GEORGE MASON UNIVERSITY GRADUATE SCHOOL OF EDUCATION

Education Leadership Program

EDLE 791 Section 601, Spring 2014 Internship in Education Leadership

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Schedule Information

Meeting Times: Thursdays: January 30, February 20, March 20, April 3. Classes

will meet from 7:50 - 9:50 p.m. Individual meetings by

appointment to finalize internship plans.

All students are expected to attend **every** class session. If you have a personal problem that will prevent you from attending class,

please contact me by telephone or e-mail ahead of time.

Location: Woodbridge High School, Room 2117

Course Description

EDLE 791 Internship in Education Leadership (3:3:0)

Authentic educational settings. Activities emphasize strategic, instructional, organizational, political, and community leadership.

Prerequisite(s): Admission to the program or MEd in EDLE with a concentration in Special Education Leadership; EDLE 620 or 743 (may be taken concurrently)

Notes: Course must be taken in second term of program.

Nature of course delivery

Students will engage in reading and discussion to understand the major tasks of the internship. There will also be presentations to help students learn how to develop their internship plans, how to submit their work in progress, and how to build the Collective Record.

Program vision: The Education Leadership Program is dedicated to improving the quality of pre-K-12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

Course Objectives

Students taking this course will:

- 1. Know and understand how to apply planning, assessment, and instructional leadership that builds collective professional capacity;
- 2. Understand and apply their knowledge of systems theory and organization theory;
- 3. Apply management and leadership skills that achieve effective and efficient organizational operations;
- 4. Understand the purpose of education and the role of professionalism in advancing educational goals;
- 5. Apply basic leadership theories and understand influences that impact schools; and
- 6. Pursue improved student learning.

Student Outcomes and Course Goals

At the conclusion of this course, successful students should be able to:

- 1. Take on leadership roles within their home schools, schools at another level, and the central office with confidence and competence;
- 2. Reflect on what they have learned through their leadership experiences;
- 3. Engage in self reflection and improvement, including participation in a 360 degree-type of evaluation and a site supervisor evaluation; and
- 4. Lead a specific, focused school improvement project.

All candidates seeking state licensure in PK-12 Administration & Supervision are required by both the state and other accrediting agencies to complete a standards-based internship. The internship provides opportunities to apply theory to practice within a broad range of leadership and administrative tasks. The central focus of the internship is on planning, experiencing, and reflecting on major responsibilities in school administration and supervision. The internship focuses on the development of skills in the six areas defined within the ELCC standards for school leaders.

Students registered for EDLE 791 should be taking **EDLE 690 – Using Research to Lead School Improvement** or should have already completed this class. (As a culminating activity in the EDLE 690 class, students develop a plan for implementing a school improvement project that becomes the capstone field experience within their internship.)

Enrollment in the internship must total not fewer than three credit hours, representing a minimum of 320 clock-hours of field-based internship experiences. The completion of the internship takes place over a period of *not fewer than* 12 months. Candidates must complete and submit their Collective Record within 18 months of the date their Internship Plan is approved by their University Supervisor.

The University Supervisor may require revision and resubmission of the Collective Record, and/or completion of additional internship activities in order to successfully complete the internship. Candidates must complete the internship and receive a satisfactory grade within 24 months of the first day of the semester in which they enrolled in EDLE 791. Failure to satisfactorily complete the Collective Record and be graded in

EDLE 791 will result in being assigned an NC (no credit) grade. Candidates who exceed the 24-month time limit may re-enroll in EDLE 791 to complete their internships

Students complete a set of **required activities** that scaffold to each of the ELCC standards, representing approximately half of the internship activities. One of the distinctive features of the internship within the EDLE program is that the remaining portion of the internship is designed based on a self-assessment of leadership competencies and career objectives.

Your internship plan is based on dialogue with your university supervisor and site supervisor, and your assessment of the leadership experiences that best demonstrate your knowledge and ability to perform the leadership proficiencies embodied in the ELCC standards.

A main goal of the initial semester of EDLE 791 is completion of the internship plan. Plans are based on ELCC standards. Approval of the internship plan marks the candidate's admission to clinical practice in the EDLE program. Candidates <u>must</u> receive approval of their internship plan from their university supervisor <u>before</u> they may engage in internship activities.

Relationship of Course Goals to Program Goals

EDLE 791 student outcomes and activities are directly related to all ELCC Standards and the following program goals:

- Study and application of theories
- Reflective practice
- Improvement of communication skills
- Development of skills in bringing about change
- Utilization of technology as a management tool

National Standards and Virginia Competencies

This course addresses all six **ELCC Standards** (see appendix to this syllabus). This course addresses the following **VDOE Competencies**:

The program in administration and supervision preK-12 shall ensure that the candidate has demonstrated the following competencies:

- (a) Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including;
- (1) Principles of student motivation, growth, and development as a foundation for age and grade-appropriate curriculum, instruction, and assessment;
- (2) Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;
- (3) Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment; and
- (7) Identification, analysis, and resolution of problems using effective problem-solving techniques.
- (b) Knowledge, understanding and application of systems and organizations, including;

- (1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models; and
- (2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans; and
- (4) Using data as a part of ongoing program evaluation to inform and lead change.
- (c) Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including;
- (2) Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community; and
- (5) Principles and issues related to school facilities and use of space and time.
- (e) Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including;
- (2) Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community; and
- (5) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.
- (f) Knowledge, understanding and application of basic leadership theories and influences that impact schools including;
- (4) Identify and apply the processes of educational policy development at the state, local, and school level; and
- (5) Identify and demonstrate ways to influence educational policy development at the state, local, and school level.
- (g) Embedded learning strategies for improved student learning totaling at least 120 clock hours including:
- (1) Experiential activities that complement, implement, and parallel the university curriculum:
- (2) Complete a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship shall be focused on learning for all students and shall occur in a public school or accredit nonpublic school; and
- (3) Satisfy the requirements for the school leaders licensure assessment prescribed by the Board of Education (Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.)

Course Materials

Readings:

York-Barr, J., Sommers, W., Ghere, G., Montie, J. (2006). *Reflective practice to improve schools* (2nd edition). Thousand Oaks, CA: Corwin Press.

Internship Manual for School Administration and Supervision Candidates (available via TaskStream)

ELCC Standards (available via TaskStream)

Outside-of-Class Resources:

All students are required to use Taskstream (http://www.taskstream.com), CEHD's online assessment system, as part of this course. I will use TaskStream to post all handouts for the course and to receive and assess student work. All journals, logs, and the Collective Record will be submitted through Taskstream. Thus, students are required to use word processing software and need access to a personal computer that is linked to the Internet (preferably through a high-speed connection).

Every student registered for any EDLE course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

All students are required to activate their GMU e-mail accounts and check e-mail daily. If you are uncertain about how to do this, please see me.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance

Students are expected to attend every class for its entirety. Emergencies sometimes arise; if you need to be absent from class, please notify me in advance by telephone or e-mail. If you miss **two sessions or more**, **you will be assigned a grade of NC and will be required to re-enroll in EDLE 791 on campus and pay full tuition**. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will jeopardize your course grade and be at risk for receiving an NC grade.

General Expectations

Specific requirements in the internship are described in detail in the Internship Manual. **These include the following:**

- 1. The intern will understand and demonstrate proficiencies and dispositions consistent with the ELCC Standards for School Leaders.
- 2. The intern will work with his/her university supervisor, site supervisor, and other school leaders to prepare an Internship Plan that describes field experiences the intern will pursue in order to demonstrate his/her development of the range of leadership proficiencies associated with each standard. The internship plan will include each of

- the required activities, including enactment and evaluation of the School Improvement Project planned during completion of EDLE 690.
- 3. The intern will implement the internship plan (previously approved by the University Supervisor). During implementation, the intern will maintain up-to-date records, including internship hour verification; frequent reflective journal entries demonstrating growth and understanding; and compilation of artifacts reflecting accomplishments. The final portfolio must include descriptions, artifacts, and reflections for each of the required activities.
- 4. Internship activities will result in a *minimum* of 320 clock-hours of field-based experience. Experiences should include a balance of activities, some of which will be outside of the primary area of assignment. Experiences must be completed and described in the reflective journal in at least three of the four areas of assignment (high, elementary, middle, and/or central office). At least 40-hours must be logged in each of the secondary assignments.
- 5. The intern will participate in at least one meeting with the University Supervisor per semester.
- 6. The intern will complete a Collective Record (electronic portfolio) of internship accomplishments. The preparation of the Collective Record is an ongoing and culminating part of the internship experience.
- 7. The intern will seek guidance and feedback from the site supervisor throughout completion of field experiences, and solicit a summative assessment in the form of the *Evaluation of Student Intern*, which is completed by the site supervisor at the end of the internship.
- 8. The intern will present the web-based Collective Record to the university supervisor upon completion of all requirements. An individual meeting will be conducted to discuss the Collective Record and internship experiences prior to completion of the course.

Taking and passing the School Leaders Licensure Assessment (SLLA) is a requirement for receiving an S grade for EDLE 791. The candidate's SLLA record must be scanned into the appropriate section of the Collective Record. The SLLA is a required performance for EDLE 791.

This course takes place over an extended period of time, so students receive a grade of IP ("in-progress") at the end of the first semester. Students are ultimately graded as "satisfactory" (S) or "no credit" (NC).

Students are required to submit journals and logs every two months for the first 12 months of the internship (see schedule below). Any student who fails to submit journals and logs by two due dates during the 12-month period will be assigned a grade of NC and will be required to re-enroll in EDLE 791 on campus and pay full tuition.

Students experiencing extenuating circumstances must notify the University Supervisor and arrange for deadline extensions well in advance of the relevant deadline(s).

George Mason University Policies and Resources for Students

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check It regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CEHD Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

Tentative Class Schedule (Subject to Change)

Session	Topic	Reading Assignments	Writing Assignments
January 30	 Introduction to Internship Application Building the plan 	• Internship manual, all	

	Using standards		
	TaskStream		
February 20	 Understanding and applying ELCC standards The meaning of reflective practice Collaboration 	• RPIS Chapters 1-3	Completed and signed Internship Application Form (Appendix D)
March 20	 Peer review of internship plans School improvement projects as reflective practice 	• RPIS – 5-7	Internship plan— first draft
April 3	 Understanding submissions Logs and journals Collective Record 		Internship plan— final draft
July 15, 2014			First log/journal submission
October 15, 2014			Second log/journal submission
December15, 2014			Third log/journal submission
February15, 2015			Fourth log/journal submission
April 15, 2015			Fifth log/journal submission

FOUR STEPS FOR SUCCESSFULLY COMPLETING EDLE 791-INTERNSHIP

Step#1--- Participate in all group meetings in the first semester (Spring 2014), complete and submit required forms...and complete, submit and receive approval of your internship plan.

Step#2--- Complete and submit all scheduled logs and journals in a timely manner, per schedule established in the course syllabus.

Step#3--- Register for and complete the SLLA and submit your passing score on the SLLA into your collective record template using Taskstream

Step#4--- Complete, submit and receive a passing grade on your internship collective record, using the approved EDLE 791 template by January 2016...and participate in a final individual meeting with your university supervisor (Balzano).

	Required Activity (approximate hour minimum)
Standard 1	 Serve as a member or leader of the school improvement planning team (16) Compare and contrast your school's mission statement with the district's mission and strategic goals, and with at least one other school's mission statement. Prepare recommendations for updating the mission; present recommendations to

	administration (6)
Standard 2	 Implement and evaluate the school improvement project (60) Lead a staff development program based on assessed needs of the school and the school's vision and goals (12) Conduct walkthrough observations using a template or observation tool that exists in your school. Meet with an assistant principal and discuss data that were collected. Follow up with teachers to the extent recommended by the assistant principal (8)
Standard 3	 Review hiring procedures at your school, and participate in the process of interviewing potential new hires (8) Participate in the development of the school's master schedule and/or the school budget proposal (8) Participate in a building maintenance or safety audit or walk-through (6)
Standard 4	 Organize and participate in an activity that involves parents and/or families in students' learning (12) Organize and run one or more community focus groups dealing with suggestions for improving visibility and communications with the local school community. Present recommendations to administration (12)
Standard 5	 Lead a group of fellow professionals in the school to study your school's disciplinary procedures and practices, with an emphasis on fairness and equity. Prepare recommendations for improvement (8) Attend one or more special education placement or annual review meetings (8)
Standard 6	 Attend at least 1 school board meeting and record actions taken and reasons for the actions, including policies and regulations that affect schools or the educational opportunity of students (6) Participate in or lead the process of writing a grant application for the school (8)

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.

ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC Standard Element 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC Standard Element 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff.

ELCC Standard Element 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC Standard Element 3.5: Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard Element 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.

ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an

ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.

ELCC Standard Element 5.2: Candidates understand and can model principles of self awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.

ELCC Standard Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC Standard Element 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies

ELCC Standard Element 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment

ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

EDLE791 COLLECTIVE RECORD 2011 ELCC STANDARDS

Levels	Exceeds	Meets	Approaching	Falls Below
Criteria	Expectations	Expectations	Expectations	Expectations
	4	3	2	1
ELCC 1.1:	Candidate provides	Candidate provides	Candidate provides	Candidate does not
Develop, articulate,	evidence of a	evidence of an	evidence of some	provide evidence, or
implement, and	superior ability to	adequate ability to	ability to	demonstrates an
steward a vision	collaboratively	collaboratively	collaboratively	inability to
	develop, articulate,	develop, articulate,	develop, articulate,	collaboratively
	implement,	implement,	implement,	develop, articulate,
	and steward a	and steward a	and steward a shared	implement,
	shared vision of	shared vision of	vision of learning for	and steward a shared
	learning for a	learning for a	a school.	vision of learning for
	school.	school.		a school.
ELCC 1.2: Use	Candidate provides	Candidate provides	Candidate provides	Candidate does not
data, plan, and	evidence of a	evidence of an	evidence of some	provide evidence, or
achieve school	superior ability to	adequate ability to	ability to collect and	demonstrates an
goals	collect and use data	collect and use data	use data to	inability to collect
	to identify school	to	identify school goals,	and use data to
	goals, assess	identify school	assess organizational	identify school goals,
	organizational effectiveness, and	goals, assess organizational	effectiveness, and create and implement	assess organizational effectiveness, and
	create and	effectiveness, and	plans to achieve	create and implement
	implement plans to	create and	school goals.	plans to achieve
	achieve school	implement	school goals.	school goals.
	goals.	plans to achieve		school goals.
	gours.	school goals.		
ELCC 1.3:	Candidate provides	Candidate provides	Candidate provides	Candidate does not
Promote continual	evidence of a	evidence of an	evidence of some	provide evidence, or
and sustainable	superior ability to	adequate ability to	ability to promote	demonstrates an
school	promote continual	promote continual	continual and	inability to promote
improvement	and	and	sustainable school	continual and
	sustainable school	sustainable school	improvement.	sustainable school
	improvement.	improvement.		improvement.
ELCC 1.4:	Candidate provides	Candidate provides	Candidate provides	Candidate does not
Evaluate school	evidence of a	evidence of an	evidence of some	provide evidence, or
progress and plans	superior ability to	adequate ability to	ability to evaluate	demonstrates an
	evaluate school	evaluate school	school progress	inability to evaluate
	progress	progress	and revise school	school progress
	and revise school	and revise school	plans supported by	and revise school
	plans supported by school	plans supported by school	school stakeholders.	plans supported by school stakeholders.
	stakeholders.	stakeholders.		school stakeholders.
2.1 Promotes	Candidate provides	Candidate provides	Candidate provides	Candidate does not
positive school	evidence of a	evidence of an	evidence of some	provide evidence, or
culture	candidate's	adequate ability to	ability to sustain a	demonstrates an
	superior ability to	sustain a school	school culture and	inability to sustain a
	sustain a school	culture and	instructional	school culture and
	culture and	instructional	program conducive to	instructional
	instructional	program conducive	student learning	program conducive to
	program conducive	to student learning	through	student learning
	to student learning	through	collaboration, trust,	through
	through	collaboration, trust,	and a personalized	collaboration, trust,
	collaboration, trust,	and a personalized	learning environment	and a personalized
	and a personalized	learning	with high	learning environment
	learning	environment with	expectations for	with high
	environment with	high expectations	students.	expectations for

	high expectations for students.	for students.		students.
2.2 Create and evaluate instructional program	Candidate provides evidence of a superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Candidate provides evidence of an adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Candidate provides evidence of some ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Candidate does not provide evidence, or demonstrates an inability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
2.3 Develop and supervise instruction	Candidate provides evidence of a superior ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate provides evidence of an adequate ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate provides evidence of some ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate does not provide evidence, or demonstrates an inability to develop and supervise the instructional and leadership capacity of school staff.
2.4 Effective use of technologies	Candidate provides evidence of a superior ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	Candidate provides evidence of an adequate ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	Candidate provides evidence of some ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	Candidate does not provide evidence, or demonstrates an inability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.
3.1 School management and operation	Candidate provides evidence of a superior ability to monitor and evaluate school management and operational systems.	Candidate provides evidence of an adequate ability to monitor and evaluate school management and operational systems.	Candidate provides evidence of some ability to monitor and evaluate school management and operational systems.	Candidate does not provide evidence, or demonstrates an inability to monitor and evaluate school management and operational systems.
3.2 Manage resources	Candidate provides evidence of a superior ability to efficiently use human, fiscal, and technological resources to manage school operations.	Candidate provides evidence of an adequate ability to efficiently use human, fiscal, and technological resources to manage school operations.	Candidate provides evidence of some ability to efficiently use human, fiscal, and technological resources to manage school operations.	Candidate does not provide evidence, or demonstrates an inability to efficiently use human, fiscal, and technological resources to manage school operations.
3.3 School safety	Candidate provides evidence of a superior ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	Candidate provides evidence of an adequate ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	Candidate provides evidence of some ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	Candidate does not provide evidence, or demonstrates an inability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

3.4 Distributed	Candidate provides	Candidate provides	Candidate provides	Candidate does not
leadership	evidence of a	evidence of an	evidence of some	provide evidence, or
r	superior ability to	adequate ability to	ability to develop	demonstrates an
	develop school	develop school	school capacity for	inability to develop
	capacity for	capacity for	distributed	school capacity for
	distributed	distributed	leadership.	distributed
	leadership.	leadership.		leadership.
3.5 Teacher and	Candidate provides	Candidate provides	Candidate provides	Candidate does not
organizational time	evidence of a	evidence of an	evidence of some	provide evidence, or
organizational time	superior ability to	adequate ability to	ability to ensure	demonstrates an
	ensure teacher and	ensure teacher and	teacher and	inability to ensure
	organizational time	organizational time	organizational time	teacher and
	focuses	focuses	focuses on supporting	organizational time
	on supporting high-	on supporting high-	high-quality school	focuses on supporting
	quality school	quality school	instruction and	high-quality school
	instruction and	instruction and	student learning.	instruction and
	student learning.	student learning.	student rearning.	student learning.
4.1 Collaborate	Candidate provides	Candidate provides	Candidate provides	Candidate does not
with Families to	evidence of a	evidence of an	evidence of some	provide evidence, or
		adequate ability to	ability to collaborate	demonstrates an
collect community	superior ability to collaborate with	collaborate with		inability to
info			with faculty and	collaborate with
	faculty and	faculty and	community members	
	community	community	by collecting and	faculty and
	members by	members by	analyzing	community members
	collecting and	collecting and	information pertinent	by collecting and
	analyzing	analyzing	to the improvement	analyzing
	information	information	of the	information pertinent
	pertinent to the	pertinent to the	school's educational	to the improvement
	improvement of the	improvement of the	environment.	of the
	school's	school's		school's educational
	educational	educational		environment.
4004133	environment.	environment.	0 111 11	0 111 1
4.2 Mobilize	Candidate provides	Candidate provides	Candidate provides	Candidate does not
community	evidence of a	evidence of an	evidence of some	provide evidence, or
resources	superior ability to	adequate ability to	ability to mobilize	demonstrates an
	mobilize .	mobilize	community resources	inability to mobilize
	community	community	by promoting	community resources
	resources by	resources by	an understanding,	by promoting
	promoting	promoting an	appreciation, and use	an understanding,
	an understanding,	understanding,	of diverse cultural,	appreciation, and use
	appreciation, and	appreciation, and	social, and	of diverse cultural,
	use of diverse	use of diverse	intellectual	social, and
	cultural, social, and	cultural, social, and	resources within the	intellectual
	intellectual	intellectual	school community.	resources within the
	resources within the	resources within		school community.
	school community.	the school		
		community.		
4.3 Building	Candidate provides	Candidate provides	Candidate provides	Candidate does not
relationships with	evidence of a	evidence of an	evidence of some	provide evidence, or
families	superior ability to	adequate ability to	ability to respond to	demonstrates an
	respond to	respond to	community interests	inability to respond to
	community	community	and needs by building	community interests
	interests and needs	interests and needs	and sustaining	and needs by building
	by	by	positive school	and sustaining
	building and	building and	relationships with	positive school
	sustaining positive	sustaining positive	families and	relationships with
	school relationships	school	caregivers.	families and
	with families and	relationships with		caregivers.
	caregivers.	families and		
		caregivers.		
<u> </u>	<u> </u>	1	<u> </u>	l .

4.4 Building	Candidate provides	Candidate provides	Candidate provides	Candidate does not
relationships with	evidence of a	evidence of an	evidence of some	provide evidence, or
community	superior ability to	adequate ability to	ability to respond to	demonstrates an
partners	respond to	respond to	community interests	inability to respond to
	community	community	and needs by building	respond to
	interests and needs	interests and needs	and sustaining	community interests
	by	by	productive school	and needs by building
	building and	building and	relationships with	and sustaining
	sustaining	sustaining	community partners.	productive school
	productive school	productive school		relationships with
	relationships with	relationships with		community partners.
	community	community		
5.1 Act with	partners. Candidate provides	partners. Candidate provides	Candidate provides	Candidate does not
integrity & fairness	evidence of a	evidence of an	evidence of some	provide evidence, or
for accountability	superior ability to	adequate ability to	ability to act with	demonstrates an
101 accountability	act with integrity	act with integrity	integrity and fairness	inability to act with
	and fairness to	and fairness to	to ensure a school	integrity and fairness
	ensure a school	ensure a school	system of	to ensure a
	system of	system of	accountability for	school system of
	accountability for	accountability for	every student's	accountability for
	every student's	every student's	academic and social	every student's
	academic and social	academic and	success.	academic and social
	success.	social success.		success.
5.2 Models	Candidate provides	Candidate provides	Candidate provides	Candidate does not
integrity,	evidence of a	evidence of an	evidence of some	provide evidence, or
transparency,	superior ability to	adequate ability to	ability to model	demonstrates an
ethical behavior	model principles of	model principles of	principles of self-	inability to model
	self-awareness,	self-awareness,	awareness, reflective	principles of self-
	reflective practice,	reflective practice,	practice,	awareness, reflective
	transparency, and ethical behavior as	transparency, and ethical behavior as	transparency, and ethical behavior as	practice, transparency, and
	related to his/her	related to his/her	related to his/her role	ethical behavior as
	role within the	role within the	within the school.	related to his/her role
	school.	school.	within the sensor.	within the school.
5.3 Democracy,	Candidate provides	Candidate provides	Candidate provides	Candidate does not
equity, diversity	evidence of a	evidence of an	evidence of some	provide evidence, or
	superior ability to	adequate ability to	ability to safeguard	demonstrates an
	safeguard the	safeguard the	the values of	inability to safeguard
	values of	values of	democracy, equity,	the values of
	democracy, equity,	democracy, equity,	and diversity within	democracy, equity,
	and	and	the school.	and diversity within
	diversity within the	diversity within the		the school.
F 4 Mana1 11. 1	school.	school.	Candidata '1	Candidata 1
5.4 Moral and legal	Candidate provides	Candidate provides	Candidate provides	Candidate does not
consequences of decisions	evidence of a superior ability to	evidence of an adequate ability to	evidence of some ability to evaluate the	provide evidence, or demonstrates an
UCCISIONS	evaluate the	evaluate the	potential moral and	inability to evaluate
	potential moral and	potential moral and	legal	the potential moral
	legal consequences	legal consequences	consequences of	and legal
	of decision making	of decision making	decision making in	consequences of
	in the school.	in the school.	the school.	decision making in
				the school.
5.5 Promote social	Candidate provides	Candidate provides	Candidate provides	Candidate does not
justice	evidence of a	evidence of an	evidence of some	provide evidence, or
	superior ability to	adequate ability to	ability to promote	demonstrates an
	promote social	promote social	social justice within	inability to promote
	justice within the	justice within the	the school to ensure	social justice within
	school to ensure	school to ensure	that individual	the school to
	that individual	that individual	student needs inform	ensure that individual

	student needs	student needs	all aspects of	student needs inform
		~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	_	
	inform all aspects	inform all aspects	schooling.	all aspects of
	of schooling.	of schooling.		schooling.
6.1 Act as an	Candidate provides	Candidate provides	Candidate provides	Candidate does not
advocate	evidence of a	evidence of an	evidence of some	provide evidence, or
	superior ability to	adequate ability to	ability to advocate for	demonstrates an
	advocate for school	advocate for school	school students,	inability to advocate
	students, families,	students, families,	families, and	for school students,
	and	and	caregivers.	families, and
	caregivers.	caregivers.		caregivers.
6.2 Influence the	Candidate provides	Candidate provides	Candidate provides	Candidate does not
larger context	evidence of a	evidence of an	evidence of some	provide evidence, or
	superior ability to	adequate ability to	ability to act to	demonstrates an
	act to influence	act to influence	influence local,	inability to act to
	local, district, state,	local, district, state,	district, state, and	influence local,
	and national	and national	national decisions	district, state, and
	decisions affecting	decisions affecting	affecting student	national decisions
	student learning in	student learning in	learning in a school	affecting student
	a school	a school	environment.	learning in a school
	environment.	environment.		environment.
6.3 Emerging	Candidate provides	Candidate provides	Candidate provides	Candidate does not
trends	evidence of a	evidence of an	evidence of some	provide evidence, or
	superior ability to	adequate ability to	ability to anticipate	demonstrates an
	anticipate and	anticipate and	and assess emerging	inability to anticipate
	assess emerging	assess emerging	trends and initiatives	and assess emerging
	trends and	trends and	in order to adapt	trends and
	initiatives in order	initiatives in order	school-based	initiatives in order to
	to adapt school-	to adapt school-	leadership strategies.	adapt school-based
	based leadership	based leadership		leadership strategies.
	strategies.	strategies.		

## EDLE791 SCHOOL IMPROVEMENT PROJECT 2011 ELCC STANDARDS

Levels Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 1.1: Candidate's SIP project demonstrates ability to develop, articulate, implement, and steward a vision	Candidate provides evidence of a superior ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	Candidate provides evidence of an adequate ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	Candidate provides evidence of some ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	Candidate does not provide evidence, or demonstrates an inability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
ELCC 1.2: Candidate's SIP project demonstrates ability to use data, plan, and achieve school goals	Candidate provides evidence of a superior ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate provides evidence of an adequate ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate provides evidence of some ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate does not provide evidence, or demonstrates an inability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
ELCC 1.3: Candidate's SIP project demonstrates ability to promote continual and sustainable school improvement ELCC 1.4: Candidate's SIP project demonstrates ability to evaluate school progress and plans	Candidate provides evidence of a superior ability to promote continual and sustainable school improvement.  Candidate provides evidence of a superior ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement.  Candidate provides evidence of an adequate ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate provides evidence of some ability to promote continual and sustainable school improvement.  Candidate provides evidence of some ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate does not provide evidence, or demonstrates an inability to promote continual and sustainable school improvement.  Candidate does not provide evidence, or demonstrates an inability to evaluate school progress and revise school plans supported by school stakeholders.
2.2 Candidate's SIP project demonstrates ability to create and evaluate instructional program	Candidate provides evidence of a superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Candidate provides evidence of an adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Candidate provides evidence of some ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Candidate does not provide evidence, or demonstrates an inability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3 Candidate's	Candidate provides	Candidate provides	Candidate provides	Candidate does not
SIP project	evidence of a	evidence of an	evidence of some	provide evidence,
demonstrates	superior ability to	adequate ability to	ability to develop and	or demonstrates an
ability to develop	develop and	develop and	supervise the	inability to develop
and supervise	supervise the	supervise the	instructional and	and supervise the
instructional and	instructional and	instructional and	leadership capacity of	instructional and
leadership capacity	leadership capacity	leadership capacity	school staff.	leadership capacity
of staff	of school staff.	of school staff.		of school staff.
3.2 Candidate's	Candidate provides	Candidate provides	Candidate provides	Candidate does not
SIP project	evidence of a	evidence of an	evidence of some	provide evidence,
demonstrates	superior ability to	adequate ability to	ability to efficiently	or demonstrates an
ability to manage resources	efficiently use human, fiscal, and	efficiently use human, fiscal, and	use human, fiscal, and technological	inability to efficiently use
resources	technological	technological	resources to manage	human, fiscal, and
	resources to manage	resources to manage	school operations.	technological
	school operations.	school operations.	school operations.	resources to
	sensor operations.	senoor operations.		manage school
				operations.
3.4 Candidate's	Candidate provides	Candidate provides	Candidate provides	Candidate does not
SIP project	evidence of a	evidence of an	evidence of some	provide evidence,
demonstrates	superior ability to	adequate ability to	ability to develop	or demonstrates an
ability to distribute	develop school	develop school	school capacity for	inability to develop
leadership	capacity for	capacity for	distributed	school capacity for
	distributed	distributed	leadership.	distributed
4.1.0	leadership.	leadership.	0 111	leadership.
4.1 Candidate's	Candidate provides evidence of a	Candidate provides evidence of an	Candidate provides evidence of some	Candidate does not
SIP project demonstrates	superior ability to	adequate ability to	ability to collaborate	provide evidence, or demonstrates an
ability to	collaborate with	collaborate with	with faculty and	inability to
collaborate	faculty and	faculty and	community members	collaborate with
with families and	community members	community	by collecting and	faculty and
staff to collect and	by collecting and	members by	analyzing	community
analyze	analyzing	collecting and	information pertinent	members by
information	information pertinent	analyzing	to the improvement	collecting and
	to the improvement	information	of the school's	analyzing
	of the	pertinent to the	educational	information
	school's educational	improvement of the	environment.	pertinent to the
	environment.	school's educational		improvement of the
		environment.		school's
				educational environment.
4.3 Candidate's	Candidate provides	Candidate provides	Candidate provides	Candidate does not
SIP project	evidence of a	evidence of an	evidence of some	provide evidence,
demonstrates	superior ability to	adequate ability to	ability to respond to	or demonstrates an
ability to build	respond to	respond to	community interests	inability to respond
relationships with	community interests	community interests	and needs by building	to community
families	and needs by	and needs by	and sustaining	interests and needs
	building and	building and	positive school	by building and
	sustaining positive	sustaining positive	relationships with	sustaining positive
	school relationships	school relationships	families and	school
	with families and	with families and	caregivers.	relationships with
	caregivers.	caregivers.		families and
5.1 Candidate's	Candidate provides	Candidate provides	Candidate provides	caregivers. Candidate does not
SIP project	evidence of a	evidence of an	evidence of some	provide evidence,
demonstrates	superior ability to act	adequate ability to	ability to act with	or demonstrates an
ability to act with	with integrity and	act with integrity	integrity and fairness	inability to act with
integrity & fairness	fairness to ensure a	and fairness to	to ensure a school	integrity and
to ensure	school system of	ensure a school	system of	fairness to ensure a
accountability				

	every student's	accountability for	every student's	accountability for
	academic and social	every student's	academic and social	every student's
	success.	academic and social	success.	academic and
	~	success.	~	social success.
5.2 Candidate's	Candidate provides	Candidate provides	Candidate provides	Candidate does not
SIP project	evidence of a	evidence of an	evidence of some	provide evidence,
demonstrates	superior ability to	adequate ability to	ability to model	or demonstrates an
ability to model	model principles of	model principles of	principles of self-	inability to model
integrity,	self-awareness,	self-awareness,	awareness, reflective	principles of self-
transparency,	reflective practice,	reflective practice,	practice,	awareness,
ethical behavior	transparency, and	transparency, and	transparency, and	reflective practice,
	ethical behavior as	ethical behavior as	ethical behavior as	transparency, and
	related to his/her role	related to his/her	related to his/her role	ethical behavior as
	within the school.	role within the	within the school.	related to his/her
		school.		role within the
				school.
5.4 Candidate's	Candidate provides	Candidate provides	Candidate provides	Candidate does not
SIP project	evidence of a	evidence of an	evidence of some	provide evidence,
demonstrates	superior ability to	adequate ability to	ability to evaluate the	or demonstrates an
ability to evaluate	evaluate the potential	evaluate the	potential moral and	inability to
moral and legal	moral and legal	potential moral and	legal	evaluate the
consequences of	consequences of	legal consequences	consequences of	potential moral and
decisions	decision making in	of decision making	decision making in	legal
	the school.	in the school.	the school.	consequences of
				decision making in
	~	~	~	the school.
6.1 Candidate's	Candidate provides	Candidate provides	Candidate provides	Candidate does not
SIP project	evidence of a	evidence of an	evidence of some	provide evidence,
demonstrates	superior ability to	adequate ability to	ability to advocate for	or demonstrates an
ability to act as an	advocate for school	advocate for school	school students,	inability to
advocate	students, families,	students, families,	families, and	advocate for school
	and .	and .	caregivers.	students, families,
	caregivers.	caregivers.		and .
620 111 1	G 11.1	G 11.1	G 11.1	caregivers.
6.2 Candidate's	Candidate provides	Candidate provides	Candidate provides	Candidate does not
SIP project	evidence of a	evidence of an	evidence of some	provide evidence,
demonstrates	superior ability to act	adequate ability to	ability to act to	or demonstrates an
ability to influence	to influence local &	act to influence local	influence local &	inability to
local decisions	district decisions	& district decisions	district decisions	influence local &
affecting student	affecting student	affecting student	affecting student	district decisions
learning	learning in a school	learning in a school	learning in a school	affecting student
	environment.	environment.	environment.	learning in a school
				environment.