

# **UAS Educational Leadership Program**

## **Program Assignments & Alignment of Projects with Standards**

### **Educational Leadership**

#### **Course Description:**

This is the first course in a sequence, which leads to a Master's in Education in Leadership and a Type B Principal's Certificate. While achieving this certification is our primary goal, our approach is to build a learning community where we can all grow and develop in a community of scholar's environment.

The central focus of ED 637 is on leadership theory, change strategies, and instructional leadership. Additional topics include data-based decision making, school improvement, staff supervision, school law, systems theory, managing federal mandates, issues in Alaska education and school community relations, all with an emphasis on student achievement.

#### **Digital Leadership Story**

Alignment of Project with Standards: (ELCC 2.4, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5)

Develop a digital story that indicates your uniqueness and values as a person, educator and a leader. Use photos, movie clips, and music to build a digital story using iMovie or a similar product. 45 points is dedicated to getting a sense of who you are as a leader and 30 points are available for mastering the basics of the software application and applying them to your story.

#### **Force Field Analysis**

Alignment of Project with Standards: (ELCC 5.2, 5.4, 5.5)

This task has three parts: first is a clear statement of the problem (20 points). The second element is the delineation of all the restraining forces limiting successful resolution of the problem (15 points). The final element is the listing of all the driving forces assisting resolution of the problem (15 points).

#### **Leadership Presentation**

Alignment of Project with Standards: (ELCC 5.1, 5.2, 5.3, 5.4, 5.5)

Learners will share a power point presentation on a leadership model that intrigues them. There are four elements to this presentation. A clear statement of why they chose this area of leadership to research and present is worth 10 points. A succinct outline of the significance of this leadership model is worth 15. The value that the presented believes this model holds for other members of the class is worth 10 points and a summary of what was learned by the presented and an insight for the group to consider is worth 15 points.

#### **Collaborative Budget Reflection**

**Alignment of Project with Standards: (ELCC 3.1, 3.2)**

After participating in a collaborative budget process simulation, learners will complete a written reflection composed of two parts. Thirty points is possible for the learner's reflection on the process and how it resonates with their style as a leader. Twenty points is available for the learner's reflection on its use at their site, including opportunities and challenges.

**Newsletter Template**

**Alignment of Project with Standards: (ELCC 4.1, 4.2, 4.3, 4.4)**

A team of students will develop a template for inserting articles for use at their site (15 points). Another 15 points is available for developing at least one article to use with their school opening issue.

**Final Paper**

**Alignment of Project with Standards: (ELCC 5.2)**

This memo should lay out the most important ideas and insights that you take away from the course (20 points), briefly discuss how you plan to use those ideas and insights in your internship (15 points) and how you have grown as a leader. (15 points). The memo should be no longer than 3 pages. Appropriate use of ideas from readings and the course will strengthen your paper, but clarity and practicality are the primary grading criteria.

**Key Communicators Analysis**

**Alignment of Project with Standards: (ELCC 4.1, 4.2, 4.3, 4.4)**

Summarize your interview as a team. Make sure that every question is addressed. Finish with advice for aspiring Alaskan principals. 25 pts.  
What similarities and differences exist with the other cohort interviews? 15 pts.  
Do you see value with this strategy in your community? Why? 15 pts.

**School Improvement Plan**

**Alignment of Project with Standards: (ELCC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4)**

Using the Alaska Department of Education and Early Development School Improvement Template, learners will develop a draft SIP. There are five components worth 20 points each. The shell of the document is worth 20 points; it includes completion of all the "boilerplate" in the plan. The second and third components include concrete and abstract issues that are fully fleshed out with statements of need and targeted goals. Each is worth 20 points. The final 40 points completes the two prior components with targeted interventions, resources and evaluation plans.

### **Course Description**

In this course, prospective school leaders learn the variety of ways leaders use research knowledge in decision making and planning. In a series of performance-based activities, students analyze evidence of instructional problems in their schools, develop research knowledge about the likely causes of these problems, and identify actions that have been shown to impact the causes of problems like theirs in comparable schools. Students develop a comprehensive grant proposal based on this work. This outcome will help shape the students ability to conduct research towards school improvement.

### **Research Brief and Literature Review**

Alignment of Project with Standards: (ELCC 1.2, 2.1)

Submit a Research Brief and Annotated Bibliography and prepare a presentation for class (5-8 min), using APA style, using the findings of five to seven studies related to an area of need/problem for your Research Grant Proposal at your school or District. Your annotated bibliography will be included in your grant proposal.

### **Reading Research Critically Report**

Alignment of Project with Standards: (ELCC 1.1, 1.2, 1.3, 1.4)

Select three educational research articles (i.e. quantitative, qualitative, or mixed methods) or reports on a topic that you have agreed is a high priority for your schools from a reputable academic journal (e.g. Educational Administration Quarterly, Journal of School Leadership, American Educational Research Journal) Peruse the articles and prepare an analysis of each report that includes:

- Statement of problem, including the purpose and significance of the study
- Research Questions
- Conceptual Framework
- Methods, including:
  - Research Design
  - Participants, setting
  - Data collection, instruments
  - Data analysis
  - Limitations
- Was an intervention proposed?
- Results / Findings
- Implications

### **Interventions/Evidence Gathering Design**

**Alignment of Project with Standards: (ELCC 1.2, 1.3, 1.4, 2.1, 2.2)**

Students will use research literature review to support an intervention as part of the grant proposal. Students will present evidence that suggest why their intervention will achieve their proposal goals.

**Grant Proposal**

**Alignment of Project with Standards: (ELCC 1.1, 1.2, 1.3, 1.4)**

Prepare a grant proposal based on research for a research or school based project. Use accepted grant writing techniques and formats. Prepare the proposal for a group presentation and critique (July 30/31). Include need/research question, proposed intervention, design/methods, analysis, abstract and budget. Complete your proposal with all of the components listed below and present to class. Also ready for submission to District for approval. Presentation to class will be on July 28 and 29. Finished proposal due on July 30, the last day of class

**Grant Proposal Components**

1. Statement of Need
2. Literature Review
3. Proposed Interventions and Evidence Gathering Design
4. Proposed Partners
5. Goals and Measurable Outcomes
6. Personnel and Resources: Resumes and Job Descriptions
7. Evaluation Plan
8. Budget Narrative
9. Timeline
10. Letters of Support
11. Abstract
12. Boiler Plate: i.e. Assurances and Private School

**On-Line Reflections**

**Alignment of Project with Standards: (ELCC 5.2)**

Complete readings and answer discussion board questions. Completion of all expected reflections in a timely, thoughtful manner.

**Class Participation**

**Alignment of Project with Standards: (ELCC 5.2)**

Attend each class, complete readings, actively participate in classroom discussion and assigned activities, questions, and contribute ideas/resources.

### **Course Description**

This is the third course in the *UAS Educational Leadership Program*. It is the first course focusing on Curriculum and Instructional Leadership. This course reviews the best practices of teaching and learning and the skills of supervision, assessment and evaluation in schools. The student will review learning theories, curriculum development, and accountability. Students will begin the development of an interdisciplinary project using the Parallel Curriculum Model.

This course integrates ED691, a 150-hour internship experience, in the cohort member's chosen school and weekly instruction via distance technology. Candidates will validate their understanding of the role of supervision in instructional improvement, assessment, program evaluation, emerging technologies, learning theories and curriculum development. They will apply the concepts and the theories discussed.

### **Course Participation/Attendance/Voice/Preparation/Closure**

Alignment of Project with Standards: (ELCC 5.2)

This assessment will be based on four factors: Attendance/Voice/Preparation/Closure

**Attendance is worth 15 points.** Missing one-class results in no loss of points. Two absences result in the loss of 10 points. Three absences result in the loss of 20 points. Four absences result in the loss of 30 points. A partial absence counts as an absence unless the professor determines otherwise.

**Voice is worth 15 points.** Two points per session determined by the professor including large and small group sessions.

**Preparation is worth 15 points.** Based upon evidence of having read the material and demonstrating readiness for activities. Two points per session.

**Closure is worth 5 points.** Five points is earned for sharing an insight from the session. Five points is earned for recognizing the contribution of a cohort member and the reason why it was significant to you.

### **Weekly Online Reflections**

Alignment of Project with Standards: (ELCC 5.2)

Completion of **all** expected reflections in a **timely, thoughtful** manner.

**Fifty points (50)** will be awarded for completing all, reflections in timely, thoughtful manner.

**Each cohort member will have latitude between 30 and 50 points.**

**Thirty points (30)** will be awarded for most reflections in a timely and thoughtful manner.

**Each cohort member will have latitude between 30 and 0 points.**

**Zero points (0)** will be awarded for very limited reflections, often late and/or lacking a sense of depth

### **Professional Development Project**

Alignment of Project with Standards: (ELCC 1.2, 1.3, 2.3, 3.3)

Submit your plan (10 points), presentation materials (20 points) and your analysis of how the presentation was successful and what you would do differently (20 points).

### **Interdisciplinary Unit PCM**

Alignment of Project with Standards: (ELCC 2.1, 2.2, 2.3, 2.4)

#### ***Background for Unit***

##### Content Framework

Organizing Concepts.

Principles and generalization

Alaska Standards

Skills

Making Sure the Parallels Remain Central in Teaching and Learning

Content

Assessments

Teaching Strategies

Learning Activities

Grouping Strategies

Products

Resources

Extension Activities

Modifications for Learner Needs, including AID

Unit Sequence, Description, and Teacher Reflections

Pre-assessment

Two Weeks of Lessons

**Scoring:** Ten points (10) for a clear understanding of concepts, and principles and a clear identification of what the student will be able to know, do and be like. Forty points (40) for designing teaching and learning activities that address the four parallels. Ten points (10) for designing a product into the outcomes. Ten points (10) for an introductory activity and ten points for a unit closure activity. Twenty points (20) for a pre and post assessment. Bonus points (10) for addressing grouping strategies, resources, extensions and AID.

### **Learning Theory Presentation Article Critique**

Alignment of Project with Standards: (ELCC 2.2)

Write two journal critiques that inform your learning theory presentation. At least one should be by an original author. Articles should follow the Journal Critique Guidelines that will be provided.

### **Learning Theory Presentation**

Alignment of Project with Standards: (ELCC 2.2)

History/Definition/Key Elements: What is this theory? (20 points)

Detailed Summary for Cohort: What is important to us? (15 points)

Application: How might we use this in our schools and classrooms? (15 points)

Evaluation: What do you see as strengths and weaknesses of this theory? (15 points)

Linked to Student's Research Journal and presented in Portfolio (10 points)

### **Peer Coaching Plan**

Alignment of Project with Standards: (ELCC 1.1, 1.2, 2.1, 2.2, 2.4, 3.1, 5.1, 5.2, 5.3)

Elements:

Pre-assessment (5)

Pre-observation (5)

Observation (5)

Post Conference (10)

Pre-observation (5)

Observation (5)

Post-Conference (10)

Observations write up per district policy (20)

Post analysis reflection (20) (Write-up)

**Write-up should focus on stated target of plan, evidence of results and collaborative process. Points are distributed for each document as indicated above.**

### **Final Paper**

Alignment of Project with Standards: (ELCC 5.2)

A reflective paper about what you learned in this course. (15) How you might apply these new insights at your site (15) and how you have grown over this semester as an educational leader (20)

**Course Description:**

This is the fourth course in a sequence that leads to a Master’s in Education in Leadership and a Type B Principal’s Certificate. The focus of this course is to provide real life experiences and the opportunity to work with a mentor principal. This course is coupled with Curriculum Leadership I. Through this course and the spring semester continuation, the learner experiences the annual cycle of building leadership.

The central focus of ED691 is the application of leadership, change and management strategies. This includes school year planning time plus about 5-10 hours per week for about 150 hours per semester, depending on the time spent before school begins and after students leave. Learners will debrief with their mentors weekly and meet on-line with cohort members once a week.

Fall and Spring Internship Classes Align with Standards: (ELCC 7.1, 7.2)

**Course Participation/Attendance/Voice/Preparation/Closure**

Alignment of Project with Standards: (ELCC 5.2)

This assessment will be based on four factors: Attendance/Voice/Preparation/Closure

**Attendance is worth 15 points.** Missing one-class results in no loss of points. Two absences result in the loss of 10 points. Three absences result in the loss of 20 points. Four absences result in the loss of 30 points. A partial absence counts as an absence unless the professor determines otherwise.

**Voice is worth 15 points.** One point per session determined by the professor including large and small group sessions.

**Preparation is worth 15 points.** Based upon evidence of having read the material and demonstrating readiness for activities. One point per session.

**Closure is worth 10 points.** Five points is earned for sharing an insight from the session. Five points is earned for recognizing the contribution of a cohort member and the reason why it was significant to you.

**Weekly Online Reflections**

Alignment of Project with Standards: (ELCC 5.2)

Completion of **all** expected reflections in a **timely, thoughtful** manner.

**Fifty points (50)** will be awarded for completing all, reflections in timely, thoughtful manner.

**Each cohort member will have latitude between 30 and 50 points.**

**Thirty points (30)** will be awarded for most reflections in a timely and thoughtful manner.

**Each cohort member will have latitude between 30 and 0 points.**

**Zero points (0)** will be awarded for very limited reflections, often late and/or lacking a sense of depth

**Crisis Management Plan**

**Alignment of Project with Standards: (ELCC 3.1, 3.3)**

Learners will update their site's crisis management plan. Scoring will be based on three elements including the update, the revisions and new sections. Updates include role and responsibility and contact information, revisions include facility considerations exits, routes, maps etc. and new information including new considerations and strategies for current issues facing school campuses.

**Budget Enrollment projection Analysis Reflection**

**Alignment of Project with Standards: (ELCC 3.1, 3.2)**

This phase of the budget process should detail the school's actual and projected enrollment as well as the district's actual and projected enrollment. What is the likely impact on your school? Given the likely impact, how might that projected enrollment affect staffing, programs, facilities, etc.

After receiving the official projections, site and district, learners will complete a written reflection composed of two parts. Twenty-five points is possible for the learner's analysis of the impact of the projection of the site. Twenty-five points is dedicated for the learner's reflection on the opportunities and challenges presented by the potential enrollment impact.

**Annotated in-service and staff meeting agendas**

**Alignment of Project with Standards: (ELCC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 5.1)**

What observations have you made that either support best use of an agenda or conflict with the following quote?

*"An agenda is a tool to enhance the team's production of desired results. It can foster ownership, a sense of being valued, engagement, collaboration and an increased focus on teaching and learning and what is best for students."*

**School Improvement Plan**

**Alignment of Project with Standards: (ELCC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4)**

Using the Alaska STEPP or current SIP, learners will develop a SIP with their site team members. Your write up should be on the development process of the plan, including leadership roles, change and resistance to change. (25 points). The second focus should be on implementation and monitoring plans. How will you insure that this is a dynamic, active and effective plan? (25 points) The final component is a reflection on the process; what worked well, what would you do differently and what have you learned as a leader. (25 points)

**School Newsletters**

**Alignment of Project with Standards: (ELCC 4.1, 4.2, 4.3, 4.4)**

Students will research and reflect on the issues, concerns, and events in the community. The reflections will show a level of awareness and understanding of the importance for key events that deal with the student advocacy, culture, and politics in the community as presented through the newsletter. A complete fall and Winter Newsletter is submitted with a brief analysis regarding what you learned from the first issue to the second issue.

**Final Paper**

**Alignment of Project with Standards: (ELCC 5.2)**

A reflective paper detailing what you learned in this course. (15) How you might apply these new insights at your site (15) and how you have grown over this semester as an educational leader (20) the memo should be no longer than about 5 pages. Appropriate use of ideas from

readings and the course will strengthen your paper, but clarity, practicality and voice are the primary grading criteria.

## ED S639 Curriculum & Instruction Leadership II

### Course Description

This course is a continuation of Curriculum and Instructional Leadership I. Candidates will validate their understanding of the role of supervision in instructional improvement, assessment and evaluation, emerging technologies, learning theories and curriculum development. They will apply the concepts. and the theories discussed. **Each candidate will continue the practicum experience through a total of at least 150 hours.**

This course combines a practicum experience in the candidate's school and weekly instruction via distance technology.

### **Assessment Presentation/Project**

Alignment of Project with Standards: (ELCC 2.1, 2.2, 2.3, 2.4)

Each cohort member will share their pre (1) and post (2) assessment strategy for his or her PCM Unit. In addition to sharing these activities, the presenter must share the purposes (3) for the assessments, the targeted behaviors (4) and how the assessments accommodate (5) unique learner needs, cultural, intellectual and emotional, etc. **10 points are possible for each of the five numbered areas.**

### **Interdisciplinary Unit PCM**

Alignment of Project with Standards: (ELCC 2.1, 2.2, 2.3, 2.4)

Background for Unit

Content Framework

Organizing Concepts.

Principles and generalization

Standards for Social Studies

Skills

Making Sure the Parallels Remain Central in Teaching and Learning

Content

Assessments

Teaching Strategies

Learning Activities

Grouping Strategies

Products

Resources

Extension Activities

Modifications for Learner Needs, including AID

Unit Sequence, Description, and Teacher Reflections

Pre-assessment

Two Weeks of Lessons

Scoring:

- (10) points for a clear understanding of concepts. and principles and a clear identification of what the student will be able to know, do and be like.
- (40) points for designing teaching and learning activities that address the four parallels.
- (10) points for designing a product into the outcomes.
- (10) points for an introductory activity and (10) points for a unit closure activity.
- (20) points for a pre and post assessment.
- (10) points for addressing grouping strategies, resources, extensions and AID.

**Service Learning Guide**

Alignment of Project with Standards: (ELCC 2.1, 2.2, 2.3, 2.4)

As a team of five, use the model service learning “neckbones” to rework the guide that meets the groups needs. Therefore, it will be necessary to come to consensus regarding the targeted students.

- Write a statement describing the targeted students.
- Modify the guide to meet the needs of this target group.
- Develop Neckbone 1 and 7 together. Select other neckbones to modify individually and share by email and design the final unit together.
  - 50 points for a guide that provides a clear, target audience statement, well developed neckbones and feels aligned not developed by a committee.
  - 30 points for a vague target audience statement, minimally adapted or “off the mark” neckbones and minimally cohesive unit.
  - 0 points for no target audience statement and an unedited/unmodified guide.

**Culturally Responsive Project**

Alignment of Project with Standards: (ELCC 2.1, 2.2, 2.3, 2.4, 4.2, 6.2)

This is a project of your choosing. The first section should detail the subject of your study. The second section should detail why you are interested in the study, the third section should detail how you plan to study the project. The next section should delineate your findings. The final paragraphs should present your conclusion and why it is important to you. **Each of the five components is worth ten points.**

**Peer Coaching Plan**

Alignment of Project with Standards: (ELCC 1.1, 1.2, 2.1, 2.2, 2.4, 3.1, 5.1, 5.2, 5.3)

Elements:

- Pre-assessment
- Pre-observation
- Observation
- Professional Development Plan
- Post Conference
- Pre-observation
- Observation
- Post-Conference
- Observation write-up per district policy

Post analysis reflection (Write-up)

Write-up should focus on completeness of procedures outlined above worth 25 points. The process of establishing and clearly delineating the target of plan is worth 30 points. Evidence of results and a collaborative process is worth 20 points. Finally, 25 points are distributed for an analysis of the process.

#### **Final Paper**

Alignment of Project with Standards: (ELCC 5.2)

A reflective paper about what you learned in this course. (15) How you might apply these new insights at your site (15) and how you have grown over this semester as an educational leader (20)

## **ED S691 Internship in Educational Leadership II**

#### **Course Description:**

This is the sixth course in a sequence that leads to a Master's in Education in Leadership and a Type B Principal's Certificate. The focus of this course is to provide real life experiences and the opportunity to work with a mentor principal. This course is coupled with the continuation of Curriculum Leadership II. Through this course the learner experiences the annual cycle of building leadership.

The central focus of ED691 is the application of leadership, change and management strategies. This includes school year planning time plus about 5-10 hours per week for about 150 hours per semester, depending on the time spent before school begins and after students leave. Learners will debrief with their mentors weekly and meet on-line with cohort members once a week.

Fall and Spring Internship Classes Align with Standards: (ELCC 7.1, 7.2)

#### **Course Contributions/Attendance/Voice/Preparation/Closure**

Alignment of Project with Standards: (ELCC 5.2)

This assessment will be based on four factors: Attendance/Voice/Preparation/Closure

- Attendance is worth 15 points. Missing one-class results in no loss of points. Two absences result in the loss of 10 points. Three absences result in the loss of 20 points. Four absences result in the loss of 30 points. A partial absence counts as an absence unless the professor determines otherwise.
- Voice is worth 25 points. Determined by the professor including large and small group sessions.
- Preparation is worth 30 points. Based upon evidence of having read the material and demonstrating readiness for activities.
- Closure is worth 5 points. Points are earned for sharing "an insight from the session and for recognizing the contribution of a cohort member and the reason why it was significant to you.

#### **Weekly Online Reflections**

Alignment of Project with Standards: (ELCC 5.2)

Completion of all expected reflections in a timely, thoughtful manner.

This will be scored by all cohort members and the professor and averaged together.

- 50 points will be awarded for completing all, reflections in timely, thoughtful manner.
- 30 points will be awarded for most reflections in a timely and thoughtful manner.
- 0 points will be awarded for very reflections, often late and lacking a sense of depth.

### **Mentor/Cohort Initiated Projects**

Alignment of Project with Standards: (ELCC 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3,3.4, 3.5; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2, 6.3)

For initial approval, student provides name of project, aims or outcomes and other details that outline the scope of the project. The tasks, timeline and scoring to be mutually determined by cohort member, mentor and professor. Professor retains final approval, if a dispute must be resolved.

Mentor/Cohort Initiated Projects (Must be approved by Professor) Examples:

Native Ways of Knowing	Backwards Design
Creativity Skills	Classroom use of Debate
Formative Assessment	Staff Handbook Revision
Celebrating Diversity	Literacy
Vocabulary Development	Technology Integration
Place-based Learning	Substitute Handbook
Chaperone Handbook	Peer Coaching Handbok

### **School Improvement Plan Monitoring Observation**

Alignment of Project with Standards: (ELCC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4)

Your write up should focus on implementation and monitoring observations. Your write up should include not only whether stated outcomes were achieved, but equally vital what you learned yourself about continuous improvement and in prompting others through the change process.

It will receive up to 20 points for observing the existing process. It will receive up to 35 points for assisting colleagues in meeting the planned goals. It will receive up to 50 points for detailing your efforts to assist colleagues in addressing goals, and answering the question "Why did you school improvement plan produce the results they did?"

### **Student Handbook Review**

Alignment of Project with Standards: (ELCC 3.1, 3.3, 3.5, 5.1, 5.5, 6.1, 6.2)

First check with your mentor and see if he or she would value a "markup" for a future review by staff. If you are doing it for yourself, identify five

areas that cause cognitive dissonance for you and identify why. If you were tasked to address these areas, what revisions would you make?

Each of the five areas of write-up is worth fifteen points. Again, each area should be clearly described, the dissonance explained, and suggested path to resolution discussed.

### **Budget Reflection**

Alignment of Project with Standards: (ELCC 3.1, 3.2)

Detail the budget process at your site for the coming year. Your write-up should include sources of revenue and their uses, impact of enrollment and available revenue. Include a non-judgmental description of how contents, programs, and teachers are allocated funding. Finally reflect on the process. Your reflection can include concepts like transparency, ownership, collaboration, teaming, vision...etc. **There are four sections worth 12.5 points each: Available revenue, resulting impacts, allocation process and reflection.**

### **Legislative Advocacy Trend Analysis**

In teams of 4-5 pick an area of education that you wish to follow and possibly influence in the legislature this year. Suggested areas include operations, facilities, curriculum and other such as certification, scholarships, standards, career education, boarding schools, incentives and disincentives, benefits, assessment, early childhood, alternative pathways etc.

**First** describe your chosen area. **Second**, detail the bills. **Third**, identify those bills that “have legs.” **Fourth**, indicate the impact of those bills likely to be voted on. **Finally**, detail your action and the action you suggest that others pursue.

**Same drill: five areas worth ten points each.**

### **Final Paper**

Alignment of Project with Standards: (ELCC 5.2)

A reflective paper detailing what you learned in this course. (15) How you might apply these new insights at your site (15) and how you have grown over this semester as an educational leader (20)

## **ED S690 Educational Leadership II**

### **Course Description**

This course, coupled with the portfolio class, is the last in the sequence that leads to a Master's in Education in Leadership and a Type B Principal's Certificate. This is the culmination of the learning community where the cohort developed into a community of scholars and instructional leaders. This course will include: an assessment of and a presentation by each member of the cohort around the standards for leadership; an examination of the challenges faced in being an educational leader and a continued examination of the various topics covered throughout the experience with a special focus on ethics and educational legal issues. A major focus will be balancing the logistics of leading a school through an improvement effort while maintaining order and predictability in the daily operations of the school.

The central focus of ED 690 is a review of leadership theory, change strategies, and instructional leadership, as well as the introduction of ethics and legal issues. The course explores the challenges that leaders face in charting a course in an ethical and legal manner. It challenges the leader to define his or her values and use them as a source of strength when facing complex challenges with no easy right or wrong answer.

**Legal Presentation and Activity**

Alignment of Project with Standards: (ELCC 3.1, 5.1, 5.4, 6.2)

Each cohort member and a partner will share their summary of a key legal issue. The summary must be a thorough, comprehensive presentation of the key concepts, laws, lawsuits or cases that guide school officials' actions in the specified area. This summary is worth 100 points. In addition to sharing this presentation, the presenters must also share an activity that helps the cohort master the material and assesses the mastery of the material. The activity is worth 50 points.

**Educational Philosophy**

Alignment of Project with Standards: (ELCC 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3,3.4, 3.5; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2, 6.3)

No more than a page. Your educational philosophy should speak to at least the following four key areas:

1. Your beliefs around students
2. Your beliefs around teaching
3. Your beliefs around being an educational community contributor
4. Your beliefs around the purpose(s) of education

**Leadership Philosophy**

Alignment of Project with Standards: (ELCC 2.1,2.3, 3.3,3.4, 5.2,6.3)

Tell me, genuinely, who you are as a leader and, assuming you are a match for my school, make me believe you are a top contender. Your response should show you understand instructional leadership, change, school improvement, management and the joy of learning.

**School Centered Analysis**

Alignment of Project with Standards: (ELCC 2.1,2.3, 3.3,3.4, 5.2,6.3)

Looking back over the year, identify three issues that the staff would like to see addressed and that you have the skills to guide the team members to a positive resolution. Identify the driving and restraining forces. (25 points)

Identify why these three areas rise to the top and the skills you possess that would contribute to successful change. (25 points)

Assuming that you were going to be principal next year, discuss your approach to resolve these issues. (25 points)

**Leadership Program Mission and Vision Statement**

Alignment of Project with Standards: (ELCC 1.1, 1.2, 1.3, 1.4)

In teams of five develop mission and vision statements for the UAS Leadership Program.

- Mission Statement is worth 25 points.
- Vision Statement is worth 25 points.

**Ethics Reflection**

Alignment of Project with Standards: (ELCC 5.2, 6.1)

Outline five key considerations that are meaningful to you that you learned from the ethics case studies. Each factor is worth 10 points based on

the quality of your description of the issue and why it is significant to you.

### **Final Paper**

Alignment of Project with Standards: (ELCC 5.2)

A reflective paper about five personally significant things you learned in this program. (10 points) How you might apply these new insights at your site, (10points) changes you would recommend for the program and the rationale for the change (10 points) and how you have grown over this program as an educational leader (20)?

## **ED S698 Master's Research Project or Portfolio**

### **Course Description:**

The requirement to develop a portfolio as part of the Educational Leadership Program is designed as the culminating experience for the Master's degree. The portfolio requirement is designed as an opportunity for students to create an organized view of themselves and their professional capabilities. While the requirement is to be completed during the last semester of the program, students are encouraged to collect and organize material as they proceed through the program. The portfolio may include any items that an individual may wish to place in it, but the focus should be on making the best possible presentation of your skills, experiences, and philosophies as they relate to your role as an educational administrator and the ELCC Standards.

Your portfolio should be organized so that it presents evidence of your proficiency and experience for each of the standards developed by the Educational Leadership Constituent Council (ELCC) 2011 Standards for School Building and District Leadership.

### **Portfolio Artifacts**

Alignment of Project with Standards: (ELCC 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4;3.1, 3.2, 3.3,3.4, 3.5; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2, 6.3)

#### **Standard 1**

Educational Philosophy (R)  
Leadership Philosophy (R)  
School Improvement Plan (R)  
Educational Leadership Mission and Vision Statements (R)  
Newsletter (Fall- Vision) (O)

#### **Standard 2**

Parallel Curriculum Model Unit (R)  
Service Learning Unit (R)  
Peer Coaching Professional Growth Project (R)  
SIP Monitoring Analysis (R)  
Learning Theory Presentation (R)  
School Centered Analysis (R)  
Draft Calendar Review (O)

### **Standard 3**

Budget Projects (R)  
Crisis Management Plan (R)  
Student Handbook Review (R)

### **Standard 4**

Culturally Responsive Project (R)  
Professional Development Plan and Analysis (R)  
Key Communicators Survey or Calendar Review (O)  
Community Newsletters (Fall and Winter) (O)

### **Standard 5**

Final Papers Courses (R)  
Final Papers Internships (R)  
Ethics Reflection (R)  
Legal Issue Presentation and Activity (R)  
Digital Leadership Story (O)

### **Standard 6**

Legislative Trend Analysis (R)  
National Standards Analysis (O)  
Digital Story (O)

**(R) = Required**

**(O) = Optional**

For **Assessment 2**, we have made major revisions in the rubric language to reflect the evaluative criteria under the ELCC standard elements. We have also added a new application of data in the data tables.

### **Assessment 2: Portfolio**

To demonstrate that you have the knowledge, skills and dispositions to be an instructional leader (Principal) you will create a professional Portfolio organized to demonstrate competence in the Outcomes of the School of Education and the ELCC Standards (2011). The portfolio should consist of seven, carefully articulated, sections. It is composed of an introduction, which profiles the candidate and six sections for each of the leadership standards. Each of the following sections must be addressed and assessed as having been met:

- Introduction
- Vision
- Culture and Teaching/Learning

- Management of the Learning Environment
- Collaboration
- Integrity, Fairness and Ethics
- Advocacy

Provide evidence of your knowledge and your ability to apply knowledge to practice by supplying at least two artifacts for each statement (e.g., curriculum unit plans, reflective papers, school improvement plans, professional development plans, coaching plans, budget projects, culturally responsive projects, Power Point presentations, iMovie's, etc.) Provide an abstract for each standard that details how the artifact demonstrates mastery of the standard and its indicators and denotes the relationship between the evidence and the standard.

**Other Considerations-** The introduction should provide a context for your Portfolio. It should include a resume, educational philosophy, leadership philosophy and other artifacts of your choice to include a preface and an overview of the arguments you have put forth in your knowledge statements.

**Evaluation Criteria**

The Portfolio Rubric designates three levels of response. Meets and Exceeds indicate accomplishing the standard. Does Not Meet is an unacceptable assessment.

**Alignment of Assessment with Standards and Elements for Assessment 2:** 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4, 3.5; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2, 6.3

**Data Analysis:** Our program now has two sets of data tables. See attached **Assessment 2 Data Table**

Portfolio Rubric Assessment 2			
ELCC Standard 1: A building level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation 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.			
	Does not Meet Expectations (1 pt.)	Meets (2 pts..)	Exceeds Expectations (3 pts..)
<b>ELCC Standard Element 1.1:</b> Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a	(A) The narrative provides little if any evidence the candidate understands the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a collaborative vision; methods for involving others in decision making; the process for developing a school improvement plan; and how a vision guides	(A) The candidate's artifacts and narrative provide some evidence of a collaboratively developed vision for learning. However, the documentation is and/or lacks clarity. (B) The narrative provides evidence that the candidate understands the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for	A) The reflection provides strong evidence that the candidate understands the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a collaborative vision; methods for involving others in decision making; the process for developing a school improvement plan; and how a vision guides future decisions. B) The leadership portfolio artifacts are fully aligned with

school.	future decisions. (B) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.	developing a school improvement plan; and how a vision guides future decisions. B) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element	the ELCC standard element.
<b>ELCC Standard Element 1.2:</b> Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	A) The narrative provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs. B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element	A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs. B) The written narrative is: <b>very comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element  The candidate is able to identify the appropriate data, analyze results and collaboratively build intentional and targeted plans to achieve school goals.
<b>ELCC Standard Element 1.3:</b> Candidates understand and can promote continual and sustainable school improvement.	A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: change theories; the role of professional learning communities in creating and supporting school improvement; and how to design and deliver effective professional development that enhances professional practice and learning. B) The written narrative is: <b>not at all comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: change theories; the role of professional learning communities in creating and supporting school improvement; and how to design and deliver effective professional development that enhances professional practice and learning. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.	A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: change theories; the role of professional learning communities in creating and supporting school improvement; and how to design and deliver effective professional development that enhances professional practice and learning. B) The written narrative is: <b>very comprehensive</b> including fully applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.
<b>ELCC Standard Element 1.4:</b> Candidates understand and can	A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: being able to identify tools and	A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: being able to identify

evaluate school progress and revise school plans supported by school stakeholders	regarding: being able to identify tools and strategies that promote monitoring of school progress; create instrumentation and processes to evaluate school progress; and how to communicate goal progress to constituencies. B) The written narrative is: <b>comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.	strategies that promote monitoring of school progress; create instrumentation and processes to evaluate school progress; and how to communicate goal progress to constituencies. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.	tools and strategies that promote monitoring of school progress; create instrumentation and processes to evaluate school progress; and how to communicate goal progress to constituencies. B) The written narrative is: <b>very comprehensive</b> including <b>fully</b> applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.
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Portfolio Rubric Assessment 2			
ELCC Standard 2: 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.			
	Does not Meet Expectations (1 pt)	Meets (2 pts.)	Exceeds Expectations (3 pts.)
<b>ELCC Standard Element 2.1:</b> 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.	A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories. B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element..	A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories. B) The written narrative is: <b>very comprehensive</b> including <b>fully</b> applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.

<p><b>ELCC Standard Element 2.2:</b> Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p>	<p>A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results.  B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice.  C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results.  B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice.  C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results.  B) The written narrative is: <b>very comprehensive</b> including fully applying relevant theory and literature, and best practice.  C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.</p>
<p><b>ELCC Standard Element 2.3:</b> Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</p>	<p>A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school.  B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice.  C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school.  B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice.  C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school.  B) The written narrative is: <b>very comprehensive</b> including fully applying relevant theory and literature, and best practice.  C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.</p>
<p><b>ELCC Standard Element 2.4:</b> Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p>	<p>A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: the effective use of appropriate technology to enhance school instruction; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building.  B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice.  C) The leadership portfolio artifacts are <b>not</b></p>	<p>A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: the effective use of appropriate technology to enhance school instruction; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building.  B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice.  C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: the effective use of appropriate technology to enhance school instruction; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building.  B) The written narrative is: <b>very comprehensive</b> including fully applying relevant theory and literature, and best practice.  C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.</p>

	aligned with the ELCC standard element..		
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Portfolio Rubric Assessment 2			
<p><b>ELCC Standard 3:</b> 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.</p>			
	Does not Meet Expectations (1 pt)	Meets (2 pts.)	Exceeds Expectations (3 pts.)
<p><b>ELCC Standard Element 3.1:</b> Candidates understand and can monitor and evaluate school management and operational systems.</p>	<p>A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement and efficiency; and develop long range goals and plans to address and improve overall operation of the school.</p> <p>B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice.</p> <p>C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement and efficiency; and develop long range goals and plans to address and improve overall operation of the school.</p> <p>B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice.</p> <p>C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement and efficiency; and develop long range goals and plans to address and improve overall operation of the school.</p> <p>B) The written narrative is: <b>very comprehensive</b> including <b>fully</b> applying relevant theory and literature, and best practice.</p> <p>C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element..</p>
<p><b>ELCC Standard Element 3.2:</b> Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.</p>	<p>A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: understanding how to align fiscal, human and facility resources to efficiently support learning in a school; developing budgetary plans including long range fiscal projections; and utilizing technology tools to project needs in the school building.</p> <p>B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice.</p> <p>C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: understanding how to align fiscal, human and facility resources to efficiently support learning in a school; developing budgetary plans including long range fiscal projections; and utilizing technology tools to project needs in the school building.</p> <p>B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice.</p> <p>C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: understanding how to align fiscal, human and facility resources to efficiently support learning in a school; developing budgetary plans including long range fiscal projections; and utilizing technology tools to project needs in the school building.</p> <p>B) The written narrative is: <b>very comprehensive</b> including <b>fully</b> applying relevant theory and literature, and best practice.</p> <p>C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element..</p>

<p><b>ELCC Standard Element 3.3:</b> Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.</p>	<p>A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: establishing and maintaining a safe, orderly learning environment through establishing school crisis procedures and expectations for behavior; by enforcing student discipline in the school; and monitoring and evaluating school processes.  B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice.  C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: establishing and maintaining a safe, orderly learning environment through establishing school crisis procedures and expectations for behavior; by enforcing student discipline in the school; and monitoring and evaluating school processes.  B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice.  C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: establishing and maintaining a safe, orderly learning environment through establishing school crisis procedures and expectations for behavior; by enforcing student discipline in the school; and monitoring and evaluating school processes.  B) The written narrative is: <b>very comprehensive</b> including <b>fully</b> applying relevant theory and literature, and best practice.  C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.</p>
<p><b>ELCC Standard Element 3.4:</b> Candidates understand and can develop school capacity for distributed leadership.</p>	<p>A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: understanding the value of distributed or shared school leadership; being able to identify and encourage staff to assume roles in decisions; and implement shared decision making processes for the school.  B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice.  C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: understanding the value of distributed or shared school leadership; being able to identify and encourage staff to assume roles in decisions; and implement shared decision making processes for the school.  B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice.  C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element</p>	<p>A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: understanding the value of distributed or shared school leadership; being able to identify and encourage staff to assume roles in decisions; and implement shared decision making processes for the school.  B) The written narrative is: <b>very comprehensive</b> including <b>fully</b> applying relevant theory and literature, and best practice.  C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.</p>
<p><b>ELCC Standard Element 3.5:</b> Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>	<p>A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop school schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers in the school.  B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice.  C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop school schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers in the school.  B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice.  C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop school schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers in the school.  B) The written narrative is: <b>very comprehensive</b> including <b>fully</b> applying relevant theory and literature, and best practice.  C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.</p>

**Portfolio Rubric Assessment 2**

**ELCC Standard 4:** 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.			
	<b>Does not Meet Expectations (1 pt)</b>	<b>Meets (2 pts.)</b>	<b>Exceeds Expectations (3 pts.)</b>
<b>ELCC Standard Element 4.1:</b> 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.	A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: collaboratively using evidence based research to collect school and community information; understand how to include staff and community members in reviewing information; and how to share school information within the larger community. B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: collaboratively using evidence based research to collect school and community information; understand how to include staff and community members in reviewing information; and how to share school information within the larger community. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.	A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: collaboratively using evidence based research to collect school and community information; understand how to include staff and community members in reviewing information; and how to share school information within the larger community. B) The written narrative is: <b>very comprehensive</b> including <b>fully</b> applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.
<b>ELCC Standard Element 4.2:</b> Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.	A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: identifying and accessing the varied community, agency, business and religious resources that can support the school's mission; and be able to mobilize these many groups to support the goals of the school. B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: identifying and accessing the varied community, agency, business and religious resources that can support the school's mission; and be able to mobilize these many groups to support the goals of the school. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.	A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: identifying and accessing the varied community, agency, business and religious resources that can support the school's mission; and be able to mobilize these many groups to support the goals of the school. B) The written narrative is: <b>very comprehensive</b> including <b>fully</b> applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.
<b>ELCC Standard Element 4.3:</b> Candidates understand and can respond to community	A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: creating and preserving programs that	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding creating and preserving programs that invite and engage parents and community to school events;	A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: creating and preserving programs that invite and engage parents and

<p>interests and needs by building and sustaining positive school relationships with families and caregivers.</p>	<p>invite and engage parents and community to school events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school. B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.</p>	<p>creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.</p>	<p>community to school events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school. B) The written narrative is: <b>very comprehensive</b> including fully applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.</p>
<p><b>ELCC Standard Element 4.4:</b> Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.</p>	<p>A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: creating and preserving programs that engage community partners (business, agencies, faith, etc.) in the school; be able to identify community needs and interests; and encourage community partners to be involved in decision making in the school. B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: creating and preserving programs that engage community partners (business, agencies, faith, etc.) in the school; be able to identify community needs and interests; and encourage community partners to be involved in decision making in the school. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.</p>	<p>A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: creating and preserving programs that engage community partners (business, agencies, faith, etc.) in the school; be able to identify community needs and interests; and encourage community partners to be involved in decision making in the school. B) The written narrative is: <b>very comprehensive</b> including fully applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.</p>

**Portfolio Rubric Assessment 2**

**ELCC Standard 5:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical 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 makin in school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

	Does not Meet Expectations (1 pt)	Meets (2 pts.)	Exceeds Expectations (3 pts.)
<p><b>ELCC Standard Element 5.1:</b> Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.</p>	<p>A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school. B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant</p>	<p>A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the</p>	<p>A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school. B) The written narrative is: <b>very comprehensive</b> including fully applying relevant theory and literature, and best practice.</p>

	theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.	ELCC standard element.	C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.
<b>ELCC Standard Element 5.2:</b> Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: articulating impact of ethical principles on building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations. B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: articulating impact of ethical principles on building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.	A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: articulating impact of ethical principles on building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations. B) The written narrative is: <b>very comprehensive</b> including fully applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.
<b>ELCC Standard Element 5.3:</b> Candidates understand and can safeguard the values of democracy, equity, and diversity.	A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a school building. B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a school building. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.	A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a school building. B) The written narrative is: <b>very comprehensive</b> including fully applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.
<b>ELCC Standard Element 5.4:</b> Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.	A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: ensuring that school policies and procedures provide guidance in matters related to ethics and law; understanding legal and moral implications of a decision; and making sound school decisions that are both legal and highly ethical. B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not</b>	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: ensuring that school policies and procedures provide guidance in matters related to ethics and law; understanding legal and moral implications of a decision; and making sound school decisions that are both legal and highly ethical. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.	A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: ensuring that school policies and procedures provide guidance in matters related to ethics and law; understanding legal and moral implications of a decision; and making sound school decisions that are both legal and highly ethical. B) The written narrative is: <b>very comprehensive</b> including fully applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.

	aligned with the ELCC standard element.		
<b>ELCC Standard Element 5.5:</b> Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.	A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.	A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The written narrative is: <b>very comprehensive</b> including <b>fully</b> applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.

Portfolio Rubric Assessment 2			
ELCC Standard 6: 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.			
	Does not Meet Expectations (1 pt)	Meets (2 pts.)	Exceeds Expectations (3 pts.)
<b>ELCC Standard Element 6.1:</b> Candidates understand and can advocate for school students, families, and caregivers.	A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.	A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. B) The written narrative is: <b>very comprehensive</b> including <b>fully</b> applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.
<b>ELCC Standard Element 6.2:</b> Candidates understand and can act	A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: being able to advocate for equitable	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: being able to advocate for equitable

to influence local, district, state, and national decisions affecting student learning in a school environment.	regarding: being able to advocate for equitable learning opportunities for the school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.	learning opportunities for the school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.	learning opportunities for the school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.
<b>ELCC Standard Element 6.3:</b> Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	A) The reflection provides <b>little if any evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: anticipating future external trends or initiatives that may affect the school; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. B) The written narrative is: not at all <b>comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.	A) The reflection provides <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: anticipating future external trends or initiatives that may affect the school; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.	A) The reflection provides <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: anticipating future external trends or initiatives that may affect the school; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. B) The written narrative is: <b>very comprehensive</b> including <b>fully</b> applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element.

Portfolio Rubric Assessment 2			
ELCC Standard 7: A building level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.			
	Does not Meet Expectations (1 pt)	Meets (2 pts.)	Exceeds Expectations (3 pts.)
<b>ELCC Standard Element 7.1:</b> Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other <i>Educational</i>	A) Has <b>little or no</b> demonstration of content knowledge and leadership skills across all standards and elements. B) Demonstrates <b>a lack of consistency</b> to the standards and elements. C) The Leadership Activities and resulting artifacts selected for this reflection have <b>little alignment</b> with this ELCC standards and elements. D) The written narrative demonstrates a <b>rudimentary degree</b> of skill in applying knowledge and leadership skills to the school leadership environment. E) The written narrative <b>does not demonstrate</b> how the internship experience as a whole: provided a quality experience; how the	A) Is a generally <b>comprehensive</b> , somewhat <b>thorough</b> demonstration of content knowledge and leadership skills across all standards and elements. B) Demonstrates <b>general consistency</b> with the standards and elements. C) Leadership activities and resulting artifacts selected for the reflections <b>align</b> with the ELCC standards and elements. D) The written narrative demonstrates a <b>reasonably high degree</b> of skill in applying knowledge and leadership skills to the school leadership environment. E) The written narrative <b>generally</b> demonstrates how the internship experience as a whole: provided a quality experience; how the experience impacted a personal definition of leadership; the process of personal leadership growth; and the role of visioning as a leadership role.	A) Provides a <b>comprehensive, thorough</b> demonstration of content knowledge and leadership skills across all standards and elements. B) Demonstrates <b>complete consistency</b> and full fidelity to the standards and elements. C) Leadership activities and resulting artifacts selected for the reflection <b>fully align</b> with the ELCC standard and elements. D) The written narrative demonstrates a <b>high degree</b> of skill in applying knowledge and leadership skills to the school leadership environment. E) The written narrative <b>fully</b> demonstrates how the internship experience as a whole: provided a quality experience; how the experience impacted a personal definition of leadership; the process of personal leadership growth; and the role of visioning as a leadership role.

<i>Leadership Building-Level Program Standards</i> through authentic, school-based leadership experiences.	experience impacted a personal definition of leadership; the process of personal leadership growth; and the role of visioning as a leadership role.		
<b>ELCC Standard Element 7.2:</b> Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.	Sustained Internship Experience: Candidates are provided less than a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment	Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment	Sustained Internship Experience: Candidates are provided more than a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment

**Assessment 2  
DATA TABLE**

ELCC Element Assessed	Does Not Meet	Meets	Exceeds	Academic Year	Total Candidates Assessed (n=)
1.1			100%	2013-2014	18
			100%	2014-2015	20
1.2			100%	2013-2014	18
			100%	2014-2015	20
1.3			100%	2013-2014	18
			100%	2014-2015	20
1.4		10%	100%	2013-2014	18
			90%	2014-2015	20
2.1		20%	100%	2013-2014	18
			80%	2014-2015	20

2.2			100%	2013-2014	18
			100%	2014-2015	20
2.3		10%	90%	2013-2014	18
		20%	80%	2014-2015	20
2.4			100%	2013-2014	18
			100%	2014-2015	20
3.1		20%	80%	2013-2014	18
		30%	70%	2014-2015	20
3.2		30%	70%	2013-2014	18
		20%	80%	2014-2015	20
3.3			100%	2013-2014	18
			100%	2014-2015	20
3.4		40%	60%	2013-2014	18
		30%	70%	2014-2015	20
3.5		10%	90%	2013-2014	18
			100%	2014-2015	20
4.1		15%	85%	2013-2014	18
		10%	90%	2014-2015	20
4.2			100%	2013-2014	18
			100%	2014-2015	20
4.3			100%	2013-2014	18
			100%	2014-2015	20
4.4			100%	2013-2014	18
			100%	2014-2015	20
5.1		10%	90%	2013-2014	18
			100%	2014-2015	20
5.2		20%	80%	2013-2014	18
		20%	80%	2014-2015	20
5.3			100%	2013-2014	18
			100%	2014-2015	20
5.4			100%	2013-2014	18
			100%	2014-2015	20
5.5			100%	2013-2014	18
		10%	90%	2014-2015	20
6.1		30%	70%	2013-2014	18
		10%	90%	2014-2015	20
6.2		30%	70%	2013-2014	18
		20%	80%	2014-2015	20
6.3		11%	89%	2013-2014	18

		20%	80%	2014-2015	20
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For **Assessment 3**, we have made major revisions in the rubric language to reflect the evaluative criteria under the ELCC standard elements. We have also added a new application of data in the data tables.

### Assessment 3: Peer Coaching

- Description of Assessment 3:** The Peer Coaching key assessment demonstrates the candidates' instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development within the school. It involves the candidate in a yearlong peer-coaching project, which is similar to a full cycle of clinical supervision. This set of tasks mirrors the observation/supervision/evaluation process for teachers. It places the candidate in the supervisory role of instructional leader. This assessment provides candidates with an opportunity to apply the knowledge taught in ED 638 and ED 639. The focus is on developing a trusting, collaborative, professional growth relationship. The candidate also learns how to develop a plan of improvement, should it be necessary. The candidate is expected to utilize the district evaluation format, although not expected to file the document. It has been structured so that most candidates are working with tenured, high performing and confident colleagues. This provides candidates with multiple opportunities to establish trusting relationships that promote professional growth. The target is always focused on improving student achievement. The candidate completes the sample model or the district process. However, it is required to complete a professional development plan that also parallels a plan of improvement. Four classroom observations and five conferences must be completed. This includes a self-assessment conference two pre-conferences and two post conferences. This assessment is evaluated using a rubric that identifies assessment components, describes the desired performance of the intern.
- Directions To Candidates:** Following the self-assessment conference to set a mutually agreed upon instructional target, you will meet in a preconference to talk about the intended outcomes of the lesson and the specifics of the class makeup. After observing the lesson and collecting data, you will plan and hold a post conference. Based on this discussion you will mutually build a professional development plan. This will guide the remaining focus for continuous improvement. A second pre- and post conference will follow. You are encouraged to use your district's observation/evaluation form.
- Alignment of Assessment with Standards and Elements for Assessment 3:** 1.1, 1.2, 2.1, 2.2, 2.4, 3.1, 5.1, 5.2, 5.3
- Data Analysis:** Our program now has two sets of data tables. See attached **Assessment 3 Data Table**

**Peer Coaching - Assessment 3**

**ELCC Standard 1:** *A building level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation 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.*

	<b>Does not Meet Expectations (1 pt)</b>	<b>Meets (2 pts.)</b>	<b>Exceeds Expectations (3 pts.)</b>
<p><b>ELCC Standard Element 1.1:</b> Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.</p>	<p>(A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a school improvement plan; and how vision guides future decisions in a school.                      C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.                      D) The candidate does not demonstrate knowledge and skills of peer coaching and formative and summative evaluation (through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data). The candidate does not demonstrate knowledge of methods that school leaders employ to strengthen the <i>vision and mission of the school</i> through alignment of peer coaching with the school improvement process. The candidate does not demonstrate the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through peer coaching.</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a school improvement plan; and how vision guides future decisions in a school.                      C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.                      D) The candidate clearly demonstrates knowledge and skills of peer coaching and formative and summative evaluation (through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data). The candidate demonstrates knowledge of methods that school leaders employs to strengthen the vision and mission of the school through alignment of peer coaching with the school improvement process. The candidate demonstrates the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through the peer coaching process.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a school improvement plan; and how vision guides future decisions in a school.                      C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.                      D) The candidate <b>always</b> demonstrates in an <b>exemplary</b> manner, the knowledge and skills of peer coaching and formative and summative evaluation. This is done through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data. The candidate demonstrates knowledge of methods that school leaders employs to strengthen the vision and mission of the school through alignment of peer coaching with the school improvement process. The candidate demonstrates the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through the peer coaching process.</p>
	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs.</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs.                      B) The candidate clearly states the outcomes of the peer</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs.                      B) The candidate consistently and clearly states the outcomes of the peer coaching process and formative and</p>

<p><b>ELCC Standard Element 1.2:</b> Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.</p>	<p>B) The outcomes for the peer coaching and formative and summative evaluation process are not clearly identified during the pre-observation conference. As a result, data and information collected during the observation are disjointed and unfocused. The lack of identification of outcomes negatively impacts the post-conference. The candidate's personal reflection lacks depth or does not address the individual teacher who was observed. Candidate does not solicit feedback on their performance as an evaluator from the teacher being evaluated or the internship principal.</p>	<p>coaching process and formative and summative evaluation. The candidate demonstrates accomplishment of the purpose of the process using appropriate data and other information to assess teacher performance from the observation. The candidate provides examples of professional development connected to the school's improvement process for the majority of teachers or necessary interventions and support for non-tenured or struggling teachers. The candidate reflects individually and seeks feedback on performance as an evaluator from the evaluated teacher or principal mentor to assess personal effectiveness.</p>	<p>summative evaluation. The candidate demonstrates accomplishment of the purpose of the process using appropriate data and other information to assess teacher performance from the observation. The candidate provides examples of professional development connected to the school's improvement process for the majority of teachers or necessary interventions and support for non-tenured or struggling teachers. The candidate reflects individually and seeks feedback on performance as an evaluator from the evaluated teacher or principal mentor to assess personal effectiveness.</p>
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Peer Coaching - Assessment 3			
<i>ELCC Standard 2: 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.</i>			
	Does not Meet Expectations (1 pt.)	Meets (2 pts.)	Exceeds Expectations (3 pts.)
<p><b>ELCC Standard Element 2.1:</b> 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.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories.            B) Leadership activities the intern participated in were <b>not consistent</b> (see D below) with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.            C.) The candidate attempts. to work with teachers to establish growth goals regarding their pedagogical skills and track their individual</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories.            B) Leadership activities the intern participated in were <b>consistent</b> (see D below) with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.            C) The candidate works successfully with teachers to establish growth goals regarding their pedagogical skills and track their individual progress, but does not complete the task or does so partially OR the school leader does not attempt to do so. (Peer Coaching Project)</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories.            B) Leadership activities the intern participated in were <b>highly consistent</b> (see D below) with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.            C)            D) The candidate demonstrates the ability to intervene with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students. (Peer Coaching Project)</p>

	progress, but does not complete the task or does so partially OR the school leader does not attempt to do so. (Peer Coaching Project)		
<b>ELCC Standard Element 2.2:</b> Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results.</p> <p>C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p> <p>D) Some of the elements are present or referenced. Little is detailed about the self-assessment. Pre and post conferences. Limited evidence of reflective questioning is present.</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results.</p> <p>C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p> <p>D) Most of the elements are present or referenced. The conferences are well organized and focus on the impact of student learning issues. The intern employs reflective questioning to focus the conference on the desired student learning.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results.</p> <p>C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p> <p>D) Self-assessment, pre-conferences, observations, Professional Development Plan, post conferences and write-ups are present and well developed. The intern uses reflective questioning in a highly effective manner.</p>
<b>ELCC Standard Element 2.3:</b> Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school.</p> <p>B) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p> <p>C) The candidate is missing one or more of the artifacts (infrequently) that summarizes the candidate's work in the peer coaching process including documentation from the formative pre-observation conference, classroom observation, the post- observation conference or the summative evaluation of the teacher's performance. Artifacts missing include: notes and forms used in the pre-observation conference, classroom observation, post-observation conference; post- observation conference write-up or formative evaluation form; summative</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select district instructional materials; and align professional development based on teacher needs and student data in the district.</p> <p>B) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p> <p>C) The candidate <b>consistently</b> produced an articulate and well-organized summary of the formative Peer Coaching (peer coaching) process that includes documentation from the formative pre-observation conference, classroom observation, the post-observation conference and the summative evaluation of the teacher's performance. In a reflection, the candidate articulates the effects of supervision on student learning and the school improvement process. Artifacts include: notes and forms used in the pre-observation conference, classroom observation, post-observation conference, post-observation conference write-up or formative evaluation form; summative evaluation; professional development recommendations.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select district instructional materials; and align professional development based on teacher needs and student data in the district.</p> <p>B) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p> <p>C) The candidate <b>always</b> produced an exemplary and articulate and well-organized summary of the formative Peer Coaching (peer coaching) process that includes documentation from the formative pre-observation conference, classroom observation, the post-observation conference and the summative evaluation of the teacher's performance. In a reflection, the candidate articulates the effects of supervision on student learning and the school improvement process. Artifacts include: notes and forms used in the pre-observation conference, classroom observation, post-observation conference, post-observation conference write-up or formative evaluation form; summative evaluation; professional development recommendations.</p>

	evaluation; professional development recommendations.		
<b>ELCC Standard Element 2.4:</b> Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the effective use of appropriate technology to enhance school instruction; monitoring instructional practices within the school and provide assistance to teachers; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building.</p> <p>B) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support and guidance, they <b>did not achieve</b> this element.</p> <p>C) The candidate has not provided evidence they have observed or promote the use of technologies for improved classroom instruction through classroom observations and follow-up conferences in the peer-coaching environment with colleagues.</p> <p>D) The candidate does not provide specific examples or specific knowledge of the implementation of a professional growth plan based on the outcomes of the post observation conference and consistent with the school vision and goals.</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the effective use of appropriate technology to enhance school instruction; monitoring instructional practices within the school and provide assistance to teachers; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building.</p> <p>B) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p> <p>C) The candidate has provided some evidence they have observed and promoted the use of technologies for improved classroom instruction through classroom observations and follow-up conferences in the peer-coaching environment with colleagues.</p> <p>D) The candidate generates a general idea of the implementation of a professional growth plan based on the outcomes of the post observation conference and consistent with the school vision and goals.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the effective use of appropriate technology to enhance school instruction; monitoring instructional practices within the school and provide assistance to teachers; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building.</p> <p>B) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p> <p>C) The candidate has provided clear evidence they have observed and promote the use of technologies for improved classroom instruction through classroom observations and follow-up conferences in the peer-coaching environment with colleagues.</p> <p>D) The candidate designs and demonstrates an ability to implement a well planned professional growth plan based on the outcomes of the post observation conference and consistent with the school vision and goals.</p>

Peer Coaching - Assessment 3			
<p><b>ELCC Standard 3:</b> <i>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.</i></p>			
	Does not Meet Expectations (1 pt.)	Meets (2 pts.)	Exceeds Expectations (3 pts.)

<p><b>ELCC Standard Element 3.1:</b> Candidates understand and can monitor and evaluate school management and operational systems.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement and efficiency; and develop long range goals and plans to address and improve overall operation of the school.</p> <p>B) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p> <p>C) Some of the elements of the peer coaching cycle are present or referenced. Little is detailed about the self-assessment. Pre and post conferences. <b>Limited</b> evidence of reflective questioning is present.</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement and efficiency; and develop long range goals and plans to address and improve overall operation of the school.</p> <p>B) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p> <p>C) Most of the elements of the peer coaching cycle are present or referenced. The conferences are well organized and focus on the impact of student learning issues. The intern employs reflective questioning to focus the conference on the desired student learning</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement and efficiency; and develop long range goals and plans to address and improve overall operation of the school.</p> <p>B) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p> <p>C) Self-assessment, pre-conferences, observations, Professional Growth Plan, post conferences and write-ups are present and well referenced. The intern uses reflective questioning in a highly effective manner.</p>
<p><b>ELCC Standard Element 3.5:</b> Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop school schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers in the school.</p> <p>B) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p> <p>D) There is little evidence the candidate understands the importance of ensuring that teacher and organizational time focuses on supporting high-quality school instruction and student learning. (Peer Coaching Project, PCM Unit)</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop school schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers in the school.</p> <p>B) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p> <p>D) The candidate has demonstrated the importance of ensuring that teacher and organizational time focuses on supporting high-quality school instruction and student learning. (Peer Coaching Project, PCM Unit)</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop school schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers in the school.</p> <p>B) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p> <p>C) The candidate understands and ensures teacher and organizational time focuses on supporting high-quality school instruction and student learning. (Peer Coaching Project, PCM Unit)</p>

**Peer Coaching - Assessment 3**

**ELCC Standard 5:** *A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical 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 school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.*

	<b>Does not Meet Expectations (1 pt.)</b>	<b>Meets (2 pts.)</b>	<b>Exceeds Expectations (3 pts.)</b>
<p><b>ELCC Standard Element 5.1:</b> Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school.</p> <p>B) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p> <p>C) The candidate has not demonstrated their ability to act with integrity and fairness when coaching with and supporting teachers who are not meeting their growth goals or adequately enhancing the achievement of their students. (Peer Coaching Project)</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school.</p> <p>B) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p> <p>C) The candidate has demonstrated their ability to act with integrity and fairness when coaching with and supporting teachers who are not meeting or not meeting their growth goals or adequately enhancing the achievement of their students. (Peer Coaching Project)</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school.</p> <p>B) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p> <p>C) The candidate clearly demonstrates the ability to act with integrity and fairness when coaching with and supporting teachers who are not meeting their growth goals or adequately enhancing the achievement of their students. (Peer Coaching Project)</p>
<p><b>ELCC Standard Element 5.2:</b> Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: articulating impact of ethical principles on building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations.</p> <p>B) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p> <p>C) The candidates have not sufficiently demonstrated principles of self-awareness,</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: articulating impact of ethical principles on building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations.</p> <p>B) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p> <p>C) The candidate has demonstrated their ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior working with their colleagues through the Peer Coaching Project.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: articulating impact of ethical principles on building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations.</p> <p>B) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p> <p>C) The candidate clearly understands and models principles of self-awareness, reflective practice, transparency, and ethical behavior working with their colleagues through the Peer Coaching Project.</p>

	reflective practice, transparency, and ethical behavior while working with their colleagues through the Peer Coaching Project.		
<b>ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.</b>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a school building.</p> <p>B) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p> <p>C) The candidate has not demonstrated how to communicate democratic values, equity, and diversity in the peer coaching process. The intern has not used that communication in their reflective questioning while working with colleagues</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a school building.</p> <p>B) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p> <p>C) The candidate has demonstrated how to appropriately communicate democratic values, equity, and diversity in the peer coaching process with pre-conferences, observations, post conferences and write-ups. The intern uses that communication in their reflective questioning while working with colleagues.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a school building.</p> <p>B) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p> <p>C) The candidate understands how to appropriately communicate democratic values, equity, and diversity in the peer coaching process with pre-conferences, observations, post conferences and write-ups. The intern uses that communication in their reflective questioning while working with colleagues in a highly effective manner</p>

Assessment 3  
DATA TABLE

ELCC Element Assessed	Does Not Meet	Meets	Exceeds	Academic Year	Total Candidates Assessed (n=)
1.1			100%	2013-2014	18
			100%	2014-2015	20
1.2			100%	2013-2014	18
			100%	2014-2015	20
2.1		20%	100%	2013-2014	18
			80%	2014-2015	20
2.2			100%	2013-2014	18
			100%	2014-2015	20
2.3		10%	90%	2013-2014	18
			90%	2014-2015	20
2.4			100%	2013-2014	18
			100%	2014-2015	20
3.1		20%	80%	2013-2014	18
			80%	2014-2015	20
3.5		10%	90%	2013-2014	18
			100%	2014-2015	20
5.1		10%	90%	2013-2014	18
			100%	2014-2015	20
5.2		20%	80%	2013-2014	18
			100%	2014-2015	20
5.3			100%	2013-2014	18
			100%	2014-2015	20
6.3		11%	89%	2013-2014	18
			30%	2014-2015	20

#### Assessment 4: Clinical Internship

**Description of Assessment 4:** The University Supervisor in consultation with the mentor completes (The Site Visitation/Internship Summary) Assessment 4. This assessment provides a rating on every key ELCC Standard Element. The Field-based Internship process is one of the culminating leadership experiences along with the development of the leadership portfolio. It is completed twice, once, mid-program, primarily by the mentor and candidate and once at the completion of the program with the university supervisor, as well as the mentor. The assessment is tied directly to the leadership standards.

#### Scoring Directions:

The mentor and university supervisor evaluate the candidate using a 3-point Likert Scale for each standard and function element. The level of proficiency is rated Not Met, Met or

Target using the following rubric based upon evaluative criteria.

Scoring Rubric:

Points	Level	Description
1	Emerging	Does not meet standard, needs further development
2	Met	Confident and meets expectations for standard.
3	Target	Exceeds expectations for standard. Needs little support, superior performance.

**Alignment of Assessment with Standards and Elements for Assessment 4:** 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3,3.4, 3.5; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2, 6.3. The evaluation tool is used to determine the proficiency of the candidate regarding leadership skills, knowledge and dispositions necessary to be a building instructional leader.

**Data Analysis:** Our program now has two sets of data tables. See attached **Assessment 4 Data Table**

Internship Evaluation - Assessment 4			
ELCC Standard 1: <i>A building level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation 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.</i>			
	Does not Meet Expectations (1 pt)	Meets (2 pts.)	Exceeds Expectations (3 pts.)
<b>ELCC Standard Element 1.1:</b> Candidates understand and can collaboratively develop, articulate, implement,	(A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a school improvement	A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a school improvement plan; and how vision guides future decisions	A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a school improvement plan; and how vision guides future decisions in a school.

<p>and steward a shared vision of learning for a school.</p>	<p>plan; and how vision guides future decisions in a school.  B) The candidate lacks authentic field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p>	<p>in a school.  B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p>	<p>B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p>
<p><b>ELCC Standard Element 1.2:</b> Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs.  B) The candidate <b>lacks authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs.  B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs.  B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p>
<p><b>ELCC Standard Element 1.3:</b> Candidates understand and can promote continual and sustainable school improvement.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: change theories; the role of professional learning communities in creating and supporting school improvement; and how to design and deliver effective professional development that enhances professional practice and learning.  B) The candidate <b>lacks authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: change theories; the role of professional learning communities in creating and supporting school improvement; and how to design and deliver effective professional development that enhances professional practice and learning.  B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: change theories; the role of professional learning communities in creating and supporting school improvement; and how to design and deliver effective professional development that enhances professional practice and learning.  B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p>

<p><b>ELCC Standard Element 1.4:</b> Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: being able to identify tools and strategies that promote monitoring of school progress; create instrumentation and processes to evaluate school progress; and how to communicate goal progress to constituencies.  B) The candidate <b>lacks authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: being able to identify tools and strategies that promote monitoring of school progress; create instrumentation and processes to evaluate school progress; and how to communicate goal progress to constituencies.  B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: being able to identify tools and strategies that promote monitoring of school progress; create instrumentation and processes to evaluate school progress; and how to communicate goal progress to constituencies.  B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p>
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<p style="text-align: center;"><b>Internship Evaluation - Assessment 4</b></p>			
<p><b>ELCC Standard 2:</b> <i>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.</i></p>			
	<p style="text-align: center;"><b>Does not Meet Expectations (1 pt.)</b></p>	<p style="text-align: center;"><b>Meets (2 pts.)</b></p>	<p style="text-align: center;"><b>Exceeds Expectations (3 pts.)</b></p>
<p><b>ELCC Standard Element 2.1:</b> 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.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories.  B) The candidate <b>lacks authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories.  B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories.  B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p>
<p><b>ELCC Standard Element</b></p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding:</p>

<p><b>2.2:</b> Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p>	<p>element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results. B) The candidate <b>lacks authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.</p>	<p>regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results. B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p>	<p>understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results. B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p>
<p><b>ELCC Standard Element 2.3:</b> Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) The candidate <b>lacks authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select district instructional materials; and align professional development based on teacher needs and student data in the district. B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select district instructional materials; and align professional development based on teacher needs and student data in the district. B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p>
<p><b>ELCC Standard Element 2.4:</b> Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the effective use of appropriate technology to enhance school instruction; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building. B) The candidate <b>lacks authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the effective use of appropriate technology to enhance school instruction; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building. B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b></p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the effective use of appropriate technology to enhance school instruction; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building. B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the</p>

	element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.	this element.	candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.
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Internship Evaluation - Assessment 4			
ELCC Standard 3: <i>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.</i>			
	Does not Meet Expectations (1 pt.)	Meets (2 pts.)	Exceeds Expectations (3 pts.)
<b>ELCC Standard Element 3.1:</b> Candidates understand and can monitor and evaluate school management and operational systems.	A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement and efficiency; and develop long range goals and plans to address and improve overall operation of the school. B) The candidate <b>lacks authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.	A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement and efficiency; and develop long range goals and plans to address and improve overall operation of the school. B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.	A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement and efficiency; and develop long range goals and plans to address and improve overall operation of the school. B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.
<b>ELCC Standard Element 3.2:</b> Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: understanding how to align fiscal, human and facility resources to efficiently support learning in a school; developing budgetary plans including long range fiscal projections; and utilizing technology tools to project needs in the school building. B) The candidate <b>lacks authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.	A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: understanding how to align fiscal, human and facility resources to efficiently support learning in a school; developing budgetary plans including long range fiscal projections; and utilizing technology tools to project needs in the school building. B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.	A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: understanding how to align fiscal, human and facility resources to efficiently support learning in a school; developing budgetary plans including long range fiscal projections; and utilizing technology tools to project needs in the school building. B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.

<p><b>ELCC Standard Element 3.3:</b> Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: establishing and maintaining a safe, orderly learning environment through establishing school crisis procedures and expectations for behavior; by enforcing student discipline in the school; and monitoring and evaluating school processes.</p> <p>B) The candidate <b>lacks authentic</b> field experience and practice in this standard element.</p> <p>C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: establishing and maintaining a safe, orderly learning environment through establishing school crisis procedures and expectations for behavior; by enforcing student discipline in the school; and monitoring and evaluating school processes.</p> <p>B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element.</p> <p>C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: establishing and maintaining a safe, orderly learning environment through establishing school crisis procedures and expectations for behavior; by enforcing student discipline in the school; and monitoring and evaluating school processes.</p> <p>B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element.</p> <p>C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p>
<p><b>ELCC Standard Element 3.4:</b> Candidates understand and can develop school capacity for distributed leadership.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: understanding the value of distributed or shared school leadership; being able to identify and encourage staff to assume roles in decisions; and implement shared decision making processes for the school.</p> <p>B) The candidate <b>lacks authentic</b> field experience and practice in this standard element.</p> <p>C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: understanding the value of distributed or shared school leadership; being able to identify and encourage staff to assume roles in decisions; and implement shared decision making processes for the school.</p> <p>B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element.</p> <p>C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: understanding the value of distributed or shared school leadership; being able to identify and encourage staff to assume roles in decisions; and implement shared decision making processes for the school.</p> <p>B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element.</p> <p>C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p>
<p><b>ELCC Standard Element 3.5:</b> Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop school schedules that maximize time teaching and planning; and work to reduce non-teaching duties</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop school schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers in the school.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop school schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers in the school.</p> <p>B) The candidate experienced a <b>highly authentic,</b></p>

instruction and student learning.	of teachers in the school. B) The candidate <b>lacks authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.	B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.	<b>substantial</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.
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Internship Evaluation - Assessment 4			
ELCC Standard 4: 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.			
	Does not Meet Expectations (1 pt.)	Meets (2 pts.)	Exceeds Expectations (3 pts.)
<b>ELCC Standard Element 4.1:</b> 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.	A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: collaboratively using evidence based research to collect school and community information; understand how to include staff and community members in reviewing information; and how to share school information within the larger community. B) The candidate <b>lacks authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.	A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: collaboratively using evidence based research to collect school and community information; understand how to include staff and community members in reviewing information; and how to share school information within the larger community. B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.	A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: collaboratively using evidence based research to collect school and community information; understand how to include staff and community members in reviewing information; and how to share school information within the larger community. B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.
<b>ELCC Standard Element 4.2:</b> Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.	A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: identifying and accessing the varied community, agency, business and religious resources that can support the school's mission; and be able to mobilize these many groups to support the goals of the school. B) The candidate <b>lacks authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received	A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: identifying and accessing the varied community, agency, business and religious resources that can support the school's mission; and be able to mobilize these many groups to support the goals of the school. B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.	A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: identifying and accessing the varied community, agency, business and religious resources that can support the school's mission; and be able to mobilize these many groups to support the goals of the school. B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully</b>

	significant support or guidance, they did not <b>achieve</b> this element.		<b>achieving</b> this element.
<b>ELCC Standard Element 4.3:</b> Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: creating and preserving programs that invite and engage parents and community to school events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school. B) The candidate <b>lacks authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.	A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: creating and preserving programs that invite and engage parents and community to school events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school. B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.	A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: creating and preserving programs that invite and engage parents and community to school events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school. B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element
<b>ELCC Standard Element 4.4:</b> Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: creating and preserving programs that engage community partners (business, agencies, faith, etc.) in the school; be able to identify community needs and interests; and encourage community partners to be involved in decision making in the school. B) The candidate <b>lacks authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.	A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: creating and preserving programs that engage community partners (business, agencies, faith, etc.) in the school; be able to identify community needs and interests; and encourage community partners to be involved in decision making in the school. B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.	A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <b>content knowledge</b> of this standard element regarding: creating and preserving programs that engage community partners (business, agencies, faith, etc.) in the school; be able to identify community needs and interests; and encourage community partners to be involved in decision making in the school. B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.

Internship Evaluation - Assessment 4			
ELCC Standard 5: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical 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 school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.			
	Does not Meet Expectations (1 pt.)	Meets (2 pts.)	Exceeds Expectations (3 pts.)

<p><b>ELCC Standard Element 5.1:</b> Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school.  B) The candidate <b>lacks authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school.  B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school.  B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p>
<p><b>ELCC Standard Element 5.2:</b> Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: articulating impact of ethical principles on building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations.  B) The candidate <b>lacks authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: articulating impact of ethical principles on building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations.  B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.</p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: articulating impact of ethical principles on building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations.  B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.</p>
<p><b>ELCC Standard Element 5.3:</b> Candidates understand and can safeguard the values of democracy, equity, and diversity.</p>	<p>A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a school building.  B) The candidate <b>lacks authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received</p>	<p>A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a school building.  B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b></p>	<p>A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a school building.  B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element.  C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully</b></p>

	significant support or guidance, they did not <b>achieve</b> this element.	this element.	<b>achieving</b> this element.
<b>ELCC Standard Element 5.4:</b> Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.	A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: ensuring that school policies and procedures provide guidance in matters related to ethics and law; understanding legal and moral implications of a decision; and making sound school decisions that are both legal and highly ethical. B) The candidate <b>lacks authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.	A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: ensuring that school policies and procedures provide guidance in matters related to ethics and law; understanding legal and moral implications of a decision; and making sound school decisions that are both legal and highly ethical. B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.	A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: ensuring that school policies and procedures provide guidance in matters related to ethics and law; understanding legal and moral implications of a decision; and making sound school decisions that are both legal and highly ethical. B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.
<b>ELCC Standard Element 5.5:</b> Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.	A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The candidate lacks authentic field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.	A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.	A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.

**Internship Evaluation - Assessment 4**

**ELCC Standard 6:** *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.			
	Does not Meet Expectations (1 pt.)	Meets (2 pts.)	Exceeds Expectations (3 pts.)
<b>ELCC Standard Element 6.1:</b> Candidates understand and can advocate for school students, families, and caregivers.	A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. B) The candidate <b>lacks authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.	A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.	A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.
<b>ELCC Standard Element 6.2:</b> Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: being able to advocate for equitable learning opportunities for the school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. B) The candidate <b>lacks authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.	A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: being able to advocate for equitable learning opportunities for the school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.	A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: being able to advocate for equitable learning opportunities for the school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. B) The candidate experienced a <b>highly authentic, substantial</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.
<b>ELCC Standard Element 6.3:</b> Candidates understand and can anticipate and assess emerging trends and initiatives in order to	A) <b>Infrequently</b> demonstrated <b>any leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: anticipating future external trends or initiatives that may affect the school; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies.	A) <b>Consistently</b> demonstrated <b>very good leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: anticipating future external trends or initiatives that may affect the school; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. B) The candidate experienced an <b>authentic</b> field	A) <b>Always</b> demonstrated <b>exemplary leadership skills</b> in and <i>content knowledge</i> of this standard element regarding: anticipating future external trends or initiatives that may affect the school; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. B) The candidate experienced a <b>highly authentic,</b>

adapt school-based leadership strategies.	B) The candidate <b>lacks authentic</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did not <b>achieve</b> this element.	experience and practice in this standard element. C) Leadership activities the intern participated in were <b>consistent</b> with the standard and element; and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.	<b>substantial</b> field experience and practice in this standard element. C) Leadership activities the intern participated in were <b>highly consistent</b> with the standard and element; and the candidate required <b>minimal support or guidance</b> in <b>fully achieving</b> this element.
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#### Assessment 4 DATA TABLE

ELCC Element Assessed	Does Not Meet	Meets	Exceeds	Academic Year	Total Candidates Assessed (n=)
1.1		10%	100% 90%	2013-2014 2014-2015	18 20
1.2		20%	100% 80%	2013-2014 2014-2015	18 20
1.3			100% 100%	2013-2014 2014-2015	18 20
1.4		20%	100% 80%	2013-2014 2014-2015	18 20
2.1		20%	100% 80%	2013-2014 2014-2015	18 20
2.2			100% 100%	2013-2014 2014-2015	18 20
2.3		10% 20%	90% 80%	2013-2014 2014-2015	18 20
2.4			100% 100%	2013-2014 2014-2015	18 20
3.1		20% 30%	80% 70%	2013-2014 2014-2015	18 20
3.2		30% 20%	70% 80%	2013-2014 2014-2015	18 20
3.3			100% 100%	2013-2014 2014-2015	18 20
3.4		40% 30%	60% 70%	2013-2014 2014-2015	18 20

3.5		10%	90%	2013-2014	18
			100%	2014-2015	20
4.1		15%	85%	2013-2014	18
		10%	90%	2014-2015	20
4.2			100%	2013-2014	18
			100%	2014-2015	20
4.3			100%	2013-2014	18
			100%	2014-2015	20
4.4			100%	2013-2014	18
			100%	2014-2015	20
5.1		10%	90%	2013-2014	18
			100%	2014-2015	20
5.2		20%	80%	2013-2014	18
		20%	80%	2014-2015	20
5.3			100%	2013-2014	18
			100%	2014-2015	20
5.4			100%	2013-2014	18
			100%	2014-2015	20
5.5			100%	2013-2014	18
		10%	90%	2014-2015	20
6.1		30%	70%	2013-2014	18
		10%	90%	2014-2015	20
6.2		30%	70%	2013-2014	18
		20%	80%	2014-2015	20
6.3		11%	89%	2013-2014	18
		20%	80%	2014-2015	20

For **Assessment 6**, we have made major revisions in the rubric language to reflect the evaluative criteria under the ELCC standard elements. We have also added a new application of data in the data tables

### Assessment 6: Curriculum Development and Instructional Leadership

**Description of Assessment 6:** Assessment 6 focuses on curriculum work and instructional leadership. The candidate drafts a modified instructional unit. The purpose is not to specifically use to teach a unit but to demonstrate that he or she has a thorough understanding of the best practices of curriculum, instruction and assessment. These include the Parallel curriculum Model, integrated technology, career pathways, interdisciplinary learning, differentiated instruction and place-based learning. The second project involves refining a manual for staff to use for service learning.

Alignment of Assessment with Standards: and Elements for Assessment 6: ELLC Standards 1.2, 1.3; 2.1, 2.2, 2.3, 2.4; 3.2, 3.4, 3.5; 4.1, 4.2, 4.3, 4.4; 5.1

Data Analysis: Our program now has two sets of data tables. See attached **Assessment 6 Data Table**

Curriculum Development & Instructional Leadership - Assessment 6			
ELCC Standard 2: 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.			
	Does not Meet Expectations (1 pt)	Meets (2 pts.)	Exceeds Expectations (3 pts.)
<b>ELCC Standard Element 2.1:</b> 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.	<p>A) Candidate demonstrates a <b>limited</b> or no understanding of and ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</p> <p>B) The candidate has not attempted to ensure that Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is no evidence of student choice in selecting the different patterns of instructional groups (<b>Parallel Curriculum Model (PCM) Unit Design</b>)</p>	<p>A) Candidate demonstrates an understanding of and ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</p> <p>B) The candidate attempts to ensure that Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups (<b>PCM UNIT DESIGN UNIT DESIGN</b>).</p>	<p>A) Candidate demonstrates an in-depth understanding of and ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</p> <p>B) The candidate ensures that Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups (<b>PCM UNIT DESIGN</b>).</p>
<b>ELCC Standard Element 2.2:</b> Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	<p>A) Candidate demonstrates a <b>limited</b> or no understanding of and ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p> <p>B) The candidate does not demonstrate understanding of coherent lesson and unit plan design and structure:</p> <p><b>Limited evidence</b> of a well defined unit structure that allows for different pathways according to diverse student needs (<b>PCM UNIT DESIGN</b>)</p> <p><b>Limited evidence</b> of learning activities that are suitable for diverse learners and engage students</p>	<p>A) Candidate demonstrates an understanding of and ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p> <p>B) There is <b>evidence</b> of a design of coherent lesson and unit plan structure:</p> <p><b>Evidence</b> of a well defined unit structure that allows for different pathways according to diverse student needs (<b>PCM Unit</b>)</p> <p>Learning activities are suitable for diverse learners and engage students in high level cognitive activity, and are differentiated, as appropriate for individual learners.</p>	<p>A)Candidate demonstrates an in-depth understanding of and ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p> <p>B)There is strong evidence of a design of coherent lesson and unit plan structure:</p> <p>*Clearly defined unit structure that allows for different pathways according to diverse student needs (<b>PCM Unit</b>)</p> <p>*Learning activities are suitable for diverse learners and engage students in high level cognitive activity, and are differentiated, as appropriate for individual learners.</p>

	in high level cognitive activity, and are differentiated, as appropriate for individual learners.		
<b>ELCC Standard Element 2.3:</b> Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	There is <b>limited evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) The candidate has not demonstrated the ability to work with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; design professional growth plans to increase the capacity of school staff. (Examples: PCM Unit; Professional Growth Plan)	A) There is <b>evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) There is clear evidence the candidate works with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; design professional growth plans to increase the capacity of school staff. (Examples: PCM Unit; Professional Growth Plan)	A) There is <b>strong evidence</b> that the candidate understands the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) There is strong evidence the candidate has worked collaboratively with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; design professional growth plans to increase the capacity of school staff. (Examples: PCM Unit; Professional Growth Plan)
<b>ELCC Standard Element 2.4:</b> Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.	A) Candidate demonstrates a <b>limited</b> or no understanding of and ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment. B) There is little evidence the candidate understands the appropriate use of technology and of student participation in developing and adapting curriculum materials (PCM Unit)	A) Candidate demonstrates an understanding of and ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.  B) There is <b>some evidence</b> the candidate understands the appropriate use of technology and of student participation in developing and adapting curriculum materials (PCM Unit)	A) Candidate demonstrates an in-depth understanding of and ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.  There is <b>strong evidence</b> the candidate understands the appropriate use of technology and of student participation in developing and adapting curriculum materials (PCM Unit)

**Curriculum Development & Instructional Leadership - Assessment 6**

**ELCC Standard 3:** 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.

	<b>Does not Meet Expectations (1 pt)</b>	<b>Meets (2 pts.)</b>	<b>Exceeds Expectations (3 pts.)</b>
<b>ELCC Standard Element 3.1:</b> Candidates understand and can monitor and evaluate	A) The reflection provides <b>little if any evidence</b> that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: assessing the work and operating processes of the school to identify	A) The reflection provides <b>evidence</b> that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement and efficiency; and	A) The reflection provides <b>strong evidence</b> that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement

<p>school management and operational systems.</p>	<p>challenges and opportunities for improvement and efficiency; and develop long range goals and plans to address and improve overall operation of the school. B) The written narrative is: <b>not at all comprehensive</b> and does not apply any relevant theory and literature, or best practice. C) The leadership portfolio artifacts are <b>not aligned</b> with the ELCC standard element.</p>	<p>develop long range goals and plans to address and improve overall operation of the school. B) The written narrative is: <b>comprehensive</b> including applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>aligned</b> with the ELCC standard element.</p>	<p>and efficiency; and develop long range goals and plans to address and improve overall operation of the school. B) The written narrative is: <b>very comprehensive</b> including <b>fully</b> applying relevant theory and literature, and best practice. C) The leadership portfolio artifacts are <b>fully aligned</b> with the ELCC standard element..</p>
<p><b>ELCC Standard Element 3.2:</b> Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.</p>	<p>A) Candidate demonstrates a <b>limited</b> or no understanding of and ability to efficiently use human, fiscal, and technological resources to manage school operations. B) There is <b>little evidence</b> the candidate understands how to use materials and resources that are suitable to students, support instructional outcomes, and are designed to engage students in meaningful learning. (PCM)</p>	<p>A) Candidate demonstrates an understanding of and ability to efficiently use human, fiscal, and technological resources to manage school operations. B) There is <b>evidence</b> the candidate understands how to use materials and resources that are suitable to students, support instructional outcomes, and are designed to engage students in meaningful learning. (PCM)</p>	<p>A) Candidate demonstrates an <b>in-depth</b> understanding of and ability to efficiently use human, fiscal, and technological resources to manage school operations. B) There is <b>clear evidence</b> the candidate understands how to use materials and resources that are suitable to students, support instructional outcomes, and are designed to engage students in meaningful learning. (PCM)</p>
<p><b>ELCC Standard Element 3.4:</b> Candidates understand and can develop school capacity for distributed leadership.</p>	<p>A) Candidate demonstrates a <b>limited</b> or no understanding of and ability to develop school capacity for distributed leadership. B) The candidate clearly demonstrates the skills required to identify leadership capabilities of staff at their school and models distributed leadership skills by involving staff in team planning and decision making processes. (School Improvement Planning, Monitoring and Evaluating Project, Professional Development Plan and Analysis, Peer Coaching Project)</p>	<p>A) Candidate demonstrates an <b>understanding</b> of and ability to develop school capacity for distributed leadership. B) The candidate has demonstrated most of the skills required to identify leadership capabilities of staff at their school and models distributed leadership skills by involving staff in team planning and decision making processes. (School Improvement Planning, Monitoring and Evaluating Project, Professional Development Plan and Analysis, Peer Coaching Project)</p>	<p>A) Candidate demonstrates an <b>in-depth understanding</b> of and ability to develop school capacity for distributed leadership. B) There is <b>little evidence</b> the candidate has the skills required to identify leadership capabilities of staff at their school and models distributed leadership skills by involving staff in team planning and decision making processes. (School Improvement Planning, Monitoring and Evaluating Project, Professional Development Plan and Analysis, Peer Coaching Project)</p>
<p><b>ELCC Standard Element 3.5:</b> Candidates understand and can ensure teacher and organizational time focuses on supporting</p>	<p>A) Candidate demonstrates a <b>limited</b> or no understanding of and ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>	<p>A) Candidate demonstrates an <b>understanding</b> of and ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. B) There is <b>some evidence</b> the candidate insures that instructional outcomes, activities and assignments,</p>	<p>A) Candidate demonstrates an <b>in-depth understanding</b> of and ability to ensure teacher and organizational time focuses on supporting high- quality school instruction and student learning. B) There is <b>clear evidence</b> the candidate insures that</p>

high-quality school instruction and student learning.	B) There is <b>little evidence</b> the candidate insures that instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. (PCM Unit)	and classroom interactions convey high expectations for all students. (PCM Unit)	instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. (PCM Unit)
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Curriculum Development & Instructional Leadership - Assessment 6			
ELCC Standard 4: 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.			
	Does not Meet Expectations (1 pt)	Meets (2 pts.)	Exceeds Expectations (3 pts.)
<b>ELCC Standard Element 4.1:</b> 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.	A) Candidate demonstrates a <b>limited</b> or no understanding of and ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. B) The candidate does not demonstrate understanding of how student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are not clear. Teacher does not understand how a well developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students. (PCM Unit)	A) Candidate demonstrates an <b>understanding</b> of and ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. A) The candidate understands how student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students. (PCM Unit)	A) Candidate demonstrates an <b>in-depth understanding</b> of and ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment B) The candidate takes a leadership role in team decision making and helps ensure that such decisions are based on the highest professional standards. (Mentor assessment) Relationships with colleagues are characterized by mutual support and cooperation. The candidate takes initiative in assuming leadership among the faculty (Mentor assessment)
<b>ELCC Standard Element 4.2:</b> Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual	A) Candidate demonstrates a <b>limited</b> or no understanding of and ability to mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social and intellectual resources within the school community. B) The candidate has little understanding of how to design culturally responsive projects that reflect the local history and cultural traditions of	A) Candidate demonstrates an <b>understanding</b> of and ability to mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social and intellectual resources within the school community. The candidate attempts. to design culturally responsive projects that reflect the local history and cultural traditions of their communities. (Culturally Responsive Project), (PCM) The candidate attempts. to incorporate local ways of knowing and teaching into their work. (Culturally	A) Candidate demonstrates an <b>in-depth understanding</b> of and ability to mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social and intellectual resources within the school community. B) The candidate designs culturally responsive project that reflects the local history and cultural traditions of their communities. (Culturally Responsive Project), (PCM) The candidate incorporates local ways of knowing and teaching into their work. (Culturally Responsive Project),

resources within the school community.	their communities. (Culturally Responsive Project), (PCM) The candidate rarely incorporates local ways of knowing and teaching into their work. (Culturally Responsive Project), (PCM).	Responsive Project), (PCM).	(PCM).
<b>ELCC Standard Element 4.3:</b> Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	A) Candidate demonstrates a <b>limited</b> or no understanding of and ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. There is little evidence the candidate has developed strategies for effective relationships with families and caregivers; B) The candidate lacks understanding how to promote open communication with families and caregivers; and has developed school strategies for effective oral and written communication with families and caregivers; (Newsletters, Culturally Responsive Project)	A) Candidate demonstrates an <b>understanding</b> of and ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. B) The candidate has developed strategies for effective relationships with families and caregivers; The candidate understands how to promote open communication with families and caregivers; and has developed school strategies for effective oral and written communication with families and caregivers; (Newsletters, Culturally Responsive Project)	A) Candidate demonstrates an <b>in-depth understanding</b> of and ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. B) The candidate has developed collaboration strategies for effective relationships with families and caregivers; The candidate understands how to promote open communication with families and caregivers; and has developed effective school strategies for effective oral and written communication with families and caregivers; (Newsletters, Culturally Responsive Project)
<b>ELCC Standard Element 4.4:</b> Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	Candidate demonstrates a <b>limited</b> or no understanding of and ability to respond to community interests and needs by building and sustaining productive school relationships with community partners. There is a lack of evidence the candidate participates in community events and activities in appropriate and supportive ways. (Internship Log), (mentor assessment), (self assessment)	A) Candidate demonstrates an <b>understanding</b> of and ability to respond to community interests and needs by building and sustaining productive school relationships with community partners. B) The candidate participates in community events and activities in appropriate and supportive ways. (Internship Log), (mentor assessment), (self assessment)	A) Candidate demonstrates an <b>in-depth understanding</b> of and ability to respond to community interests and needs by building and sustaining productive school relationships with community partners. B) The candidate actively participates in community events and activities in appropriate and supportive ways. (Internship Log), (mentor assessment), (self assessment)

Curriculum Development & Instructional Leadership - Assessment 6			
ELCC Standard 5: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical 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 makin in school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.			
	Does not Meet Expectations (1 pt)	Meets (2 pts.)	Exceeds Expectations (3 pts.)
<b>ELCC Standard Element 5.1:</b> Candidates understand and can act with integrity and fairness to ensure a school system of	A) Candidate demonstrates a <b>limited</b> or no understanding of and ability to act with integrity and fairness to ensure a school system of accountability for every student's academic social success. B) There is little evidence the candidate acts with integrity and fairness in supporting school	A) Candidate demonstrates an <b>understanding</b> of and ability to act with integrity and fairness to ensure a school system of accountability for every student's academic social success. B) The candidate demonstrates the ability to act with integrity and fairness in supporting school policies and staff practices that ensure every academic and social success;	A) Candidate demonstrates an <b>in-depth understanding</b> of and ability to act with integrity and fairness to ensure a school system of accountability for every student's academic social success. B) The candidate has clearly acted with integrity and fairness in supporting school policies and staff practices that ensure every academic and social success;

accountability for every student's academic and social success.	policies and staff practices that ensure every academic and social success (PCM Unit, Service Learning Unit, Culturally Responsive Project, Internship Log, Mentor Assessments)	The candidate understands how to create an infrastructure that helps to monitor and ensure equitable practices. (PCM Unit, Service Learning Unit, Culturally Responsive Project, Internship Log, Mentor Assessments)	The candidate understands how to create an infrastructure that helps to monitor and ensure equitable practices. (PCM Unit, Service Learning Unit, Culturally Responsive Project, Internship Log, Mentor Assessments)
<b>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.</b>	A) Candidate demonstrates a <b>limited</b> or no understanding of and ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. B) The candidate has not demonstrated the skills required to analyze leadership decisions in terms of established ethical practices. C) The candidate does not understand the relationship between ethical behavior, school culture, and student achievement. (Leadership Philosophy, Educational Philosophy, Student Handbook Review, Culturally Responsive Project, Internship Log, Final Papers, Ethics Reflection)	A) Candidate demonstrates an <b>understanding</b> of and ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. B) The candidate has demonstrated the skills required to analyze leadership decisions in terms of established ethical practices. The candidate understands the the relationship between ethical behavior, school culture, and student achievement. (Leadership Philosophy, Educational Philosophy, Student Handbook Review, Culturally Responsive Project, Internship Log, Final Papers, Ethics Reflection)	A) Candidate demonstrates an <b>in-depth understanding</b> of and ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. B) The candidate has clearly demonstrated the skills required to analyze leadership decisions in terms of established ethical practices. The candidate clearly understands the relationship between ethical behavior, school culture, and student achievement. (Leadership Philosophy, Educational Philosophy, Student Handbook Review, Culturally Responsive Project, Internship Log, Final Papers, Ethics Reflection)

### Assessment 6 DATA TABLE

ELCC Element Assessed	Does Not Meet	Meets	Exceeds	Academic Year	Total Candidates Assessed (n=)
1.1			100%	2013-2014	18
			100%	2014-2015	20
1.2			100%	2013-2014	18
			100%	2014-2015	20
1.3			100%	2013-2014	18
			100%	2014-2015	20
1.4		10%	100%	2013-2014	18
			90%	2014-2015	20

2.1		20%	100% 80%	2013-2014 2014-2015	18 20
2.2			100% 100%	2013-2014 2014-2015	18 20
2.3		10% 20%	90% 80%	2013-2014 2014-2015	18 20
2.4			100% 100%	2013-2014 2014-2015	18 20
3.1		20% 30%	80% 70%	2013-2014 2014-2015	18 20
3.2		30% 20%	70% 80%	2013-2014 2014-2015	18 20
3.3			100% 100%	2013-2014 2014-2015	18 20
3.4		40% 30%	60% 70%	2013-2014 2014-2015	18 20
3.5		10%	90% 100%	2013-2014 2014-2015	18 20
4.1		15% 10%	85% 90%	2013-2014 2014-2015	18 20
4.2			100% 100%	2013-2014 2014-2015	18 20
4.3			100% 100%	2013-2014 2014-2015	18 20
4.4			100% 100%	2013-2014 2014-2015	18 20
5.1		10%	90% 100%	2013-2014 2014-2015	18 20
5.2		20% 20%	80% 80%	2013-2014 2014-2015	18 20
5.3			100% 100%	2013-2014 2014-2015	18 20
5.4			100% 100%	2013-2014 2014-2015	18 20
5.5		10%	100% 90%	2013-2014 2014-2015	18 20
6.1		30% 10%	70% 90%	2013-2014 2014-2015	18 20
6.2		30%	70%	2013-2014	18

		20%	80%	2014-2015	20
6.3		11%	89%	2013-2014	18
		20%	80%	2014-2015	20