KEAN UNIVERSITY
Educational Leadership Department

Required Projects & Activities List for Field I & Field II

Student Name___________________   Field I ___     Field II ___ Semester/Year_______

University Supervisor________________________

Students enrolled in Field I and II must complete the projects and activities listed below.

Project I: Instructional Improvement Plan [Assessment Number 3]
(Standard 2, Elements 2.1 – 2.4 (Skills Assessment)

Develop an Instructional Improvement Plan which results in a list of suggestions that teachers can incorporate into their lesson planning to promote a more positive school culture (2.1) focused on high expectations for learning, and effective instruction (2.2). Suggestions should include best practices (2.3) that accommodate differing learning styles, strategies and student diversity based on human development, motivation and learning theories, and take account of current technology and information systems. After reviewing the school’s professional development plan, collaboratively plan related professional development and staff development opportunities (2.4). Within the list of suggestions, identify proposed curriculum refinements geared toward improving student achievement. The Instructional Improvement Plan should be predicated upon completion of the following activities:

<table>
<thead>
<tr>
<th>ELCC Elements</th>
<th>Activities</th>
<th>Artifact number, and/or log sheet date or page number</th>
<th>I</th>
<th>II</th>
<th>III</th>
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<tbody>
<tr>
<td>2.1</td>
<td>Promote Positive School Culture</td>
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<td>A. Prepare an assessment of the school’s culture using multiple methods, taking into account the diversity of the school community (e.g., language, disability, gender, race, SES), geared toward improvement of school programs and culture.</td>
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<td>2.2</td>
<td>Provide Effective Instruction Program</td>
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<td>A. Develop a list of suggestions for incorporation into teacher lesson planning that apply effective principles of instruction geared toward the improvement of instructional practices and curriculum materials.</td>
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<td>B. Serve on a curriculum development/revision committee.</td>
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<td>C. Review the school’s instructional technology plan and make recommendations for improving the delivery of classroom instruction using technology and information systems.</td>
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<td>2.3</td>
<td>Apply Best Practice to Student Learning</td>
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<td>A. Prepare a presentation of best practices for student learning and share</td>
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it with staff.
B. Identify the manner by which teachers accommodate different student learning styles and develop a list of strategies to assist them with this.
C. Complete an Action Research Project.

2.4 Design Comprehensive Professional Growth Plans
A. Review the school’s professional development plan and make recommendations for refinement, based on reflective practice and research on student learning that is consistent with the school vision and goals.
B. Complete a teacher observation/evaluation and participate in a post-observation conference to plan professional development related to observed needs.
C. Explore the in-service and continuing educational opportunities provided by the NJ Principals/Supervisors Association (or other relevant professional organizations) and prepare a personal plan for continuing education and professional growth that reflects a commitment to lifelong learning.

Assessment 4

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<th>III</th>
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| 1.1 | Assists in developing a vision of learning for the school or district that Promotes the Success of All Students.  
A. Summarize the data and information you incorporated into your written vision as it relates to relevant knowledge and theories of learning in a pluralistic society, the diversity of learners and their needs, and schools as interactive social and cultural systems involving social and organizational change. | | | | |
| 1.2 | Demonstrates the ability to articulate the school vision.  
A. Compile for use in development of the vision, data pertaining to student assessment results, student and family demographics, and community needs. | | | | |
| 1.3 | Assists in developing a plan and process for implementing the district vision.  
A. Plan a program to motivate staff, students and families to achieve the vision.  
B. Participate on a committee charged with developing a plan and process implementing the vision through the school and/or community. | | | | |
| 1.4 | Demonstrates the understanding of the role effective communication skills play in building a shared | | | | |
A. Identify at least three mechanisms to be used for effectively communicating with stakeholders in order to promote a shared commitment to the vision.

B. Develop a plan or system for regularly monitoring, evaluating and updating the vision.

C. Prepare a list of audiences to whom the vision should be communicated and make a presentation to one or more of them.

1.5 Demonstrates the ability to communicate effectively with all stakeholders about the implementation of the district vision.
   A. Identify community stakeholders and develop a plan to involve one or more in promoting the vision.
   B. Meet with community stakeholders to involve them in planning.

5.1 Demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.
   A. Attend a student disciplinary conference when a parent is in attendance and analyze the conference in terms of legal, ethical, and fairness issues. Analysis of conference in terms of legal, ethical, and fairness issues.

5.2 Demonstrates the ability to achieve fairness by combining impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
   A. Conduct or participate in a Special Education IEP meeting. Discuss the meeting and how it was handled by school personnel.
   B. Develop a plan to ensure both student and teacher confidentiality with respect to disciplinary matters. Cite an incident as a reference point for the plan.

5.3 Makes and explains decisions based upon ethical and legal principles.
   A. Develop a statement of the intern’s code of ethics with respect to leadership/administrative matters

6.1 Understand the Larger Context
   Obtain information from the School Business Administrator and/or consult the NJ Department of Education's website concerning the level of state aid available to your school district over the last three years. Analyze the impact of any changes by identifying cut or curtailed programs (6.1 a, b, d)

6.2 Demonstrates the ability to analyze and describe the diversity in the school community.
After reviewing the district’s long-range development plan, as it relates to your school, develop a strategic plan (Organizational Management Plan) for improving the learning environment for all students (3.1) that utilizes appropriate models and principles of organizational theory and can be used to make data driven decisions. The plan should take into consideration indicators of equity, effectiveness and efficiency and identify suggestions for effective management and deployment of fiscal, human and material resources aimed at supporting student achievement. Identify strategies for involving staff (3.2) in undertaking needs assessments, setting priorities, and building consensus through use of a collaborative decision making model. Incorporate recommendations for creative utilization of new resources and application of current technologies for school management, business practices, and scheduling (3.3). In formulating and developing the Organizational Management Plan, the following activities should be completed:

### ELCC Elements | Activities
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3.1 Manage the Organization  
A. Assist with the opening or closing of school, including plans for new faculty orientation, opening day ceremonies or close-out procedures; organizing the returning or departing faculty and school plant, preparing schedules, inventories and checklists, and/or ensuring delivery or turn-in of supplies, books and materials. Make recommendations for any needed improvements.  
B. Review and analyze, or develop a department or building budget, including administering and analyzing supply and material requests from staff, following district budget-planning procedures and guidelines. Make recommendations for any needed improvements.  
C. Evaluate the present system of scheduling and organization of the instructional day. Make recommendations for any needed improvements.
### Project III: Community Resources Intervention Plan [Assessment 7.B.]

(Standard 4., Elements 4.1–4.3, Elements 6.1 c,d,e,f,g (Skill Assessment))

In collaboration with parents and community members (4.1), **develop a Community Intervention Plan** that promotes school responsiveness to their interests and diverse needs and characteristics (4.2) and involves them in shared responsibility for student learning and enhanced communication, mobilizing various community resources and service agencies to address emerging student problems (4.3). The Community Resources Intervention Plan should include completion of the following activities.

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<tr>
<td>4.1</td>
<td>Collaborate with Families and Other Community Members</td>
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<td>A, C, H. Organize (h) and lead a meeting of parents and/or community members (a), or develop another means of communication (e.g., online chat,) to discuss their role in positively affecting student learning and share information (c).</td>
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B. Facilitate the design and implementation of a program (e.g., Family Math, Homework Hotline, Family Heath First, etc.) for parents to help them help their children to be successful in school.

D. Develop or participate in the preparation of a school newsletter or website targeting the broader school community or develop a partnership with a local business or college involving a joint enterprise with the school.

F. Plan and administer a parent survey regarding some aspect of their school or department. Data are collected and analyzed and a course of action is recommended.

G. Collaborate with at least one community agency in some matter involving the school or a student.

H. Prepare a news release or an article about the school for a local newspaper or local cable TV.

4.2 Respond to Community Interests and Needs
A. See 4.1 (a,b,c,h).

B. Review the Schools Multi-year Equity Plan needs assessment and analyze the success of the school in meeting diverse school and community conditions and dynamics. If the Plan does not exist, download the Multi-year Equity Plan checklist from the NJ Department of Education website and complete it for your school. (See. 3.2 c).

C. Work closely with the mentor in matters involving student behavioral and learning difficulties, possibly including conferences with parents and students, the school’s Intervention and Referral Services (IR&S) Team, the school’s Child Study Team (CST) and related follow-up activities.

D. Identify any multi-cultural awareness activities planned for your school and recommend improvements. If none exist, prepare a proposal for one.

4.3 Mobilize Community Resources
A. Identify and evaluate at least one community youth service that is or can be used by the school to support student achievement.

B. Address the faculty or another group or prepare or update a written handbook regarding the services that can be provided by various school resources and social service agencies servicing the community.

C. Assist the PTA, a booster group, school foundation or student group with the planning and carrying out of a fund raising
### Understand the Larger Context

C. Ascertain the number of families in your school community who are eligible for free or reduced lunch, your district’s wealth level as identified by the NJ Department of Education, and the extent to which these factors correlate to student performance on State tests.

D. –Addressed on Qualifying Exam.

E. Obtain information from the School Business Administrator and/or consult the NJ Department of Education’s website concerning the level of state aid available to your school district over the last three years. Analyze the impact of any changes by identifying cut or curtailed programs.

F. Review the Schools Multi-year Equity Plan needs assessment and analyze the success of the school in meeting diverse school and community conditions and dynamics. If the Plan does not exist, download the Multi-year Equity Plan checklist from the NJ Department of Education website and complete it for your school. (Note: Same as 4.2)

G. Attend a Board of Education meeting and develop an analysis of the comments addressed to the Board by members of the public, noting the manner in which they reveal a sense of the community’s norms and values relative to the promotion of social justice.