EDLE 791 Section 601, Spring 2014
Internship in Education Leadership

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Schedule Information

Meeting Times: Thursdays: January 30, February 20, March 20, April 3. Classes will meet from 7:50 – 9:50 p.m. Individual meetings by appointment to finalize internship plans.

All students are expected to attend **every** class session. If you have a personal problem that will prevent you from attending class, please contact me by telephone or e-mail ahead of time.

Location: Woodbridge High School, Room 2117

Course Description

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

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

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

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

Nature of course delivery

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

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

Course Objectives

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

Student Outcomes and Course Goals

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

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

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

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

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

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

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

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

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

Relationship of Course Goals to Program Goals

EDLE 791 student outcomes and activities are directly related to all ELCC Standards and the following program goals:
- Study and application of theories
- Reflective practice
- Improvement of communication skills
- Development of skills in bringing about change
- Utilization of technology as a management tool

National Standards and Virginia Competencies

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

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

(a) Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including;

(1) Principles of student motivation, growth, and development as a foundation for age and grade-appropriate curriculum, instruction, and assessment;

(2) Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;

(3) Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment; and

(7) Identification, analysis, and resolution of problems using effective problem-solving techniques.

(b) Knowledge, understanding and application of systems and organizations, including;

(1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models; and

(2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans; and

(4) Using data as a part of ongoing program evaluation to inform and lead change.

(c) Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including;

(2) Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community; and

(5) Principles and issues related to school facilities and use of space and time.

(e) Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including;

(2) Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community; and

(5) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

(f) Knowledge, understanding and application of basic leadership theories and influences that impact schools including;

(4) Identify and apply the processes of educational policy development at the state, local, and school level; and

(5) Identify and demonstrate ways to influence educational policy development at the state, local, and school level.

(g) Embedded learning strategies for improved student learning totaling at least 120 clock hours including;

(1) Experiential activities that complement, implement, and parallel the university curriculum;

(2) Complete a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship shall be focused on learning for all students and shall occur in a public school or accredit nonpublic school; and

(3) Satisfy the requirements for the school leaders licensure assessment prescribed by the Board of Education (Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.)

Course Materials

Readings:

York-Barr, J., Sommers, W., Ghere, G., Montie, J. (2006). *Reflective practice to improve schools* (2nd edition). Thousand Oaks, CA: Corwin Press.

Internship Manual for School Administration and Supervision Candidates
(available via TaskStream)

ELCC Standards (available via TaskStream)

Outside-of-Class Resources:

All students are required to use Taskstream (http://www.taskstream.com),
CEHD's online assessment system, as part of this course. I will use TaskStream to
post all handouts for the course and to receive and assess student work. **All
journals, logs, and the Collective Record will be submitted through
Taskstream.** Thus, students are required to use word processing software and
need access to a personal computer that is linked to the Internet (preferably
through a high-speed connection).

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

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

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance

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

General Expectations

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

1. The intern will understand and demonstrate proficiencies and dispositions consistent
   with the ELCC Standards for School Leaders.
2. The intern will work with his/her university supervisor, site supervisor, and other
   school leaders to prepare an Internship Plan that describes field experiences the intern
   will pursue in order to demonstrate his/her development of the range of leadership
   proficiencies associated with each standard. The internship plan will include each of

the required activities, including enactment and evaluation of the School Improvement Project planned during completion of EDLE 690.

3. The intern will implement the internship plan (previously approved by the University Supervisor). During implementation, the intern will maintain up-to-date records, including internship hour verification; frequent reflective journal entries demonstrating growth and understanding; and compilation of artifacts reflecting accomplishments. The final portfolio must include descriptions, artifacts, and reflections for each of the required activities.

4. Internship activities will result in a *minimum* of 320 clock-hours of field-based experience. Experiences should include a balance of activities, some of which will be outside of the primary area of assignment. Experiences must be completed and described in the reflective journal in at least <u>three of the four</u> areas of assignment (high, elementary, middle, and/or central office). At least 40-hours must be logged in each of the secondary assignments.

5. The intern will participate in at least one meeting with the University Supervisor per semester.

6. The intern will complete a Collective Record (electronic portfolio) of internship accomplishments. The preparation of the Collective Record is an ongoing and culminating part of the internship experience.

7. The intern will seek guidance and feedback from the site supervisor throughout completion of field experiences, and solicit a summative assessment in the form of the *Evaluation of Student Intern*, which is completed by the site supervisor at the end of the internship.

8. The intern will present the web-based Collective Record to the university supervisor upon completion of all requirements. An individual meeting will be conducted to discuss the Collective Record and internship experiences prior to completion of the course.

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

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

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

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

George Mason University Policies and Resources for Students

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

PROFESSIONAL DISPOSITIONS

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

CEHD Core Values Commitment

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

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

Tentative Class Schedule (Subject to Change)

Session	Topic	Reading Assignments	Writing Assignments
January 30	**• Introduction to Internship** ➢ Application ➢ Building the plan	• Internship manual, all	

	➤ Using standards ➤ TaskStream		
February 20	• Understanding and applying ELCC standards • The meaning of reflective practice • Collaboration	• RPIS Chapters 1-3	**Completed and signed Internship Application Form (Appendix D)**
March 20	• Peer review of internship plans • School improvement projects as reflective practice	• RPIS – 5-7	**Internship plan— first draft**
April 3	• Understanding submissions ➤ Logs and journals ➤ Collective Record		**Internship plan— final draft**
July 15, 2014			**First log/journal submission**
October 15, 2014			**Second log/journal submission**
December15, 2014			**Third log/journal submission**
February15, 2015			**Fourth log/journal submission**
April 15, 2015			**Fifth log/journal submission**

FOUR STEPS FOR SUCCESSFULLY COMPLETING EDLE 791-INTERNSHIP

Step#1--- Participate in all group meetings in the first semester (Spring 2014), complete and submit required forms...and complete, submit and receive approval of your internship plan.

Step#2--- Complete and submit all scheduled logs and journals in a timely manner, per schedule established in the course syllabus.

Step#3--- Register for and complete the SLLA and submit your passing score on the SLLA into your collective record template using Taskstream

Step#4--- Complete, submit and receive a passing grade on your internship collective record, using the approved EDLE 791 template by January 2016...and participate in a final individual meeting with your university supervisor (Balzano).

	Required Activity (approximate hour minimum)
Standard 1	• Serve as a member or leader of the school improvement planning team (16) • Compare and contrast your school's mission statement with the district's mission and strategic goals, and with at least one other school's mission statement. Prepare recommendations for updating the mission; present recommendations to

	administration (6)
Standard 2	- Implement and evaluate the school improvement project (60) - Lead a staff development program based on assessed needs of the school and the school's vision and goals (12) - Conduct walkthrough observations using a template or observation tool that exists in your school. Meet with an assistant principal and discuss data that were collected. Follow up with teachers to the extent recommended by the assistant principal (8)
Standard 3	- Review hiring procedures at your school, and participate in the process of interviewing potential new hires (8) - Participate in the development of the school's master schedule and/or the school budget proposal (8) - Participate in a building maintenance or safety audit or walk-through (6)
Standard 4	- Organize and participate in an activity that involves parents and/or families in students' learning (12) - Organize and run one or more community focus groups dealing with suggestions for improving visibility and communications with the local school community. Present recommendations to administration (12)
Standard 5	- Lead a group of fellow professionals in the school to study your school's disciplinary procedures and practices, with an emphasis on fairness and equity. Prepare recommendations for improvement (8) - Attend one or more special education placement or annual review meetings (8)
Standard 6	- Attend at least 1 school board meeting and record actions taken and reasons for the actions, including policies and regulations that affect schools or the educational opportunity of students (6) - Participate in or lead the process of writing a grant application for the school (8)

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.
ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC Standard Element 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC Standard Element 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff.

ELCC Standard Element 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC Standard Element 3.5: Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard Element 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.

ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an

ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.
ELCC Standard Element 5.2: Candidates understand and can model principles of self awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.
ELCC Standard Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
ELCC Standard Element 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies

ELCC Standard Element 6.1: Candidates understand and can advocate for school students, families, and caregivers.
ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment
ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

EDLE791 COLLECTIVE RECORD 2011 ELCC STANDARDS

Levels Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 1.1: Develop, articulate, implement, and steward a vision	Candidate provides evidence of a superior ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	Candidate provides evidence of an adequate ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	Candidate provides evidence of some ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	Candidate does not provide evidence, or demonstrates an inability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
ELCC 1.2: Use data, plan, and achieve school goals	Candidate provides evidence of a superior ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate provides evidence of an adequate ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate provides evidence of some ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate does not provide evidence, or demonstrates an inability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
ELCC 1.3: Promote continual and sustainable school improvement	Candidate provides evidence of a superior ability to promote continual and sustainable school improvement.	Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement.	Candidate provides evidence of some ability to promote continual and sustainable school improvement.	Candidate does not provide evidence, or demonstrates an inability to promote continual and sustainable school improvement.
ELCC 1.4: Evaluate school progress and plans	Candidate provides evidence of a superior ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate provides evidence of an adequate ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate provides evidence of some ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate does not provide evidence, or demonstrates an inability to evaluate school progress and revise school plans supported by school stakeholders.
2.1 Promotes positive school culture	Candidate provides evidence of a candidate's superior ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with	Candidate provides evidence of an adequate ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations	Candidate provides evidence of some 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.	Candidate does not provide evidence, or demonstrates an inability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for

	high expectations for students.	for students.		students.
2.2 Create and evaluate instructional program	Candidate provides evidence of a superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Candidate provides evidence of an adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Candidate provides evidence of some ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Candidate does not provide evidence, or demonstrates an inability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
2.3 Develop and supervise instruction	Candidate provides evidence of a superior ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate provides evidence of an adequate ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate provides evidence of some ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate does not provide evidence, or demonstrates an inability to develop and supervise the instructional and leadership capacity of school staff.
2.4 Effective use of technologies	Candidate provides evidence of a superior ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	Candidate provides evidence of an adequate ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	Candidate provides evidence of some ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	Candidate does not provide evidence, or demonstrates an inability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.
3.1 School management and operation	Candidate provides evidence of a superior ability to monitor and evaluate school management and operational systems.	Candidate provides evidence of an adequate ability to monitor and evaluate school management and operational systems.	Candidate provides evidence of some ability to monitor and evaluate school management and operational systems.	Candidate does not provide evidence, or demonstrates an inability to monitor and evaluate school management and operational systems.
3.2 Manage resources	Candidate provides evidence of a superior ability to efficiently use human, fiscal, and technological resources to manage school operations.	Candidate provides evidence of an adequate ability to efficiently use human, fiscal, and technological resources to manage school operations.	Candidate provides evidence of some ability to efficiently use human, fiscal, and technological resources to manage school operations.	Candidate does not provide evidence, or demonstrates an inability to efficiently use human, fiscal, and technological resources to manage school operations.
3.3 School safety	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.	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.	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.	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.

3.4 Distributed leadership	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.	Candidate provides evidence of some ability to develop school capacity for distributed leadership.	Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership.
3.5 Teacher and organizational time	Candidate provides evidence of a superior ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	Candidate provides evidence of an adequate ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	Candidate provides evidence of some ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	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.
4.1 Collaborate with Families to collect community info	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.	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.	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.	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.
4.2 Mobilize community resources	Candidate provides evidence of a superior ability to mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.	Candidate provides evidence of an adequate ability to mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.	Candidate provides evidence of some ability to mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.	Candidate does not provide evidence, or demonstrates an inability to mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
4.3 Building relationships with families	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.	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.	Candidate provides evidence of some ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	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.

4.4 Building relationships with community partners	Candidate provides evidence of a superior ability to respond to community interests and needs by building and sustaining productive school relationships with community partners.	Candidate provides evidence of an adequate ability to respond to community interests and needs by building and sustaining productive school relationships with community partners.	Candidate provides evidence of some ability to respond to community interests and needs by building and sustaining productive school relationships with community partners.	Candidate does not provide evidence, or demonstrates an inability to respond to community interests and needs by building and sustaining productive school relationships with community partners.
5.1 Act with integrity & fairness for accountability	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.
5.2 Models integrity, transparency, ethical behavior	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.
5.3 Democracy, equity, diversity	Candidate provides evidence of a superior ability to safeguard the values of democracy, equity, and diversity within the school.	Candidate provides evidence of an adequate ability to safeguard the values of democracy, equity, and diversity within the school.	Candidate provides evidence of some ability to safeguard the values of democracy, equity, and diversity within the school.	Candidate does not provide evidence, or demonstrates an inability to safeguard the values of democracy, equity, and diversity within the school.
5.4 Moral and legal consequences of decisions	Candidate provides evidence of a superior ability to evaluate the potential moral and legal consequences of decision making in the school.	Candidate provides evidence of an adequate ability to evaluate the potential moral and legal consequences of decision making in the school.	Candidate provides evidence of some ability to evaluate the potential moral and legal consequences of decision making in the school.	Candidate does not provide evidence, or demonstrates an inability to evaluate the potential moral and legal consequences of decision making in the school.
5.5 Promote social justice	Candidate provides evidence of a superior ability to promote social justice within the school to ensure that individual	Candidate provides evidence of an adequate ability to promote social justice within the school to ensure that individual	Candidate provides evidence of some ability to promote social justice within the school to ensure that individual student needs inform	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.	student needs inform all aspects of schooling.	all aspects of schooling.	student needs inform all aspects of schooling.
6.1 Act as an advocate	Candidate provides evidence of a superior ability to advocate for school students, families, and caregivers.	Candidate provides evidence of an adequate ability to advocate for school students, families, and caregivers.	Candidate provides evidence of some ability to advocate for school students, families, and caregivers.	Candidate does not provide evidence, or demonstrates an inability to advocate for school students, families, and caregivers.
6.2 Influence the larger context	Candidate provides evidence of a superior ability to act to influence local, district, state, and national decisions affecting student learning in a school environment.	Candidate provides evidence of an adequate ability to act to influence local, district, state, and national decisions affecting student learning in a school environment.	Candidate provides evidence of some ability to act to influence local, district, state, and national decisions affecting student learning in a school environment.	Candidate does not provide evidence, or demonstrates an inability to act to influence local, district, state, and national decisions affecting student learning in a school environment.
6.3 Emerging trends	Candidate provides evidence of a superior ability to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	Candidate provides evidence of an adequate ability to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	Candidate provides evidence of some ability to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	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.

EDLE791 SCHOOL IMPROVEMENT PROJECT 2011 ELCC STANDARDS

Levels Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 1.1: Candidate's SIP project demonstrates ability to develop, articulate, implement, and steward a vision	Candidate provides evidence of a superior ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	Candidate provides evidence of an adequate ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	Candidate provides evidence of some ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	Candidate does not provide evidence, or demonstrates an inability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
ELCC 1.2: Candidate's SIP project demonstrates ability to use data, plan, and achieve school goals	Candidate provides evidence of a superior ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate provides evidence of an adequate ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate provides evidence of some ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate does not provide evidence, or demonstrates an inability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
ELCC 1.3: Candidate's SIP project demonstrates ability to promote continual and sustainable school improvement	Candidate provides evidence of a superior ability to promote continual and sustainable school improvement.	Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement.	Candidate provides evidence of some ability to promote continual and sustainable school improvement.	Candidate does not provide evidence, or demonstrates an inability to promote continual and sustainable school improvement.
ELCC 1.4: Candidate's SIP project demonstrates ability to evaluate school progress and plans	Candidate provides evidence of a superior ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate provides evidence of an adequate ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate provides evidence of some ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate does not provide evidence, or demonstrates an inability to evaluate school progress and revise school plans supported by school stakeholders.
2.2 Candidate's SIP project demonstrates ability to create and evaluate instructional program	Candidate provides evidence of a superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Candidate provides evidence of an adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Candidate provides evidence of some ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Candidate does not provide evidence, or demonstrates an inability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3 Candidate's SIP project demonstrates ability to develop and supervise instructional and leadership capacity of staff	Candidate provides evidence of a superior ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate provides evidence of an adequate ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate provides evidence of some ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate does not provide evidence, or demonstrates an inability to develop and supervise the instructional and leadership capacity of school staff.
3.2 Candidate's SIP project demonstrates ability to manage resources	Candidate provides evidence of a superior ability to efficiently use human, fiscal, and technological resources to manage school operations.	Candidate provides evidence of an adequate ability to efficiently use human, fiscal, and technological resources to manage school operations.	Candidate provides evidence of some ability to efficiently use human, fiscal, and technological resources to manage school operations.	Candidate does not provide evidence, or demonstrates an inability to efficiently use human, fiscal, and technological resources to manage school operations.
3.4 Candidate's SIP project demonstrates ability to distribute leadership	Candidate provides evidence of a superior ability to develop school capacity for distributed leadership.	Candidate provides evidence of an adequate ability to develop school capacity for distributed leadership.	Candidate provides evidence of some ability to develop school capacity for distributed leadership.	Candidate does not provide evidence, or demonstrates an inability to develop school capacity for distributed leadership.
4.1 Candidate's SIP project demonstrates ability to collaborate with families and staff to collect and analyze information	Candidate provides evidence of a superior ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	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.	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.	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.
4.3 Candidate's SIP project demonstrates ability to build relationships with families	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.	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.	Candidate provides evidence of some ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	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.
5.1 Candidate's SIP project demonstrates ability to act with integrity & fairness to ensure accountability	Candidate provides evidence of a superior ability to act with integrity and fairness to ensure a school system of accountability for	Candidate provides evidence of an adequate ability to act with integrity and fairness to ensure a school system of	Candidate provides evidence of some ability to act with integrity and fairness to ensure a school system of accountability for	Candidate does not provide evidence, or demonstrates an inability to act with integrity and fairness to ensure a school system of

	every student's academic and social success.	accountability for every student's academic and social success.	every student's academic and social success.	accountability for every student's academic and social success.
5.2 Candidate's SIP project demonstrates ability to model integrity, transparency, ethical behavior	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.
5.4 Candidate's SIP project demonstrates ability to evaluate moral and legal consequences of decisions	Candidate provides evidence of a superior ability to evaluate the potential moral and legal consequences of decision making in the school.	Candidate provides evidence of an adequate ability to evaluate the potential moral and legal consequences of decision making in the school.	Candidate provides evidence of some ability to evaluate the potential moral and legal consequences of decision making in the school.	Candidate does not provide evidence, or demonstrates an inability to evaluate the potential moral and legal consequences of decision making in the school.
6.1 Candidate's SIP project demonstrates ability to act as an advocate	Candidate provides evidence of a superior ability to advocate for school students, families, and caregivers.	Candidate provides evidence of an adequate ability to advocate for school students, families, and caregivers.	Candidate provides evidence of some ability to advocate for school students, families, and caregivers.	Candidate does not provide evidence, or demonstrates an inability to advocate for school students, families, and caregivers.
6.2 Candidate's SIP project demonstrates ability to influence local decisions affecting student learning	Candidate provides evidence of a superior ability to act to influence local & district decisions affecting student learning in a school environment.	Candidate provides evidence of an adequate ability to act to influence local & district decisions affecting student learning in a school environment.	Candidate provides evidence of some ability to act to influence local & district decisions affecting student learning in a school environment.	Candidate does not provide evidence, or demonstrates an inability to influence local & district decisions affecting student learning in a school environment.