

GEORGE MASON UNIVERSITY
College of Education and Human Development
Education Leadership Program

EDLE 791.602 – Internship in Education Leadership
3 Credits, Summer 2018
June 13-July 2, 5-8 p.m., Independent Hill Room 207

Faculty

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Prerequisites/Corequisites

Successful complete of EDLE 620. Admission to the Education Leadership Program

University Catalog Course Description

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

Course Overview of Course Content – Internship Requirements

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

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

Students complete a set of required activities that scaffold to each of the ELCC standards, representing approximately half of the internship activities. One of the distinctive features of the internship within the EDLE program is that the remaining portion of the internship is designed based on a self-assessment of leadership competencies and career objectives. Your internship plan is based on dialogue with your university supervisor (the instructor for this class) and site supervisor (a licensed administrator you chose, typically from your home school), and your assessment of the leadership experiences that best demonstrate your

knowledge and ability to perform the leadership proficiencies embodied in the ELCC standards.

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

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

Course Delivery Method

This course is conducted as a face-to-face class with online components. Internship in Education Leadership is generally self-paced after the first (planning) semester.

Learner Outcomes or Objectives

Students taking this course will:

1. Know and understand how to apply planning, assessment, and instructional leadership that builds collective professional capacity;
2. Understand and apply their knowledge of systems theory and organization theory;

3. Apply management and leadership skills that achieve effective and efficient organizational operations;
4. Understand the purpose of education and the role of professionalism in advancing educational goals;
5. Apply basic leadership theories and understand influences that impact schools; and
6. Pursue improved student learning.

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

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

Professional Standards: National Standards and Virginia Competencies

Each M.Ed. licensure course has at least one Performance--Based Assessment (PBA) as required by the program. The PBA for this course is the Collective Record. This course addresses all of the **ELLC Standards**, and the following corresponding components of the Virginia Standards for School Leaders:

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

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

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

Required Texts

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

1. Internship Manual for School Administration and Supervision Candidates
2. ELCC Standards for Building Leaders (2011 version)

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit these assessments to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). In EDLE 791 the required performances are the *School Improvement Project* and the *Collective Record*. Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Time Limits

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

The University Supervisor may require revision and resubmission of the Collective Record, and/or completion of additional internship activities in order to successfully complete the internship. Candidates must complete the internship and receive a satisfactory grade within 24 months of the date their Internship Plan is approved by their University Supervisor. Failure to satisfactorily complete the Collective Record and be graded in EDLE 791 will result in being assigned an NC (no credit) grade. Candidates who exceed the 24-month time limit may re-enroll in EDLE 791 to complete their internships.

Other Requirements

Participation Requirements

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

Unit 1 - A main goal of the initial semester of EDLE 791 is completion of the internship plan. Plans are based on ELCC standards. Approval of the internship plan marks the culmination of the unit and is the candidate's admission to clinical practice in the EDLE program. Candidates

must receive approval of their internship plan from their university supervisor before they may engage in internship activities. During this unit, students must complete:

- Internship application
- Group assignment – Standards and activities
- Submit plan to university supervisor for final approval

Unit 2 – This unit involves implementing the internship plan, i.e., conducting your internship. A grade of “S” will be assigned if you earn 400 or more points on this unit. The following participation activities are required for Unit 2:

- You will be posting reflections and artifacts for each required performance and at least two additional activities per standard to provide evidence of your leadership learning during the internship. Each posting is worth 10 points. You may earn at least 290 points (17 required activities plus at least two additional activities per standard). A maximum of 350 points may be earned for these postings (there are 17 required activities plus up to three additional activities per standard).
- Every two months for one full year you will submit via Blackboard a log of all of your internship activities completed for that two-month period. Each submission is worth 10 points. You must submit at least five of the six required log entries (50 points minimum, 60 points maximum)
- Group collaborate or individual Skype sessions will be held at least once a semester during internship. You must attend at least two of these sessions. Each session is worth 30 points (60 points minimum, 90 points maximum).

Collective Record (400 points) - Unit 3 of this class involves completing and submitting the culminating portfolio, the Collective Record of internship activities. The Collective Record is graded using two rubrics, one for internship activities excluding the School Improvement Project, and one for the School Improvement Project, which deals primarily with the intern’s impact on student learning.

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

The Collective Record is the performance-based assessment for this class. To receive a grade of “S”, you must score a 3.2 or better (on a 4.0-point scale) on both assessments of the Collective Record, i.e., 160 points for each assignment. Note, also, that taking and passing the **School Leaders Licensure Assessment (SLLA)** is a requirement for receiving an S grade for EDLE 791. The candidate’s SLLA record must be scanned into the appropriate section of the Collective Record. The SLLA is a required performance for EDLE 791.

Course Policies

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

Grading

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

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Candidates are expected to exhibit professional behaviors and dispositions at all times. This course will enable candidates to develop knowledge, skills and dispositions that will prepare them to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice, and successful achievement of all school-aged youth.

Consistent with our mission to educate exceptional leaders who act with integrity and respect for others, candidates are not permitted to record a class by any means without prior expressed consent of the instructor -- except for class recordings made to accommodate requests presented by the George Mason University’s Office of Disability Services.

Course Schedule

Date	Topic	Readings	Writing Assignments
June 13	Introduction to Internship <ul style="list-style-type: none">• Application• Building the plan• Using standards• Blackboard	Internship manual	
June 20	Understanding and applying ELCC standards The meaning of reflective practice Collaboration	Reflective Practice (from Blackboard)	Completed and signed Internship Application Form
June 27	Peer review of internship plans School improvement projects as reflective practice	School Improvement (from Blackboard)	Internship plan—first draft
July 2	Understanding submissions Logs and journals Collective Record		Internship plan—final draft
Oct 15	Internship logs submitted on Blackboard every two months		First internship log/journal submission

*Note: Faculty reserve the right to change this schedule with notice to students

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

**School Improvement Project Implementation
(Assessed with Internship Collective Record)**

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

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

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

ELCC 4.2 Candidate's SIP project demonstrates an ability to mobilize and use diverse community resources Weight 5.00%	90 to 100 % Candidate provides evidence of a superior ability to mobilize and use diverse community resources to improve school programs.	80 to 89 % Candidate provides evidence of an adequate ability to mobilize and use diverse community resources to improve school programs.	70 to 79 % Candidate provides evidence of some ability to mobilize and use diverse community resources to improve school programs	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to mobilize and use diverse community resources to improve school programs
ELCC 4.3 Candidate's SIP project demonstrates ability to build relationships with families Weight 5.00%	90 to 100 % Candidate provides evidence of a superior ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	80 to 89 % Candidate provides evidence of an adequate ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	70 to 79 % Candidate provides evidence of some ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.4 Candidate's SIP project demonstrates the ability to understand and respond to community interests and needs by building sustainable relationships and partnerships Weight 5.00%	90 to 100 % Candidate provides evidence of a superior ability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.	80 to 89 % Candidate provides evidence of an adequate ability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.	70 to 79 % Candidate provides evidence of some ability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.
ELCC 5.1 Candidate's SIP	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %

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

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

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

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

	school environment.	school environment.	school environment.	support teaching and learning in a school environment.
ELCC 3.1 Ability to monitor and evaluate school management and operations systems Weight 4.00%	90 to 100 % Candidate provides evidence of a superior ability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.	80 to 89 % Candidate provides evidence of an adequate ability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.	70 to 79 % Candidate provides evidence of some ability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to analyze school processes, develop operational plans and procedures, and implement and manage plans for the school.
ELCC 3.2 Ability to understand and use human, fiscal, and tech resources to manage school operations Weight 4.00%	90 to 100 % Candidate provides evidence of a superior ability to efficiently use human, fiscal, and technological resources to manage school operations.	80 to 89 % Candidate provides evidence of an adequate ability to efficiently use human, fiscal, and technological resources to manage school operations.	70 to 79 % Candidate provides evidence of some ability to efficiently use human, fiscal, and technological resources to manage school operations.	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 3.3 Ability to understand and promote school-based policies and procedures that protect the welfare and safety of students and staff. Weight 4.00%	90 to 100 % Candidate provides evidence of a superior ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	80 to 89 % Candidate provides evidence of an adequate ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	70 to 79 % Candidate provides evidence of some ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
ELCC 3.4 Ability to distribute leadership Weight 4.00%	90 to 100 % Candidate provides evidence of a superior ability to develop school capacity	80 to 89 % Candidate provides evidence of an adequate ability to develop school capacity	70 to 79 % Candidate provides evidence of some ability to develop school capacity	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to

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

		improve school programs	improve school programs	improve school programs
ELCC 4.3 Ability to build relationships with families Weight 4.00%	90 to 100 % Candidate provides evidence of a superior ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	80 to 89 % Candidate provides evidence of an adequate ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	70 to 79 % Candidate provides evidence of some ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.4 Ability to understand and respond to community interests and needs by building sustainable relationships and partnerships Weight 4.00%	90 to 100 % Candidate provides evidence of a superior ability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.	80 to 89 % Candidate provides evidence of an adequate ability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.	70 to 79 % Candidate provides evidence of some ability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to conduct needs assessment of community partners; develop effective relationships with such partners; and involve partners to build and sustain relationships.
ELCC 5.1 Ability to act with integrity & fairness to ensure accountability Weight 4.00%	90 to 100 % Candidate provides evidence of a superior ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	80 to 89 % Candidate provides evidence of an adequate ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	70 to 79 % Candidate provides evidence of some ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
ELCC 5.2 Ability to	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %

model integrity, transparency, ethical behavior Weight 4.00%	Candidate provides evidence of a superior ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	Candidate provides evidence of an adequate ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	Candidate provides evidence of some ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	Candidate does not provide evidence, or demonstrates an inability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.
ELCC 5.3 Ability to understand and safeguard the values of democracy, equity, and diversity. Weight 4.00%	90 to 100 % Candidate provides evidence of a superior ability to safeguard the values of democracy, equity, and diversity within the school.	80 to 89 % Candidate provides evidence of an adequate ability to safeguard the values of democracy, equity, and diversity within the school.	70 to 79 % Candidate provides evidence of some ability to safeguard the values of democracy, equity, and diversity within the school.	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to safeguard the values of democracy, equity, and diversity within the school.
ELCC 5.4 Candidate's SIP project demonstrates ability to evaluate moral and legal consequences of decisions Weight 4.00%	90 to 100 % Candidate provides evidence of a superior ability to evaluate the potential moral and legal consequences of decision making in the school.	80 to 89 % Candidate provides evidence of an adequate ability to evaluate the potential moral and legal consequences of decision making in the school.	70 to 79 % Candidate provides evidence of some ability to evaluate the potential moral and legal consequences of decision making in the school.	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to evaluate the potential moral and legal consequences of decision making in the school.
ELCC 5.5 Ability to understand and promote social justice within a school. Weight 4.00%	90 to 100 % Candidate provides evidence of a superior ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	80 to 89 % Candidate provides evidence of an adequate ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	70 to 79 % Candidate provides evidence of some ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to promote social justice within the school to ensure that individual student needs

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