# GEORGE MASON UNIVERSITY GRADUATE SCHOOL OF EDUCATION Education Leadership Program

# EDLE 791 Section 601, Summer 2017 Internship in Education Leadership: 3 credits

Meeting Times/Location: Thursdays, April 27th through June 29th, 2017 [during first term

Meetings—face-2-face & electronic—once a semester until

Completion. First Class Meeting, Thursday, May 4.

Location- LCPS Admin. Building, 420/21.

**Instructor:** Alan Sturrock

Phone: 703-993-4413 Fax: 703-993-3643

E-mail: asturro1@gmu.edu Office: Thompson Hall Room 1300

**Office Hours:** Mondays, 3 to 5:00pm, or by appointment

**Mailing Address:** George Mason University

4400 University Dr., MSN 4C2 Fairfax, VA 22030-4444

Class Blog: https://loudoun12internshipblogchat.blogspot.com

**Prerequisite(s)**: Admission to the program or MEd in EDLE with a concentration in Special

Education Leadership; EDLE 620

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

#### **Course Description**

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

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

#### **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 and maintain the School Improvement Project.

# **Course Objectives**

Students taking this course will:

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

#### **Student Outcomes and Course Goals**

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

- 1. Take on leadership roles within their home schools, schools at another level, and the central office with confidence and competence;
- 2. Reflect on what they have learned through their leadership experiences;
- 3. Engage in self-reflection and improvement, including participation in a 360 degreetype 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 <u>planning</u>, <u>experiencing</u>, and <u>reflecting</u> 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 reenroll in EDLE 791 to complete their internships

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

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

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

## **Relationship of Course Goals to Program Goals**

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

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

#### **National Standards and Virginia Competencies**

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

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

- (a) Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including;
- (1) Principles of student motivation, growth, and development as a foundation for age and grade-appropriate curriculum, instruction, and assessment;
- (2) Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;
- (3) Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment; and
- (7) Identification, analysis, and resolution of problems using effective problem-solving techniques.
- (b) Knowledge, understanding and application of systems and organizations, including;
- (1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models; and
- (2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans; and
- (4) Using data as a part of ongoing program evaluation to inform and lead change.

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

# **Course Materials**

#### Readings:

Internship Manual for School Administration and Supervision Candidates –Fall, 2013, Version 7.2 (listed on Blackboard as a Resource--MyMason)

ELCC Standards (also available in the Internship Manual)

Recommended:

Osterman, Karen F & Kottkamp, Robert B. [2004]. *Reflective Practice for Educators*, CA: Corwin Press.

*Outside-of-Class Resources:* 

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

# 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 reenroll in EDLE 791 on campus and pay full tuition**. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will jeopardize your course grade and be at risk for receiving an NC grade.

# General Expectations

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

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

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

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

Students are required to submit journals and logs every two months for the first few 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).

# **Professional Dispositions**

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

#### **GMU POLICIES AND RESOURCES FOR STUDENTS**

#### **Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see <a href="http://oai.gmu.edu/the-mason-honor-code/">http://oai.gmu.edu/the-mason-honor-code/</a>).
- 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 Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <a href="http://ods.gmu.edu/">http://ods.gmu.edu/</a>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The Writing Center 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 <a href="http://writingcenter.gmu.edu/">http://writingcenter.gmu.edu/</a>).
- The 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/).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <a href="http://ssac.gmu.edu/">http://ssac.gmu.edu/</a>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <a href="http://ssac.gmu.edu/make-a-referral/">http://ssac.gmu.edu/make-a-referral/</a>.

For additional information on the College of Education and Human Development, please visit our website <a href="https://cehd.gmu.edu/">https://cehd.gmu.edu/</a>.

#### **Core Values Commitment**

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

Tentative Weekly Schedule: EDLE 791 (Sturrock) Summer 2017

ip Manual (Spring 2012, in all Class Sessions [and
ili ali Ciass Sessiviis jailu
out EDLE 791]
: Identify Site Supervisor; Required Activities'; look over ls 1 and 2
1

2	5/11	Fieldwork: [i] identify Site Supervisor	ELCC Standards, 1 and 2
		[ii] Meet & review Internship Plan ['required' & possible non-required Activities for Standards 1 and 2] [iii] Draft a rough plan for Standards 1, 2 and 3 [*use model in Appendix F*]	'Required Activities' [Appendix B]
3	5/18	Introduction to Internship [2] [i] Peer [3] Review of Draft Plans for Standards 1 and 2 [ii] Review 'sample' Internship Plan [Kirby Sypek] [iii] Repeat process, including Standards 3 and 4	Bring in [signed] Application Form [Appendix D]  ELCC Standards, 3 and 4  Meet with Site Supervisor regarding non-required activities for Standards 3 & 4
4	5/25	Introduction to Internship [3] [i] Review Standards 5 and 6 [ii] Discuss L, A, P, O options for 'required' & non-required activities [iii] Re-draft Internship Plan [iv] Peer Review	
5	6/1	Blogchat—on Class Blog from 6:00 to 8:00pm. Q and A on [i] ELCC activities [non-required]; [ii] general questions regarding EDLE 791	Meet with Site Supervisor regarding Draft Plan
6	6/8	Introduction to Internship [4] Bring Drafts of 'rough' Internship Plans for Peer Review Getting Started [i] Logs [ii] Reflections [iii] Artifacts [iv] Assessment of Dispositions	
<mark>7</mark>	<mark>6/15</mark>	FieldWork: Meet with Site Supervisor on Revised Plan; complete Internship Approval Form—Appendix G[ email May 20] session]	Internship Plans Due
8	6/22	Getting Started [2]	
	8/30/17 10/30/17 1/30/18 3/30/18	First log/journal submission Second log/journal submission Third log/journal submission Fourth log/journal submission	
	5/30/18	Fifth log/journal submission	

tbd	Collective Records May Be Submitted 1 year after the approval date
tbd	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

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

	Required Performance Tasks (with approx.hours)
Standard 1	<ul> <li>Serve as a member or leader of the school improvement planning team (16)</li> <li>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)</li> </ul>
Standard 2	<ul> <li>Implement and evaluate the school improvement project (60)</li> <li>Lead a staff development program based on assessed needs of the school and the school's vision and goals (12)</li> <li>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)</li> <li>Participate in or lead an in-service program or evaluation related to the integration or use of instructional technology (8)</li> </ul>
Standard 3	<ul> <li>Review hiring procedures at your school, and participate in the process of interviewing potential new hires (8)</li> <li>Participate in the development of the school's master schedule (6)</li> <li>Participate in developing the school budget proposal or reconciliation of school financial accounts/records (6)</li> <li>Participate in a building maintenance or safety audit or walk-through (6)</li> </ul>
Standard 4	<ul> <li>Organize and participate in an activity that involves parents and/or families in students' learning (12)</li> <li>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)</li> </ul>
Standard 5	<ul> <li>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)</li> <li>Attend one or more special education placement or annual review meetings (8)</li> </ul>
Standard 6	<ul> <li>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)</li> <li>Participate in or lead the process of writing a grant application for the school (8)</li> <li>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)</li> </ul>

#### **ELCC Leadership Standards**

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 Achiev	rement		
Criteria	exceeds	meets	approaching	falls below
	expectations	expectations	expectations	expectations
<b>ELCC 1.1:</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's	Candidate	Candidate	Candidate	Candidate does
SIP project	provides	provides	provides	not provide
demonstrates	evidence of a	evidence of an	evidence of	evidence, or
ability to	superior ability	adequate ability	some ability to	demonstrates an
develop,	to develop,	to develop,	develop,	inability to
articulate,	articulate,	articulate,	articulate,	develop,
implement,	implement, and	implement, and	implement, and	articulate,
and steward a	steward a vision	steward a	steward a vision	implement, and
vision		vision.		steward a vision
Weight 5.00%				
<b>ELCC 1.2:</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's	Candidate	Candidate	Candidate	Candidate does
SIP project	provides	provides	provides	not provide
demonstrates	evidence of a	evidence of an	evidence of	evidence, or
ability to use	superior ability	adequate ability	some ability to	demonstrates an
data, plan,	to collect and	to collect and	collect and use	inability to
and achieve	use data to	use data to	data to identify	collect and use
school goals	identify school	identify school	school goals,	data to identify
<b>Weight 5.00%</b>	goals, assess	goals, assess	assess	school goals,
	organizational	organizational	organizational	assess
	effectiveness,	effectiveness,	effectiveness,	organizational
	and create and	and create and	and create and	effectiveness, and create and
	implement plans to achieve	implement plans to achieve	implement plans to achieve	implement
	school goals.	school goals.	school goals.	plans to achieve
	school goals.	school goals.	school goals.	school goals.
<b>ELCC 1.3:</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's	Candidate	Candidate	Candidate	Candidate does
SIP project	provides	provides	provides	not provide
demonstrates	evidence of a	evidence of an	evidence of	evidence, or
ability to	superior ability	adequate ability	some ability to	demonstrates an
promote	to promote	to promote	promote	inability to
continual and	continual and	continual and	continual and	promote
sustainable	sustainable	sustainable	sustainable	continual and
school	school	school	school	sustainable
improvement	improvement.	improvement.	improvement.	school
Weight 6.00%		1		improvement.
ELCC 1.4:	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's	Candidate	Candidate	Candidate	Candidate does
SIP project	provides	provides	provides	not provide
demonstrates	evidence of a	evidence of an	evidence of	evidence, or
ability to	superior ability	adequate ability	some ability to	demonstrates an

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.

avaluata to avaluata	to avaluate	avaluata sahaal	in ability to
evaluate to evaluate	to evaluate	evaluate school	inability to
school school progress	school progress	progress and	evaluate school
<b>progress and</b> and revise	and revise	revise school	progress and
plans school plans	school plans	plans supported	revise school
Weight 5.00% supported by	supported by	by school	plans supported
school	school	stakeholders.	by school
stakeholders.	stakeholders		stakeholders.
ELCC 2.1 90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's Candidate	Candidate	Candidate	Candidate does
<b>SIP project</b> provides	provides	provides	not provide
<b>demonstrates</b> evidence of a	evidence of an	evidence of	evidence of the
the ability to superior ability	adequate ability	some ability to	ability to
<b>collaborate</b> to sustain and	to sustain and	sustain and	sustain and
with others, promote a	promote a	promote a	promote a
<b>understand</b> culture of	culture of	culture of	culture of
and sustain a collaboration,	collaboration,	collaboration,	collaboration,
<b>positive school</b> trust, and	trust, and	trust, and	trust, and
<b>culture and</b> personalized	personalized	personalized	personalized
<b>climate</b> learning with	learning with	learning with	learning with
Weight 6.00% high	high	high	high
expectations for	expectations for	expectations for	expectations for
students.	students.	students.	students.
ELCC 2.2 90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's Candidate	Candidate	Candidate	Candidate does
<b>SIP project</b> provides	provides	provides	not provide
<b>demonstrates</b> evidence of a	evidence of an	evidence of	evidence, or
<b>ability to</b> superior ability	adequate ability	some ability to	demonstrates an
<b>create and</b> to create and	to create and	create and	inability to
<b>evaluate</b> evaluate a	evaluate a	evaluate a	create and
instructional comprehensive,	comprehensive,	comprehensive,	evaluate a
<b>program</b> rigorous, and	rigorous, and	rigorous, and	comprehensive,
Weight 6.00% coherent	coherent	coherent	rigorous, and
curricular and	curricular and	curricular and	coherent
instructional	instructional	instructional	curricular and
school program.	school program.	school program.	instructional
			school program.
ELCC 2.3 90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's Candidate	Candidate	Candidate	Candidate does
<b>SIP project</b> provides	provides	provides	not provide
<b>demonstrates</b> evidence of a	evidence of an	evidence of	evidence, or
<b>ability to</b> superior ability	adequate ability	some ability to	demonstrates an
<b>develop and</b> to develop and	to develop and	develop and	inability to
<b>supervise</b> supervise the	supervise the	supervise the	develop and
instructional instructional	instructional	instructional	supervise the
and leadership	and leadership	and leadership	instructional
<b>leadership</b> capacity of	capacity of	capacity of	and leadership
capacity of school staff.	school staff.	school staff.	capacity of
staff			school staff.
Weight 6.00%			
ELCC 3.1 90 to 100 %	00.4.00.0/	<b>50</b> 4 <b>50</b> 0/	0 / (0 0 /
	80 to 89 %	70 to 79 %	0 to 69 %

CID project	provides	provides	provides	not provide
SIP project	provides evidence of a	provides evidence of an	provides evidence of	not provide
demonstrates				evidence, or
the ability to	superior ability	adequate ability	some ability to	demonstrates an
monitor and	to analyze	to analyze	analyze school	inability to
evaluate	school	school	processes,	analyze school
school	processes,	processes,	develop	processes,
management	develop	develop	operational	develop
and	operational	operational	plans and	operational
operations	plans and	plans and	procedures, and	plans and
systems	procedures, and	procedures, and	implement and	procedures, and
<b>Weight 5.00%</b>	implement and	implement and	manage plans	implement and
	manage plans	manage plans	for the school.	manage plans
	for the school.	for the school.		for the school.
<b>ELCC 3.2</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's	Candidate	Candidate	Candidate	Candidate does
SIP project	provides	provides	provides	not provide
demonstrates	evidence of a	evidence of an	evidence of	evidence, or
ability to	superior ability	adequate ability	some ability to	demonstrates an
manage	to efficiently	to efficiently	efficiently use	inability to
resources	use human,	use human,	human, fiscal,	efficiently use
<b>Weight 5.00%</b>	fiscal, and	fiscal, and	and	human, fiscal,
, , , , , , , , , , , , , , , , , , ,	technological	technological	technological	and
	resources to	resources to	resources to	technological
	manage school	manage school	manage school	resources to
	operations.	operations.	operations.	manage school
	operations.	operations.	operations.	
				operations
FI CC 3.4	90 to 100 %	80 to 89 %	70 to 79 %	operations.
ELCC 3.4	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's	Candidate	Candidate	Candidate	0 to 69 % Candidate does
Candidate's SIP project	Candidate provides	Candidate provides	Candidate provides	0 to 69 % Candidate does not provide
Candidate's SIP project demonstrates	Candidate provides evidence of a	Candidate provides evidence of an	Candidate provides evidence of	0 to 69 % Candidate does not provide evidence, or
Candidate's SIP project demonstrates ability to	Candidate provides evidence of a superior ability	Candidate provides evidence of an adequate ability	Candidate provides evidence of some ability to	0 to 69 % Candidate does not provide evidence, or demonstrates an
Candidate's SIP project demonstrates ability to distribute	Candidate provides evidence of a superior ability to develop	Candidate provides evidence of an adequate ability to develop	Candidate provides evidence of some ability to develop school	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to
Candidate's SIP project demonstrates ability to distribute leadership	Candidate provides evidence of a superior ability to develop school capacity	Candidate provides evidence of an adequate ability to develop school capacity	Candidate provides evidence of some ability to develop school capacity for	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school
Candidate's SIP project demonstrates ability to distribute	Candidate provides evidence of a superior ability to develop school capacity for distributed	Candidate provides evidence of an adequate ability to develop school capacity for distributed	Candidate provides evidence of some ability to develop school capacity for distributed	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for
Candidate's SIP project demonstrates ability to distribute leadership	Candidate provides evidence of a superior ability to develop school capacity	Candidate provides evidence of an adequate ability to develop school capacity	Candidate provides evidence of some ability to develop school capacity for	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.	Candidate provides evidence of some ability to develop school capacity for distributed leadership.	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership.
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.	Candidate provides evidence of some ability to develop school capacity for distributed leadership.  70 to 79 %	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership. 0 to 69 %
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%  ELCC 4.1 Candidate's	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.  90 to 100 % Candidate	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.  80 to 89 % Candidate	Candidate provides evidence of some ability to develop school capacity for distributed leadership.  70 to 79 % Candidate	O to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership. O to 69 % Candidate does
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%  ELCC 4.1 Candidate's SIP project	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.  90 to 100 % Candidate provides	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.  80 to 89 % Candidate provides	Candidate provides evidence of some ability to develop school capacity for distributed leadership.  70 to 79 % Candidate provides	O to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership. O to 69 % Candidate does not provide
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%  ELCC 4.1 Candidate's SIP project demonstrates	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.  90 to 100 % Candidate provides evidence of a	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.  80 to 89 % Candidate provides evidence of an	Candidate provides evidence of some ability to develop school capacity for distributed leadership.  70 to 79 % Candidate provides evidence of	O to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership. O to 69 % Candidate does not provide evidence, or
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%  ELCC 4.1 Candidate's SIP project demonstrates ability to	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.  90 to 100 % Candidate provides evidence of a superior ability	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.  80 to 89 % Candidate provides evidence of an adequate ability	Candidate provides evidence of some ability to develop school capacity for distributed leadership.  70 to 79 % Candidate provides evidence of some ability to	O to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership. O to 69 % Candidate does not provide evidence, or demonstrates an
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%  ELCC 4.1 Candidate's SIP project demonstrates ability to collaborate	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.  90 to 100 % Candidate provides evidence of a superior ability to collaborate	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.  80 to 89 % Candidate provides evidence of an adequate ability to collaborate	Candidate provides evidence of some ability to develop school capacity for distributed leadership.  70 to 79 % Candidate provides evidence of some ability to collaborate with	O to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership. O to 69 % Candidate does not provide evidence, or demonstrates an inability to
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%  ELCC 4.1 Candidate's SIP project demonstrates ability to collaborate with families	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.  90 to 100 % Candidate provides evidence of a superior ability to collaborate with faculty and	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.  80 to 89 % Candidate provides evidence of an adequate ability to collaborate with faculty and	Candidate provides evidence of some ability to develop school capacity for distributed leadership.  70 to 79 % Candidate provides evidence of some ability to collaborate with faculty and	O to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership. O to 69 % Candidate does not provide evidence, or demonstrates an inability to collaborate with
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%  ELCC 4.1 Candidate's SIP project demonstrates ability to collaborate with families and staff to	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.  90 to 100 % Candidate provides evidence of a superior ability to collaborate with faculty and community	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.  80 to 89 % Candidate provides evidence of an adequate ability to collaborate with faculty and community	Candidate provides evidence of some ability to develop school capacity for distributed leadership.  70 to 79 % Candidate provides evidence of some ability to collaborate with faculty and community	O to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership. O to 69 % Candidate does not provide evidence, or demonstrates an inability to collaborate with faculty and
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%  ELCC 4.1 Candidate's SIP project demonstrates ability to collaborate with families and staff to collect and	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.  90 to 100 % Candidate provides evidence of a superior ability to collaborate with faculty and community members by	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.  80 to 89 % Candidate provides evidence of an adequate ability to collaborate with faculty and community members by	Candidate provides evidence of some ability to develop school capacity for distributed leadership.  70 to 79 % Candidate provides evidence of some ability to collaborate with faculty and community members by	O to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership. O to 69 % Candidate does not provide evidence, or demonstrates an inability to collaborate with faculty and community
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%  ELCC 4.1 Candidate's SIP project demonstrates ability to collaborate with families and staff to collect and analyze	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.  90 to 100 % Candidate provides evidence of a superior ability to collaborate with faculty and community members by collecting and	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.  80 to 89 % Candidate provides evidence of an adequate ability to collaborate with faculty and community members by collecting and	Candidate provides evidence of some ability to develop school capacity for distributed leadership.  70 to 79 % Candidate provides evidence of some ability to collaborate with faculty and community members by collecting and	O to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership. O to 69 % Candidate does not provide evidence, or demonstrates an inability to collaborate with faculty and community members by
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%  ELCC 4.1 Candidate's SIP project demonstrates ability to collaborate with families and staff to collect and analyze information	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.  90 to 100 % Candidate provides evidence of a superior ability to collaborate with faculty and community members by collecting and analyzing	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.  80 to 89 % Candidate provides evidence of an adequate ability to collaborate with faculty and community members by collecting and analyzing	Candidate provides evidence of some ability to develop school capacity for distributed leadership.  70 to 79 % Candidate provides evidence of some ability to collaborate with faculty and community members by collecting and analyzing	O to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership. O to 69 % Candidate does not provide evidence, or demonstrates an inability to collaborate with faculty and community members by collecting and
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%  ELCC 4.1 Candidate's SIP project demonstrates ability to collaborate with families and staff to collect and analyze	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.  90 to 100 % Candidate provides evidence of a superior ability to collaborate with faculty and community members by collecting and analyzing information	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.  80 to 89 % Candidate provides evidence of an adequate ability to collaborate with faculty and community members by collecting and analyzing information	Candidate provides evidence of some ability to develop school capacity for distributed leadership.  70 to 79 % Candidate provides evidence of some ability to collaborate with faculty and community members by collecting and analyzing information	O to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership. O to 69 % Candidate does not provide evidence, or demonstrates an inability to collaborate with faculty and community members by collecting and analyzing
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%  ELCC 4.1 Candidate's SIP project demonstrates ability to collaborate with families and staff to collect and analyze information	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.  90 to 100 % Candidate provides evidence of a superior ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.  80 to 89 % Candidate provides evidence of an adequate ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the	Candidate provides evidence of some ability to develop school capacity for distributed leadership.  70 to 79 % Candidate provides evidence of some ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the	O to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership. O to 69 % Candidate does not provide evidence, or demonstrates an inability to collaborate with faculty and community members by collecting and analyzing information
Candidate's SIP project demonstrates ability to distribute leadership Weight 6.00%  ELCC 4.1 Candidate's SIP project demonstrates ability to collaborate with families and staff to collect and analyze information	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.  90 to 100 % Candidate provides evidence of a superior ability to collaborate with faculty and community members by collecting and analyzing information	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.  80 to 89 % Candidate provides evidence of an adequate ability to collaborate with faculty and community members by collecting and analyzing information	Candidate provides evidence of some ability to develop school capacity for distributed leadership.  70 to 79 % Candidate provides evidence of some ability to collaborate with faculty and community members by collecting and analyzing information	O to 69 % Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership. O to 69 % Candidate does not provide evidence, or demonstrates an inability to collaborate with faculty and community members by collecting and analyzing

	educational	educational	educational	the school's
	environment.	environment.	environment.	educational
	environment.	en vironinent.	CH v II OIIII CHC.	environment.
ELCC 4.2	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's	Candidate	Candidate	Candidate	Candidate does
SIP project	provides	provides	provides	not provide
demonstrates	evidence of a	evidence of an	evidence of	evidence, or
an ability to	superior ability	adequate ability	some ability to	demonstrates an
mobilize and	to mobilize and	to Candidate	Candidate	inability to
use diverse	use diverse	provides	provides	Candidate
community	community	evidence of a	evidence of a	provides
resources	resources to	superior ability	superior ability	evidence of a
Weight 5.00%	improve school	to mobilize and	to mobilize and	superior ability
Weight 5.00 /0	programs.	use diverse	use diverse	to mobilize and
	programs.	community	community	use diverse
		resources to	resources to	community
		improve school	improve school	resources to
		_	_	improve school
		programs	programs	
ELCC 4.3	90 to 100 %	80 to 89 %	70 to 79 %	programs 0 to 69 %
Candidate's	Candidate	Candidate	Candidate	Candidate does
	provides		provides	
SIP project demonstrates	evidence of a	provides evidence of an	evidence of	not provide
				evidence, or demonstrates an
ability to	superior ability	adequate ability	some ability to	
build	to respond to	to respond to	respond to	inability to
relationships with families	community interests and	community interests and	community interests and	respond to
	needs by			community interests and
Weight 5.00%	building and	needs by building and	needs by building and	needs by
	sustaining	sustaining	sustaining	building and
	positive school	positive school	positive school	sustaining
	relationships	relationships	relationships	positive school
	with families	with families	with families	relationships
	and caregivers.	and caregivers.	and caregivers.	with families
	and caregivers.	and caregivers.	and caregivers.	and caregivers.
ELCC 4.4	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's	Candidate	Candidate	Candidate	Candidate does
SIP project	provides	provides	provides	not provide
demonstrates	evidence of a	evidence of an	evidence of	evidence, or
the ability to	superior ability	adequate ability	some ability to	demonstrates an
understand	to conduct	to conduct	conduct needs	inability to
and respond	needs	needs	assessment of	conduct needs
to community	assessment of	assessment of	community	assessment of
interests and	community	community	partners;	community
needs by	partners;	partners;	develop	partners;
building	develop	develop	effective	develop
sustainable	effective	effective	relationships	effective
relationships	relationships	relationships	with such	relationships
and	with such	with such	partners; and	with such
partnerships	partners; and	partners; and	involve partners	partners; and
Weight 5.00%	involve partners	involve partners	to build and	involve partners
11 CIGHT 5.00 /0	myorve paraners	mvorve paraners	to build alla	myorve partiters

	40 horital and	to build and		to build and
	to build and	to build and	sustain	to build and
	sustain	sustain	relationships.	sustain
EL CC 5.1	relationships.	relationships.	<b>70.4 70.0</b> /	relationships.
ELCC 5.1	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's	Candidate	Candidate	Candidate	Candidate does
SIP project	provides	provides	provides	not provide
demonstrates	evidence of a	evidence of an	evidence of	evidence, or
ability to act	superior ability	adequate ability	some ability to	demonstrates an
with integrity	to act with	to act with	act with	inability to act
& fairness to	integrity and	integrity and	integrity and	with integrity
ensure	fairness to	fairness to	fairness to	and fairness to
accountability	ensure a school	ensure a school	ensure a school	ensure a school
Weight 5.00%	system of	system of	system of	system of
	accountability	accountability	accountability	accountability
	for every	for every	for every	for every
	student's	student's	student's	student's
	academic and	academic and	academic and	academic and
EL CC 5 2	social success.	social success.	social success.	social success.
ELCC 5.2	90 to 100 % Candidate	80 to 89 % Candidate	70 to 79 % Candidate	0 to 69 % Candidate does
Candidate's				
SIP project	provides	provides evidence of an	provides	not provide
demonstrates	evidence of a		evidence of	evidence, or
ability to	superior ability	adequate ability	some ability to model	demonstrates an
model	to model	to model		inability to model
integrity,	principles of	principles of	principles of	
transparency, ethical	self-awareness, reflective	self-awareness, reflective	self-awareness, reflective	principles of
behavior				self-awareness, reflective
	practice,	practice,	practice,	practice,
Weight 5.00%	transparency, and ethical	transparency, and ethical	transparency, and ethical	transparency,
	behavior as	behavior as	behavior as	and ethical
	related to	related to	related to	behavior as
	his/her role	his/her role	his/her role	related to
	within the	within the	within the	his/her role
	school.	school.	school.	within the
	school.	School.	School.	school.
ELCC 5.4	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's	Candidate	Candidate	Candidate	Candidate does
SIP project	provides	provides	provides	not provide
demonstrates	evidence of a	evidence of an	evidence of	evidence, or
ability to	superior ability	adequate ability	some ability to	demonstrates an
evaluate	to evaluate the	to evaluate the	evaluate the	inability to
moral and	potential moral	potential moral	potential moral	evaluate the
legal	and legal	and legal	and legal	potential moral
consequences	consequences	consequences	consequences	and legal
of decisions	of decision	of decision	of decision	consequences
Weight 5.00%	making in the	making in the	making in the	of decision
	school.	school.	school.	making in the
	<del></del>			school.
ELCC 6.1	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's	Candidate	Candidate	Candidate	Candidate does
		2	2	

SIP project	provides	provides	provides	not provide
demonstrates	evidence of a	evidence of an	evidence of	evidence, or
ability to act	superior ability	adequate ability	some ability to	demonstrates an
as an advocate	to advocate for	to advocate for	advocate for	inability to
<b>Weight 5.00%</b>	school students,	school students,	school students,	advocate for
	families, and	families, and	families, and	school students,
	caregivers.	caregivers.	caregivers.	families, and
	_	_	_	caregivers.
<b>ELCC 6.2</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's	Candidate	Candidate	Candidate	Candidate does
SIP project	provides	provides	provides	not provide
demonstrates	evidence of a	evidence of an	evidence of	evidence, or
ability to	superior ability	adequate ability	some ability to	demonstrates an
influence local	to act to	to act to	act to influence	inability to
decisions	influence local	influence local	local & district	influence local
affecting	& district	& district	decisions	& district
student	decisions	decisions	affecting	decisions
learning	affecting	affecting	student learning	affecting
<b>Weight 5.00%</b>	student learning	student learning	in a school	student learning
	in a school	in a school	environment.	in a school
	environment.	environment.		environment.

# **Collective Record**

	Levels of Achiev	ement		
Criteria	exceeds	meets	approaching	falls below
	expectations	expectations	expectations	expectations
<b>ELCC 1.1:</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Ability to	Candidate	Candidate	Candidate	Candidate does
develop,	provides	provides	provides	not provide
articulate,	evidence of a	evidence of an	evidence of	evidence, or
implement,	superior ability	adequate ability	some ability to	demonstrates an
and steward a	to develop,	to develop,	develop,	inability to
vision	articulate,	articulate,	articulate,	develop,
<b>Weight 4.00%</b>	implement, and	implement, and	implement, and	articulate,
_	steward a vision	steward a	steward a vision	implement, and
		vision.		steward a vision
<b>ELCC 1.2:</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Ability to use	Candidate	Candidate	Candidate	Candidate does
data, plan,	provides	provides	provides	not provide
and achieve	evidence of a	evidence of an	evidence of	evidence, or
school goals	superior ability	adequate ability	some ability to	demonstrates an
<b>Weight 4.00%</b>	to collect and	to collect and	collect and use	inability to
	use data to	use data to	data to identify	collect and use
	identify school	identify school	school goals,	data to identify
	goals, assess	goals, assess	assess	school goals,
	organizational	organizational	organizational	assess
	effectiveness,	effectiveness,	effectiveness,	organizational
	and create and	and create and	and create and	effectiveness,
	implement	implement	implement	and create and
	plans to achieve	plans to achieve	plans to achieve	implement
	school goals.	school goals.	school goals.	plans to achieve
				school goals.
<b>ELCC 1.3:</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Ability to	Candidate	Candidate	Candidate	Candidate does
promote	provides	provides	provides	not provide
continual and	evidence of a	evidence of an	evidence of	evidence, or
sustainable	superior ability	adequate ability	some ability to	demonstrates an
school	to promote	to promote	promote	inability to
improvement	continual and	continual and	continual and	promote
<b>Weight 4.00%</b>	sustainable	sustainable	sustainable	continual and
	school	school	school	sustainable
	improvement.	improvement.	improvement.	school
				improvement.
<b>ELCC 1.4:</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Ability to	Candidate	Candidate	Candidate	Candidate does
evaluate	provides	provides	provides	not provide
school	evidence of a	evidence of an	evidence of	evidence, or
progress and	superior ability	adequate ability	some ability to	demonstrates an
plans	to evaluate	to evaluate	evaluate school	inability to
<b>Weight 4.00%</b>	school progress	school progress	progress and	evaluate school
	and revise	and revise	revise school	progress and
	school plans	school plans	plans supported	revise school

	supported by	supported by	by school	plans supported
	school	school	stakeholders.	by school
	stakeholders.	stakeholders		stakeholders.
<b>ELCC 2.1</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Ability to	Candidate	Candidate	Candidate	Candidate does
collaborate	provides	provides	provides	not provide
with others,	evidence of a	evidence of an	evidence of	evidence of the
understand	superior ability	adequate ability	some ability to	ability to
and sustain a	to sustain and	to sustain and	sustain and	sustain and
positive school	promote a	promote a	promote a	promote a
culture and	culture of	culture of	culture of	culture of
climate	collaboration,	collaboration,	collaboration,	collaboration,
<b>Weight 4.00%</b>	trust, and	trust, and	trust, and	trust, and
	personalized	personalized	personalized	personalized
	learning with	learning with	learning with	learning with
	high	high	high	high
	expectations for	expectations for	expectations for	expectations for
	students.	students.	students.	students.
<b>ELCC 2.2</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Ability to	Candidate	Candidate	Candidate	Candidate does
create and	provides	provides	provides	not provide
evaluate	evidence of a	evidence of an	evidence of	evidence, or
instructional	superior ability	adequate ability	some ability to	demonstrates an
program	to create and	to create and	create and	inability to
<b>Weight 4.00%</b>	evaluate a	evaluate a	evaluate a	create and
	comprehensive,	comprehensive,	comprehensive,	evaluate a
	rigorous, and	rigorous, and	rigorous, and	comprehensive,
	coherent	coherent	coherent	rigorous, and
	curricular and	curricular and	curricular and	coherent
	instructional	instructional	instructional	curricular and
	school program.	school program.	school program.	instructional
				school program.
<b>ELCC 2.3</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Ability to	Candidate	Candidate	Candidate	Candidate does
develop and	provides	provides	provides	not provide
supervise	evidence of a	evidence of an	evidence of	evidence, or
instructional	superior ability	adequate ability	some ability to	demonstrates an
and leadership	to develop and	to develop and	develop and	inability to
capacity of	supervise the	supervise the	supervise the	develop and
staff	instructional	instructional	instructional	supervise the
<b>Weight 4.00%</b>	and leadership	and leadership	and leadership	instructional
	capacity of	capacity of	capacity of	and leadership
	school staff.	school staff.	school staff.	capacity of
TI GG A	00 / 100 0/	00 4 00 04	<b>20</b> 4 <b>20</b> 04	school staff.
ELCC 2.4	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Ability to	Candidate	Candidate	Candidate	Candidate does
understand	provides	provides	provides	not provide
and promote	evidence of a	evidence of an	evidence of	evidence, or
the effective	superior ability	adequate ability	some ability to	demonstrates an
use of	to promote the	to promote the	promote the	inability to
technologies	most effective	most effective	most effective	promote the

				22.
Weight 4.00%	and appropriate technologies to support teaching and learning in a school environment.	and appropriate technologies to support teaching and learning in a school environment.	and appropriate technologies to support teaching and learning in a school environment.	most effective and appropriate technologies to support teaching and learning in a school
				environment.
ELCC 3.1 Ability to monitor and evaluate school management and operations systems Weight 4.00%	90 to 100 % Candidate provides evidence of a superior ability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.	80 to 89 % Candidate provides evidence of an adequate ability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.	70 to 79 % Candidate provides evidence of some ability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.	O to 69 % Candidate does not provide evidence, or demonstrates an inability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.
ELCC 3.2 Ability to understand and use human, fiscal, and tech resources to manage school operations Weight 4.00%	90 to 100 % Candidate provides evidence of a superior ability to efficiently use human, fiscal, and technological resources to manage school operations.	80 to 89 % Candidate provides evidence of an adequate ability to efficiently use human, fiscal, and technological resources to manage school operations.	70 to 79 % Candidate provides evidence of some ability to efficiently use human, fiscal, and technological resources to manage school operations.	O to 69 % Candidate does not provide evidence, or demonstrates an inability to efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 3.3 Ability to understand and promote school-based policies and procedures that protect the welfare and safety of students and staff. Weight 4.00%	90 to 100 % Candidate provides evidence of a superior ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	80 to 89 % Candidate provides evidence of an adequate ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	70 to 79 % Candidate provides evidence of some ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	O to 69 % Candidate does not provide evidence, or demonstrates an inability to promote school- based policies and procedures that protect the welfare and safety of students and staff within the school.

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

	community resources to	evidence of a superior ability	evidence of a superior ability	provides evidence of a
	improve school programs.	to mobilize and use diverse community resources to	to mobilize and use diverse community resources to	superior ability to mobilize and use diverse community
		improve school programs	improve school programs	resources to improve school programs
<b>ELCC 4.3</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Ability to	Candidate	Candidate	Candidate	Candidate does
build	provides	provides	provides	not provide
relationships	evidence of a	evidence of an	evidence of	evidence, or
with families	superior ability	adequate ability	some ability to	demonstrates an
<b>Weight 4.00%</b>	to respond to	to respond to	respond to	inability to
	community	community interests and	community interests and	respond to
	interests and needs by	needs by	needs by	community interests and
	building and	building and	building and	needs by
	sustaining	sustaining	sustaining	building and
	positive school	positive school	positive school	sustaining
	relationships	relationships	relationships	positive school
	with families	with families	with families	relationships
	and caregivers.	and caregivers.	and caregivers.	with families
	_	_	_	and caregivers.
<b>ELCC 4.4</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Ability to	Candidate	Candidate	Candidate	Candidate does
understand	provides	provides	provides	not provide
and respond	evidence of a	evidence of an	evidence of	evidence, or
to community	superior ability	adequate ability	some ability to	demonstrates an
interests and	to conduct	to conduct	conduct needs	inability to
needs by building	needs assessment of	needs assessment of	assessment of community	conduct needs assessment of
sustainable	community	community	partners;	community
relationships	partners;	partners;	develop	partners;
and	develop	develop	effective	develop
partnerships	effective	effective	relationships	effective
Weight 4.00%	relationships	relationships	with such	relationships
	with such	with such	partners; and	with such
	partners; and	partners; and	involve partners	partners; and
	involve partners	involve partners	to build and	involve partners
	to build and	to build and	sustain	to build and
	sustain	sustain	relationships.	sustain
ELCC 5.1	relationships.  90 to 100 %	relationships. 80 to 89 %	70 to 79 %	relationships.  0 to 69 %
Ability to act	Candidate	Candidate	Candidate	Candidate does
with integrity	provides	provides	provides	not provide
& fairness to	evidence of a	evidence of an	evidence of	evidence, or
ensure	superior ability	adequate ability	some ability to	demonstrates an
accountability	to act with	to act with	act with	inability to act
Weight 4.00%				

	fairness to	fairness to	fairness to	and fairness to
	ensure a school	ensure a school	ensure a school	ensure a school
	system of	system of	system of	system of
	accountability	accountability	accountability	accountability
	for every	for every	for every	for every
	student's	student's	student's	student's
	academic and	academic and	academic and	academic and
	social success.	social success.	social success.	social success.
<b>ELCC 5.2</b>	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Ability to	Candidate	Candidate	Candidate	Candidate does
model	provides	provides	provides	not provide
integrity,	evidence of a	evidence of an	evidence of	evidence, or
transparency,	superior ability	adequate ability	some ability to	demonstrates an
ethical	to model	to model	model	inability to
behavior	principles of	principles of	principles of	model
<b>Weight 4.00%</b>	self-awareness,	self-awareness,	self-awareness,	principles of
	reflective	reflective	reflective	self-awareness,
	practice,	practice,	practice,	reflective
	transparency,	transparency,	transparency,	practice,
	and ethical	and ethical	and ethical	transparency,
	behavior as	behavior as	behavior as	and ethical
	related to	related to	related to	behavior as
	his/her role	his/her role	his/her role	related to
	within the	within the	within the	his/her role
	school.	school.	school.	within the
	Selicoi.	School.	School.	school.
ELCC 5.3	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Ability to	Candidate	Candidate	Candidate	Candidate does
understand	provides	provides	provides	not provide
and safeguard	evidence of a	evidence of an	evidence of	evidence, or
the values of	superior ability	adequate ability	some ability to	demonstrates an
democracy,	to safeguard the	to safeguard the	safeguard the	inability to
equity, and	values of	values of	values of	safeguard the
				values of
diversity.	democracy,	democracy,	democracy,	
<b>Weight 4.00%</b>	equity, and	equity, and	equity, and	democracy,
	diversity within	diversity within the school.	diversity within	equity, and
	the school.	the school.	the school.	diversity within
EL CC 5 4	00 to 100 0/	90 to 90 0/	70 to 70 0/	the school.
ELCC 5.4	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidate's	Candidate	Candidate	Candidate	Candidate does
SIP project	provides	provides	provides	not provide
demonstrates	evidence of a	evidence of an	evidence of	evidence, or
ability to	superior ability	adequate ability	some ability to	demonstrates an
evaluate	to evaluate the	to evaluate the	evaluate the	inability to
, ,				Lavaluata tha
moral and	potential moral	potential moral	potential moral	evaluate the
legal	and legal	and legal	and legal	potential moral
legal consequences	and legal consequences	and legal consequences	and legal consequences	potential moral and legal
legal consequences of decisions	and legal consequences of decision	and legal consequences of decision	and legal consequences of decision	potential moral and legal consequences
legal consequences	and legal consequences of decision making in the	and legal consequences of decision making in the	and legal consequences of decision making in the	potential moral and legal consequences of decision
legal consequences of decisions	and legal consequences of decision	and legal consequences of decision	and legal consequences of decision	potential moral and legal consequences

ELCC 5.5 Ability to understand and promote social justice within a school. Weight 4.00%	90 to 100 % Candidate provides evidence of a superior ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	80 to 89 % Candidate provides evidence of an adequate ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	70 to 79 % Candidate provides evidence of some ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	O to 69 % Candidate does not provide evidence, or demonstrates an inability to promote social justice within the school to ensure that individual student needs inform all aspects of
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.	schooling.  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.	O 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	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	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.	O 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.	strategies.	strategies.
strategies.	strategies.	suategies.