GEORGE MASON UNIVERSITY GRADUATE SCHOOL OF EDUCATION

Education Leadership Program EDLE 791 Section 601 Spring 2016

3 credits

Internship in Education Leadership

Instructor: Beverly M. Woody

Phone: cell: 703-819-6256 Fax: 703-993-3643

E-mail: bwoody@gmu.edu Office: Thompson Hall Rm 1300

Mailing Address: George Mason University

4400 University Dr., MSN 4C2

Fairfax, VA 22030-4444

Office Hours: Mondays, 3-5pm; by appointment

Schedule Information

Meeting Times: Wednesdays, 1/13 - 4/13; 4:30 - 7:30 p.m.

Specific meeting dates will be discussed and established on

Monday, 1/11.

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: Saunders Middle School, Room B10

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.

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 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 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.

Required Readings

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

- 1. Internship Manual for School Administration and Supervision Candidates, November 2014 (v. 7.0)
- 2. ELCC Standards for Building Leaders (2011 version)

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.

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.

Program Learning 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

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 **ELLC 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)

Professional Dispositions

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

Technology Requirements

Blackboard: 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 long on using your GMU user name and password.

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.

Email: Students are also required to 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 48 hours, excluding weekends.

Time Limits

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 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

Grading

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).

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 (Collective Record/SIP) 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.

George Mason University Policies and Resources for students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
- b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/
- c. 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.
- d. 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/].
- e. 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/].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/].

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/]

Class Schedule (Subject to Change)

Session(s)	Date	Topic	Assignment(s)	Assignment(s) to be completed
1 and 2	1/11	Introduction • Internship Overview	Read: -Internship Syllabus -Internship manual, v. 7.0 Complete Orientation Activities	1/23
3 and 4	1/27	Internship Planning ELLC standards and activities	Internship Plan Draft Meet with Site Supervisor	2/5
5	2/10	The Internship Record Keeping	Setup Wordpress site	2/19
6	2/24	Individual meetings as needed	Internship Plan- Final draft	3/2
Internship Bi-monthly submissions of internship logs			3/16/2016 5/16/2016 7/16/2016 9/16/2016 11/16/2016 1/16/2017	

	Required Performance Tasks (approximate hour
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. Prepare recommendations for updating the mission (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) Participate in or lead an inservice program or evaluation related to the integration or use of instructional technology (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 (6) Participate in developing the school budget proposal or reconciliation of school financial accounts/records (6) 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) Create and enact an advocacy plan seeking to address a needed change in policy or practice that impacts the lives of students in

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.

School Improvement Project Implementation (Assessed with Internship Collective Record)

	Levels of Achievement				
Criteria	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	O 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.	O 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.	O 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.	O 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 and sustain a positive	90 to 100 % Candidate provides evidence of a superior ability to sustain and promote a culture of collaboration, trust, and personalized	80 to 89 % Candidate provides evidence of an adequate ability to sustain and promote a culture of collaboration, trust, and personalized learning with	70 to 79 % Candidate provides evidence of some ability to sustain and promote a culture of collaboration, trust, and personalized learning with high	O to 69 % Candidate does not provide evidence of the ability to sustain and promote a culture of collaboration, trust, and personalized learning with high	

	T.		I .	
school culture	learning with high	expectations for	expectations for	expectations for
and climate	expectations for	students.	students.	students.
Weight 6.00%	students.			
ELCC 2.2	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's SIP	Candidate provides	Candidate provides	Candidate provides	Candidate does not
project	evidence of a	evidence of an	evidence of some	provide evidence, or
demonstrates	superior ability to	adequate ability to	ability to create and	demonstrates an
ability to create	create and evaluate	create and evaluate	evaluate a	inability to create
and evaluate	a comprehensive,	a comprehensive,	comprehensive,	and evaluate a
instructional	rigorous, and	rigorous, and	rigorous, and	comprehensive,
program	coherent curricular	coherent curricular	coherent curricular	rigorous, and
Weight 6.00%	and instructional	and instructional	and instructional	coherent curricular
	school program.	school program.	school program.	and instructional
				school program.
ELCC 2.3	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's SIP	Candidate provides	Candidate provides	Candidate provides	Candidate does not
project	evidence of a	evidence of an	evidence of some	provide evidence, or
demonstrates	superior ability to	adequate ability to	ability to develop	demonstrates an
ability to develop	develop and	develop and	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	instructional and
leadership	leadership capacity	leadership capacity	of school staff.	leadership capacity
capacity of staff	of school staff.	of school staff.		of school staff.
Weight 6.00%				
ELCC 3.1	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's SIP	Candidate provides	Candidate provides	Candidate provides	Candidate does not
project	evidence of a	evidence of an	evidence of some	provide evidence, or
demonstrates the	superior ability to	adequate ability to	ability to analyze	demonstrates an
ability to monitor	analyze school	analyze school	school processes,	inability to analyze
and evaluate	processes, develop	processes, develop	develop operational	school processes,
school	operational plans	operational plans	plans and	develop operational plans and
management and	and procedures, and	and procedures, and	procedures, and	· •
operations systems	implement and manage plans for	implement and manage plans for	implement and manage plans for	procedures, and implement and
Weight 5.00%	the school.	the school.	the school.	manage plans for
Weight 5.00%	the school.	the school.	the school.	the school.
ELCC 3.2	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's SIP	Candidate provides	Candidate provides	Candidate provides	Candidate does not
project	evidence of a	evidence of an	evidence of some	provide evidence, or
demonstrates	superior ability to	adequate ability to	ability to efficiently	demonstrates an
ability to manage	efficiently use	efficiently use	use human, fiscal,	inability to efficiently
resources	human, fiscal, and	human, fiscal, and	and technological	use human, fiscal,
Weight 5.00%	technological	technological	resources to	and technological
	resources to	resources to	manage school	resources to manage
	manage school	manage school	operations.	school operations.
	operations.	operations.	'	,
ELCC 3.4	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's SIP	Candidate provides	Candidate provides	Candidate provides	Candidate does not
project	evidence of a	evidence of an	evidence of some	provide evidence, or
demonstrates	superior ability to	adequate ability to	ability to develop	demonstrates an
ability to	develop school	develop school	school capacity for	inability to develop
distribute	capacity for	capacity for	distributed	school capacity for
leadership	distributed	distributed	leadership.	distributed
Weight 6.00%	leadership.	leadership.		leadership.
ELCC 4.1	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's SIP	Candidate provides	Candidate provides	Candidate provides	Candidate does not
project	evidence of a	evidence of an	evidence of some	provide evidence, or
demonstrates	superior ability to	adequate ability to	ability to	demonstrates an
ability to	collaborate with	collaborate with	collaborate with	inability to
collaborate	faculty and	faculty and 4	faculty and	collaborate with

with families and staff to collect and analyze information Weight 5.00%	community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	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	O 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.	O 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.	O 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 accountability Weight 5.00%	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	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	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.	O 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

			I	
	success.	success.		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.	O 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.	O 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.	O 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.	O to 69 % Candidate does not provide evidence, or demonstrates an inability to influence local & district decisions affecting student learning in a school environment.

Collective Record

	Levels of Achievement				
Criteria	exceeds	meets expectations	approaching	falls below	
on cond	expectations	meets expectations	expectations	expectations	
ELCC 1.1: Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %	
to develop,	Candidate provides	Candidate provides	Candidate provides	Candidate does not	
articulate,	evidence of a	evidence of an	evidence of some	provide evidence, or	
implement, and	superior ability to	adequate ability to	ability to develop,	demonstrates an	
steward a vision	develop, articulate,	develop, articulate,	1 .	inability to develop,	
	i i		articulate, implement, and	articulate,	
Weight 4.00%	implement, and steward a vision	implement, and steward a vision.	steward a vision	implement, and	
	Steward a vision	Steward a vision.	Steward a vision		
FLCC 4.2. Ability	00 +- 100 0/	00+-000/	70 + - 70 0/	steward a vision	
ELCC 1.2: Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %	
to use data, plan,	Candidate provides	Candidate provides	Candidate provides	Candidate does not	
and achieve	evidence of a	evidence of an	evidence of some	provide evidence, or	
school goals	superior ability to	adequate ability to	ability to collect and	demonstrates an	
Weight 4.00%	collect and use data	collect and use data	use data to identify	inability to collect	
	to identify school	to identify school	school goals, assess	and use data to	
	goals, assess	goals, assess	organizational	identify school goals,	
	organizational	organizational	effectiveness, and	assess organizational	
	effectiveness, and	effectiveness, and	create and	effectiveness, and	
	create and	create and	implement plans to	create and	
	implement plans to	implement plans to	achieve school	implement plans to	
	achieve school	achieve school	goals.	achieve school goals.	
	goals.	goals.			
ELCC 1.3: Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %	
to promote	Candidate provides	Candidate provides	Candidate provides	Candidate does not	
continual and	evidence of a	evidence of an	evidence of some	provide evidence, or	
sustainable	superior ability to	adequate ability to	ability to promote	demonstrates an	
school	promote continual	promote continual	continual and	inability to promote	
improvement	and sustainable	and sustainable	sustainable school	continual and	
Weight 4.00%	school	school	improvement.	sustainable school	
	improvement.	improvement.		improvement.	
ELCC 1.4: Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %	
to evaluate	Candidate provides	Candidate provides	Candidate provides	Candidate does not	
school progress	evidence of a	evidence of an	evidence of some	provide evidence, or	
and plans	superior ability to	adequate ability to	ability to evaluate	demonstrates an	
Weight 4.00%	evaluate school	evaluate school	school progress and	inability to evaluate	
	progress and revise	progress and revise	revise school plans	school progress and	
	school plans	school plans	supported by school	revise school plans	
	supported by school	supported by school	stakeholders.	supported by school	
	stakeholders.	stakeholders		stakeholders.	
ELCC 2.1 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %	
to collaborate	Candidate provides	Candidate provides	Candidate provides	Candidate does not	
with others,	evidence of a	evidence of an	evidence of some	provide evidence of	
understand and	superior ability to	adequate ability to	ability to sustain	the ability to sustain	
sustain a positive	sustain and promote	sustain and promote	and promote a	and promote a	
school culture	a culture of	a culture of	culture of	culture of	
and climate	collaboration, trust,	collaboration, trust,	collaboration, trust,	collaboration, trust,	
Weight 4.00%	and personalized	and personalized	and personalized	and personalized	
	learning with high	learning with high	learning with high	learning with high	
	expectations for	expectations for	expectations for	expectations for	
	students.	students.	students.	students.	
ELCC 2.2 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %	
to create and	Candidate provides	Candidate provides	Candidate provides	Candidate does not	
evaluate	evidence of a	evidence of an	evidence of some	provide evidence, or	
instructional	superior ability to	adequate ability to	ability to create and	demonstrates an	

17

program	create and evaluate	create and evaluate	evaluate a	inability to create
Weight 4.00%	a comprehensive,	a comprehensive,	comprehensive,	and evaluate a
	rigorous, and	rigorous, and	rigorous, and	comprehensive,
	coherent curricular	coherent curricular	coherent curricular	rigorous, and
	and instructional	and instructional	and instructional	coherent curricular
	school program.	school program.	school program.	and instructional
				school program.
ELCC 2.3 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
to develop and	Candidate provides	Candidate provides	Candidate provides	Candidate does not
•	•	•	evidence of some	
supervise	evidence of a	evidence of an		provide evidence, or
instructional and	superior ability to	adequate ability to	ability to develop	demonstrates an
leadership	develop and	develop and	and supervise the	inability to develop
capacity of staff	supervise the	supervise the	instructional and	and supervise the
Weight 4.00%	instructional and	instructional and	leadership capacity	instructional and
	leadership capacity	leadership capacity	of school staff.	leadership capacity
	of school staff.	of school staff.		of school staff.
ELCC 2.4 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
to understand	Candidate provides	Candidate provides	Candidate provides	Candidate does not
and promote the	evidence of a	evidence of an	evidence of some	provide evidence, or
effective use of	superior ability to	adequate ability to	ability to promote	demonstrates an
technologies	promote the most	promote the most	the most effective	inability to promote
Weight 4.00%	effective and	effective and	and appropriate	the most effective
**CIBITE 7.00/0	appropriate	appropriate	technologies to	and appropriate
	technologies to	technologies to	support teaching	technologies to
	_	_		_
	support teaching	support teaching	and learning in a	support teaching
	and learning in a	and learning in a	school environment.	and learning in a
	school environment.	school environment.		school environment.
ELCC 3.1 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
to monitor and	Candidate provides	Candidate provides	Candidate provides	Candidate does not
evaluate school	evidence of a	evidence of an	evidence of some	provide evidence, or
management and	superior ability to	adequate ability to	ability to analyze	demonstrates an
operations	analyze school	analyze school	school processes,	inability to analyze
systems	processes, develop	processes, develop	develop operational	school processes,
Weight 4.00%	operational plans	operational plans	plans and	develop operational
	and procedures, and	and procedures, and	procedures, and	plans and
	implement and	implement and	implement and	procedures, and
	manage plans for	manage plans for	manage plans for	implement and
	the school.	the school.	the school.	manage plans for
				the school.
ELCC 3.2 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
to understand	Candidate provides	Candidate provides	Candidate provides	Candidate does not
and use human,	evidence of a	evidence of an	evidence of some	provide evidence, or
				_ ·
fiscal, and tech	superior ability to	adequate ability to	ability to efficiently	demonstrates an
resources to	efficiently use	efficiently use	use human, fiscal,	inability to efficiently
manage school	human, fiscal, and	human, fiscal, and	and technological	use human, fiscal,
operations	technological	technological	resources to	and technological
Weight 4.00%	resources to	resources to	manage school	resources to manage
	manage school	manage school	operations.	school operations.
	operations.	operations.		
ELCC 3.3 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
to understand	Candidate provides	Candidate provides	Candidate provides	Candidate does not
and promote	evidence of a	evidence of an	evidence of some	provide evidence, or
school-based	superior ability to	adequate ability to	ability to promote	demonstrates an
policies and	promote school-	promote school-	school-based	inability to promote
procedures that	based policies and	based policies and	policies and	school-based
protect the	procedures that	procedures that	procedures that	policies and
welfare and	protect the welfare	protect the welfare	protect the welfare	procedures that
safety of	and safety of	and safety of	and safety of	protect the welfare
•	students and staff	students and staff	students and staff	· ·
students and staff.	within the school.	within the school.	within the school.	and safety of students and staff
	. william the Station			

Weight 4.00%				within the school.
ELCC 3.4 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
to distribute	Candidate provides	Candidate provides	Candidate provides	Candidate does not
leadership	evidence of a	evidence of an	evidence of some	provide evidence, or
Weight 4.00%	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.	readerships	leadership.
ELCC 3.5 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
to understand	Candidate provides	Candidate provides	Candidate provides	Candidate does not
and ensure that	evidence of a	evidence of an	evidence of some	provide evidence, or
teacher and	superior ability to	adequate ability to	ability to ensure	demonstrates an
organizational	ensure teacher and	ensure teacher and	teacher and	inability to ensure
time focuses on	organizational time	organizational time	organizational time	teacher and
supporting high-	focuses on	focuses on	focuses on	organizational time
quality school	supporting high-	supporting high-	supporting high-	focuses on
instruction and	quality school	quality school	quality school	supporting high-
student learning.	instruction and	instruction and	instruction and	quality school
Weight 4.00%	student learning.	student learning.	student learning.	instruction and
1.5.6.16 115070	- caaciii icaiiiiibi	- Tabani Isaniii Bi	-1225 (Carrille)	student learning.
ELCC 4.1 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
to collaborate	Candidate provides	Candidate provides	Candidate provides	Candidate does not
with families and	evidence of a	evidence of an	evidence of some	provide evidence, or
staff to collect	superior ability to	adequate ability to	ability to	demonstrates an
and analyze	collaborate with	collaborate with	collaborate with	inability to
information	faculty and	faculty and	faculty and	collaborate with
Weight 4.00%	community	community	community	faculty and
Weight 110070	members by	members by	members by	community
	collecting and	collecting and	collecting and	members by
	analyzing	analyzing	analyzing	collecting and
	information	information	information	analyzing
	pertinent to the	pertinent to the	pertinent to the	information
	improvement of the	improvement of the	improvement of the	pertinent to the
	school's educational	school's educational	school's educational	improvement of the
	environment.	environment.	environment.	school's educational
		City i Gilline i Ci	City ii Gillineite.	environment.
ELCC 4.2 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
to mobilize and	Candidate provides	Candidate provides	Candidate provides	Candidate does not
use diverse	evidence of a	evidence of an	evidence of some	provide evidence, or
community	superior ability to	adequate ability to	ability to Candidate	demonstrates an
resources	mobilize and use	Candidate provides	provides evidence	inability to
Weight 4.00%	diverse community	evidence of a	of a superior ability	Candidate provides
	resources to	superior ability to	to mobilize and use	evidence of a
	improve school	mobilize and use	diverse community	superior ability to
	programs.	diverse community	resources to	mobilize and use
		resources to	improve school	diverse community
		improve school	programs	resources to
		programs		improve school
		. 5		programs
ELCC 4.3 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
to build	Candidate provides	Candidate provides	Candidate provides	Candidate does not
relationships	evidence of a	evidence of an	evidence of some	provide evidence, or
with families	superior ability to	adequate ability to	ability to respond to	demonstrates an
Weight 4.00%	respond to	respond to	community interests	inability to respond
1.5.6.10 1.00/0	community interests	community interests	and needs by	to community
	and needs by	and needs by	building and	interests and needs
	building and	building and	sustaining positive	by building and
	sustaining positive	sustaining positive	school relationships	sustaining positive
	school relationships	school relationships	with families and	school relationships
		*/		

	with families and	with families and	caragiyara	with families and
	with families and	with families and	caregivers.	with families and
FLCC 4 4 Ability	caregivers.	caregivers.	70.1- 70.0/	caregivers.
ELCC 4.4 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
to understand	Candidate provides	Candidate provides	Candidate provides	Candidate does not
and respond to	evidence of a	evidence of an	evidence of some	provide evidence, or
community	superior ability to	adequate ability to	ability to conduct	demonstrates an
interests and	conduct needs	conduct needs	needs assessment	inability to conduct
needs by building	assessment of	assessment of	of community	needs assessment of
sustainable	community	community	partners; develop	community partners;
relationships and	partners; develop	partners; develop	effective	develop effective
partnerships	effective	effective	relationships with	relationships with
Weight 4.00%	relationships with	relationships with	such partners; and	such partners; and
	such partners; and	such partners; and	involve partners to	involve partners to
	involve partners to	involve partners to	build and sustain	build and sustain
	build and sustain	build and sustain	relationships.	relationships.
51.66.5.4.Al.:l::	relationships.	relationships.	70.1 70.0/	0. 600/
ELCC 5.1 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
to act with	Candidate provides	Candidate provides	Candidate provides	Candidate does not
integrity &	evidence of a	evidence of an	evidence of some	provide evidence, or
fairness to	superior ability to	adequate ability to	ability to act with	demonstrates an
ensure	act with integrity	act with integrity	integrity and	inability to act with
accountability	and fairness to	and fairness to	fairness to ensure a	integrity and fairness
Weight 4.00%	ensure a school	ensure a school	school system of	to ensure a school
	system of	system of	accountability for	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 social	success.	academic and social
FLCC F 2 Ability	success.	success.	70.1- 70.0/	success.
ELCC 5.2 Ability to model	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
	Candidate provides evidence of a	Candidate provides evidence of an	Candidate provides evidence of some	Candidate does not
integrity,	superior ability to	adequate ability to	ability to model	provide evidence, or demonstrates an
transparency, ethical behavior	model principles of	model principles of	principles of self-	inability to model
Weight 4.00%	self-awareness,	self-awareness,	awareness,	principles of self-
Weight 4.00%	reflective practice,	reflective practice,	reflective practice,	awareness, reflective
	transparency, and	transparency, and	transparency, and	practice,
	ethical behavior as	ethical behavior as	ethical behavior as	transparency, and
	related to his/her	related to his/her	related to his/her	ethical behavior as
	role within the	role within the	role within the	related to his/her
	school.	school.	school.	role within the
	3333	3333	33.733.1	school.
ELCC 5.3 Ability	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
to understand	Candidate provides	Candidate provides	Candidate provides	Candidate does not
and safeguard	evidence of a	evidence of an	evidence of some	provide evidence, or
the values of	superior ability to	adequate ability to	ability to safeguard	demonstrates an
democracy,	safeguard the values	safeguard the values	the values of	inability to safeguard
equity, and	of democracy,	of democracy,	democracy, equity,	the values of
diversity.	equity, and diversity	equity, and diversity	and diversity within	democracy, equity,
Weight 4.00%	within the school.	within the school.	the school.	and diversity within
				the school.
ELCC 5.4	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's SIP	Candidate provides	Candidate provides	Candidate provides	Candidate does not
project	evidence of a	evidence of an	evidence of some	provide evidence, or
demonstrates	superior ability to	adequate ability to	ability to evaluate	demonstrates an
ability to	evaluate the	evaluate the	the potential moral	inability to evaluate
evaluate moral	potential moral and	potential moral and	and legal	the potential moral
and legal	legal consequences	legal consequences	consequences of	and legal
consequences of	of decision making	of decision making	decision making in	consequences of
decisions	in the school.	in the school.	the school.	decision making in
Weight 4.00%		20		the school.
				

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