropriate	

(CONTINUED)

CONTINUED:

	Opening of Year Activities (Specify how you will meet the competency) <ul style="list-style-type: none">• Registration• Student and/or staff handbook• Student placement• Materials distribution• Staff check-in procedures• Opening PD activities• Staff/student orientation• Staff hiring• Other	
	Closing of Year Activities (Specify how you will meet this competency) <ul style="list-style-type: none">• Student Projections• Inventories• Student records• Master schedule• Staff check-out procedures• Materials ordering• Summer building cleaning maintenance schedule• Staff placement and teaching assignments• Other	

Intern Signature _____ Date _____

Site Supervisor Signature _____ Date _____

Site Supervisor Signature _____ Date _____

University Supervisor Signature _____ Date _____

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS

Domain: Instructional Leadership
Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.
Indicators: 1.1 Works with all members of the school community to make quality instruction a prime focus. 1.2 Uses accountability literacy in making decision about student success and achievement. 1.3 Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning. 1.4 Incorporates the diversity of the student population and history of the school community in making curricular and school policy decision.

Domain: Communication
Competency 2: The Principal uses communication and relationship-building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community.
Indicators: 2.1 Engages in honest and respectful interactions with all stakeholders to make thoughtful and objective decision that demonstrate sensitivity and integrity. 2.2 Builds and sustains relationship through team development and mediation skills to promote a climate of cooperation and student success. 2.3 Supports an environment of inclusion and respect. 2.4 Communicates with others objectively, sensitively fairly, and ethically. 2.5 Supports relationships that promote teaching and learning in the school community through communication skills such as speaking, writing, and active listening. 2.6 Communicates with all school and community stakeholders concerning current school issues and student achievement. 2.7 Maintains a continuous dialogue with decision makers who affect the school community.

(CONTINUED)

CONTINUED:

Domain: Professional Development

Competency 3: The Principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the school community.

Indicators:

- 4.1 Identifies and assesses students and staff performance to inform professional development needs.
- 4.2 Uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create and provide appropriate professional development.
- 4.3 Implements comprehensive, integrated, and systemic ongoing professional development opportunities for faculty and community.
- 4.4 Supports reflection, sustained mentoring, and coaching as critical processes for professional growth.

Domain: Operations Management

Competency 4: The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.

Indicators:

- 3.1 Manages the school campus to ensure that the environment is safe and clean for students and staff.
- 3.2 Manages the school budget to ensure that resources are maximized for student success.
- 3.3 Manages the day to day operations to maximize the efficiency of the school.
- 3.4 Complies with federal and state initiatives to maximize use of services and programs for which students are eligible.

Domain: Scope of Responsibility in Secondary Schools

Competency 5: The middle school and high school Principal develops, supports, encourages, and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the community.

Indicators:

- 5.1 Supervises co-curricular and extracurricular activities to engage all students.
- 5.2 Develops 21st century skills throughout the curriculum.
- 5.3 Creates a student centered school environment and strengthens relationship among all stakeholders to improve student performance.