EDLE 791.DL1 Internship in Education Leadership

Spring 2015 (3 credit hours)

Instructor:	Sonya Douglass Horsford, Ed.D.
Title:	Associate Professor
Email:	shorsfor@gmu.edu
Phone:	(702) 339-7407 (cell); (703) 993-3634 (office)
Office Hours:	Tuesdays, 2:00 – 4:00 p.m., and by appointment
Office Location:	Thompson Hall Room 1305, Fairfax Campus
Course Term:	January 20 – May 2, 2016
Course Location:	Blackboard (Bb)

COURSE DESCRIPTION

This course provides candidates in the Education Leadership Program with an intensive and extensive set of field experiences in a variety of school settings. In the first semester, candidates plan the internship experience, and over the next year enact their internship, reflect and document internship experiences and prepare a culminating online portfolio that summarizes their accomplishments.

COURSE DELIVERY METHOD

This course will be delivered online using an asynchronous (not "real time") format via Blackboard (Bb) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 20, 2015.

COURSE LEARNING 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.

COURSE LEARNING OUTCOMES

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.

PROGRAM LEARNING OBJECTIVES

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

Each M.Ed. licensure course has at least one Performance-Based Assessment (PBA) as required by the program. The PBA for this course is the Collective Record.

This course addresses all of the **ELCC Standards,** and the following corresponding components of the Virginia Standards for School Leaders:

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.)

REQUIRED TEXTS

There are no required texts for this course, however, students will be required to download and read the following:

1. EDLE 791 Internship in Education Leadership Internship Manual, Fall 2014 (v. DE-1.0) (http://masononline.gmu.edu/wp-content/uploads/EDLE-Internship-Manual-Fall2014-vDE1.pdf)
2. ELCC Standards - Building Level (2011 version) (http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676)

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit this assessment to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

TECHNOLOGY REQUIREMENTS

- **High-Speed Internet Access:** with a standard up-to-date browser like Google Chrome, Internet Explorer, or Mozilla Firefox. Opera and Safari are not compatible with Blackboard.
- **Blackboard (Bb):** This course will be delivered on GMU's Blackboard platform, so students are required to have access to Blackboard. A Blackboard site is available to all students enrolled in the course at: http://mymason.gmu.edu. You need to log on using your GMU user name and password.
- **Email:** Students are also required to activate and monitor their GMU e-mail accounts, which will serve as the primary mode of communication outside of Blackboard. Per university policy in compliance with federal law, the professor will only communicate with students via their GMU email accounts, and will be unable to respond to emails sent from other accounts (i.e., gmail, yahoo, work email, etc.) Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 24 hours, excluding weekends.
- **WordPress:** You will use WordPress and a template created for you by the EDLE program to create and use a blog to post periodic reflections as you enact your internship, receive periodic feedback on your progress, and to assemble your Collective Record.
- Students may also be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- **Kaltura**: You will use Kaltura to record video presentations as needed.

- **Bb Collaborate:** You will communicate with your colleagues and instructor using Bb Collaborate for both group collaborate sessions and the instructor's virtual office hours. We may also use Skype and Google Hangout as possible video communication platforms when needed.

INTERNSHIP REQUIREMENTS

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 <u>planning</u>, <u>experiencing</u>, and <u>reflecting on</u> 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 Building 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.)

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 (the instructor for this class) and site supervisor (a licensed administrator you chose, typically from your home school), and your assessment of the leadership experiences that best demonstrate your knowledge and ability to perform the leadership proficiencies embodied in the ELCC standards.

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 their his or 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 record and internship experiences prior to completion of the course.

The "Internship Clock" – 12 to 18 months

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 culminating portfolio, the Collective Record, within 18 months of the date their Internship Plan is approved by their University Supervisor (the instructor for this class).

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 date their Internship Plan is approved by their University Supervisor. Failure to satisfactorily complete the Collective Record 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

Online Expectations

- **Login Frequency**: Students must actively check the Blackboard course site and their GMU email for communications from the instructor at least two (2) times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology and seek assistance if they are struggling with technical components of the course.

- **Technical Issues**: Students should expect to experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least two times a week (during the first semester)** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues, we can meet virtually via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest you always re-read your responses carefully before you post. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other, but sharing information and learning from one another as well as from the instructor.

GRADING

Students can earn a total of 1000 points in this course. Graded assignments account for 800 points of the overall grade, while online course participation accounts for 200 points, as explained below. Students must earn 800 points to successfully complete the internship.

Since this course takes place over an extended period of time, students receive a grade of IP ("in-progress") at the end of the first semester. Ultimately, students will receive a grade of either "satisfactory" (S) or "no credit" (NC). As such, for each unit of this class, students are graded as "S" or "NC." A grade of "NC" for any unit indicates that the student has not fulfilled the requirements of the internship and must register anew for the class in a subsequent semester.

Course Participation (200 points)

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous course activities and serve as critical friends to other students. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade. Please refer to the Course Participation Rubric for details.

Graded Assignments (800 points)

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

1. **Unit 1: Planning the Internship (100 points)**

   The main focus of your first semester of EDLE 791 is to plan, design, and complete your Internship Plan based on ELCC standards. Approval of your Internship Plan by your site supervisor and university supervisor marks the culmination of the unit and is the candidate's admission to clinical practice in the EDLE program. Candidates must receive approval of their internship plan from their university supervisor before they may engage in internship activities. A grade of "S" will be assigned if you earn 80 or more points on this unit.

   - Syllabus quiz (10 points)
   - Internship application (10 points)
   - Critical reflection – shadowing your principal (10 points)
   - Group assignment – Standards and activities (20 points)
   - Submit plan to university supervisor for final approval (50 points)

2. **Unit 2: Conducting the Internship (200 points)**

   This unit focuses on the implementation of your approved Internship plan, i.e., conducting your internship. Students are required to post journals regularly to a blog created for that purpose using WordPress. At least every two months, the intern will submit to the instructor a complete log of internship activities; the instructor will provide feedback to help monitor progress. A grade of "S" will be assigned if you earn 80 or more points on this unit.

   - Bi-monthly submission of internship logs (20 points per submission, total of 10 submissions)

3. **Unit 3: Completing and Presenting the Collective Record (500 points)**

   The Collective Record is the performance-based assessment for this class. To receive a grade of "S", you must score a 3.2 or better (on a 4.0 point scale) on both assessments of the Collective Record, i.e., 200 points for each assignment. The Collective Record is graded using two rubrics, one for internship activities excluding the School Improvement Project, and one for the School Improvement Project, which deals primarily with the intern's impact on student learning. Rubrics are provided at the end of this syllabus.

   - Face-to-face meeting with site supervisor
   - Post site supervisor evaluation of intern
   - Finalize collective record, submit to university supervisor
   - Collaborate or Skype meeting with university supervisor

Note, also, that 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, as the SLLA is a required performance for EDLE 791.

GMU POLICIES AND RESOURCES FOR STUDENTS

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Students with Disabilities: All students with questions or concerns about this class are encouraged to set up a time to meet with the professor, preferably during the first 2 weeks of the semester. Students with disabilities should work with the Disabilities Resource Center (DRC) to identify appropriate accommodations and communicate those with the professor. [See http://ods.gmu.edu/].

Honor Code: This course will be conducted in accordance with the GMU Honor Code, and all students are expected to abide by it. The GMU Honor Code, as found in the University Catalog, is as follows: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. Details can be found here: http://catalog.gmu.edu/content.php?catoid=15&navoid=1039&returnto=search#Honor

Responsible Use of Computing: Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/

Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University). George Mason University operates under an honor system, which is published in the University Catalog and deals specifically with cheating, attempted cheating, plagiarism, lying, and stealing. Please familiarize yourself with the honor code, especially the statement on plagiarism (http://www.gmu.edu/facstaff/handbook/aD.html).

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.

Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property.

Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://integrity.gmu.edu/

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious -holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

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/].

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please come see me and talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

Professional Dispositions

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

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

EDLE 791.DL1 EDLE 791.DL1 Internship in Education Leadership

Course Schedule (Spring 2016 – Summer 2015)

Note: Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the Course Schedule as due dates are subject to change. New lessons begin on Wednesdays and conclude on Tuesdays. Assignments are due no later than 11:59 p.m. on the due date listed.

Unit 1 Schedule (Jan 20 – May 2, 2016)

Weeks	Lesson	Activities & Assignments	Due date
Jan 20 – 26	Welcome and Course Orientation	Download and read EDLE 791 Course Syllabus, Internship Manual, and ELCC Standards; Complete syllabus quiz (10 points)	Jan 26, 2016
Jan 27 – Feb 2	Lesson 1: Introduction to internship	Complete internship application (10 points)	Feb 2, 2016
Feb 3 – 16	Lesson 2: Writing reflections	Critical reflection – shadowing your principal (10 points)	Feb 16, 2016
Feb 17 – Mar 1	Lesson 3: ELCC standards and activities	Group assignment – standards and activities (20 points)	Mar 1, 2016
Mar 2 – Apr 26	Lesson 4: Completing the Internship Plan	Complete draft of internship plan, submit to peer review	Mar 15, 2016
		Peer review completed, revise plan as needed	Mar 22, 2016
		Meet with site supervisor for feedback	Mar 29, 2016
		Revise plan as needed, gain site supervisor approval	Apr 5, 2016
		Submit plan to university supervisor	Apr 12, 2016
		Receive feedback, revise plan as needed	Apr 19, 2016
		Submit plan to university supervisor for final approval (50 points)	Apr 26, 2016

Important Note: Schedules for Units 2 and 3 (the assignments for which will largely be done independently) will be developed in collaboration with students and available on Blackboard upon completion of Unit 1.

EDLE 791: Internship in Educational Leadership

School Improvement Project Implementation

(Assessed with Internship Collective Record)

Criteria	Levels of Achievement			
	exceeds expectations	**meets expectations**	**approaching expectations**	**falls below expectations**
ELCC 1.1: Candidate's SIP project demonstrates ability to develop, articulate, implement, and steward a vision Weight 5.00%	**90 to 100 %** Candidate provides evidence of a superior ability to develop, articulate, implement, and steward a vision	**80 to 89 %** Candidate provides evidence of an adequate ability to develop, articulate, implement, and steward a vision.	**70 to 79 %** Candidate provides evidence of some ability to develop, articulate, implement, and steward a vision	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to develop, articulate, implement, and steward a vision
ELCC 1.2: Candidate's SIP project demonstrates ability to use data, plan, and achieve school goals Weight 5.00%	**90 to 100 %** 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.	**80 to 89 %** 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.	**70 to 79 %** 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.	**0 to 69 %** 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 Weight 6.00%	**90 to 100 %** Candidate provides evidence of a superior ability to promote continual and sustainable school improvement.	**80 to 89 %** Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement.	**70 to 79 %** Candidate provides evidence of some ability to promote continual and sustainable school improvement.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to promote continual and sustainable school improvement.
ELCC 1.4: Candidate's SIP project demonstrates ability to evaluate school progress and plans Weight 5.00%	**90 to 100 %** Candidate provides evidence of a superior ability to evaluate school progress and revise school plans supported by school stakeholders.	**80 to 89 %** Candidate provides evidence of an adequate ability to evaluate school progress and revise school plans supported by school stakeholders	**70 to 79 %** Candidate provides evidence of some ability to evaluate school progress and revise school plans supported by school stakeholders.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to evaluate school progress and revise school plans supported by school stakeholders.
ELCC 2.1 Candidate's SIP project demonstrates the ability to collaborate with others, understand	**90 to 100 %** Candidate provides evidence of a superior ability to sustain and promote a culture of collaboration, trust,	**80 to 89 %** Candidate provides evidence of an adequate ability to sustain and promote a culture of collaboration, trust,	**70 to 79 %** Candidate provides evidence of some ability to sustain and promote a culture of collaboration, trust, and personalized	**0 to 69 %** Candidate does not provide evidence of the ability to sustain and promote a culture of collaboration, trust, and

	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
and sustain a positive school culture and climate Weight 6.00%	and personalized learning with high expectations for students.	and personalized learning with high expectations for students.	learning with high expectations for students.	personalized learning with high expectations for students.
ELCC 2.2 Candidate's SIP project demonstrates ability to create and evaluate instructional program Weight 6.00%	**90 to 100 %** Candidate provides evidence of a superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	**80 to 89 %** Candidate provides evidence of an adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	**70 to 79 %** Candidate provides evidence of some ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
ELCC 2.3 Candidate's SIP project demonstrates ability to develop and supervise instructional and leadership capacity of staff Weight 6.00%	**90 to 100 %** Candidate provides evidence of a superior ability to develop and supervise the instructional and leadership capacity of school staff.	**80 to 89 %** Candidate provides evidence of an adequate ability to develop and supervise the instructional and leadership capacity of school staff.	**70 to 79 %** Candidate provides evidence of some ability to develop and supervise the instructional and leadership capacity of school staff.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to develop and supervise the instructional and leadership capacity of school staff.
ELCC 3.1 Candidate's SIP project demonstrates the ability to monitor and evaluate school management and operations systems Weight 5.00%	**90 to 100 %** Candidate provides evidence of a superior ability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.	**80 to 89 %** Candidate provides evidence of an adequate ability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.	**70 to 79 %** Candidate provides evidence of some ability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.
ELCC 3.2 Candidate's SIP project demonstrates ability to manage resources Weight 5.00%	**90 to 100 %** Candidate provides evidence of a superior ability to efficiently use human, fiscal, and technological resources to manage school operations.	**80 to 89 %** Candidate provides evidence of an adequate ability to efficiently use human, fiscal, and technological resources to manage school operations.	**70 to 79 %** Candidate provides evidence of some ability to efficiently use human, fiscal, and technological resources to manage school operations.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 3.4 Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%	**90 to 100 %** Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.	**80 to 89 %** Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.	**70 to 79 %** Candidate provides evidence of some ability to develop school capacity for distributed leadership.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership.
ELCC 4.1 Candidate's SIP	**90 to 100 %** Candidate provides	**80 to 89 %** Candidate provides	**70 to 79 %** Candidate provides	**0 to 69 %** Candidate does not

project demonstrates ability to collaborate with families and staff to collect and analyze information Weight 5.00%	evidence of a superior ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	evidence of an adequate ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	evidence of some ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	provide evidence, or demonstrates an inability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
ELCC 4.2 Candidate's SIP project demonstrates an ability to mobilize and use diverse community resources Weight 5.00%	**90 to 100 %** Candidate provides evidence of a superior ability to mobilize and use diverse community resources to improve school programs.	**80 to 89 %** Candidate provides evidence of an adequate ability to Candidate provides evidence of a superior ability to mobilize and use diverse community resources to improve school programs	**70 to 79 %** Candidate provides evidence of some ability to Candidate provides evidence of a superior ability to mobilize and use diverse community resources to improve school programs	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to Candidate provides evidence of a superior ability to mobilize and use diverse community resources to improve school programs
ELCC 4.3 Candidate's SIP project demonstrates ability to build relationships with families Weight 5.00%	**90 to 100 %** Candidate provides evidence of a superior ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	**80 to 89 %** Candidate provides evidence of an adequate ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	**70 to 79 %** Candidate provides evidence of some ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.4 Candidate's SIP project demonstrates the ability to understand and respond to community interests and needs by building sustainable relationships and partnerships Weight 5.00%	**90 to 100 %** Candidate provides evidence of a superior ability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.	**80 to 89 %** Candidate provides evidence of an adequate ability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.	**70 to 79 %** Candidate provides evidence of some ability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.
ELCC 5.1 Candidate's SIP project demonstrates ability to act with integrity & fairness to ensure	**90 to 100 %** Candidate provides evidence of a superior ability to act with integrity and fairness to ensure a school system of	**80 to 89 %** Candidate provides evidence of an adequate ability to act with integrity and fairness to ensure a school system of	**70 to 79 %** Candidate provides evidence of some ability to act with integrity and fairness to ensure a school system of	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to act with integrity and fairness to ensure a school

accountability Weight 5.00%	accountability for every student's academic and social success.	accountability for every student's academic and social success.	accountability for every student's academic and social success.	system of accountability for every student's academic and social success.
ELCC 5.2 Candidate's SIP project demonstrates ability to model integrity, transparency, ethical behavior Weight 5.00%	**90 to 100 %** Candidate provides evidence of a superior ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	**80 to 89 %** Candidate provides evidence of an adequate ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	**70 to 79 %** Candidate provides evidence of some ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.
ELCC 5.4 Candidate's SIP project demonstrates ability to evaluate moral and legal consequences of decisions Weight 5.00%	**90 to 100 %** Candidate provides evidence of a superior ability to evaluate the potential moral and legal consequences of decision making in the school.	**80 to 89 %** Candidate provides evidence of an adequate ability to evaluate the potential moral and legal consequences of decision making in the school.	**70 to 79 %** Candidate provides evidence of some ability to evaluate the potential moral and legal consequences of decision making in the school.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to evaluate the potential moral and legal consequences of decision making in the school.
ELCC 6.1 Candidate's SIP project demonstrates ability to act as an advocate Weight 5.00%	**90 to 100 %** Candidate provides evidence of a superior ability to advocate for school students, families, and caregivers.	**80 to 89 %** Candidate provides evidence of an adequate ability to advocate for school students, families, and caregivers.	**70 to 79 %** Candidate provides evidence of some ability to advocate for school students, families, and caregivers.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to advocate for school students, families, and caregivers.
ELCC 6.2 Candidate's SIP project demonstrates ability to influence local decisions affecting student learning Weight 5.00%	**90 to 100 %** Candidate provides evidence of a superior ability to act to influence local & district decisions affecting student learning in a school environment.	**80 to 89 %** Candidate provides evidence of an adequate ability to act to influence local & district decisions affecting student learning in a school environment.	**70 to 79 %** Candidate provides evidence of some ability to act to influence local & district decisions affecting student learning in a school environment.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to influence local & district decisions affecting student learning in a school environment.

EDLE 791: Internship in Educational Leadership

Collective Record

Criteria	Levels of Achievement			
	exceeds expectations	**meets expectations**	**approaching expectations**	**falls below expectations**
ELCC 1.1: Ability to develop, articulate, implement, and steward a vision Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to develop, articulate, implement, and steward a vision	**80 to 89 %** Candidate provides evidence of an adequate ability to develop, articulate, implement, and steward a vision.	**70 to 79 %** Candidate provides evidence of some ability to develop, articulate, implement, and steward a vision	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to develop, articulate, implement, and steward a vision
ELCC 1.2: Ability to use data, plan, and achieve school goals Weight 4.00%	**90 to 100 %** 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.	**80 to 89 %** 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.	**70 to 79 %** 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.	**0 to 69 %** 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: Ability to promote continual and sustainable school improvement Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to promote continual and sustainable school improvement.	**80 to 89 %** Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement.	**70 to 79 %** Candidate provides evidence of some ability to promote continual and sustainable school improvement.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to promote continual and sustainable school improvement.
ELCC 1.4: Ability to evaluate school progress and plans Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to evaluate school progress and revise school plans supported by school stakeholders.	**80 to 89 %** Candidate provides evidence of an adequate ability to evaluate school progress and revise school plans supported by school stakeholders	**70 to 79 %** Candidate provides evidence of some ability to evaluate school progress and revise school plans supported by school stakeholders.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to evaluate school progress and revise school plans supported by school stakeholders.
ELCC 2.1 Ability to collaborate with others, understand and sustain a positive school culture and climate Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to sustain and promote a culture of collaboration, trust, and personalized learning with high expectations for students.	**80 to 89 %** Candidate provides evidence of an adequate ability to sustain and promote a culture of collaboration, trust, and personalized learning with high expectations for students.	**70 to 79 %** Candidate provides evidence of some ability to sustain and promote a culture of collaboration, trust, and personalized learning with high expectations for students.	**0 to 69 %** Candidate does not provide evidence of the ability to sustain and promote a culture of collaboration, trust, and personalized learning with high expectations for students.

	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
ELCC 2.2 Ability to create and evaluate instructional program Weight 4.00%	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.
ELCC 2.3 Ability to develop and supervise instructional and leadership capacity of staff Weight 4.00%	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.
ELCC 2.4 Ability to understand and promote the effective use of technologies Weight 4.00%	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.
ELCC 3.1 Ability to monitor and evaluate school management and operations systems Weight 4.00%	Candidate provides evidence of a superior ability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.	Candidate provides evidence of an adequate ability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.	Candidate provides evidence of some ability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.	Candidate does not provide evidence, or demonstrates an inability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.
ELCC 3.2 Ability to understand and use human, fiscal, and tech resources to manage school operations Weight 4.00%	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.
ELCC 3.3 Ability to understand and promote school-based policies and procedures that	Candidate provides evidence of a superior ability to promote school-	Candidate provides evidence of an adequate ability to promote school-	Candidate provides evidence of some ability to promote school-based policies	Candidate does not provide evidence, or demonstrates an inability to promote

protect the welfare and safety of students and staff. Weight 4.00%	based policies and procedures that protect the welfare and safety of students and staff within the school.	based policies and procedures that protect the welfare and safety of students and staff within the school.	and procedures that protect the welfare and safety of students and staff within the school.	school-based policies and procedures that protect the welfare and safety of students and staff within the school.
ELCC 3.4 Ability to distribute leadership Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.	**80 to 89 %** Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.	**70 to 79 %** Candidate provides evidence of some ability to develop school capacity for distributed leadership.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership.
ELCC 3.5 Ability to understand and ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning. Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	**80 to 89 %** Candidate provides evidence of an adequate ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	**70 to 79 %** Candidate provides evidence of some ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.
ELCC 4.1 Ability to collaborate with families and staff to collect and analyze information Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	**80 to 89 %** Candidate provides evidence of an adequate ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	**70 to 79 %** Candidate provides evidence of some ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
ELCC 4.2 Ability to mobilize and use diverse community resources Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to mobilize and use diverse community resources to improve school programs.	**80 to 89 %** Candidate provides evidence of an adequate ability to Candidate provides evidence of a superior ability to mobilize and use diverse community resources to improve school programs	**70 to 79 %** Candidate provides evidence of some ability to Candidate provides evidence of a superior ability to mobilize and use diverse community resources to improve school programs	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to Candidate provides evidence of a superior ability to mobilize and use diverse community resources to improve school programs
ELCC 4.3 Ability to build relationships with families Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to respond to community interests	**80 to 89 %** Candidate provides evidence of an adequate ability to respond to community interests	**70 to 79 %** Candidate provides evidence of some ability to respond to community interests and needs by	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to respond to community interests

	and needs by building and sustaining positive school relationships with families and caregivers.	and needs by building and sustaining positive school relationships with families and caregivers.	building and sustaining positive school relationships with families and caregivers.	and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.4 Ability to understand and respond to community interests and needs by building sustainable relationships and partnerships Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.	**80 to 89 %** Candidate provides evidence of an adequate ability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.	**70 to 79 %** Candidate provides evidence of some ability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.
ELCC 5.1 Ability to act with integrity & fairness to ensure accountability Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	**80 to 89 %** Candidate provides evidence of an adequate ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	**70 to 79 %** Candidate provides evidence of some ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
ELCC 5.2 Ability to model integrity, transparency, ethical behavior Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	**80 to 89 %** Candidate provides evidence of an adequate ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	**70 to 79 %** Candidate provides evidence of some ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.
ELCC 5.3 Ability to understand and safeguard the values of democracy, equity, and diversity. Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to safeguard the values of democracy, equity, and diversity within the school.	**80 to 89 %** Candidate provides evidence of an adequate ability to safeguard the values of democracy, equity, and diversity within the school.	**70 to 79 %** Candidate provides evidence of some ability to safeguard the values of democracy, equity, and diversity within the school.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to safeguard the values of democracy, equity, and diversity within the school.
ELCC 5.4 Candidate's SIP project demonstrates	**90 to 100 %** Candidate provides evidence of a superior ability to	**80 to 89 %** Candidate provides evidence of an adequate ability to	**70 to 79 %** Candidate provides evidence of some ability to evaluate the	**0 to 69 %** Candidate does not provide evidence, or demonstrates an

	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
ability to evaluate moral and legal consequences of decisions Weight 4.00%	evaluate the potential moral and legal consequences of decision making in the school.	evaluate the potential moral and legal consequences of decision making in the school.	potential moral and legal consequences of decision making in the school.	inability to evaluate the potential moral and legal consequences of decision making in the school.
ELCC 5.5 Ability to understand and promote social justice within a school. Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	**80 to 89 %** Candidate provides evidence of an adequate ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	**70 to 79 %** Candidate provides evidence of some ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
ELCC 6.1 Ability to act as an advocate for school students, families, and caregivers. Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to advocate for school students, families, and caregivers.	**80 to 89 %** Candidate provides evidence of an adequate ability to advocate for school students, families, and caregivers.	**70 to 79 %** Candidate provides evidence of some ability to advocate for school students, families, and caregivers.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to advocate for school students, families, and caregivers.
ELCC 6.2 Ability to influence local decisions affecting student learning Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to act to influence local & district decisions affecting student learning in a school environment.	**80 to 89 %** Candidate provides evidence of an adequate ability to act to influence local & district decisions affecting student learning in a school environment.	**70 to 79 %** Candidate provides evidence of some ability to act to influence local & district decisions affecting student learning in a school environment.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to influence local & district decisions affecting student learning in a school environment.
ELCC 6.3 Ability to understand, anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies Weight 4.00%	**90 to 100 %** Candidate provides evidence of a superior ability to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	**80 to 89 %** Candidate provides evidence of an adequate ability to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	**70 to 79 %** Candidate provides evidence of some ability to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.