

GEORGE MASON UNIVERSITY GRADUATE SCHOOL OF EDUCATION Education Leadership Program

EDLE 791 Section 601, Summer 2016 Internship in Education Leadership 3 credits

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Schedule Information

Location:	Loudoun County BOE Building, Rooms 420/421
Meeting Times:	Mondays, [Wednesdays], 4/27 through 6/8
	7:35pm until 8:35pm [unless published on
	meeting schedule]
	Class will meet at least once each term in 2016/17.
Class Blog:	http://edle791loudounblogchat.blogspot.com
	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.

Course Description

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

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

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

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

Nature of course delivery

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

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

Course Objectives

Students taking this course will:

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

Student Outcomes and Course Goals

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

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

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

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

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

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

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

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

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

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

Relationship of Course Goals to Program Goals

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

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

National Standards and Virginia Competencies

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

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

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

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

Course Materials

Required Readings:

George Mason College of Education and Human Development Internship Manual for School Administration and Supervision Candidates (available via Blackboard)

ELCC Standards (available via Blackboard)

Outside-of-Class Resources:

All students are required to use Blackboard and TK20 as part of this course. I will use Blackboard to post all handouts and required readings for the course; however your *blogs, and the Collective Record will be submitted electronically [tbd].* Thus, students are required to use word processing software and need access to a personal computer that is linked to the Internet (preferably through a high-speed connection).

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any EDLE course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit required assessments to Tk20 through Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using 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 this grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

All students are required to activate their GMU e-mail accounts and check email on a regular basis. It is recommended that you monitor your GMU e-mail account on a <u>daily basis</u>.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance

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

General Expectations

Specific requirements in the internship are described in detail in the Internship Manual.

These include the following:

- 1. The intern will understand and demonstrate proficiencies and dispositions consistent with the ELCC Standards for School Leaders.
- 2. The intern will work with his/her university supervisor, site supervisor, and other school leaders to prepare an Internship Plan that describes field experiences the intern will pursue in order to demonstrate his/her development of the range of leadership proficiencies associated with each standard. The internship plan will include each of the required activities, including enactment and evaluation of the School Improvement Project planned during completion of EDLE 690.
- 3. The intern will implement the internship plan (previously approved by the University Supervisor). During implementation, the intern will maintain up-to-date records, including internship hour verification; frequent reflective journal entries

demonstrating growth and understanding; and compilation of artifacts reflecting accomplishments. The final portfolio must include descriptions, artifacts, and reflections for each of the required activities.

- 4. Internship activities will result in a *minimum* of 320 clock-hours of field-based experience. Experiences should include a balance of activities [**L**, **A**, **P**, **O**], 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 <u>three of the four</u> areas of assignment (high, elementary, middle, and/or central office). At least 40-hours must be logged in each of the secondary assignments.
- 5. The intern will participate in at least one meeting with the University Supervisor per semester.
- 6. The intern will complete a Collective Record (electronic portfolio) of internship accomplishments. The preparation of the Collective Record is an ongoing and culminating part of the internship experience.
- 7. The intern will seek guidance and feedback from the site supervisor throughout completion of field experiences, and solicit a summative assessment in the form of the *Evaluation of Student Intern*, which is completed by the site supervisor at the end of the internship.
- 8. The intern will present the web-based Collective Record to the university supervisor upon completion of all requirements. An individual meeting will be conducted to discuss the Collective Record and internship experiences prior to completion of the course.

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

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

Students are required to submit reflections and logs every two months for the first 10/12 months of the internship (see schedule below). Any student who fails to submit journals and logs by two due dates during the 12-month period will be assigned a grade of NC and will be required to re-enroll in EDLE 791 on campus and pay full tuition.

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

George Mason University Policies and Resources for Students

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

PROFESSIONAL DISPOSITIONS

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

CEHD Core Values Commitment

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

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

Session **Reading/Writing** Assignment Date Topics # 1 [2] **Introduction to Internship** [2] 4/27Internship Manual (Spring 2012, V. 7.1)...in all Class Sessions [and [i] ELCC Standards throughout EDLE 791] [ii] 'Required Activities' [17] [iii] Activity: Standards 1, 2 and 3 [iv] Review 'sample' Internship Plan [Kristen Shaffer] 2 [3] 5/2ELCC Standards, 1, 2 and 3 Fieldwork: [i] identify Site Supervisor [ii] Meet & review Internship Plan 'Required Activities' [Appendix B] ('required' & possible non-required Activities for Standards 1, 2 and 3] [iii] Draft a **rough** plan for Standards 1, 2 and 3 [*use model in Appendix F*] 5/4 3[4] **Introduction to Internship** [3] Bring in [signed] Application Form [Appendix D] [i] Peer [3] Review of Draft Plans [ii] Review 'sample' Internship Plan [Kirby Sypek] ELCC Standards, 2, 4 and 6 [iii] Repeat process, including Standards 2, 4 and 6 5/9 4[5] **Fieldwork:** [i] Meet with Site Supervisor and review draft 2 of Internship Plan [ii] Discuss L, A, P, O options for 'required' & non-required activities [iii] Re-draft Internship Plan 5[6] 5/11 BlogChat—Class Blog, from 6:00pm [work on next Draft of Internship to 8:00pm—[a] idea sharing, [b] O Plan] and A [c] 'required' versus nonrequired activities [d] Artifacts 6[7] 5/16**Internship Plans Due Double Class [No EDLE 690]** Getting Started [i] Logs [ii] Reflections 7[8] 5/18FieldWork: Meet with Site Supervisor on Revised Plan; complete Internship Approval Form—Appendix G[email May 20]

Tentative Weekly Schedule: EDLE 791 (Sturrock) Summer 2016

8	5/20	Individual Meetings [as needed]		
9				
	8/20/16	First log/journal submission		
	10/20/16	Second log/journal submission		
	12/20/16	Third log/journal submission		
	2/20/17	Fourth log/journal submission		
	4/20/17	Fifth log/journal submission		
	5/20/17	Collective Records May Be Submitted		
	11/20/17	Final Deadline for Collective Records – Beyond this point, students must be in		
		contact with me for special provisions, granted only if contact is clear and		
		consistent.		

Resources

Northouse, Peter G. *Leadership: Theory & Practice:* Sage Publications, 7th edition [2015].
 2.

	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 in-service 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 your school or school community (10)

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 schoolbased 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	falls below
ELCC 1.1: Candidate's SIP	90 to 100 % Candidate provides evidence of a	80 to 89 % Candidate provides evidence of an	expectations70 to 79 %Candidate providesevidence of some	expectations 0 to 69 % Candidate does not
project demonstrates ability to develop, articulate, implement, and steward a vision Weight 5.00%	superior ability to develop, articulate, implement, and steward a vision	adequate ability to develop, articulate, implement, and steward a vision.	ability to develop, articulate, implement, and steward a vision	provide evidence, or demonstrates an inability to develop, articulate, implemen and steward a vision
ELCC 1.2:	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's SIP project demonstrates ability to use data, plan, and achieve school goals Weight 5.00%	Candidate provides evidence of a superior ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate provides evidence of an adequate ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate provides evidence of some ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate does not provide evidence, or demonstrates an inability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
ELCC 1.3:	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's SIP project demonstrates ability to promote continual and sustainable school improvement Weight 6.00%	Candidate provides evidence of a superior ability to promote continual and sustainable school improvement.	Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement.	Candidate provides evidence of some ability to promote continual and sustainable school improvement.	Candidate does not provide evidence, or demonstrates an inability to promote continual and sustainable school improvement.
ELCC 1.4:	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's SIP project demonstrates ability to evaluate school progress and plans Weight 5.00%	Candidate provides evidence of a superior ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate provides evidence of an adequate ability to evaluate school progress and revise school plans supported by school stakeholders	Candidate provides evidence of some ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate does not provide evidence, or demonstrates an inability to evaluate school progress and revise school plans supported by school stakeholders.
ELCC 2.1	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's SIP project	Candidate provides evidence of a	Candidate provides evidence of an	Candidate provides evidence of some	Candidate does not provide evidence of
demonstrates the ability to collaborate with	superior ability to sustain and promote a culture of	adequate ability to sustain and promote a culture of	ability to sustain and promote a culture of collaboration, trust,	the ability to sustain and promote a cultur of collaboration, trus
others, understand and sustain a positive	collaboration, trust, and personalized learning with high	collaboration, trust, and personalized learning with high	and personalized learning with high expectations for	and personalized learning with high expectations for

school culture and climate Weight 6.00%	expectations for students.	expectations for students.	students.	students.
ELCC 2.2	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's SIP project demonstrates ability to create and evaluate instructional program Weight 6.00%	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	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's SIP project demonstrates ability to develop and supervise instructional and leadership capacity of staff Weight 6.00%	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 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 and	operational plans and	plans and	develop operational
management and	procedures, and	procedures, and	procedures, and	plans and procedures,
operations	implement and manage plans for the	implement and manage plans for the	implement and manage plans for the	and implement and manage plans for the
systems Weight 5.00%	school.	school.	school.	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, and
Weight 5.00%	technological	technological	resources to manage	technological
	resources to manage	resources to manage	school operations.	resources to manage
	school operations.	school operations.		school 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 leadership	capacity for distributed	capacity for distributed	distributed leadership.	school capacity for distributed
Weight 6.00%	leadership.	leadership.	leauersnip.	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 collaborate	demonstrates an
actitotistrates				

a a lla havata	faculturand	fooulturound		
collaborate with families and	faculty and community members	faculty and community members	community members by collecting and	with faculty and community members
staff to collect and	by collecting and	by collecting and	analyzing information	by collecting and
analyze	analyzing information	analyzing information	pertinent to the	analyzing information
information	pertinent to the	pertinent to the	improvement of the	pertinent to the
Weight 5.00%	improvement of the	improvement of the	school's educational	improvement of the
Weight 5.00%	school's educational	school's educational	environment.	school's educational
	environment.	environment.	chvironnent.	environment.
ELCC 4.2	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 an	superior ability to	adequate ability to	ability to Candidate	demonstrates an
ability to mobilize	mobilize and use	Candidate provides	provides evidence of	inability to Candidate
and use diverse	diverse community	evidence of a	a superior ability to	provides evidence of a
community	resources to improve	superior ability to	mobilize and use	superior ability to
resources	school programs.	mobilize and use	diverse community	mobilize and use
Weight 5.00%		diverse community	resources to improve	diverse community
		resources to improve	school programs	resources to improve
		school programs		school programs
ELCC 4.3	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 respond to	demonstrates an
ability to build	respond to	respond to	community interests	inability to respond to
relationships with	community interests	community interests	and needs by	community interests
families	and needs by building	and needs by building	building and	and needs by building
Weight 5.00%	and sustaining	and sustaining	sustaining positive	and sustaining
	positive school	positive school	school relationships	positive school
	relationships with	relationships with	with families and	relationships with
	families and	families and	caregivers.	families and
	caregivers.	caregivers.		caregivers.
ELCC 4.4	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 the	superior ability to	adequate ability to	ability to conduct	demonstrates an
ability to	conduct needs	conduct needs	needs assessment of	inability to conduct
understand and	assessment of	assessment of	community partners;	needs assessment of
respond to	community partners;	community partners;	develop effective	community partners;
community	develop effective	develop effective	relationships with	develop effective
interests and	relationships with	relationships with	such partners; and	relationships with
needs by building	such partners; and	such partners; and	involve partners to	such partners; and
sustainable	involve partners to	involve partners to	build and sustain	involve partners to
relationships and	build and sustain	build and sustain	relationships.	build and sustain
partnerships	relationships.	relationships.		relationships.
Weight 5.00%	00 to 100 %	00 to 00 %	70 to 70 %	0 += (0.%
ELCC 5.1	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 domonstratos	evidence of a	evidence of an	evidence of some	provide evidence, or
demonstrates	superior ability to act	adequate ability to	ability to act with	demonstrates an
ability to act with	with integrity and fairness to ensure a	act with integrity and fairness to ensure a	integrity and fairness to ensure a school	inability to act with
integrity & fairness to ensure	school system of	school system of	system of	integrity and fairness to ensure a school
LU EIISULE	accountability for	accountability for	accountability for	system of
accountability			accountability 101	Systemor
accountability Weight 5,00%			every student's	accountability for
accountability Weight 5.00%	every student's	every student's	every student's academic and social	accountability for every student's
· · ·	every student's academic and social	every student's academic and social	academic and social	every student's
-	every student's	every student's		-

ELCC 5.2	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's SIP project	Candidate provides evidence of a	Candidate provides evidence of an	Candidate provides evidence of some	Candidate does not provide evidence, or
demonstrates ability to model integrity, transparency,	superior ability to model principles of self-awareness, reflective practice,	adequate ability to model principles of self-awareness, reflective practice,	ability to model principles of self- awareness, reflective practice,	demonstrates an inability to model principles of self- awareness, reflective
ethical behavior Weight 5.00%	transparency, and ethical behavior as related to his/her role within the school.	transparency, and ethical behavior as related to his/her role within the school.	transparency, and ethical behavior as related to his/her role within the school.	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	90 to 100 % Candidate provides evidence of a superior ability to advocate for school students, families,	80 to 89 % Candidate provides evidence of an adequate ability to advocate for school students, families,	70 to 79 % Candidate provides evidence of some ability to advocate for school students, families, and	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to advocate for school students,
Weight 5.00%	and caregivers.	and caregivers.	caregivers.	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.

Collective Record

Levels of Achievement				
Criteria	exceeds expectations	meets expectations	approaching	falls below
			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,	articulate,	inability to develop,
Weight 4.00%	implement, and	implement, and	implement, and	articulate, implement,
	steward a vision	steward a vision.	steward a vision	and 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 and
	to identify school	to identify school	school goals, assess	use data to identify
	goals, assess	goals, assess	organizational	school goals, assess
	organizational	organizational	effectiveness, and	organizational
	effectiveness, and	effectiveness, and	create and	effectiveness, and
	create and	create and implement	implement plans to	create and implement
	implement plans to	plans to achieve	achieve school goals.	plans to achieve
	achieve school goals.	school goals.		school 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 school	superior ability to	adequate ability to	ability to promote	demonstrates an
improvement	promote continual	promote continual	continual and	inability to promote
Weight 4.00%	and sustainable	and sustainable	sustainable school	continual and
	school improvement.	school improvement.	improvement.	sustainable school
	00 + - 400 %	00.4- 00.0/	70 + - 70 %	improvement.
ELCC 1.4: Ability to evaluate school	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 % Candidate does not
	Candidate provides evidence of a	Candidate provides evidence of an	Candidate provides evidence of some	provide evidence, or
progress 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
Weight 4.00%	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	stakenolaers.	stakeholders.
ELCC 2.1 Ability to	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
collaborate with	Candidate provides	Candidate provides	Candidate provides	Candidate does not
others,	evidence of a	evidence of an	evidence of some	provide evidence of
understand and	superior ability to	adequate ability to	ability to sustain and	the ability to sustain
sustain a positive	sustain and promote	sustain and promote	promote a culture of	and promote a culture
school culture and	a culture of	a culture of	collaboration, trust,	of collaboration, trust,
climate	collaboration, trust,	collaboration, trust,	and personalized	and personalized
Weight 4.00%	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 to	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
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

		1	1	1
program	create and evaluate a	create and evaluate a	evaluate a	inability to create and
Weight 4.00%	comprehensive,	comprehensive,	comprehensive,	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 to	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
develop and	Candidate provides	Candidate provides	Candidate provides	Candidate does not
supervise	evidence of a	evidence of an	evidence of some	provide evidence, or
instructional and	superior ability to	adequate ability to	ability to develop and	demonstrates an
leadership	develop and	develop 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 of	instructional and
	leadership capacity of	leadership capacity of	school staff.	leadership capacity of
	school staff.	school staff.		school staff.
ELCC 2.4 Ability to	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
understand and	Candidate provides	Candidate provides	Candidate provides	Candidate does not
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 and
	appropriate	appropriate	technologies to	appropriate
	technologies to	technologies to	support teaching and	technologies to
	support teaching and	support teaching and	learning in a school environment.	support teaching and
	learning in a school	learning in a school	environment.	learning in a school
FLCC 2.1 Ability to	environment.	environment. 80 to 89 %	70 to 79 %	environment. 0 to 69 %
ELCC 3.1 Ability to monitor and	90 to 100 % 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 and	operational plans and	plans and	develop operational
	procedures, and	procedures, and	procedures, and	plans and procedures,
	implement and	implement and	implement and	and implement and
	manage plans for the	manage plans for the	manage plans for the	manage plans for the
	school.	school.	school.	school.
ELCC 3.2 Ability to	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
understand and	Candidate provides	Candidate provides	Candidate provides	Candidate does not
use human, fiscal,	evidence of a	evidence of an	evidence of some	provide evidence, or
and tech	superior ability to	adequate ability to	ability to efficiently	demonstrates an
resources to	efficiently use	efficiently use human,	use human, fiscal,	inability to efficiently
manage school	human, fiscal, and	fiscal, and	and technological	use human, fiscal, and
operations	technological	technological	resources to manage	technological
Weight 4.00%	resources to manage	resources to manage	school operations.	resources to manage
	school operations.	school operations.		school operations.
ELCC 3.3 Ability to	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
understand and	Candidate provides	Candidate provides	Candidate provides	Candidate does not
promote school-	evidence of a	evidence of an	evidence of some	provide evidence, or
based policies and	superior ability to	adequate ability to	ability to promote	demonstrates an
procedures that	promote school-	promote school-	school-based policies	inability to promote
protect the	based policies and	based policies and	and procedures that	school-based policies
welfare and safety	procedures that	procedures that	protect the welfare	and procedures that
of students and	protect the welfare	protect the welfare	and safety of	protect the welfare
staff.	and safety of	and safety of	students and staff	and safety of students
Weight 4.00%	students and staff	students and staff 19	within the school.	and staff within the

	within the school.	within the school.		school.
ELCC 3.4 Ability to	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
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.	leadership.	•	
ELCC 3.5 Ability to	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
understand and	Candidate provides	Candidate provides	Candidate provides	Candidate does not
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 supporting	focuses on supporting	focuses on	organizational time
quality school	high-quality school	high-quality school	supporting high-	focuses on supporting
instruction and	instruction and	instruction and	quality school	high-quality school
student learning.	student learning.	student learning.	instruction and	instruction and
Weight 4.00%			student learning.	student learning.
ELCC 4.1 Ability to	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
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 collaborate	demonstrates an
and analyze	collaborate with	collaborate with	with faculty and	inability to collaborate
information	faculty and	faculty and	community members	with faculty and
Weight 4.00%	community members	community members	by collecting and	community members
Weight 4.0070	by collecting and	by collecting and	analyzing information	by collecting and
	analyzing information	analyzing information	pertinent to the	analyzing information
	pertinent to the	pertinent to the	improvement of the	pertinent to the
	improvement of the	improvement of the	school's educational	improvement of the
	school's educational	school's educational	environment.	school's educational
	environment.	environment.	environment.	environment.
ELCC 4.2 Ability to	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
mobilize and use	Candidate provides	Candidate provides	Candidate provides	Candidate does not
diverse	evidence of a	evidence of an	evidence of some	provide evidence, or
		adequate ability to	ability to Candidate	demonstrates an
community resources	superior ability to mobilize and use	Candidate provides	provides evidence of	inability to Candidate
Weight 4.00%	diverse community	evidence of a	a superior ability to	provides evidence of a
Weight 4.00%	resources to improve	superior ability to	mobilize and use	superior ability to
	school programs.	mobilize and use	diverse community	mobilize and use
	school programs.	diverse community	resources to improve	diverse community
			school programs	resources to improve
		resources to improve	school programs	
FLCC 4.2 Ability to	00 to 100 %	school programs 80 to 89 %	70 to 70 %	school programs
ELCC 4.3 Ability to	90 to 100 %		70 to 79 %	0 to 69 %
build relationships	Candidate provides evidence of a	Candidate provides evidence of an	Candidate provides	Candidate does not
with families			evidence of some	provide evidence, or
Weight 4.00%	superior ability to	adequate ability to	ability to respond to	demonstrates an
	respond to	respond to	community interests	inability to respond to
	community interests	community interests	and needs by building	community interests
	and needs by building	and needs by building	and sustaining	and needs by building
	and sustaining	and sustaining	positive school	and sustaining
	positive school	positive school	relationships with	positive school
	relationships with	relationships with	families and	relationships with
	families and	families and	caregivers.	families and
	caregivers.	caregivers.	70 +- 70 %	caregivers.
ELCC 4.4 Ability to	90 to 100 %	80 to 89 % 20	70 to 79 %	0 to 69 %

	1	1		1
understand and	Candidate provides	Candidate provides	Candidate provides	Candidate does not
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 of	inability to conduct
needs by building	assessment of	assessment of	community partners;	needs assessment of
sustainable	community partners;	community partners;	develop effective	community partners;
relationships and	develop effective	develop effective	relationships with	develop effective
partnerships	relationships with	relationships with	such partners; and	relationships with
Weight 4.00%	such partners; and	such partners; and	involve partners to	such partners; and
	involve partners to	involve partners to	build and sustain	involve partners to
	build and sustain	build and sustain	relationships.	build and sustain
	relationships.	relationships.	•	relationships.
ELCC 5.1 Ability to	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
act with integrity	Candidate provides	Candidate provides	Candidate provides	Candidate does not
& fairness to	evidence of a	evidence of an	evidence of some	provide evidence, or
ensure	superior ability to act	adequate ability to	ability to act with	demonstrates an
accountability	with integrity and	act with integrity and	integrity and fairness	inability to act with
Weight 4.00%	fairness to ensure a	fairness to ensure a	to ensure a school	integrity and fairness
11 CIBIL 4.00/0	school system of	school system of	system of	to ensure a school
	accountability for	accountability for	accountability for	system of
	every student's	every student's	every student's	accountability for
	academic and social	academic and social	academic and social	every student's
				academic and social
	success.	success.	success.	
ELCC 5.2 Ability to	90 to 100 %	80 to 89 %	70 to 79 %	success. 0 to 69 %
model integrity,	Candidate provides	Candidate provides	Candidate provides	Candidate does not
	evidence of a	evidence of an	evidence of some	provide evidence, or
transparency, ethical behavior				demonstrates an
	superior ability to	adequate ability to	ability to model	
Weight 4.00%	model principles of	model principles of	principles of self-	inability to model
	self-awareness,	self-awareness,	awareness, reflective	principles of self-
	reflective practice,	reflective practice,	practice,	awareness, reflective
	transparency, and ethical behavior as	transparency, and ethical behavior as	transparency, and ethical behavior as	practice,
				transparency, and
	related to his/her role	related to his/her role	related to his/her	ethical behavior as
	within the school.	within the school.	role within the	related to his/her role
		22 · 22 ·	school.	within the school.
ELCC 5.3 Ability to	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
understand and	Candidate provides	Candidate provides	Candidate provides	Candidate does not
safeguard the	evidence of a	evidence of an	evidence of some	provide evidence, or
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, equity,	of democracy, equity,	democracy, equity,	the values of
diversity.	and diversity within	and diversity within	and diversity within	democracy, equity,
Weight 4.00%	the school.	the school.	the school.	and diversity within
	00 += 400 %	00 to 00 %	70 + - 70 %	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 the	demonstrates an
ability to evaluate	evaluate the	evaluate the potential	potential moral and	inability to evaluate
moral and legal	potential moral and	moral and legal	legal consequences	the potential moral
consequences of	legal consequences of	consequences of	of decision making in	and legal
decisions	decision making in	decision making in	the school.	consequences of
Weight 4.00%	the school.	the school.		decision making in the
				school.
				1
ELCC 5.5 Ability to understand and	90 to 100 % Candidate provides	80 to 89 % Candidate provides	70 to 79 % Candidate provides	0 to 69 % Candidate does not

promote social justice within a school. Weight 4.00%	evidence of a superior ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	evidence of an adequate ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	evidence of some ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	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.