

Internship Public Schools  
ELA 564 / ELA 565

# **Student Policy Handbook**

Department of Educational Leadership  
and Administration

New Mexico State University  
College of Education

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## INTRODUCTION

### Purpose of the Internship Handbook

This handbook offers guidelines, procedures, and forms for students enrolled in ELA 564 and ELA 565: Internship: Public Schools. Also included is the list of administrator competencies for licensure approved by the New Mexico Public Education Department (see pages 22-23).

### Course Description

ELA 564 and ELA 565 are offered for three credit hours per semester. The internships, which are conducted in an accredited public or private school under the supervision of licensed school administrators, are the culmination of the educational administration program leading to a Master of Arts Degree in Educational Administration.

Under the guidance of an experienced administrator, students have opportunities to put educational principles into practice. The goal of the internships is to develop state-required competencies in the practicing intern. The intern's eventual goal is to assume an administrative role in an educational setting. The internships provide valuable experience in developing and applying leadership skills.

All administrative interns are responsible to the Department of Educational Leadership and Administration's Internship Coordinator.

The intern will spend a minimum of **120** clock hours on the internship each semester for a total of **240** hours for the two semesters. These hours will be spent working at an accredited internship site. In addition, the internship includes attendance at required face-to-face seminars on the NMSU-Las Cruces campus.

## PREREQUISITES

*Prospective Interns must:*

1. Be enrolled in a graduate program at NMSU.
2. Have spent a minimum of three years as a classroom teacher.
3. Have completed ELA's core credit hours. In special cases, this requirement may be waived by the Internship Coordinator, and/or the Department Head.
4. Obtain approval from their academic advisor to register for ELA 564/ELA 565.
5. Obtain approval from the host school district central officer or their designee and the site supervisor.
6. Arrange for placement with the school district or other approve host agency, which will notify the intern about the designated placement site and assign a site supervisor.
7. Complete and submit to the ELA Department an Application for Internship (see page 7) and an unofficial transcript listed ELAs required coursework.
8. Submit Application for Internship and unofficial university transcript to:

New Mexico State University  
c/o Internship Coordinator  
P.O. Box 30001, MSC 3N  
Las Cruces, NM 88003

## SCHEDULE OF ACTIVITIES TO EXPERIENCE

<b>Internship: How to Meet Requirements To Experience Opening-of-School</b>					
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 &amp; 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.
<b>Fall</b>	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.	
<b>Summer</b>	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 &amp; Reflection Log</i> and site supervisor <i>Rating of Competence</i> are turned in.	
<b>Spring</b>	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.				

<b>Internship: How to Meet Requirements To Experience Closing-of-School</b>					
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 &amp; 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.
<b>Fall</b>	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.	
<b>Summer</b>	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.	
<b>Spring</b>	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 &amp; Reflection Log</i> and site supervisor <i>Rating of Competence</i> are turned in.	

## RESPONSIBILITIES

The ELA internship university instructor, the intern, and the site supervisor comprise the key figures in the internship. With the approval of the Internship Coordinator, the intern and the site supervisor must complete the Internship Work Plan (pages 9-11). This becomes a contract in which the intern's specific roles and duties are agreed upon.

The intern must:

1. Submit a signed copy of the Internship Work Plan to the Internship University instructor at the beginning of the semester. Include specifics of how you will address opening and closing of the year experiences.
2. Attend all internship seminars during the semester. Seminars will be held face-to-face on the NMSU-Las Cruces Campus.
3. Maintain a Intern Log and Reflection which you will turn when the internship has been completed (sample page 15).
4. Act and interact in the professional manner established by the Code of Ethics of the New Mexico Department of Education (pages 24-25).
5. Contact the Internship Director or university instructor if problems arise.
6. Include the New Mexico Principal Leadership Competencies and Indicators (see pages 22-23) on the Internship Work Plan before submitting it to the University Instructor.

The site supervisor must:

1. Complete and submit a Mid-Semester Progress Report (see page 16) to the Internship Director rating the Intern's performance. Please review this report with intern.
2. Sign the Intern Log confirming that the intern has completed the required hours and responsibilities on site.
3. Provide recommendation toward the Intern's final grade based on a formal evaluation of the Intern's (a) accuracy in completing requirements and (b) proficiency in administrative skills.
4. Complete and submit the New Mexico Principal Leadership Competencies and competencies regarding the opening and closing of school (page 21) rating the Intern's performance. Review this report with the intern.

## APPLICATION FOR INTERNSHIP

Please print or type.  
List ELA courses completed to date.

---

Please attach an unofficial university transcript. Transcript must be reviewed and verified by an ELA advisor.

The internships will take place during: Fall          Spring          Summer

Student Name \_\_\_\_\_

Banner ID \_\_\_\_\_

Home mailing address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone \_\_\_\_\_

E-mail \_\_\_\_\_

Work mailing address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone \_\_\_\_\_

Fax \_\_\_\_\_

School district site or host agency \_\_\_\_\_

School name \_\_\_\_\_

Site supervisor's name \_\_\_\_\_ Telephone \_\_\_\_\_

Supervisor's signature \_\_\_\_\_ Date \_\_\_\_\_

Site supervisor's name \_\_\_\_\_ Telephone \_\_\_\_\_

Supervisor's signature \_\_\_\_\_ Date \_\_\_\_\_

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Signature of district administrator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Internship Coordinator \_\_\_\_\_ Date \_\_\_\_\_

Note: Out-of-town students should include a map to the school

## 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.*

## ADMINISTRATIVE INTERNSHIP WORK PLAN

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

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

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

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

Site Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Site Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

## 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

## 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

#### 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"> <li>• IEP meeting on student enrolling from California</li> <li>• Interviewed and hire lunch monitor</li> <li>• Lunch duty to train lunch monitor and check for adequate lunch monitor coverage</li> <li>• Lunch meeting with leadership team/discussed PLC plans</li> </ul>	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"> <li>• Collected and analyzed student attendance data</li> <li>• Developed PowerPoint presentation and handouts</li> <li>• Presented PowerPoint on student attendance data at staff meeting</li> </ul>	3.2 1.2 and 3.2
9/14/14	3 hours	<ul style="list-style-type: none"> <li>• Assisted principal in setting up projector and chairs for meeting</li> <li>• First SAC meeting</li> <li>• One-on-one conversation with parent on committee</li> </ul>	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"> <li>• Practiced classroom walk-through with AP</li> <li>• Discussion following</li> </ul>	1.3 and 3.1
<b>Total</b>	<b>18 ¼ hours</b>		

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.*

<b>NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS</b>
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Identify the level of proficiency with the following symbols: BEGINNING with a **(B)**; EMERGING with an **(E)**; and PROFICIENT with a **(P)**.

**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.



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.

**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 21<sup>st</sup> 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**

<b>Opening of School Competency</b>	<b>Level of Proficiency</b> <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**

<b>Closing of School Competency</b>	<b>Level of Proficiency</b> <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

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 \_\_\_\_\_

## NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS

<b>Domain: Instructional Leadership</b>
<b>Competency 1:</b> 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.
<b>Indicators:</b>  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.

<b>Domain: Communication</b>
<b>Competency 2:</b> 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.
<b>Indicators:</b>  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.

### **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 21<sup>st</sup> century skills throughout the curriculum.
- 5.3 Creates a student centered school environment and strengthens relationship among all stakeholders to improve student performance.

## CODE OF ETHICS

### 6.60.9.8 CODE OF ETHICS:

We, professional educators of New Mexico, affirm our belief in the worth and dignity of humanity. We recognize the supreme importance of the pursuit of truth, the encouragement of scholarship, and the promotion of democratic citizenship. We regard as essential to these goals the protection of freedom to learn and to teach with the guarantee of equal educational opportunity for all. We affirm and accept our responsibility to practice our profession according to the highest ethical standards. We acknowledge the magnitude of the profession we have chosen, and engage ourselves, individually and collectively, to judge our colleagues and to be judged by them in accordance with the applicable provisions of this code.

- A. **Principle I: Commitment to the student.** We measure success by the progress of each student toward achievement of his/her maximum potential. We therefore work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions, especially the home. In fulfilling our obligation to the student, we:
- (1) deal justly and considerately with each student;
  - (2) encourage the student to study and express varying points of view and respect his/her right to form his/her own judgment;
  - (3) conduct conferences with or concerning students in an appropriate place and manner;
  - (4) seek constantly to improve learning facilities and opportunities.
- B. **Principle II: Commitment to the community.** We believe that patriotism in its highest form requires dedication to the principles of our democratic heritage. We share with all other citizens the responsibility for the development of sound public policy. As educators, we are particularly accountable for participating in the development of educational programs and policies and for interpreting them to the public. In fulfilling our obligations to the community, we:
- (1) share the responsibility for improving the educational opportunities for all;
  - (2) recognize that each educational institution has a person authorized to interpret its official policies;
  - (3) acknowledge the right and responsibility of the public to participate in the formulation of educational policy;
  - (4) evaluate through appropriate professional procedures conditions within a district or institution of learning, make known serious deficiencies, and take action deemed necessary and proper;
  - (5) assume full political and citizenship responsibilities, but refrain from exploiting the institutional privileges of our professional positions to promote political candidates of partisan activities;
  - (6) protect the educational program against undesirable infringement, and promote academic freedom.
- C. **Principle III: Commitment to the profession.** We believe that the quality of the services of the education profession directly influence the future of the nation and its citizens. We therefore exert every effort to raise educational standards, to improve our service, to promote a climate in which the exercise of professional judgment is encouraged, to demonstrate integrity in all work-related activities and interactions in the school setting, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, we contribute actively to the support, planning, and programs of our professional organizations. In fulfilling our obligations to the profession, we:
- (1) recognize that a profession must accept responsibility for the conduct of its members and understand that our own conduct may be regarded as representative of our profession;

- (2) participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education;
- (3) cooperate in the selective recruitment of prospective teachers and in the orientation of student teachers, interns, and those colleagues new to their positions;
- (4) accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
- (5) refrain from assigning professional duties to nonprofessional personnel when such assignment is not in the best interest of the student;
- (6) refrain from exerting undue influence based on the authority of our positions in the determination of professional decisions by colleagues;
- (7) keep the trust under which confidential information is exchanged;
- (8) make appropriate use of the time granted for professional purposes;
- (9) interpret and use the writings of others and the findings of educational research with intellectual honesty;
- (10) maintain our integrity when dissenting by basing our public criticism of education on valid assumptions as established by careful evaluation of facts;
- (11) respond accurately to requests for evaluation of colleagues seeking professional positions;
- (12) provide applicants seeking information about a position with an honest description of the assignment, the conditions of work and related matters.

D. **Principle IV: Commitment to professional employment practices.** We regard the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. Sound professional personnel relationships with governing boards are built upon integrity, dignity, and mutual respect between employees, administrators, and local school boards. In fulfilling our obligations to professional employment practices, we:

- (1) apply for or offer a position on the basis of professional and legal qualifications;
- (2) apply for a specific position only when it is known to be vacant and refrain from such practices as underbidding or commenting adversely about other candidates;
- (3) fill no vacancy except where the terms, conditions, and policies are known;
- (4) adhere to and respect the conditions of a contract or to the terms of an appointment until either has been terminated legally or by mutual consent;
- (5) give prompt notice of any change in availability of service, in status of applications, or in change in position;
- (6) conduct professional business through recognized educational and professional channels.

[6.60.9.8 NMAC - N, 04-30-01]