

Handbook

EDU6300 Internship

Principal & Director

This handbook describes the process for proposing, conducting, and documenting a three-credit internship for those in the Martin Luther College Master of Science in Education – Leadership emphasis program.



MARTIN LUTHER COLLEGE



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EDU6300 Internship - 3 Credits
Principal & Director Guidelines

I. Overview

An internship allows a graduate student to receive hands-on experience in an authentic setting. The internship is conducted under the supervision of a field supervisor who is approved by the student's advisor and the director of graduate studies. The field supervisor must have demonstrated proficiency in the same type of setting in which the internship (principal or director) takes place. During the internship the candidate gains experience and demonstrates competency in each of the standards related to the type of administration.

II. Internship Setting

a. Time

A three-credit internship requires 8 consecutive weeks of full days (8 hours) or 200 hours in consecutive days. The internship may take place during the summer, during the academic year, or both.

b. Supervision

The intern is supervised by both a college supervisor (usually the student's advisor) and a field supervisor (Master Principal/Director). A qualified field supervisor must have demonstrated mastery in the area of supervision through appropriate degrees, certification, licensure, and/or experience. The field supervisor must be listed on the internship proposal and approved by both the college supervisor and the director of graduate studies.

Qualifications for field supervisors

- i. Master's Degree or higher with the appropriate school leadership emphasis, Administrative Licensure, or Administrative Certification; and
- ii. 5 or more years of experience in the area of administration for which (s)he is serving as a field supervisor

c. Location

The internship may occur in any school setting that allows the candidate to achieve the internship goals, including the school in which (s)he is currently employed. Prospective principals/directors may work under the direction of their school principal/director if (s)he meets the field supervisor qualification requirements. Current principals/directors may complete the internship in their own setting provided they have a qualified field supervisor available.

III. Internship Procedures/Requirements:

a. Application for the Capstone Project

Candidate must complete the [Capstone Project Application](#) and send it to the Office of Graduate Studies and Continuing Education with payment. (Appendix A)

b. Capstone Proposal

Candidate writes the [capstone proposal](#) according to the guidelines listed on the Graduate Studies website. The proposal is submitted to the advisor and committee for

approval. The proposal includes the specific arrangement of the internship, demonstrating that the time, supervisor, and location meet the guidelines. (Appendix B)

c. Candidate, field supervisor, and college supervisor meeting

After the capstone proposal is approved and before the internship begins, the college supervisor will meet with the candidate and field supervisor to discuss the internship arrangements, review requirements, and answer any questions. (Appendix C)

d. Daily journal or log

The candidate keeps a record of each internship day's activities with reflective questions and comments. The journal should reflect experiences with each of the principal/director standards and any appropriate substandards and log time spent each day. The journal is reviewed weekly by the field and college supervisors, who make comments and answering questions. (Appendix D)

e. Documenting and collecting evidence

The candidate keeps a record of time spent and all documents and other evidence that demonstrates the principal's experience and competency with each principal/director standard.

f. Consultation

The candidate regularly consults with the field and college supervisor on decisions or activities related to the internship.

g. Evaluations

The candidate, field supervisor, and college supervisor meet at the mid and end points of the internship to evaluate the candidate's performance. Candidates must reach a level of competency in all standards to pass the internship. To reach a level of standard competency, all but two of a standard's associated substandards must be rated as a 3 or 4. (Appendix E)

h. Portfolio

The candidate completes a final portfolio that documents the internship experience and demonstrates competency in each principal/director standard. The portfolio documents evidence of meeting each standard, a reflective statement about how the evidence meets the standard, the midpoint and final evaluations, and the daily journal. The candidate's committee reviews and approves the portfolio. (Appendix F)

IV. Principal / Director Standards

Each candidate must demonstrate understanding and competence in each of the principal / director standards. Competency will be demonstrated in the Capstone Project through the Journal and Reflection sections. The reflection will consist of a written description of how each standard is competently met with supporting evidence in the project appendices.

The WELS Principal Standards (Appendix G) or WELS Early Childhood Director Standards (Appendix H) are the standards that must be met through the internship. These standards are aligned to and meet all of the ISLLC standards, but also include additional standards reflecting the unique nature of the WELS principal or director positions.

APPENDIX

Appendix A – Copy of Capstone Project Application

Fillable PDF Online at
<https://mlc-wels.edu/graduate-studies/wp-content/uploads/sites/16/2018/06/11-2016-Capstone-Project-application.pdf>

Master of Science in Education Program



Application for Capstone Project

- Step 1. Consult with advisor regarding your choice for committee members.
- Step 2. Secure committee members' consent to serve.
- Step 3. Complete this application and submit it with the appropriate payment to the Director of Graduate Studies.
- Step 4. The Director of Graduate Studies will respond via email with approval and confirmation of your committee members.
- Step 5. Work closely with your advisor and other committee members to write your proposal and complete your project according to the guidelines in Graduate Studies Bulletin.

Name (Please print)

Email Address

Emphasis

Have you completed 27 credits? Yes No

Review Committee
(Your advisor/or advisor's designee is automatically on the committee. List committee members only after they have consented to serve.)

Advisor

Committee Member

Committee Member

Choice of Project (choose one)

		Tuition Cost
<input type="checkbox"/>	EDU6200 Capstone Project/Professional Paper – Field Project	3 graduate credits
<input type="checkbox"/>	EDU6201 Capstone Project/Professional Paper – Curriculum Development	6 graduate credits
<input type="checkbox"/>	EDU6300 Internship	3 graduate credits
<input type="checkbox"/>	EDU6301 Internship	6 graduate credits
<input type="checkbox"/>	EDU6500 Thesis	6 graduate credits

Please note: You have 12 months to complete the capstone project. If after 12 months the project is not finished you must pay the tuition for a one-credit continuing project course. This charge continues each subsequent term (fall, spring, summer) until the project is completed or you drop the program.

Signature of applicant

Date

Appendix B - Capstone Proposal Format

Internship – 3 credits

An internship allows a graduate student to receive hands-on experience in an authentic setting. The internship is conducted under the supervision of a field supervisor who is approved by the student's advisor and the director of graduate studies. The field supervisor must have demonstrated proficiency in the same type of setting in which the internship (principal or director) takes place. During the internship the candidate gains experience and demonstrates competency in each of the standards related to the type of administration.

The internship proposal will be a five to seven page paper that communicates the purposes and arrangements of the internship to the advisor and committee members. The following outline may guide the proposal.

I. INTRODUCTION

- Purpose / goals of the internship
- Importance of the internship
- Connection to standards

II. LITERATURE REVIEW

- A reporting of the literature that relates to the purposes or goals of the internship, specific conditions in the proposed settings, methods or approaches used in the proposed settings, and/or leadership or management theories or practices that will be utilized as a major part of the experience.

III. DESIGN

- Arrangements of the internship
- Connections to the purpose / goals
- Reflection plans

IV. REFERENCES

V. APPENDICES

Appendix C – Candidate, Field Supervisor, and College Supervisor Meeting

Initial Internship Meeting Agenda

- I. Meeting Date, Time, Location:
- II. Attendees:
- III. Order of Business
 - a. Review of Internship Handbook
 - b. Responsibilities
 - i. College Supervisor
 - ii. Field Supervisor
 - iii. Intern
 - c. Daily Log
 - d. Evaluations
 - i. Mid-point
 - ii. Final
 - e. Questions
- IV. Contact Information

Appendix D – Daily Journal / Log Sample

Collaborative Online Document

Description	Intern Comments	Field/ College Supervisor Comments
Date & Time:	October 12, 2014 (4 hours)	
Activities:	<ol style="list-style-type: none"> 1. Planned faculty meeting 2. Met with family about classroom concerns 3. Visited third and fourth grade classroom (previously schedule, formative) and had follow up meeting 	
Reflection:	<ol style="list-style-type: none"> 1. Checked with playground safety committee regarding report, prepared inservice video, and completed agenda 2. Family concerned about third and fourth grade classroom environment and homework expectations of teachers. They said they met with teacher, but were not satisfied. I shared I would be visiting the classroom later today and would consider their concerns in my observations and discussion with the teacher. Agreed to check back with family in two weeks to see if things have improved. 3. Classroom visit from 1:00 – 2:30 PM for Math and Science. Noted teacher attention to planning, but need for more explicit homework communication through assignments on board or in notebook to help students who need such structure. Teacher receptive in follow-up meeting and an action plan regarding homework directions was created. Also noted that student in question has attention issues. Will note for discussion with parents in two weeks. 	
Standards Addressed:	2e, 5a, b, e, f, g	

Appendix E - Evaluation Forms

Principal Internship Midpoint Evaluation

Score each item and add comments where necessary. Candidates must reach a level of competency in all standards, and each internship requirements must be “yes” to pass the internship after the final evaluation. To reach a level of standard competency for each standard, all but two of the standard’s associated substandard must be rated as a 3 or 4.

(Y = Yes, N = No, NI = Needs Improvement)

Internship Requirements		Rating		
1	Intern completes the daily journal / log.	Y	N	NI
2	Intern logs all activities.	Y	N	NI
3	Intern’s reflections provide rationale, insight, and suggested improvements.	Y	N	NI
4.	Identified standards in the learning log are appropriate to the activities.	Y	N	NI
Comments:				

(1 = No Evidence, 2 = Progressing, 3 = Competent, 4 = Superior)

Principal Standards		Rating			
1	An effective Lutheran school principal is a person of faith.	1	2	3	4
1a	Understands and follows doctrines of the Bible.	1	2	3	4
1b	Accepts the Bible as the absolute truth in matters of faith and life.	1	2	3	4
1c	Models faith both personally and professionally.	1	2	3	4
1d	Displays Christ-like love for all.	1	2	3	4
1e	Is a spiritual leader to faculty, staff, students, families, and, if applicable, with the associated congregation.	1	2	3	4
1f	Acts with integrity, fairness, and ethics.	1	2	3	4
Comments:					
2	An effective Lutheran school principal fosters a Christ-centered vision for the spiritual and academic success of all children under his care.	1	2	3	4
2a	Collaboratively develops and implements a shared vision and mission.	1	2	3	4
2b	Articulates, implements, and guards the vision.	1	2	3	4
2c	Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.	1	2	3	4
2d	Creates and implements plans to achieve goals.	1	2	3	4
2e	Promotes continuous and sustainable improvement.	1	2	3	4
2f	Monitors and evaluates progress and revises plans.	1	2	3	4
Comments:					
3	An effective Lutheran school principal knows how to teach.	1	2	3	4
3a	Understands and utilizes the Wisconsin Ev. Lutheran Synod (WELS) Teaching Standards.	1	2	3	4

3b	Understands the developmental needs of children.	1	2	3	4
3c	Designs and implements differentiated instruction and culturally relevant pedagogy to meet learner needs.	1	2	3	4
3d	Has command of a variety of learning theories and instructional methods.	1	2	3	4
3e	Employs good classroom management.	1	2	3	4
3f	Plans and organizes systematic instruction to meet students' diverse needs and accomplish learning outcomes.	1	2	3	4
3g	Uses informal and formal assessment strategies to measure student progress.	1	2	3	4
Comments:					
4	An effective Lutheran school principal fosters a culture of student spiritual growth and academic achievement.	1	2	3	4
4a	Creates a climate in which all reflect Christ's love and strive for excellence in using His gifts.	1	2	3	4
4b	Develops, monitors, and sustains a Christ-centered curricular and instructional school program together with the faculty.	1	2	3	4
4c	Maximizes school time spent on quality instruction.	1	2	3	4
4d	Advocates for and fosters affirmation , respect, and inclusion of a diverse student body.	1	2	3	4
4e	Promotes the use of technology to support teaching and learning.	1	2	3	4
Comments:					
5	An effective Lutheran school principal enables, supports, and coaches teachers and staff to faithfully serve God's people through the growth and use of their gifts.	1	2	3	4
5a	Guides the development of beginning teachers.	1	2	3	4
5b	Uses formative supervision to guide teacher performance toward improved student learning.	1	2	3	4
5c	Communicates teacher and staff performance through summative evaluations .	1	2	3	4
5d	Works collaboratively with teachers to design comprehensive professional growth plans.	1	2	3	4
5e	Builds teacher capacity to carry out a Christ-centered vision and curricular goals through planned programs of collaborative, sustained, and job-embedded professional development.	1	2	3	4
5f	Develops and maintains a shared faculty Christian culture of trust, collaboration, reflection, and professionalism around student learning.	1	2	3	4
5g	Effectively communicates with faculty and staff.	1	2	3	4
Comments:					
6	An effective Lutheran school principal wisely manages the school facilities and resources for a safe, efficient, organized, and effective learning environment.	1	2	3	4
6a	Organizes the environment to support quality instruction and student learning.	1	2	3	4

6b	Monitors building operations.	1	2	3	4
6c	Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.	1	2	3	4
6d	Promotes and protects the welfare and safety of students and staff.	1	2	3	4
6e	Uses distributive leadership strategies that recognized and utilize the many gifts God gives his Church.	1	2	3	4
6f	Supports and works closely with the school's governing board.	1	2	3	4
Comments:					
7	An effective Lutheran school principal reaches out to and engages the school, congregation, synod, and local community.	1	2	3	4
7a	Builds and sustains Christ-centered relationships with students, families, caregivers, congregation, and community.	1	2	3	4
7b	Engages families and the local congregation in school decision making as appropriate.	1	2	3	4
7c	Collects and analyzes data and information to understand and to respond to the needs of the school's environment.	1	2	3	4
7d	Utilizes community and synod resources to carry out the school's mission.	1	2	3	4
7e	Promotes the school among school families and within the congregation and community.	1	2	3	4
7f	Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.	1	2	3	4
7g	Works cooperatively with synod agencies.	1	2	3	4
7h	Participates in district and synodical responsibilities.	1	2	3	4
Comments:					
8	An effective Lutheran school principal understands both the local and broader context in which the school exists.	1	2	3	4
8a	Serves as an advocate for children, families, and caregivers.	1	2	3	4
8b	Acts to influence congregational, synodical, local, state, and national decisions affecting student learning in Lutheran education.	1	2	3	4
8c	Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	1	2	3	4

candidate signature

date

field supervisor signature

date

college supervisor signature

date

Early Childhood Director Internship Midpoint Evaluation

Score each item and add comments where necessary. Candidates must reach a level of competency in all standards, and each internship requirements must be “yes” to pass the internship after the final evaluation. To reach a level of standard competency for each standard, all but two of the standard’s associated substandard must be rated as a 3 or 4.

(Y = Yes , N = No, NI = Needs Improvement)

Internship Requirements		Rating		
1	Intern completes the daily journal / log.	Y	N	NI
2	Intern logs all activities.	Y	N	NI
3	Intern’s reflections provide rationale, insight, and suggested improvements.	Y	N	NI
4.	Identified standards in the learning log are appropriate to the activities.	Y	N	NI
Comments:				

(1 = No Evidence, 2 = Progressing, 3 = Competent, 4 = Superior)

Early Childhood Director Standards		Rating			
1	An effective Lutheran early childhood director is a person of faith.	1	2	3	4
1a	Understands and follows doctrines of the Bible.	1	2	3	4
1b	Accepts the Bible as the absolute truth in matters of faith and life.	1	2	3	4
1c	Models faith both personally and professionally.	1	2	3	4
1d	Displays Christ-like love for all.	1	2	3	4
1e	Is a spiritual leader to faculty, staff, students, families, and, if applicable, with the associated congregation.	1	2	3	4
1f	Acts with integrity, fairness, and ethics.	1	2	3	4
Comments:					
2	An effective Lutheran early childhood director establishes a clear, Christ-centered vision for the environment that supports the whole child, families, and staff.	1	2	3	4
2a	Collaboratively develops and implements a shared vision and mission.	1	2	3	4
2b	Articulates, implements, and guards the vision.	1	2	3	4
2c	Creates and implements plans to achieve goals.	1	2	3	4
2d	Promotes continuous and sustainable improvement.	1	2	3	4
2e	Monitors and evaluates progress and revises plans.	1	2	3	4
2f	Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.	1	2	3	4
Comments:					

3	An effective Lutheran early childhood director knows how to teach young children.	1	2	3	4
3a	Understands and utilizes the Wisconsin Ev. Lutheran Synod (WELS) Teaching Standards.	1	2	3	4
3b	Understands the developmental needs of children ages 0-8.	1	2	3	4
3c	Designs and implements differentiated instruction and culturally relevant pedagogy to meet learner needs.	1	2	3	4
3d	Has command of a variety of learning theories and instructional methods.	1	2	3	4
3e	Employs positive interactions that enhance young children's development.	1	2	3	4
3f	Plans and organizes systematic instruction to meet students' diverse needs and accomplish learning outcomes.	1	2	3	4
3g	Uses a variety of assessment strategies that are developmentally appropriate.	1	2	3	4
Comments:					
4	An effective Lutheran early childhood director fosters a culture of student spiritual growth and development of the whole child.	1	2	3	4
4a	Creates a climate in which all reflect Christ's love and strive for excellence in using His gifts.	1	2	3	4
4b	Develops, monitors, and sustains a Christ-centered educational school program together with the faculty.	1	2	3	4
4c	Encourages quality adult-child interactions throughout the day.	1	2	3	4
4d	Advocates for and fosters affirmation, respect, and inclusion of a diverse student body.	1	2	3	4
4e	Promotes the use of developmentally appropriate strategies and materials that support teaching and learning.	1	2	3	4
Comments:					
5	An effective Lutheran early childhood director enables, supports, and coaches teachers and staff to faithfully serve God's people through the growth and use of their gifts.	1	2	3	4
5a	Builds teacher, staff, and volunteer capacity to carry out a Christ-centered vision and curricular goals through planned programs of collaborative, sustained, and job-embedded professional development.	1	2	3	4
5b	Guides the development of beginning teachers.	1	2	3	4
5c	Uses formative supervision to guide teacher, staff, and volunteer performance toward improved student growth.	1	2	3	4
5d	Communicates teacher and staff performance through summative evaluations.	1	2	3	4
5e	Works collaboratively with teachers, staff, and volunteers to design comprehensive professional growth plans that align to state and/or local requirements.	1	2	3	4
5f	Develops, models, and maintains a shared faculty Christian culture of trust, collaboration, reflection, and professionalism around student growth.	1	2	3	4

Comments:					
6	An effective Lutheran early childhood director wisely manages the school facilities and resources for a safe, efficient, organized, and effective learning environment.	1	2	3	4
6a	Organizes the environment to support quality instruction and student growth.	1	2	3	4
6b	Monitors building operations, upholding state and/or local regulations.	1	2	3	4
6c	Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.	1	2	3	4
6d	Promotes and protects the welfare and safety of students and staff.	1	2	3	4
6e	Uses distributive leadership strategies that recognized and utilize the many gifts God gives his Church.	1	2	3	4
6f	Supervises all business operations as defined by the congregation's governing board.	1	2	3	4
6g	Supports and works closely with the school's governing board.	1	2	3	4
Comments:					
7	An effective Lutheran early childhood director engages the school, congregation, synod, and local community.	1	2	3	4
7a	Builds and sustains Christ-centered relationships with students, families, caregivers, congregation, and community.	1	2	3	4
7b	Engages families and the local congregation in early childhood decision making as appropriate.	1	2	3	4
7c	Collects and analyzes data and information to understand and to respond to the needs of the early childhood ministry's environment.	1	2	3	4
7d	Utilizes community, state, national, and synod resources to carry out the early childhood ministry's mission.	1	2	3	4
7e	Promotes the early childhood ministry among school families and within the congregation and community.	1	2	3	4
7f	Builds a connection between the early childhood ministry and the Lutheran elementary school when one exists in the congregation.	1	2	3	4
7g	Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.	1	2	3	4
7h	Works cooperatively with synod agencies.	1	2	3	4
7i	Participates in district and synodical responsibilities.	1	2	3	4
Comments:					
8	An effective Lutheran early childhood director understands both the local and broader context in which the school exists.	1	2	3	4
8a	Serves as an advocate for children, families, and caregivers.	1	2	3	4

8b	Seeks to build awareness of synodical, community, state, and national decisions affecting student learning in Lutheran education.	1	2	3	4
8c	Acts to influence congregational, synodical, local, state, and national decisions affecting student learning in Lutheran education.	1	2	3	4
8d	Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies for the early childhood ministry.	1	2	3	4

candidate signature

date

field supervisor signature

date

college supervisor signature

date

Principal Internship Final Evaluation

Score each item and add comments where necessary. Candidates must reach a level of competency in all standards, and each internship requirements must be “yes” to pass the internship after the final evaluation. To reach a level of standard competency for each standard, all but two of the standard’s associated substandard must be rated as a 3 or 4.

(Y = Yes , N = No, NI = Needs Improvement)

Internship Requirements		Rating		
1	Intern completes the daily journal / log.	Y	N	NI
2	Intern logs all activities.	Y	N	NI
3	Intern’s reflections provide rationale, insight, and suggested improvements.	Y	N	NI
4.	Identified standards in the learning log are appropriate to the activities.	Y	N	NI
Comments:				

(1 = No Evidence, 2 = Progressing, 3 = Competent, 4 = Superior)

Principal Standards		Rating			
1	An effective Lutheran school principal is a person of faith.	1	2	3	4
1a	Understands and follows doctrines of the Bible.	1	2	3	4
1b	Accepts the Bible as the absolute truth in matters of faith and life.	1	2	3	4
1c	Models faith both personally and professionally.	1	2	3	4
1d	Displays Christ-like love for all.	1	2	3	4
1e	Is a spiritual leader to faculty, staff, students, families, and, if applicable, with the associated congregation.	1	2	3	4
1f	Acts with integrity, fairness, and ethics.	1	2	3	4
Comments:					
2	An effective Lutheran school principal fosters a Christ-centered vision for the spiritual and academic success of all children under his care.	1	2	3	4
2a	Collaboratively develops and implements a shared vision and mission.	1	2	3	4
2b	Articulates, implements, and guards the vision.	1	2	3	4
2c	Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.	1	2	3	4
2d	Creates and implements plans to achieve goals.	1	2	3	4
2e	Promotes continuous and sustainable improvement.	1	2	3	4
2f	Monitors and evaluates progress and revises plans.	1	2	3	4
Comments:					
3	An effective Lutheran school principal knows how to teach.	1	2	3	4
3a	Understands and utilizes the Wisconsin Ev. Lutheran Synod (WELS) Teaching Standards.	1	2	3	4

3b	Understands the developmental needs of children.	1	2	3	4
3c	Designs and implements differentiated instruction and culturally relevant pedagogy to meet learner needs.	1	2	3	4
3d	Has command of a variety of learning theories and instructional methods.	1	2	3	4
3e	Employs good classroom management.	1	2	3	4
3f	Plans and organizes systematic instruction to meet students' diverse needs and accomplish learning outcomes.	1	2	3	4
3g	Uses informal and formal assessment strategies to measure student progress.	1	2	3	4
Comments:					
4	An effective Lutheran school principal fosters a culture of student spiritual growth and academic achievement.	1	2	3	4
4a	Creates a climate in which all reflect Christ's love and strive for excellence in using His gifts.	1	2	3	4
4b	Develops, monitors, and sustains a Christ-centered curricular and instructional school program together with the faculty.	1	2	3	4
4c	Maximizes school time spent on quality instruction.	1	2	3	4
4d	Advocates for and fosters affirmation , respect, and inclusion of a diverse student body.	1	2	3	4
4e	Promotes the use of technology to support teaching and learning.	1	2	3	4
Comments:					
5	An effective Lutheran school principal enables, supports, and coaches teachers and staff to faithfully serve God's people through the growth and use of their gifts.	1	2	3	4
5a	Guides the development of beginning teachers.	1	2	3	4
5b	Uses formative supervision to guide teacher performance toward improved student learning.	1	2	3	4
5c	Communicates teacher and staff performance through summative evaluations .	1	2	3	4
5d	Works collaboratively with teachers to design comprehensive professional growth plans.	1	2	3	4
5e	Builds teacher capacity to carry out a Christ-centered vision and curricular goals through planned programs of collaborative, sustained, and job-embedded professional development.	1	2	3	4
5f	Develops and maintains a shared faculty Christian culture of trust, collaboration, reflection, and professionalism around student learning.	1	2	3	4
5g	Effectively communicates with faculty and staff.	1	2	3	4
Comments:					
6	An effective Lutheran school principal wisely manages the school facilities and resources for a safe, efficient, organized, and effective learning environment.	1	2	3	4
6a	Organizes the environment to support quality instruction and student learning.	1	2	3	4

6b	Monitors building operations.	1	2	3	4
6c	Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.	1	2	3	4
6d	Promotes and protects the welfare and safety of students and staff.	1	2	3	4
6e	Uses distributive leadership strategies that recognized and utilize the many gifts God gives his Church.	1	2	3	4
6f	Supports and works closely with the school's governing board.	1	2	3	4
Comments:					
7	An effective Lutheran school principal reaches out to and engages the school, congregation, synod, and local community.	1	2	3	4
7a	Builds and sustains Christ-centered relationships with students, families, caregivers, congregation, and community.	1	2	3	4
7b	Engages families and the local congregation in school decision making as appropriate.	1	2	3	4
7c	Collects and analyzes data and information to understand and to respond to the needs of the school's environment.	1	2	3	4
7d	Utilizes community and synod resources to carry out the school's mission.	1	2	3	4
7e	Promotes the school among school families and within the congregation and community.	1	2	3	4
7f	Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.	1	2	3	4
7g	Works cooperatively with synod agencies.	1	2	3	4
7h	Participates in district and synodical responsibilities.	1	2	3	4
Comments:					
8	An effective Lutheran school principal understands both the local and broader context in which the school exists.	1	2	3	4
8a	Serves as an advocate for children, families, and caregivers.	1	2	3	4
8b	Acts to influence congregational, synodical, local, state, and national decisions affecting student learning in Lutheran education.	1	2	3	4
8c	Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	1	2	3	4

Each item above must be scored as a YES or as a 3 or 4 to pass.

candidate signature

date

field supervisor signature

date

college supervisor signature

date

Early Childhood Director Internship Final Evaluation

Score each item and add comments where necessary. Candidates must reach a level of competency in all standards, and each internship requirements must be “yes” to pass the internship after the final evaluation. To reach a level of standard competency for each standard, all but two of the standard’s associated substandard must be rated as a 3 or 4.

(Y = Yes , N = No, NI = Needs Improvement)

Internship Requirements		Rating		
1	Intern completes the daily journal / log.	Y	N	NI
2	Intern logs all activities.	Y	N	NI
3	Intern’s reflections provide rationale, insight, and suggested improvements.	Y	N	NI
4.	Identified standards in the learning log are appropriate to the activities.	Y	N	NI
Comments:				

(1 = No Evidence, 2 = Progressing, 3 = Competent, 4 = Superior)

Early Childhood Director Standards		Rating			
1	An effective Lutheran early childhood director is a person of faith.	1	2	3	4
1a	Understands and follows doctrines of the Bible.	1	2	3	4
1b	Accepts the Bible as the absolute truth in matters of faith and life.	1	2	3	4
1c	Models faith both personally and professionally.	1	2	3	4
1d	Displays Christ-like love for all.	1	2	3	4
1e	Is a spiritual leader to faculty, staff, students, families, and, if applicable, with the associated congregation.	1	2	3	4
1f	Acts with integrity, fairness, and ethics.	1	2	3	4
Comments:					
2	An effective Lutheran early childhood director establishes a clear, Christ-centered vision for the environment that supports the whole child, families, and staff.	1	2	3	4
2a	Collaboratively develops and implements a shared vision and mission.	1	2	3	4
2b	Articulates, implements, and guards the vision.	1	2	3	4
2c	Creates and implements plans to achieve goals.	1	2	3	4
2d	Promotes continuous and sustainable improvement.	1	2	3	4
2e	Monitors and evaluates progress and revises plans.	1	2	3	4
2f	Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.	1	2	3	4
Comments:					

3	An effective Lutheran early childhood director knows how to teach young children.	1	2	3	4
3a	Understands and utilizes the Wisconsin Ev. Lutheran Synod (WELS) Teaching Standards.	1	2	3	4
3b	Understands the developmental needs of children ages 0-8.	1	2	3	4
3c	Designs and implements differentiated instruction and culturally relevant pedagogy to meet learner needs.	1	2	3	4
3d	Has command of a variety of learning theories and instructional methods.	1	2	3	4
3e	Employs positive interactions that enhance young children's development.	1	2	3	4
3f	Plans and organizes systematic instruction to meet students' diverse needs and accomplish learning outcomes.	1	2	3	4
3g	Uses a variety of assessment strategies that are developmentally appropriate.	1	2	3	4
Comments:					
4	An effective Lutheran early childhood director fosters a culture of student spiritual growth and development of the whole child.	1	2	3	4
4a	Creates a climate in which all reflect Christ's love and strive for excellence in using His gifts.	1	2	3	4
4b	Develops, monitors, and sustains a Christ-centered educational school program together with the faculty.	1	2	3	4
4c	Encourages quality adult-child interactions throughout the day.	1	2	3	4
4d	Advocates for and fosters affirmation , respect, and inclusion of a diverse student body.	1	2	3	4
4e	Promotes the use of developmentally appropriate strategies and materials that support teaching and learning.	1	2	3	4
Comments:					
5	An effective Lutheran early childhood director enables, supports, and coaches teachers and staff to faithfully serve God's people through the growth and use of their gifts.	1	2	3	4
5a	Builds teacher, staff, and volunteer capacity to carry out a Christ-centered vision and curricular goals through planned programs of collaborative, sustained, and job-embedded professional development.	1	2	3	4
5b	Guides the development of beginning teachers.	1	2	3	4
5c	Uses formative supervision to guide teacher, staff, and volunteer performance toward improved student growth.	1	2	3	4
5d	Communicates teacher and staff performance through summative evaluations.	1	2	3	4
5e	Works collaboratively with teachers, staff, and volunteers to design comprehensive professional growth plans that align to state and/or local requirements.	1	2	3	4
5f	Develops, models, and maintains a shared faculty Christian culture of trust, collaboration, reflection, and professionalism around student growth.	1	2	3	4

Comments:					
6	An effective Lutheran early childhood director wisely manages the school facilities and resources for a safe, efficient, organized, and effective learning environment.	1	2	3	4
6a	Organizes the environment to support quality instruction and student growth.	1	2	3	4
6b	Monitors building operations, upholding state and/or local regulations.	1	2	3	4
6c	Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.	1	2	3	4
6d	Promotes and protects the welfare and safety of students and staff.	1	2	3	4
6e	Uses distributive leadership strategies that recognized and utilize the many gifts God gives his Church.	1	2	3	4
6f	Supervises all business operations as defined by the congregation's governing board.	1	2	3	4
6g	Supports and works closely with the school's governing board.	1	2	3	4
Comments:					
7	An effective Lutheran early childhood director engages the school, congregation, synod, and local community.	1	2	3	4
7a	Builds and sustains Christ-centered relationships with students, families, caregivers, congregation, and community.	1	2	3	4
7b	Engages families and the local congregation in early childhood decision making as appropriate.	1	2	3	4
7c	Collects and analyzes data and information to understand and to respond to the needs of the early childhood ministry's environment.	1	2	3	4
7d	Utilizes community, state, national, and synod resources to carry out the early childhood ministry's mission.	1	2	3	4
7e	Promotes the early childhood ministry among school families and within the congregation and community.	1	2	3	4
7f	Builds a connection between the early childhood ministry and the Lutheran elementary school when one exists in the congregation.	1	2	3	4
7g	Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.	1	2	3	4
7h	Works cooperatively with synod agencies.	1	2	3	4
7i	Participates in district and synodical responsibilities.	1	2	3	4
Comments:					
8	An effective Lutheran early childhood director understands both the local and broader context in which the school exists.	1	2	3	4
8a	Serves as an advocate for children, families, and caregivers.	1	2	3	4

8b	Seeks to build awareness of synodical, community, state, and national decisions affecting student learning in Lutheran education.	1	2	3	4
8c	Acts to influence congregational, synodical, local, state, and national decisions affecting student learning in Lutheran education.	1	2	3	4
8d	Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies for the early childhood ministry.	1	2	3	4

Each item above must be scored as a YES or as a 3 or 4 to pass.

candidate signature

date

field supervisor signature

date

college supervisor signature

date

Appendix F – Internship Project Outline

Internship

The candidate completes a portfolio that documents the internship experience and demonstrates competency in each principal/director standard. The portfolio documents evidence of meeting each standard, a reflective statement about how the evidence meets the standard, the midpoint and final evaluations, and the daily journal. The candidate's committee reviews and approves the portfolio.

The portfolio follows this format.

WELS Principal Standard One

1. *Reflective statement:* A written statement of 300 – 500 words that explains how the evidence you provide demonstrates your mastery of the standard.
2. *Evidence:* Gather multiple pieces of evidence demonstrating your mastery of the standard. Evidence may include written communication, documentation of leadership tasks or initiatives, parent or teacher testimonials, video demonstration, or any other evidence directly related to the standard or the various elements (standards). It is not necessary to have evidence for each element or substandard, and some evidence may fit the standard but not relate directly to an element.

WELS Principal Standard Two

1. *Reflective statement*
2. *Evidence*

WELS Principal Standard Three

1. *Reflective statement*
2. *Evidence*

WELS Principal Standard Four

1. *Reflective statement*
2. *Evidence*

WELS Principal Standard Five

1. *Reflective statement*
2. *Evidence*

WELS Principal Standard Six

1. *Reflective statement*
2. *Evidence*

WELS Principal Standard Seven

1. *Reflective statement*
2. *Evidence*

WELS Principal Standard Eight

1. *Reflective statement*
2. *Evidence*

Midpoint Evaluation

Final Evaluation

Daily Journal (including record of hours)

Appendix G - Standards for WELS School Principals

Domain I: Spiritual Leadership

STANDARD ONE: An effective Lutheran school principal is a person of faith.

- a. Understands and follows doctrines of the Bible
- b. Accepts the Bible as the absolute truth in matters of faith and life
- c. Models faith both personally and professionally
- d. Displays Christ-like love for all
- e. Is a spiritual leader to faculty, staff, students, families, and, if applicable, within the associated congregation
- f. Acts with integrity, fairness, and ethics

STANDARD TWO: An effective Lutheran school principal fosters a Christ-centered vision for the spiritual and academic success of all children under his care

- a. Collaboratively develops and implements a shared vision and mission
- b. Articulates, implements, and guards the vision
- c. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning
- d. Creates and implements plans to achieve goals
- e. Promotes continuous and sustainable improvement
- f. Monitors and evaluates progress and revise plans

Domain II: Instructional Leadership

STANDARD THREE: An effective Lutheran school principal knows how to teach.

- a. Understands and utilizes the Wisconsin Ev. Lutheran Synod (WELS) Teaching Standards
- b. Understands the developmental needs of children
- c. Designs and implements differentiated instruction and culturally relevant pedagogy to meet learner needs
- d. Has command of a variety of learning theories and instructional methods
- e. Employs good classroom management
- f. Plans and organizes systematic instruction to meet students' diverse needs and accomplish learning outcomes

- g. Uses informal and formal assessment strategies to measure student progress

STANDARD FOUR: An effective Lutheran school principal fosters a culture of student spiritual growth and academic achievement.

- a. Creates a climate in which all reflect Christ's love and strive for excellence in using His gifts
- b. Develops, monitors, and sustains a Christ-centered curricular and instructional school program together with the faculty
- c. Maximizes school time spent on quality instruction
- d. Advocates for and fosters affirmation, respect, and inclusion of a diverse student body
- e. Promotes the use of technology to support teaching and learning

STANDARD FIVE: An effective Lutheran school principal enables, supports, and coaches teachers and staff to faithfully serve God's people through the growth and use of their gifts

- a. Guides the development of beginning teachers
- b. Uses formative supervision to guide teacher performance toward improved student learning.
- c. Communicates teacher and staff performance through summative evaluations
- d. Works collaboratively with teachers to design comprehensive professional growth plans
- e. Builds teacher capacity to carry out a Christ-centered vision and curricular goals through planned programs of collaborative, sustained, and job-embedded professional development
- f. Develops and maintains a shared faculty Christian culture of trust, collaboration, reflection, and professionalism around student learning.
- g. Effectively communicates with faculty and staff.

Domain III: Administrative Leadership

STANDARD SIX: An effective Lutheran school principal wisely manages the school facilities and resources for a safe, efficient, organized, and effective learning environment.

- a. Organizes the environment to support quality instruction and student learning
- b. Monitors building operations
- c. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources
- d. Promotes and protects the welfare and safety of students and staff
- e. Uses distributive leadership strategies that recognize and utilize the many gifts God gives to his church

- f. Supports and works closely with the school's governing board

Domain IV: Community Leadership

STANDARD SEVEN: An effective Lutheran school principal reaches out to and engages the school, congregation, synod, and local community.

- a. Builds and sustains Christ-centered relationships with students, families, caregivers, congregation, and community
- b. Engages families and the local congregation in school decision making as appropriate
- c. Collects and analyzes data and information to understand and to respond to the needs of the school's environment
- d. Utilizes community and synod resources to carry out the school's mission
- e. Promotes the school among school families and within the congregation and community
- f. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- g. Works cooperatively with synod agencies
- h. Participates in district and synodical responsibilities

STANDARD EIGHT: An effective Lutheran school principal understands both the local and broader context in which the school exists.

- a. Serves as an advocate for children, families, and caregivers
- b. Acts to influence congregational, syndical, local, state, and national decisions affecting student learning Lutheran education
- c. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies

WELS Principal Standards Compared to Interstate School Leaders Licensure Consortium (ISLCC) Standards

WELS Principal Standards (2012)	ISLCC Standards (2008)
<p>Standard 1</p> <p>An effective Lutheran school principal is a person of faith.</p> <ul style="list-style-type: none"> a. Understands and follows doctrines of the Bible b. Accepts the Bible as the absolute truth in matters of faith and life c. Models faith both personally and professionally d. Displays Christ-like love for all e. Is a spiritual leader to faculty, staff, students, families, and, if applicable, within the associated congregation f. Acts with integrity, fairness, equity, and ethics 	<p>Standard 5</p> <p>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p> <ul style="list-style-type: none"> a. Ensure a systems of accountability for every student’s academic and social success b. Model principles of self-awareness, reflective practice, transparency, and ethical behavior c. Safeguard the values of democracy, equity, and diversity d. Consider and evaluate the potential moral and legal consequences of decision-making e. Promote social justice and ensure that individual student needs inform all aspects of schooling
<p>Standard 2</p> <p>An effective Lutheran school principal fosters a Christ-centered vision for the spiritual and academic success of all children under his care</p> <ul style="list-style-type: none"> a. Collaboratively develops and implements a shared vision and mission b. Articulates, implements, and guards the vision c. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning d. Creates and implements plans to achieve goals e. Promotes continuous and sustainable improvement f. Monitors and evaluates progress and revise plans 	<p>Standard 1</p> <p>An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders</p> <ul style="list-style-type: none"> a. Collaboratively develop and implement a shared vision and mission b. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning c. Create and implement plans to achieve goals d. Promote continuous and sustainable improvement e. Monitor and evaluate progress and revise plans
<p>Standard 3</p> <p>An effective Lutheran school principal knows how to teach.</p>	

<ul style="list-style-type: none"> a. Understands and utilizes the Wisconsin Ev. Lutheran Synod (WELS) Teaching Standards b. Understands the developmental needs of children c. Has command of a variety of learning theories d. Employs good classroom management e. Implements a variety of instructional methods and assessments f. Designs and implements differentiated instruction to meet learner needs g. Uses culturally relevant pedagogy. 	<p>Standard 2</p> <p>An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.</p> <ul style="list-style-type: none"> a. Nurture and sustain a culture of collaboration, trust, learning, and high expectations b. Create a comprehensive, rigorous, and coherent curricular program c. Create a personalized and motivating learning environment for students d. Supervise instruction e. Develop assessment and accountability systems to monitor student progress f. Develop the instructional and leadership capacity of staff g. Maximize time spent on quality instruction h. Promote the use of the most effective and appropriate technologies to support teaching and learning i. Monitor and evaluate the impact of the instructional program
<p>Standard 4</p> <p>An effective Lutheran school principal fosters a culture of student spiritual growth and academic achievement.</p> <ul style="list-style-type: none"> a. Creates a climate in which all reflect Christ’s love and strive for excellence in using His gifts b. Develops, monitors, and sustains a Christ-centered curricular and instructional school program together with the faculty c. Maximizes time spent on quality instruction d. Advocates for and fosters affirmation, respect, and inclusion of a diverse student body e. Promotes the use of technology to support teaching and learning 	
<p>Standard 5</p> <p>An effective Lutheran school principal enables, supports, and coaches teachers and staff to faithfully serve God’s people through the growth and use of their gifts</p> <ul style="list-style-type: none"> 1. Guides the development of beginning teachers 2. Uses formative assessment practices to improve instruction 	

<p>and to build teacher and staff capacity</p> <ol style="list-style-type: none"> 3. Communicates teacher and staff performance through summative evaluations 4. Works collaboratively with teachers to design comprehensive professional growth plans 5. Builds teacher capacity to carry vision and curricular goals through planned programs of collaborative, sustained, and job-embedded professional development 6. Develops and maintains a shared faculty culture of trust, collaboration, reflection, and professionalism around student learning. 	
<p>Standards 6</p> <p>An effective Lutheran school principal wisely manages the school facilities and resources for a safe, efficient, organized, and effective learning environment.</p> <ol style="list-style-type: none"> a. Organizes the environment to support quality instruction and student learning b. Monitors building operations c. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources d. Promotes and protects the welfare and safety of students and staff e. Uses distributive leadership strategies that recognize and utilize the many gifts God gives to his church f. Supports and works closely with the school’s governing board 	<p>Standard 3</p> <p>An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <ol style="list-style-type: none"> a. Monitor and evaluate the management and operational systems b. Obtain, allocate, align, and efficiently utilize human fiscal, and technological resources c. Promote and protect the welfare and safety of students and staff d. Develop the capacity for distributed leadership e. Ensure teacher and organizational time is focused to support quality instruction and student learning
<p>Standard 7</p> <p>An effective Lutheran school principal reaches out to and engages the</p>	<p>Standard 4</p> <p>An education leader promotes the success of every student by collaborating with faculty and community members, responding to</p>

<p>school, congregation, and local community.</p> <ul style="list-style-type: none"> a. Builds and sustains Christ-centered relationships with students, families, caregivers, congregation, and community b. Engages families and the local congregation in school decision making as appropriate c. Collects and analyzes data and information to understand and to respond to the needs of the school's environment d. Utilizes community and synod resources to carry out the school's mission e. Promotes the school among school families and within the congregation and community f. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources g. Works cooperatively with synod agencies 	<p>diverse community interests and needs, and mobilizing community resources.</p> <ul style="list-style-type: none"> a. Collect and analyze data and information pertinent to the educational environment b. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources c. Build and sustain positive relationships with families and caregivers d. Build and sustain productive relationships with community partners
<p>Standard 8</p> <p>An effective Lutheran school principal understands both the local and broader context in which the school exists.</p> <ul style="list-style-type: none"> a. Serves as an advocate for children, families, and caregivers b. Acts to influence congregational, syndical, local, state, and national decisions affecting student learning c. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies 	<p>Standard 6</p> <p>An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p> <ul style="list-style-type: none"> a. Advocate for children, families, and caregivers b. Act to influence local, district, state, and national decisions affecting student learning c. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Appendix H - Standards for WELS Early Childhood Directors

The purpose of these standards is to guide the development and implementation of the training of WELS Early Childhood Directors. There are four major domains: (I) Spiritual Leadership, (II) Instructional Leadership, (III) Administrative Leadership, and (IV) Community Leadership. Major themes across all domains are the establishment of a Christ-centered vision for the child care center, the use of high quality developmentally appropriate practices for early childhood, and the focus on a whole child approach to learning. In practice these standards should nurture the spiritual, social, emotional, physical, and cognitive development of the child, develop the spiritual and professional growth of the staff, and provide the necessary support for families to ensure the whole child development of their children.

Domain I: Spiritual Leadership

STANDARD ONE: An effective Lutheran early childhood director is a person of faith.

- a. Understands and follows doctrines of the Bible
- b. Accepts the Bible as the absolute truth in matters of faith and life
- c. Models faith both personally and professionally
- d. Displays Christ-like love for all
- e. Is a spiritual leader to faculty, staff, students, families, and, if applicable, within the associated congregation
- f. Acts with integrity, fairness, and ethics

STANDARD TWO: An effective Lutheran early childhood director establishes a clear, Christ-centered vision for an environment that supports the whole child, families, and staff.

- a. Collaboratively develops and implements a shared vision and mission
- b. Articulates, implements, and guards the vision
- c. Creates and implements plans to achieve goals
- d. Promotes continuous and sustainable improvement
- e. Monitors and evaluates progress and revises plans
- f. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning

Domain II: Instructional Leadership

STANDARD THREE: An effective Lutheran early childhood director knows how to teach young children.

- a. Understands and utilizes the Wisconsin Ev. Lutheran Synod (WELS) Teaching Standards
- b. Understands the developmental needs of children ages 0-8
- c. Designs and implements differentiated instruction and culturally relevant pedagogy to meet learner needs
- d. Has command of a variety of learning theories and instructional methods

- e. Employs positive interactions that enhance young children’s development
- f. Plans and organizes systematic instruction to meet students’ diverse needs and accomplish learning outcomes
- g. Uses a variety of assessment strategies that are developmentally appropriate

STANDARD FOUR: An effective Lutheran early childhood director fosters a culture of student spiritual growth and development of the whole child.

- a. Creates a climate in which all reflect Christ’s love and strive for excellence in using his gifts
- b. Develops, monitors, and sustains a high-quality, Christ-centered educational program together with the faculty
- c. Encourages quality adult-child interactions throughout the day
- d. Advocates for and fosters affirmation, respect, and inclusion of a diverse student body
- e. Promotes the use of developmentally appropriate strategies and materials that support teaching and learning

STANDARD FIVE: An effective Lutheran early childhood director enables, supports, and coaches teachers and staff to faithfully serve God’s people through the growth and use of their gifts.

- a. Builds teacher, staff, and volunteer capacity to carry out a Christ-centered vision and curricular goals through planned programs of collaborative, sustained, and job-embedded professional development
- b. Guides the development of beginning teachers
- c. Uses formative supervision to guide teacher, staff, and volunteer performance toward improved student growth
- d. Communicates teacher and staff performance through summative evaluations
- e. Works collaboratively with teachers, staff, and volunteers to design comprehensive professional growth plans that align with state and/or local requirements
- f. Develops, models, and maintains a shared faculty Christian culture of trust, collaboration, reflection, and professionalism for student growth

Domain III: Administrative Leadership

STANDARD SIX: An effective Lutheran early childhood director wisely manages the school facilities and resources for a safe, efficient, organized, and effective learning environment.

- a. Organizes the environment to support quality instruction and student growth
- b. Monitors building operations, upholding state and/or local regulations
- c. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources
- d. Promotes and protects the welfare and safety of students and staff
- e. Uses distributive leadership strategies that recognize and utilize the many gifts God gives to his church
- f. Supervises all business operations as defined by the congregation’s governing board
- g. Supports and works closely with the congregation’s governing board

Domain IV: Community Leadership

STANDARD SEVEN: An effective Lutheran early childhood director engages the school, congregation, synod, and local community.

- a. Builds and sustains Christ-centered relationships with students, families, caregivers, congregation, and community
- b. Engages families and the local congregation in early childhood ministry decision making as appropriate
- c. Collects and analyzes data and information to understand and to respond to the needs of the early childhood ministry's environment
- d. Utilizes community, state, national, and synodical resources to carry out the early childhood ministry's mission
- e. Promotes the early childhood ministry among school families and within the congregation and community
- f. Builds a connection between the ECM and the LES when one exists in the congregation
- g. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- h. Works cooperatively with synod agencies
- i. Participates in district and synodical responsibilities

STANDARD EIGHT: An effective Lutheran early childhood director understands both the local and broader context in which the school exists.

- a. Serves as an advocate for children, families, and caregivers
- b. Seeks to build awareness of synodical, community, state, and national early childhood organizations and resources
- c. Acts to influence congregational, synodical, local, state, and national decisions affecting student learning in Lutheran education
- d. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies for the early childhood ministry