College of Education and Psychology

East Central University

Educational Leadership

Graduate Handbook

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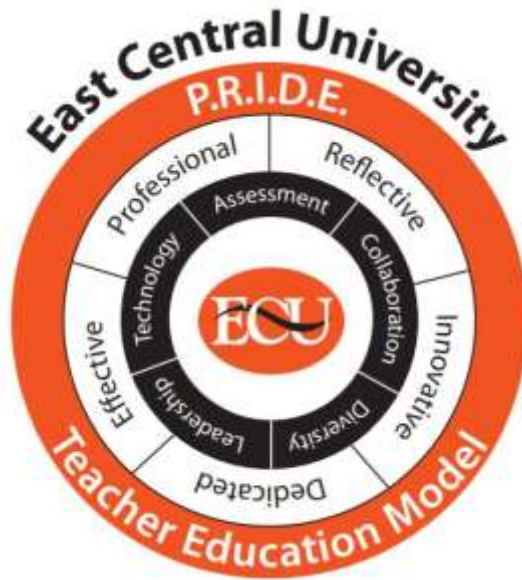**SECTION I: COLLEGE OF EDUCATION AND PSYCHOLOGY INFORMATION**

CONCEPTUAL FRAMEWORK

[Figure 1]

BACKGROUND

The conceptual framework model developed, adopted, and implemented by the East Central University's professional education unit is based on current research and sound professional practice (Figure 1). The PRIDE Teacher Education Model reflects the unit's beliefs that professionals engage in reflective practices that lead to improved instruction (Robichaux & Guarino, 2012); that professionals are confident in their ability to use innovative pedagogy to create relevant lessons to engage ALL learners (Tenuto, P. 2016); that professionals inspire the belief in their students that they have value and potential; and that professionals never underestimate their contributions to a student's success (Jimerson & Gaddock, 2015). The PRIDE conceptual framework has been established to reflect the university's mission: "…to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society", as well as the philosophy of the Education Department: "The faculty believe that teacher education graduates must reflect the highest ideals of the teaching profession. They must possess knowledge in the traditional areas of scholarly endeavors, as well as knowledge of effective pedagogy." The unit adopted the unifying phrase "Professional, Reflective, Innovative, Dedicated, and Effective Teacher Education Model", or its acronym PRIDE, to represent the model.

The PRIDE Teacher Education Model also incorporates underlying themes of assessment, collaboration, diversity, leadership, and technology which are integrated throughout each program of study. These themes are identified by the Interstate Teacher Assessment and Support Consortium (InTASC), as well as the Council for the Accreditation of Educator Preparation (CAEP) as vital components of educator preparation programs. Graduates from our educator preparation program are therefore prepared to ensure that "all students are afforded the opportunity to engage in quality education as part of the

social contract" (OECD, 2016). The ECU model was reviewed by stakeholders in meetings and through electronic communication during 2017 and revised to more clearly align terminology and expectations utilized in contemporary K-12 public schools.

The unifying concept "Professional, Reflective, Innovative, Dedicated, and Effective Teacher Education Model", or its acronym PRIDE, evolved from best practices research, as well as relevant, effective, instructional practices used in the classroom (Bruner, Bloom, Gardner, Maslow, Rogers, InTASC and CAEP). ECU strives to develop proud educators who see themselves as *professional* change agents who have the knowledge and skills necessary to transform the lives of their students, their schools, and their communities. In order to develop this sense of teacher efficacy, ECU's professional education programs instill *reflection* as an ongoing part of the teaching cycle. As mentioned in multiple studies and articles, an *effective* educator engages in *reflection* over his or her instruction and interactions (Dewey, 1933; Council for the Accreditation of Educator Preparation, 2013; Council of Chief State School Officers, 2011; Ruth, 2012). According to the Gates Foundation, *reflecting* on the practice of teaching, whether through videos, test scores, surveys, observations, or in discussions with others, allows for educator improvement (Gates, 2011).

ECU's educator preparation program also encourages pre-service teachers to think divergently and to embrace *innovation*. According to Edwards (2014), "Our kids learn within a system of education devised for a world that increasingly does not exist". Therefore, to be relevant in the classroom, educators must use *innovative* tools, challenging content, and active instruction. ECU's teacher preparation program provides and models instructional tools that encourage creativity, problem solving, and active learning. ECU teacher graduates are prepared to teach students the hard and soft skills necessary to be competitive in today's job market.

With the changing dynamics of the classroom makeup, it is imperative that teachers be culturally responsive and *dedicated* toward meeting the needs of all students. According to Bui & Fagan (2013), "Culturally responsive teaching has been defined as 'using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them" as cited in Gay, 2000, p. 29. Teacher candidates at ECU participate in multiple field experiences to engage with diverse students in diverse school settings. Teacher candidates also prepare lessons, activities, and case studies to develop culturally responsive teaching skills. Whipp (2013) found that *effective*, socially just teacher education programs prepared educators who are able to engage with students in "culturally responsive ways and also act as critical change agents in schools and society" (p. 454). ECU's teacher candidates graduate as culturally responsive educators capable of collaborating with students, parents, guardians, administrators, and community members *dedicated* to meeting the needs of all students.

ECU's educator preparation programs are built around the tenants of the PRIDE conceptual framework. Program completers *are* professional, reflective, innovative, and dedicated educators who positively impact students, schools, and communities. They are able to make a positive impact by utilizing the embedded knowledge and skills related to assessment, collaboration, diversity, leadership, and technology. Program completers leave ECU's program as leaders in the education field. Teacher leaders have a tremendous influence on school-wide instruction or policy. They are increasingly recognized as tremendous levers for reform (Stein, Macaluso & Stanulis, 2016).

A cycle of continuous improvement is embedded in the Educator Preparation Program at East Central University to ensure all stakeholders that program completers have the knowledge, skills, and dispositions necessary to be *effective* teachers. Program completers who leave East Central University have demonstrated mastery of state and national standards, as well as program specific standards. The assessment plan built into the educator preparation program provides feedback to teacher candidates throughout the program. Prior to certification teacher candidates must complete rigorous coursework, a comprehensive performance assessment, and a program portfolio. Candidates must have positive evaluations on all field and clinical experiences. Candidates much also pass three state certification tests. At the end of their program teacher candidates have earned the right to be called teachers and leave East Central University with PRIDE in their accomplishments and with their chosen profession.

INTASC MODEL CORE TEACHING STANDARDS

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self -motivation.

Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

DISPOSITIONS AND PROFESSIONAL PRACTICE

Candidates preparing for a career as a professional educator must develop and demonstrate the professional dispositions appropriate for this career. East Central University has identified dispositions related to the following five main areas, which will be addressed throughout the program: ***Professionalism, learning, respect, expectations and efficacy.*** The CEP Graduate Program Disposition Evaluation will be completed a minimum of three times during the program for every candidate: 1) upon entering the program as part of the application to the College of Education Psychology graduate program, the form will be submitted along with a letter of reference from two sources; 2) at midpoint during the program the candidate will complete a self-evaluation using the same instrument during a designated midpoint course and/or upon candidacy status (60% of program completed); 3) the clinical supervisor will complete the third disposition evaluation during practicum and/or internship. An instructor or clinical supervisor with concerns may also submit the disposition evaluation at any time during the program. Candidates receiving below average or not acceptable ratings on a single indicator or receiving an overall average in a single domain below 3.0 on the entry evaluation will be asked to interview with the program director and another faculty representative to address areas of concern and begin a mentoring program. See the College Appendices for disposition forms and the complete details of the disposition-mentoring program.

EAST CENTRAL UNIVERSITY SCHOOL OF GRADUATE STUDIES INFORMATION

The Graduate Committee, representing the Graduate Faculty, recommends the policies of the Graduate Program, and these policies are administered by the Dean of the School of Graduate Studies. The Dean of the School of Graduate Students or any other person designated by both the President of the University and the Dean of the School of Graduate Studies serves as chair of the Graduate Faculty. A graduate student who is currently enrolled in a degree program shall serve as a member of the Graduate Committee.

Graduate courses are taught by the graduate faculty appointed on the basis of their academic qualifications. The student's advisor is chosen from the graduate faculty.

Admission to the University

Persons desiring admission to the School of Graduate Studies must first be admitted to the University. The Office of Admissions and Records processes applications for admissions to the University. A student seeking admission to graduate study at East Central University must:

1. Complete and East Central University Application for Admission/Readmission; and
2. Submit one (1) official transcript from each undergraduate and graduate institution attended, other than East Central University.

Admission to the School of Graduate Studies

The School of Graduate Studies processes applications for admission to Graduate Studies. Students may be granted unconditional, conditional, provisional or concurrent admission status. A student seeking admission to a Graduate Degree Program must complete the following step:

1. Submit all other credentials required for admission to a specific Graduate Degree Program; and
2. Develop a program of study in consultation with an assigned advisor.

Standards for Admission

1. Hold a baccalaureate degree from an accredited college or university.
2. Meet the academic admission requirements for the Graduate Degree Program sought (see individual Graduate Degree requirements).

Admission to one graduate degree program/option does not imply admission to any other graduate degree program/option.

Admission Categories

Unconditional Admission

Unconditional admission to a Graduate Degree Program indicates that the applicant has submitted all relevant documents and met all requirement for admission to the University, the School of Graduate Studies, and the specific Graduate Degree Program.

Conditional Admission

Conditional admission to the School of Graduate Studies may be granted to and applicant who has met all academic requirements for unconditional admission, but has not submitted all documentation required by the Graduate Degree Program. Students with conditional admission may register for courses for one semester. Students must submit all program documentation and be admitted to the graduate degree program to enroll in subsequent semesters.

Provisional Admission

Provisional admission to the School of Graduate Studies may be granted to an applicant who does not meet all the requirements for unconditional admission to a Graduate Degree Program. Student must submit all required program documents and be approved by Graduate Degree Programs to be admitted. When a student admitted on a provisional basis successfully completes all program provisions, the student will be moved to unconditional admission status. Students failing to meet one or more program provisions will be suspended.

Concurrent Graduate Study

A senior student who lacks less than a full normal study load and who has completed a minimum of 100 credit hours may be permitted to enroll in courses applicable to a Graduate Degree Program, subject to the following study load provisions:

Fall and Spring Semesters:
1. A maximum of nine (9) undergraduate and six (6) graduate credit hours; or
2. A maximum of twelve (12) undergraduate and three (3) graduate credit hours.

Summer Semester:
1. A maximum of three (3) undergraduate and three (3) graduate credit hours; or
2. A maximum of six (6) graduate credit hours.

No more than six (6) hours in a semester may be applied to a Graduate Degree Program. Graduate credit hours earned may be applied toward either the baccalaureate or graduate degree, but no towards both. Enrollment in graduate courses does not imply admission to the School of Graduate Studies or a graduate degree program. No more than twelve (12) semester hours earned under this policy may be applied to a graduate degree program. Graduate enrollment will be changed to non-graduate if baccalaureate graduation requirements are not met. Students seeking financial aid should meet their Financial Aid Counselor before enrolling in both graduate and undergraduate courses.

Non-Degree Seeking Student Admission

A student holding a baccalaureate or higher degree from an accredited institution who wishes to enroll in a graduate course(s) for credit but who is not seeking current admission to the School of Graduate Studies, may enroll as a Non-Degree Seeking Student. Such enrollment does not constitute admission to a graduate degree program. (See item 3 in the Academic Requirements section below for restrictions on applicability of graduate credits earned in this status toward a graduate degree.)

Admission Deadlines

Student admitted to the School of Graduate Studies who have submitted all required Graduate Degree Program documentation by October 1 for spring enrollment, and March 1 for summer and fall enrollment, will be informed of their admission state not later than November 1 and April 1,

respectively. Students submitting documentation after the October 1 and March 1 deadline will have their application processed on a first-come, first-served basis.

Application for a Degree

A student must apply for award of a degree according to the deadline specified in the university for the semester in which the degree will be awarded. (Failure to graduate necessitates reapplication). Application for graduation may be found on MyECU. A graduation fee is to be paid in the Bursar's Office at the time of application.

Conferring Degrees

Students who have fulfilled all graduate degree program requirements for the master's degree are recommended by the Dean of the School of Graduate Studies to the President of the University for the conferring of their degrees. Attendance at commencement is expected.

Academic Requirements (Applicable to all degree programs)

1. **Total Hours:**
   Master of Education:
   32 credit hours – Educational Leadership, Educational Technology, Library Media, Special Education.
   33 credit hours – School Counseling, School Psychometry, Sports Administration
   36 credit hours – Secondary Education – Academic Discipline

2. **Conditional Admission**
   No more than one semester of credit may be applied to a Graduate Degree Program; time limits apply to these credits.

3. **Non-Degree Seeking Admission**
   No more than twelve (12) credit hours earned as a non-degree seeking student. Exceptions may be made for those students enrolled in the Non-Traditional Route to Mild/Moderate Teacher Certification.

4. **Retention**
   a. Overall GPA
   Graduate students must maintain an overall graduate grade point average (GPA) of 3.0 to remain academically **in good standing** with the School of Graduate Studies.
   b. Course Grades
   Graduate students can earn no more than two (2) C's in their graduate degree program to remain academically in good standing with the School of Graduate Studies. Furthermore, students earning a grade or D or F in a course may not count that course toward their graduate degree program requirements. Some programs have more stringent grade requirements.

c. Provisional Admission GPA

When a student admitted on provisional basis meets all the provisions, the student will be moved to Unconditional Admission. A student failing to meet one or more provisions will be suspended.

d. Academic Probation

1. Any graduate student whose ECU graduate retention GPA is less than 3.0 will be placed on Academic Probation. In this status, a minimum graduate retention GPA of 3.0 must be earned each semester or term. When the student's ECU graduate retention GPA reaches 3.0 or higher, the student will be removed from **Academic Probation**. Failure to earn a 3.0 or higher each semester or term will result in **Suspension** from the graduate degree program.

2. Any graduate student earning a third C or one or more D's or F's will be placed at a minimum on **Academic Probation** (In graduate degree programs with more stringent requirements, the student may be dismissed from the program). When the student completes the course with an acceptable grade, the student will be removed from **Academic Probation**.

e. Suspension

A graduate student who has been placed on Suspension due to unacceptable grades may petition the Graduate Committee for reinstatement after earning an ECU retention GPA of 3.0 or higher in a minimum of six (6) additional graduate credit hours approved by the student's advisor. Graduate credits taken under suspension may not be eligible for financial aid. Contact the Office of Financial Aid for specific information.

   A graduate student whose ECU retention GPA is less than 3.0 at the completion of an approved program may be permitted to register for a maximum of six (6) additional credit hours at ECU in courses approved by the student's advisor and the Graduate Dean. If, after completion of the additional credits, the GPA is still less than 3.0, the student will not be allowed to take additional graduate level work leading toward a graduate degree and will be dismissed from the graduate degree program.

5. **Transfer Credit**

   The School of Graduate Studies may accept the transfer of credit earned at other colleges and universities accredited for master's or higher level study by the North Central Association of Colleges and Schools or a comparable regional accrediting association. No grade lower than "B" will be accepted. Any transfer credit must be approved by the Dean of the School of Graduate Studies. Depending upon the degree program, a maximum of nine (9) hours of graduate credit may be transferred, if appropriate. Because of external requirements, some programs may not accept *any* transfer credit.

   All transfer hours must be appropriate to the particular program in which the student is enrolled. The graduate degree program determines if a course is acceptable for transfer. The Dean of the School of Graduate Studies gives final approval for all transfer work. All Transfer work my adhere to the time limit for completion of a degree.

6. **Seminar and Pass/Fail Credit Limits**

   Credit earned in seminars must be germane to the student's Graduate Degree Program and approved by the program director in order to count toward a graduate degree. No more than three (3) hours of course work graded as pass/fail may count toward a graduate degree. Specific programs may have exceptions for practicums and internships.

7. **Correspondence Study**

   Correspondence study does not apply on the master's degree program.

8. **Time Limit for Completion of Degree**

   Graduate credit applied towards a Graduate degree must be completed within six (6) years prior to the completion of the degree, exclusive of any time spent in the Armed Forces of the United States of America. Work completed more than six (6) years prior to completion of the degree may not be counted toward the degree but may count toward professional certification.

9. **Maximum Study Load**

   Nine (9) graduate semester hours during a semester and four (4) graduate semester hours during summer term are considered full-time enrollment. Twelve (12) graduate semester hours during a semester and nine (9) graduate semester hours during a summer term are the recommended maximum study load for a graduate student. All exceptions require the approval of the Graduate Dean.

10. **Certification Courses**

    Teachers and other school personnel naming ECU as their parent institution for recertification purposes need to obtain the approval of the Dean of the College of Education and Psychology for the credits, they plan to submit for certificate renewal.

11. **Second Master's Degree Requirements**

    Students wishing to earn a second master's degree may include a maximum of ten (10) semester hours of credit from the first degree, if applicable to the second degree. Only courses with a minimum grade of B from the first master's degree may be counted. The second-degree program must fulfill all of the prescribed requirements for the second master's degree.

    This regulation supersedes all other regulations pertaining to the first master's degree regarding transfer work, age of work, and residence requirements. Work on the second master's degree must be completed within four years, exclusive of any time spent in the Armed Forces of the United States of America. All work other than the ten (10) hours allowed from the first master's degree must be from East Central University.

12. **Progress Toward Degree**

    Students who have not successfully completed coursework after one year must reapply to the

University and the School of Graduate Studies. Students who have not successfully completed coursework for two years must reapply to the graduate degree program.

13. **Language Proficiency**

International graduate students are required to meet equivalent academic performance standards as listed above. Additionally, first time graduate students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. The State Regents adopted this policy to ensure that students will have a reasonable chance to succeed at a higher education institution based on their ability to comprehend, read, and write the English language.

Students must meet one of the standards described below to demonstrate their competency in English. Institutions may not waive this admission requirement as part of the alternative admissions category within the State Regents' general policy on admission.

First-Time International Graduate Students:

1. Standardized Testing. Students must meet the minimum score set by the State Regents on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) Examination.

   Results of the TOEFL taken at international testing centers and special testing centers will be accepted at all State System colleges and universities. Results of the TOEFL administered at institutional testing centers shall not be accepted by colleges and universities other than the administering institution.

Graduate Students with Standardized Testing	
TOEFL Test	**Minimum Score**
Internet Based	79
Computer Based	213
Paper Based	550
IELTS Test	**6.5**

2. Intensive English Program (IEP). Students must meet a minimum score set by the State Regents on the TOEFL administered at a special testing center or an international testing center or on the IELTS Examination. In addition, after achieving the required score and immediately prior to admission, successfully complete a minimum of twelve (12) weeks of study at an IEP approved by the State Regents. At least two-thirds of the twelve (12) weeks must be instruction at an advanced level. A list of State Regents' approved IEPs can be found in the State Regents' Academic Affairs Procedures Handbook.

Graduate Students with IEP	
TOEFL TEST	**Minimum Score**
Internet Based	61
Computer Based	173
Paper Based	500
IELTS Test	**5.5**

3. Graduate students may satisfy the English language requirement by completing a baccalaureate or graduate degree from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education.

4. Institutional Discretion. In extraordinary and deserving cases, the president or the president's designee may admit a student in lieu of the above requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Such exceptions must be appropriately documented and reported to the State Regents annually.

14. Student Appeal

The University believes students should be given the opportunity to resolve issues concerning assigned grades. Student grade appeals are not intended to interfere with the professor's right to determine the evaluation process and to perform that evaluation. They are intended for instances that deviate from the basic understanding of how grades are to be assigned.

Students wishing to appeal a grade should first discuss the grade with the professor. If the student still believes there are circumstances that merit an appeal of grade, the student should discuss the issue with the department chair.

A grade appeal must be initiated within one calendar year of the semester in which the grade was issued, (i.e., a fall semester grade must be initiated before the last day of the next fall semester, a spring semester grade must be initiated before the last day of the next spring semester, and a summer term grade must be initiated before the end of the next summer term).

Any graduate applicant or graduate student with conflict other than grade appeal, and not approved by the Graduate Dean, is entitled to submit in writing the particulars of the conflict to the Chair of the Graduate Committee. The Graduate Committee will consider and make a determination.

MASTER OF EDUCATION DEGREE INFORMATION

General Purpose

The Master of Education degree at East Central University offers educators and other professionals, in depth study in several specialization areas. Candidates can choose new program that prepares them for a job in an education related field such as Educational Leadership, Educational Technology, Secondary Education - Academic Discipline, Special Education, or Sports Administration. Candidates can choose a Post Masters Certification in School Superintendent. Each program offers courses based on best practices in the field and is designed to provide a research foundation from which candidates make informed decisions. Candidates graduate from these programs as professional, reflective, innovative leaders.

The Master of Education degree programs that lead to new certification areas are accredited by the State of Oklahoma and by the Specialty Program Associations affiliated with The Council for the Accreditation of Education Preparation (CAEP). Each specialty program is designed to teach specific program standards which are addressed throughout the program of study. In addition to the specific program standards, all advanced degrees leading to certification are aligned with the following CAEP standards:

1. ECU will ensure that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexible to advance the learning of all students toward attainment of college and career-readiness standards.

2. ECU will ensure that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

3. ECU will demonstrate the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification.

4. ECU will demonstrate the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

5. ECU maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

The Master of Education programs at ECU that are related to education but are not restricted to certified teachers are Educational Leadership, Education Technology, School Psychometry, Secondary Education - Academic Discipline, Sports Administration, and Special Education. The Educational Leadership program is aligned with the Educational Leadership Constituent Council (ELCC) Standards.

The Educational Technology Program is aligned with the Association for Education Communications and Technology standards (AECT), the Secondary Education-Academic Discipline Program is aligned with specifi c content standards. The Special Education program is aligned with The Council of Exceptional Children (CEC) standards. The Sports Administration Program is aligned with the National Association for Sport and Physical Education standards (NASPE) and the North American Society for Sport Management (NASSM) standards.

A common structure is shared generally within these degree options, all of which lead to the Master of Education degree. The curriculum for each program, however, is designed around specific standards.

General Regulations for the Program

I. Admission to the Master of Education Degree

Unconditional Admission
Unconditional admission may be granted to applicants who meet the following criteria:
1. Hold a baccalaureate degree from an accredited institution.
2. Meet one of the following conditions:
a. Have a minimum cumulative GPA of 2.5 on all undergraduate coursework to date or
b. Have a minimum GPA of 2.75 in the last sixty (60) hours of coursework or
c. Have a minimum cumulative GPA of 3.0 on at least nine (9) hours of graduate coursework or
d. Have a minimum percentile 40% on both verbal and quantitative reasoning score of the GRE.
e. Have a minimum score of four hundred (400) on the MAT
3. Hold one of the following:
a. A Standard Teaching Certificate
b. An Alternative Education acceptance letter (which must be on file)
c. Written affirmation that the candidate understands the master's degree alone may not, and in many instances will not, lead to state certification until additional state certification requirements have been met. Only specific programs are eligible for this option.
4. Have submitted acceptable program application documents (references, resume, essay questions, etc.)

Conditional Admission
Conditional admission may be granted to an applicant who has met the GPA requirement for unconditional admission, but has not submitted all other required documentation and/or completed the GRE (if required). The documentation and satisfactory completion of testing (if required) must be completed and processed before the student may enroll in a second semester.

Provisional Admission
Applicants meeting the GPA or testing requirements for unconditional admission may be considered for provisional admission by the program. Students must submit all program documents before admission to the university is granted. No more than nine (9) hours of graduate credit earned while on provisional

admission status will count toward a degree. To gain unconditional status, the student must complete a minimum of nine (9) hours approved graduate work with a minimum GPA of 3.0 in all courses taken, meet all other admission criteria, and meet all provisions set by the program.

Concurrent Admission

A senior student who lacks less than a full normal study load, has completed a minimum of one hundred (100) credit hours, and meets the GPA requirements, may be permitted to enroll in graduate courses, subject to the study load provisions and semester hour provisions of the School of Graduate Studies.

Admission Process

The applicant must:

1. Complete an East Central University Application for Admission/Readmission

2. Submit the Department of Education admissions forms

a. Provide transcripts of all work completed (baccalaureate and graduate);

b. Provide academic and professional information;

c. Provide name, mailing address, and e-mail of two (2) references;

d. Submit a teaching or alternative teaching certificate OR a non-teaching verification form; and

e. Provide responses to the writing exam.

3. Take the GRE, if applicable.

Online Application for Graduate Degree Programs Available at MyECU

II. Credit Requirements

The Master of Education degree program requires completion of thirty-two (32) to thirty-six (36) semester hours of applicable work above the baccalaureate degree. Courses which may apply to the MEd program are those 5000 level courses and appropriate graduate level courses transferred from accredited institutions.

III. Planning the Program

Each student will be assigned a faculty graduate advisor upon entering the program and will be expected to work closely with the advisor to design the plan of study throughout the student's program.

IV. Thesis/Portfolio/Capstone

A thesis, portfolio, or capstone project is required in the Master of Education program at East Central University.

All CAEP Unit Graduate Programs require the completion of a portfolio.

Students selecting a portfolio option should contact their graduate advisor. Students selecting a thesis option should fi le an application for thesis study, along with a statement of recommendation from the student's graduate advisor, with the Dean of the College of Education and Psychology.

V. Transfer Work

A maximum of nine (9) semester hours of graduate credit transferred from other colleges or universities may apply, if appropriate, to the program. The courses must be applicable to the student's Program of Study. Only grades of B or above may be considered for transfer.

VI. Grade Regulations

The grades of A, B, C, D, P, F, I, N, W, AW, and WF may be assigned to graduate students. The grade mark "P" indicates pass without exact grade; the grade mark "W" indicates withdrawn; the grade mark "AW" indicates administrative withdrawal; the temporary grade mark "N" indicates the semester grade was not submitted by the instructor by the appropriate deadline. Grade marks have the following grade point values per semester hour: A-4, B-3, C-2, D-1, F-0, and WF-0. Grade marks of "P" and "W" are disregarded with respect to grade points and hours attempted in computing grade average.

An incomplete grade may be used at the instructor's discretion to indicate that additional work is necessary to complete a course. It is not a substitute for an "F", and no student may be failing a course at the time an "I" grade is awarded. To receive an "I" grade, the student should have satisfactorily completed a substantial portion of the required course work for the semester. "I" grades must be changed by the instructor within one year from the end of the semester in which the "I" was assigned or they will remain as a permanent "I" and not contribute to the student's GPA.

No more than six (6) semester hours of "C" grade may be counted in the master's degree, and the grade average for all graduate courses taken on the degree program must be B (3.0) or above. A grade of B or better must be made in EDUC 5113 Techniques of Research. Credit with grades of D will not satisfy specific degree requirements. Only grades of "P" or F will be assigned to workshops.

A student may repeat a course if approved by the advisor. Only the last grade is counted with reference to graduation requirements. No additional credit is allowed for a repeated course.

Graduate Program Admission Application available at MyECU

CAEP AP GRADUATE DEGREE OPTIONS

Students pursuing the Master of Education degree must select one of the following degree options. Such selection shall be made at the time of admission to the graduate program since a change of option may result in the students having completed inapplicable work.

Educational Leadership 0980

The graduate program option for Educational Leadership is designed for the graduate student specializing in administration for grades K-12. Special attention is given to the knowledge, skills and dispositions necessary to become an effective school principal. In order to complete this option, a student must hold and maintain a valid teaching certificate and must have completed two years of successful public-school teaching.

Educational Leadership Curriculum

Library Media 0900

The Masters of Library Media is designed for graduate students planning to become a School Library Media Specialist in grades PreK-12th in public or private educational settings. The intent of the program is to prepare competent, certified School Library Media Specialists in accordance with state and national professional standards and guidelines. All areas of school librarianship, including technology, are emphasized. Special attention is given to the development of the student as a consumer of research along with a major emphasis on the knowledge, skills and attitudes that are necessary to become a School Library Media Specialist.

Library Media Curriculum

School Counseling 0843

The graduate program option for the school counselor is designed for the graduate student specializing in counseling at the elementary or secondary level and leads to the Master of Education Degree. Special attention is given to the development of the student as a consumer of research along with a major emphasis on the knowledge, skills, and attitudes that are necessary to become a school counselor.

School Counseling Curriculum

School Psychometry 1060

This degree focuses on the applied knowledge needed in the development and use of educational and testing skills for student assessment. The curriculum is designed to address the educational and psychological concerns associated with educational assessment of students with routine and special needs in the classroom.

School Psychometry Curriculum

School Psychometrist – 1010 Certificate

Applicant must hold a Master's Degree in one of the following areas: General Psychology, Special Education, Child Psychology, School Counseling, or a related educational area approved by the Program Coordinator. School Psychometrist Certificate candidates will be eligible to complete the OSAT certification exam for Psychometrist (034). There curriculum for both School Psychometry (1060) and School Psychometrist (1010) are comparable however for the Certificate you must have a Master's Degree in an approved area of Study.

School Psychometrist Curriculum

Certificate Programs do not qualify for financial aid.

School Superintendent – 0875 Certification

Standard Certificate: Applicant must hold and maintain a valid Standard Teaching Certificate in Early Childhood, Elementary, Elementary/Secondary, Secondary, Vocational-Technical, Library Medial Specialist, or Speech Language Pathology. Applicant must hold a Master's Degree and certification as a school principal or meet alternative certification requirements for school principal certification. Applicant must have had two (2) years of successful teaching experience in public or private schools accredited the Oklahoma State Board of Education and two (2) years administrative experience in public or private schools accredited by the State Board of Education. Applicant shall pass the Oklahoma Certification Test for School Superintendent prior to being issued a certificate.

Alternative Certification: candidates must hold a standard master's degree, have two (2) years of relevant work experience in a supervisory or administrative capacity, receive a passing score on the subject area competency exam, and, submit a plan to the Director of Teacher Education at ECU for completing an alternative certification program within three (3) years. Candidates seeking certification through this route should contact the Director of Teacher Education for more information and specific program and course requirements. An alternative certificate for superintendent of schools shall not exceed three (3) years and shall not be renewable.

School Superintendent Curriculum

*Certificate Programs do not qualify for financial aid.

GRADUATION AND STATE CERTIFICATION INFORMATION

A. Application for Degree

Students who have been admitted to a Graduate Degree Program must submit an Application for Degree. Consult the link below for Application, Directions for Graduation, and for the semester dates that Application availability and deadlines.
1. complete 60% of the program requirements;
2. complete standardized test(s) required by the Academic Department;
3. hold a GPA of 3.0 in all work attempted in a degree program

Graduation Forms and Instructions are available at the School of Graduate Studies Website
Application and Directions for Graduation

B. Graduation Pre-Checklist – Completed Documents include the Following

1. Complete the State Certification Exam (OSAT in Program of Study) with a score of 240 to 300
2. Complete Practicum/Thesis/Internship as required in Program of Study
   a. Approval to Begin Practicum/Thesis/Internship as required by the Program
   b. Proposal of Practicum/Thesis/Internship Form as required by the Program
   c. Agreement for Supervised Practicum/Internship Form as required by the Program
   d. Practicum/Internship Completion Form
   e. Copy of Weekly Time Logs for Practicum/Internship as required by the Program
   f. Candidate Evaluation by Site Supervisor for Practicum/Internship as required by the Program
   g. Candidate Evaluation of Internship Site and Supervision as required by the Program
   h. Completion of Alumni Survey Form as required by the Program

C. Oklahoma Subject Area Test Completion

The candidates may take the State Certification Exam (OSAT) at any time during the program, however it is strongly recommended that you do this at the end of your program of study. Only candidates with satisfactory scores on the exam and satisfactory scores on the program portfolio will be recommended for the Oklahoma State Department of Education School Psychologist Specialist Certification.

D. Obtaining Oklahoma State Department of Education Certification

Upon satisfactory completion of all required course work, practica, and the culminating internship, certification examination, and portfolio, the candidate contacts the Oklahoma State Department of Education for a certification application. The candidate will be given instructions on how to obtain a fingerprint registration and a criminal background clearance as required by the State of Oklahoma.

Upon completion of the application, the fingerprint registration and the criminal background clearance, the candidate will have the application notarized, attach the required fee (check or money order) to the application and candidate's official ECU transcript, and send the complete documentation packet to the ECU Education Certification Officer (Dean of the College of Education and Psychology). The Dean will verify with the Oklahoma Commission on Teacher Preparation that the candidate passed the appropriate subject area examination and complete the recommendation for certification section of the application. The Dean will forward the completed application to the State Department of Education, Division of Professional Standards, whereupon the certificate will be issued.

COLLEGE APPENDICES

A. CEP Advanced Program Disposition Plan

CEP GRADUATE APPLICATION RECOMMENDATION FORM

Applicant Information

Last Name	**First Name**	**Middle Initial**

You will need two copies of this form (one for each person writing a letter for you). Please complete the information above before giving the form to the individuals writing recommendation letters for you. Note: Evaluations should be completed by persons who are able to assess your performance in an academic or work setting. Read the statement below, and if you choose, sign where indicated.

The Family Educational Rights and Privacy Act of 1974 entitle student records to be open for students' inspection. The law also permits a student to sign a waiver relinquishing his/her right to inspect letters of evaluation. The applicant's signature below constitutes a waiver signifying that the evaluation will remain CONFIDENTIAL, meaning the student will not have access to the evaluation. No signature means that the applicant will have the right to read this evaluation.

I hereby waive my right of access to this recommendation under the Family Educational Rights and Privacy Act.

Applicant's Signature	**Date**

Evaluator Information

The ECU College of Education and Psychology attach considerable weight to an evaluator's assessment of an applicant. Therefore, please provide your candid assessment of the applicant's preparation, motivation, and capacity for graduate study and potential for becoming successful in his/her chosen field. Please enclose this signature page and the recommendation form with your letter of recommendation. Thank you for your assistance.

Evaluator's Name	**Position/Title**
Evaluator's Employer	**City/State**
Evaluator's Preferred Contact Information	**Preferred Contact Time**
Evaluator's Signature	**Date**

Knowledge of Applicant

How long have you known the applicant? (months, years)

How well do you know the applicant? (very, moderately, slightly)

How do you know the applicant (instructor, employer, supervisor)

Please rate the applicant compared to his/her peers on the following abilities, traits, and dispositions by checking the rating, which corresponds with your knowledge and impressions of this individual.

	Outstanding /Excellent 5	Above Average 4	Average/ Good 3	Below Average 2	Not Acceptable 1	Not Observed
Character and Personality						
Maturity/Poise						
Dependability/Responsibility						
Ethical standards						
Leadership abilities						
Respect for individual diversity						
Mutual respect for peers						
Mutual respect for others						
Ability to work with others						
Persistence/Task completion						
Time management capabilities						
Realistic expectations of self						
Realistic expectations of others						
Initiative						
Self-Reliance						
Appropriate task efficacy						
Ability to work under pressure						
Intellectual Capacity						
Retention of information						
Analytical ability						
Application/Reasoning skills						
Ability to problem solve						
Aptitude for graduate work						
Written communication skills						
Oral communication skills						
Creativity						
Laboratory - Technical Abilities						
Competency in area of proficiency						
Computer technology skills						
Library media skills						
Research skills						
Assessment/Testing skills						
Overall evaluation of the applicant's ability for graduate work and potential success in chosen field						

This form is available electronically as part of the ECU School of Graduate Studies admission process for all College of Education and Psychology applications. The printed form is included here for ease of access.

Disposition Forms completed within the college are now available in electronic form.
Student Self Evaluation – Mid Program
Program or Practicum Supervisor – Final Dispositions
Disposition Concern Form

<p align="center">**CEP ADVANCED PROGRAMS DISPOSITION MENTORING PLAN**</p>

Candidates receiving below average or not acceptable ratings on a single indicator or receiving an overall average in a single domain below 3.0 on the entry evaluation will be asked to interview with the program director and another faculty representative by the completion of the first semester of coursework to address areas of concern.

1. If the graduate candidate is deficient in any of the following ways concerning dispositions, the mentoring plan will be initiated:
    A. The CEP Graduate Program Director, CEP Graduate Coordinator, CEP Dean or the ECU Graduate Dean receives a report about a candidate during the semester that violates ECU professional dispositions as indicated on the evaluation form.
    B. The candidate receives two or more negative indicators in one domain from different sources at the end of a single semester.
    C. The candidate is involved in a severe incident, which warrants immediate review.

2. The CEP Graduate Coordinator will review each candidate's evaluations at the end of the semester. The coordinator will pull the files of those students who have negative disposition indicators. The files pulled will go to the ***Graduate Candidate Mentoring Committee*** for review. (A committee will be established by the CEP Graduate Coordinator). If the disposition violation is reported *during* the semester the same process will be followed.

3. The Mentoring Committee will determine the course of action for the candidate. Actions may range from a letter stating that a disposition has been found to be problematic and that the candidate is responsible for taking action to improve the disposition to dismissal from the program. Regardless of the action taken, the candidate will be notified that if the disposition problem doesn't improve, a formal Plan of Improvement developed with a mentoring committee will be established.

    A Formal Plan of Improvement will be developed which will include the candidate problem, the steps to take to solve the problem, and the candidate and committee signatures. The candidate will be required to take the Improvement Plan to his/her advisor and the director of the program or CEP Graduate Coordinator if the advisor and program director are the same. Additionally, the CEP Coordinator will keep a copy for the candidate's file.

4. If additional assessment data indicates that the problem still exists and/or steps to improve have not been taken, the candidate automatically is referred to ***The Appeals Committee*** (made up of the Dean, student advisor, CEP Graduate Coordinator, and two outside professors familiar with the program). At this point the candidate will make a case for his/her failure to improve in the identified area. The committee will determine if the candidate is to be removed from the program or if the candidate can go through step 3 for a second and final time.

B. CEP Generic Portfolio Template

SECTION I: Professional & Program Information

Mid Program Checkpoints

- Resume
- Program of Study
- Portfolio/Thesis Committee
- Teaching/Professional Certificates (if applicable)
- Mid Program Writing Sample
- Mid Program Self Evaluation

End of Program Checkpoints

- Application to Candidacy Form
- Program of Study Final Check Sheet

SECTION II: Advanced Program Learned Society Standards, Competencies, & Artifacts

- Knowledge
- Skills
- Dispositions
- Current Research and Best Practices
  - Field Experiences
  - Practicum
  - Diversity
  - Student Impact
- Evidence of Feedback

SECTION III: Academic & Professional Activities

- Student Impact
- Experiences with Diversity
- Professional Engagement
- Community Engagement
- Final Unit Disposition Survey
- EXIT SURVEY

Portfolio/Thesis Standing Committee

A candidate's portfolio/thesis committee will be a standing committee comprised of three faculty members who are experts in the candidate's chosen field or have academic knowledge of the candidate's performance in courses, practicum, and/or internship. These three faculty members will serve as the members of the candidate's portfolio/thesis committee unless the candidate specifically requests the replacement of one committee member from the list of faculty members approved by the candidate's program director. See the College of Education and Psychology graduate faculty website for more information.

CEP Advanced Program Portfolio Scoring Rubric

EAST CENTRAL UNIVERSITY

ADVANCED PROGRAM PORTFOLIO SCORING RUBRIC

Name _____   ECU ID _____   Major_____   Date _____

Section I: Professional and Program Information

Portfolio Requirement	MET	NOT MET	COMMENTS
Mid Program Checkpoints			
• Resume			
• Program of Study			
• Portfolio/Thesis Committee			
• Teaching/Professional Certifications (all applicable)			
• Mid Program Writing Sample			
• Mid Program Self Evaluation			
End of Program Checkpoints			
• Application to Candidacy Form			
• Program of Study Final Check Sheet			

EAST CENTRAL UNIVERSITY

ADVANCED PROGRAM PORTFOLIO SCORING RUBRIC

Section II: Advanced Program Learned Society Competencies

CANDIDATE KNOWLEDGE OF CONTENT

Standard 1: Knowledge of Subject Matter (INTASC 1992, INTASC 2011 Standard 4)

*The Teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students **(INTASC, 1992).***

***NEW** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content **(INTASC, 2013**).*

Standard 6: Communication Skills (INTASC 1992, INTASC 2013 Standard 5)

*The teacher uses knowledge of effective verbal, nonverbal, media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom **(INTASC, 1992).***

NEW** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues **(INTASC, 2013).

*Denotes Items in the Unit Conceptual Framework

	UNACCEPTABLE 0	NEEDS IMPROVEMENT 1	ACCEPTABLE 2	PROFICIENT 3
Content Knowledge	Teacher candidates have inadequate knowledge of content that they plan to teach and are unable to give examples of important principles and concepts delineated in professional, state, and institutional standards. No more than two of the following elements can be found or only two are reflected upon. • Lesson tied to common core or state standards • 21st Century Skills utilized in the content lesson (Technology)* • Evidence of Research Based Practice represented in artifact or reflection (Research and reflection)* • Evidence of analysis of student readiness (Prescriptive)* • Evidence of analysis of student impact* • Evidence of deep knowledge base • Evidence of an ability to integrate content areas (Integrative)* • Evidence of an ability to differentiate instruction (Diversity)*	Teacher candidates show some knowledge of content that they plan to teach and can give some examples but lack in depth knowledge of content concepts or skills. Seven of the following elements can be found in candidate artifacts: • Lesson tied to common core or state standards • 21st Century Skills utilized in the content lesson (Technology)* • Evidence of Research Based Practice represented in artifact or reflection (Research and reflection)* • Evidence of analysis of student readiness (Prescriptive)* • Evidence of analysis of student impact* • Evidence of deep knowledge base • Evidence of an ability to integrate content areas (Integrative)* • Evidence of an ability to differentiate instruction (Diversity)* • Effective use of multiple representations and explanations that capture key ideas in the discipline	Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Ten of the following elements can be found in candidate artifacts: • Lesson tied to common core or state standards • 21st Century Skills utilized in the content lesson (Technology)* • Evidence of Research Based Practice represented in artifact or reflection (Research and reflection)* • Evidence of analysis of student readiness (Prescriptive)* • Evidence of analysis of student impact* • Evidence of deep knowledge base • Evidence of an ability to integrate content areas (Integrative)* • Evidence of an ability to differentiate instruction (Diversity)* • Effective use of multiple representations and	Teacher candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. Candidates in advanced programs for teachers are recognized experts in the content that they teach. At least eleven (80%) of the following elements can be found in candidate artifacts. • Lessons tied to common core or state standards • 21st Century Skills utilized in teaching assignment or activity (Technology)* • Evidence of Research Based Practice represented in artifact or reflection (Research)* • Evidence of analysis of student readiness (Prescriptive)* • Evidence of analysis of student impact (Reflective)* • Evidence of deep knowledge base • Evidence of an ability to integrate content areas (Integrative)* • Evidence of an ability to differentiate instruction (Diversity)* • Effective use of multiple representations and explanations

			• Engages students in learning experiences in the discipline (s) that encourage learners to understand, question, and analyze ideas from diverse perspectives (Diversity)* • Engages learners in applying methods of inquiry and standards of evidence used in the discipline. (specialty studies)* • Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences (Integrative)* • Creates experiences to build accurate conceptual understanding • Uses supplementary resources and technologies effectively to ensure accessibility ad relevance for all learners (Technology)*	explanations that capture key ideas in the discipline • Engages students in learning experiences in the discipline (s) that encourage learners to understand, question, and analyze ideas from diverse perspectives (Diversity)* • Engages learners in applying methods of inquiry and standards of evidence used in the discipline. (specialty studies)* • Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences (Integrative)* • Creates experiences to build accurate conceptual understanding • Uses supplementary resources and technologies effectively to ensure accessibility ad relevance for all learners (Technology)*	that capture key ideas in the discipline • Engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives (Diversity)* • Engages learners in applying methods of inquiry and standards of evidence used in the discipline (specialty studies)* • Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences (Integrative)* • Creates experiences to build accurate conceptual understanding • Uses supplementary resources and technologies effectively to ensure accessibility ad relevance for all learners (Technology)*

PEDAGOGICAL CONTENT KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES

INTASC Standard 4 Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills **(INTASC, 1992).**

NEW INTASC Standard 8 Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways **(INTASC, 2013).**

INTASC Standard 7 Instructional Planning Skills: The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals **(INTASC, 1992).**

NEW INTASC Standard 7 Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, ad pedagogy, as well as knowledge of learners and the community context **(INTASC, 2013).**

INTASC Standard 8 Assessment of Student Learning: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner **(INTASC, 1992).**

NEW INTASC Standard 6 Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making **(INTASC, 2013).**

*Denotes Unit Conceptual Framework Elements

	UNACCEPTABLE 0	NEEDS IMPROVEMENT 1	ACCEPTABLE 2	PROFICIENT 3
Pedagogical Skills	Teacher candidates do not understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards in a way that helps them develop learning experiences that integrate technology and build on students' cultural backgrounds and knowledge of content so that students learn. Candidates in advanced programs for teachers have a limited understanding of the relationship between content and content-specific pedagogy; they are unable to explain the linkages between theory and practice. They are not able to select or use a broad range of instructional strategies that promote student learning.	Teacher candidates demonstrate limited understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have a limited understanding of the content that they plan to teach. The candidate who needs improvement only provides evidence of four of the following elements in his/her artifacts and reflections. • are able to provide multiple explanations (Diversity)* • can use a variety of instructional strategies so that all students learn (Diversity)* • They present the content to students in challenging, clear, and compelling ways, using real-world contexts and technology integration. (Technology and integration)* • Candidates in advanced programs have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. • They understand and address student preconceptions that hinder learning. (Prescriptive)*	Teacher candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have a broad understanding of the content that they plan to teach. The candidate who is acceptable is able to provide evidence of six of the following elements in his/her artifacts and reflections. • are able to provide multiple explanations. (Diversity)* • can use a variety of instructional strategies so that all students learn (Diversity)* • They present the content to students in challenging, clear, and compelling ways, using real-world contexts and technology integration. (Technology and integration)* • Candidates in advanced programs have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. • They understand and address student preconceptions that hinder learning. (Prescriptive)*	Teacher candidates reflect a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have in-depth understanding of the content that they plan to teach. The candidate who is proficient is able to provide evidence of eight of the following elements in his/her artifacts and reflections. • are able to provide multiple explanations (Diversity)* • can use a variety of instructional strategies so that all students learn (Diversity)* • They present the content to students in challenging, clear, and compelling ways, using real-world contexts and technology integration. (Technology and integration)* • Candidates in advanced programs have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. • They understand and address student preconceptions that hinder learning. (Prescriptive)* • They are able to critique research and theories of related to pedagogy and learning. (Research)*

		• They are able to critique research and theories related to pedagogy and learning. (Research)* • They are able to select and develop instructional strategies and technologies, based on research and experience that help all students learn. *(Technology and research)	• They are able to critique research and theories related to pedagogy and learning. (Research)* • They are able to select and develop instructional strategies and technologies, based on research and experience that help all students learn. • They balance the use of formative and summative assessment to document learning. • They design assessments that match learning objectives with assessment methods and minimizes sources of bias. (Diversity)* • The teacher works independently and collaboratively to examine test and other performance data to understand progress and guide planning. (Reflective)*	• They are able to select and develop instructional strategies and technologies, based on research and experience that help all students learn. (Technology and research)* • They balance the use of formative and summative assessment to document learning. (Prescriptive)* • They design assessments that match learning objectives with assessment methods and minimizes sources of bias. (Diversity)* • The teacher works independently and collaboratively to examine test and other performance data to understand progress and guide planning. (Reflective)*

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES

INTASC Standard 9 Professional Commitment and Responsibility: The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally (INTASC, 1992).

NEW INTASC Standard 9 Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner **(INTASC, 2013).**

INTASC Standard 10 Partnerships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being (INTASC, 1992).

NEW INTASC Standard 10 Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession **(INTASC, 2013).**

*Denotes Unit Conceptual Framework Elements

	Unacceptable 0	Needs Improvement 1	Acceptable 2	Proficient 3
Professional Skills	Teacher candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional	Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. Candidates at the *Needs Improvement* level must provide evidence for five of the following elements.	Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. Candidates at the Acceptable level must provide evidence for eight of the following elements.	Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. Candidates at the Proficient level must provide

standards. They lack knowledge of school, family, and community contexts, and they are unable to develop learning experiences that draw on students' prior experience. They do not reflect on their work, nor do they use current research to inform their practice. They are unable to demonstrate major schools of thought about schooling, teaching, and learning. Candidates in advanced programs for teachers do not reflect on their practice and cannot recognize their strengths and, areas of needed improvement. They do not engage in professional development. They do not keep abreast of current research and policies on schooling, teaching, learning, and best practices. They are not engaged	• They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. (Diversity)* • They reflect on their practice. (Reflective)* • They know major schools of thought about schooling, teaching and learning. (Prescriptive)* • They are able to analyze educational research findings and incorporate new information into their practice as appropriate. (Research)* • Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. (Reflective)* • They engage in professional activities. • They have a thorough understanding of the school, family, and community contexts in which they work. • They collaborate with the professional community to create meaningful learning experiences for all students. (Service)* • They are aware of current research and policies related to schooling, teaching, learning, and best practices. (Research)* • They are able to analyze educational research and policies and can explain the implications for their own practice. (Research)* • Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and Institutional Standards. (Reflective)*	• They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. (Diversity)* • They reflect on their practice. (Reflective)* • They know major schools of thought about schooling, teaching, and learning. (Prescriptive)* • They are able to analyze educational research findings and incorporate new information into their practice as appropriate. (Research)* • Candidates in advanced programs reflect on their standards and are able to identify their strengths sand areas needed improvement. (Reflective)* • They engage in professional activities. • They have a thorough understanding of the school, family, and community contexts in which they work. • They collaborate with the professional community to create meaningful learning experiences for all students. (Service)* • They are aware of current research and policies related to schooling, teaching, learning, and best practices. (Research)* • They are able to analyze educational research and policies and can explain the implications for their practice and for the profession. (Reflective)* • Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills	evidence for 10 of the following elements. • They develop meaningful learning experiences to facilitate learning for all students. (Diversity)* • They reflect on their practice and make necessary adjustments to enhance student learning. (Reflective)* • They know how students learn and how to make ideas accessible to them. (Prescriptive)* • They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues. (Integrative and diversity)* • Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. (Service)* • They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal. (Service)* • They know major schools of thought about schooling, teaching, and learning. (Prescriptive)* • They are able to analyze educational research findings and

with the professional community to develop meaningful learning experiences.	• They develop meaningful learning experiences to facilitate learning for all students. (Diversity)* • They reflect on their practice and make necessary adjustments to enhance student learning. (Reflective)* • They know how students learn and how to make ideas accessible to them. • They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues. (Diversity and integrative)* • Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. (Research)* • They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal. (Service)*	delineated in professional, state, and institutional standards. • They develop meaningful learning experiences to facilitate learning for all students. (Diversity)* • They reflect on their practice and make necessary adjustments to enhance student learning. (Reflective)* • They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience (Diversity)* • and applying the ideas to real-world issues. Candidates in advanced programs for teachers develop expertise of certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. (Research)* • They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal. (Service)*	incorporate new information into their practice as appropriate. (Research)* • Candidates in advanced programs reflect on their standards and are able to identify their strengths and areas needed improvement. (Reflective)* • They engage in professional activities. • They have a thorough understanding of the school, family, and community contexts in which they work. • They collaborate with the professional community to create meaningful learning experiences for all students. (Service)* • They are aware of current research and policies related to schooling, teaching, learning, and best practices. (Research)* • They are able to analyze educational research and policies and can explain the implications for their practice and for the profession. (Reflective)* • Candidates in advanced programs for teachers develop expertise of certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experience. (Research)*

STUDENT LEARNING FOR TEACHER CANDIDATES

*INTASC Standard 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development **(INTASC, 1992).***

NEW INTASC Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences **(INTASC, 2013).**

*INTASC Standard 3 Adapting Instruction for Individual Needs: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development **(INTASC, 1992).***

NEW INTASC Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards **(INTASC, 2013).**

*INTASC Standard 5 Classroom Motivation and Management Skills: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation **(INTASC, 1992).***

NEW INTASC Standard 3 Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation **(INTASC, 2013).**

*Denotes Unit Conceptual Framework Elements

	Unacceptable 0	Needs Improvement 1	Acceptable 2	Proficient 3
Student Impact	Teacher candidates cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience. Candidates in advanced programs for teachers have a limited understanding of the major concepts and theories related to assessing student learning. They do not use classroom performance data to make decisions about teaching strategies. They do not use community resources to support student learning.	Teacher candidates do focus on student learning but are unable to make consistently appropriate adjustments to instruction or they are unable to utilize data from instruction to make decisions about student learning. • Teacher candidates cannot consistently assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. (Prescriptive)* • Candidate may not be able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience. (Prescriptive)* • They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. However, they are not aware of and utilize school and community resources that support student learning. (Integrative) • The teacher regularly assesses individual and group performance but lacks so ability in designing and modifying instruction to meet learning' needs in each area of development. (Integrative)*	Teacher candidates focus on student learning. Candidates scoring at the acceptable level are able to demonstrate student impact in six ways through their portfolio artifacts and reflections. • Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. (Prescriptive)* • They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience. (Prescriptive)* • They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning. (Integrative)* • The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learning' needs in each area of development. • The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that	Teacher candidates focus on student learning and study the effects of their work. Teacher candidates scoring at the Proficient level are able to demonstrate 7 elements through their artifacts and reflections. • They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. (Prescriptive)* • Candidates analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. (Prescriptive)* • Candidates collaborate with other professionals to identify and design strategies and interventions that support student learning. (Integrative)* • The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learning' needs in each area of development. (Prescriptive)* • The teacher creates developmentally appropriate

		• The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. (Integrative)* • The teacher shoes some ability to collaborate with families, communities, colleagues, and other professionals to promote learner growth and development. (Integrative)* • The teacher has shown some ability to designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (Diversity)*	enables each learner to advance and accelerate his/her learning. (Prescriptive)* • The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. (Integrative)* • The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (Integrative)* • The teacher makes appropriate and timely provisions for individual students with particular learning differences or needs. (Prescriptive)* • The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understanding. (Prescriptive)*	instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. (Prescriptive)* • The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. (Integrative)* • The teacher designs, adapts, ad delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (Integrative)* • The teacher makes appropriate and timely provisions for individual students with particular learning differences or needs. (Prescriptive)* • The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understanding. (Prescriptive)*

PROFESSIONAL DISPOSITIONS FOR ALL CANDIDATES

*Denotes Unit Conceptual Framework Elements

	Unacceptable 0	Needs Improvement 1	Acceptable 2	Proficient 3
Dispositions	Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. Candidates do not demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. They do not model these professional dispositions in their work with students, families, colleagues, and communities.	Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates address 5 of these in their artifacts and reflections. • Candidates are unable to CONSISTENTLY demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. • There are indications that the candidate will be able to work effectively with students, families, colleagues and communities in an order to promote fairness and equality in learning. • Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.* • Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.*	Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidate addresses 6 of these elements in artifacts and reflections. • Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.* • Their work with students, families, colleagues and communities reflects these professional dispositions.* • Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.* • Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.* • The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. • The teacher respects learners as individuals with differing personal	Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidate addresses at least 7 of these elements in their reflections. • Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.* • Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.* • The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. • The teacher respects learners as individuals with differing personal and family

		• The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. • The teacher respects learners as individuals with differing personal and family backgrounds and various skills abilities, perspectives, talents, and interests. • The teacher makes learners feel valued and helps them learn to value each other. • The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. • The teacher values the input and contributions of families, colleagues and other professionals in understanding and supporting each learner's development. • The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. • The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.	and family backgrounds and various skills abilities, perspectives, talents, and interests. • The teacher makes learners feel valued and helps them learn to value each other. • The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. • The teacher values the input and contributions of families, colleagues and other professionals in understanding and supporting each learner's development. • The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. • The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.	backgrounds and various skills abilities, perspectives, talents, and interests. • The teacher makes learners feel valued and helps them learn to value each other. • The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. • The teacher values the input and contributions of families, colleagues and other professionals in understanding and supporting each learner's development. • The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. • The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

DEMONSTRATION OF DIVERSITY FOR ALL CANDIDATES

All Components are Unit Conceptual Framework Elements

	Unacceptable 0	Needs Improvement 1	Acceptable 2	Proficient 3
Diversity	Advanced Candidates demonstrate and apply proficiencies related to diversity through artifacts and reflections. Candidate does not have the required documents or the documents indicate no knowledge of diversity or the documents indicate unsupported stereotypes or lack of respect for individuals.	Advanced Candidates demonstrate and apply proficiencies related to diversity through artifacts and reflections. The reflections or assignments indicate that the candidate respects the differences of all students. However, there is limited awareness of how a different frame of reference impacts the teaching/learning cycle. • Field Experience or practicum logs from three different locations representing diverse populations (ethnicity, gender, socioeconomic, exceptionalities). • 3 Reflections on each experience that analyzes your experiences in relation to your knowledge about diverse populations. • Or two reflections and A graded classroom assignment with a focus on diversity or working with diverse populations. Or one reflection and two graded assignments with a focus on diversity or working with diverse populations.	Advanced Candidates demonstrate and apply proficiencies related to diversity through artifacts and reflections. The reflections or assignments indicate that the candidate respects the differences of all students. However, the candidate lacks some understanding of his/her own frames of reference or does not articulate in reflections the impact that their reference has on expectations of others. • Field Experience or practicum logs from three different locations representing diverse populations (ethnicity, gender, socioeconomic, exceptionalities). • 3 Reflections on each experience that analyzes your experiences in relation to your knowledge about diverse populations. • Or two reflections and A graded classroom assignment with a focus on diversity or working with diverse populations. Or one reflection and two graded assignments with a focus on diversity or working with diverse populations.	Advanced Candidates demonstrate and apply proficiencies related to diversity through artifacts and reflections. The reflections indicate that the candidate respects the differences of all students, is committed to deepening understanding of his/her own frames of reference and ways of knowing, the potential biases in these frames and their impact on expectation for and relationships with learners and their families. • Field Experience or practicum logs from three different locations representing diverse populations (ethnicity, gender, socioeconomic, exceptionalities). • 3 Reflections on each experience that analyzes your experiences in relation to your knowledge about diverse populations. • Or two reflections and A graded classroom assignment with a focus on diversity or working with diverse populations. Or one reflection and two graded assignments with a focus on diversity or working with diverse populations.

Section III: Academic and Professional Activities

Portfolio Requirement	MET	NOT MET	COMMENTS
Student Impact			
Experiences with Diversity			
Professional Engagement			
Community Engagement			
Final Unit Disposition Survey			
EXIT SURVEY			

Portfolio Committee Chair   **Date**

Portfolio Committee Member   **Date**

Portfolio Committee Member   **Date**

SECTION II. EDUCATIONAL LEADERSHIP PROGRAM INFORMATION

A. Program Goals and Objectives

The graduate program option for Educational Leadership is designed for the graduate student specializing in administration for grades K-12. Special attention is given to the knowledge, skills, and dispositions necessary to become an effective school principal. In order to complete this option, a student must hold and maintain a valid teaching certificate, and must have completed two years of successful public school teaching. As a component of the Educational Leadership program, candidates are expected to complete field experience hours related to activities normally associated with the role of principal. Also during the course of study, candidates are expected to develop a professional portfolio designed to demonstrate competence in areas required for state certification. It will be the candidate's role, with assistance from the University Supervisor, to design and complete activities designed to meet the requirements of field experience and develop a professional portfolio, which will demonstrate the accomplishment of the required competencies. Candidates must be admitted by the School of Graduate Studies and admitted to the program in order to be permitted to take the Educational Leadership courses. The Educational Leadership program consists of thirty-two (32) semester hours including a two-hour practicum-portfolio course designed to meet the internship requirements.

B. Program Standards

There are seven NCATE standards for the Educational Leadership Program.

Standard 1.0:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

<u>Elements</u>

1.1 Develop a Vision

    1.1.1   Candidates develop a vision of learning for a school that promotes the success of all candidates.

    1.1.2   Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society,   the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

1.2 Articulate a Vision

    1.2.1   Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.

1.2.2   Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on candidate learning to inform the development of a vision, drawing on relevant information sources such as candidate assessment results, candidate and family demographic data, and an analysis of community needs.

1.2.3   Candidates demonstrate the ability to communicate the vision to staff, parents, candidates, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision

1.3.1   Candidates can formulate the initiatives necessary to motivate staff, candidates, and families to achieve the school's vision.

1.3.2   Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of candidate assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

1.4 Steward a Vision

1.4.1   Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.

1.4.2   Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

1.4.3   Candidates assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision

1.5.1   Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.

1.5.2   Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

Standard 2.0:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by promoting a positive school culture, providing an effective instructional program, applying best practice to candidate learning, and designing comprehensive professional growth plans for staff.

<u>**Elements**</u>

2.1 Promote Positive School Culture

2.1.1   Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

2.2 Provide Effective Instructional Program

2.2.1   Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.

2.2.2   Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.

2.2.3   Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

2.3 Apply Best Practice to Candidate Learning

2.3.1   Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for candidate learning.

2.3.2   Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.

2.3.3   Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved candidate achievement.

2.4 Design Comprehensive Professional Growth Plans

2.4.1   Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on candidate learning consistent with the school vision and goals.

2.4.2   Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.

2.4.3   Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

Standard 3.0:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment**.**

<u>Elements</u>

3.1 Manage the Organization

3.1.1   Candidates demonstrate the ability to optimize the learning environment for all candidates by applying appropriate models and principles of organizational development and management, including research and data driven decision- making with attention to indicators of equity, effectiveness, and efficiency.

3.1.2   Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to candidate learning, safety, curriculum, and instruction.

3.1.3   Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote candidate achievement.

3.2 Manage Operations

3.2.1   Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.

3.2.2   Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.

3.2.3   Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.

3.3 Manage Resources

3.3.1   Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.

3.3.2   Candidates creatively seek new resources to facilitate learning.

3.3.3   Candidates apply and assess current technologies for school management, business procedures, and scheduling.

Standard 4.0:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Elements

4.1 Collaborate with Families and Other Community Members

4.1.1 Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect candidate learning.

4.1.2 Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.

4.1.3 Candidates demonstrate the ability to use public information and research- based knowledge of issues and trends to collaborate with families and community members.

4.1.4 Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.

4.1.5 Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.

4.1.6 Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.

4.1.7 Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.

4.1.8 Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

4.2 Respond to Community Interests and Needs

4.2.1 Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.

4.2.2 Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.

4.2.3 Candidates provide leadership to programs serving candidates with special and exceptional needs.

4.2.4 Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial,

economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all candidates.

4.3 Mobilize Community Resources

4.3.1   Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support candidate achievement, solve school problems, and achieve school goals.

4.3.2   Candidates demonstrate how to use school resources and social service agencies to serve the community.

4.3.3   Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging candidate problems.

Standard 5.0:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by acting with integrity, fairly, and in an ethical manner.

Elements

5.1 Acts with Integrity

5.1.1   Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2 Acts Fairly

5.2.1   Candidates demonstrate the ability to combine impartiality, sensitivity to candidate diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically

5.3.1   Candidates make and explain decisions based upon ethical and legal principles.

Standard 6.0:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Elements

6.1 Understand the Larger Context

6.1.1   Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.

6.1.2   Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the

opportunities available to children and families in a particular school.

6.1.3   Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.

6.1.4   Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.

6.1.5   Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

6.1.6   Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.

6.1.7   Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.

6.1.8   Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

6.2 Respond to the Larger Context

6.2.1   Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

6.3 Influence the Larger Context

6.3.1   Candidates demonstrate the ability to engage candidates, parents, and other members of the community in advocating for adoption of improved policies   and laws.

6.3.2   Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit candidates and their families.

6.3.3   Candidates advocate for policies and programs that promote equitable learning opportunities and success for all candidates, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Standard 7.0:
Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

<u>**Elements**</u>

Meets Standards for School District Leadership

7.1 Substantial

7.1.1　Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, candidates, parents, and community leaders.

7.1.2　Each candidate should have a minimum of six months (or equivalent, see note below) of fulltime internship experience.

7.2 Sustained

7.2.1　Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

7.3 Standards-based

7.3.1　Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.

7.3.2　Experiences are designed to accommodate candidates' individual needs

7.4 Real Settings

7.4.1　Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.

7.4.2　Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.

7.5 Planned and Guided Cooperatively

7.5.1　Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.

7.5.2　Mentors are provided training to guide the candidate during the intern experience.

7.6 Credit　Candidates earn graduate credit for their intern experience.

C. Program Check Points and Requirements

Beginning Check Points

1) **Contact Advisor**: Once the School of Graduate Studies has notified the candidate of acceptance into the Educational Leadership Program, candidates should contact their designated advisor. At this time the candidate and advisor will discuss a beginning Program of Study for the candidate.
1) 2) **Program Requirements**: The Educational Leadership Program consists of 32 graduate hours, including a two-hour practicum-portfolio course designed to meet the internship requirements (which includes a 146 hour Internship experience with time spent in each of the 2011 ELCC Building Level Administrator Standards) which is intended to be the capstone of the program.
3) Complete EDUC 5113, Techniques of Research and EDUC 5533, Fundamentals of Public School Administration within the first 8 hours of the program (timing may cause deviation from this, but students should be aware that this is the natural intent or "flow" of the Program of study), become familiar with the Program of Study, and familiarize themselves with the e-portfolio requirements (currently Blackboard Outcomes) for the final candidate portfolio.

Mid-Program Check Points

1) Exhibit a completed CEP mid-program self-evaluation instrument (this is designed to familiarize the candidate with expectations of program director and on-site mentors during the Practicum component). This instrument may be replaced by the state approved McRel evaluation instrument used for Oklahoma public school administrators by statute.
2) Indicate that a review Program of Study with academic advisor has occurred to monitor your progress in the program.
3) Ensure that you have completed EDUC 5623, The Principalship (the program Mid-point course) in preparation for EDUC 5832, Practicum and Portfolio in Public School Administration. It should be completed as close to the mid-point as possible, but this may be altered with advisor approval.
4) Indicate plan for enrollment in EDUC 5832, Practicum and Portfolio in Public School Administration, as the program capstone experience.
5) Provide preliminary evidence that an on-site mentor has agreed to participate in your eventual Public School Administration Practicum (Mentor and or site may change prior to actual Practicum or Internship experience).
6) Provide a simulated proposal for Internship Experience for Public School Administration Practicum.
7) Provide a simulated Practicum Log for Public School Administration Practicum to demonstrate understanding of required tasks during the actual capstone experience completed in EDUC 5832, Practicum and Portfolio in Public School Administration. While it is likely to change in the actual Internship, please try to include a similar amount of hours for each standard in this exercise.
8) Provide a list of acceptable potential, similar or sample Practicum activities (specific to each of the 2011 ELCC Standards) to be undertaken during the actual EDUC 5832, Public School Administration Practicum.

End-of-Program Check Points

1) Complete e-Portfolio Review and timely submission (Complete e-Portfolio Review and timely submission (including ELCC Specific Program Assessments or SPA assessments embedded in specific program assignments throughout required courses).
2) Complete the final School Administration Candidate Assessment Instrument (the same as the mid-point self-evaluation instrument, only after real experience this time).
3) Have your on-site Administration Mentor complete and sign the School Administration Candidate Assessment Instrument.
4) Have Administration Mentor complete the CEP final disposition evaluation.
5) Ensure completion of Final Program of Study for graduation with advisor.
6) Complete the program assessments provided by the ECU School of Graduate Studies.
7) Complete (or make plans to successfully attempt) the OSAT School Principal Exam.
8) File for Graduation with the School of Graduate Studies.

D. **Practicum Requirements**

<u>NCATE Standards</u>
There are seven NCATE standards for the educational leadership practicum. But the seventh (7.0) is the internship, so it is met by completion of standards 1.0 – 6.0. Consequently, EDUC 5832, Practicum and Portfolio in Public School Administration candidates engage in field-based, school-wide activities to demonstrate that they meet standards 1.0 – 6.0.

The practicum/internship is defined as the process and product that result from the application in a workplace environment of the strategic, instructional, organizational and contextual leadership guidelines. When coupled with integrating experiences through related clinics or cohort seminars, the outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders. The internship includes a variety of substantial concurrent or capstone experiences in diverse settings planned and guided cooperatively by university and school district personnel for credit hours and conducted in schools and school districts over an extended period of time. The experiences need to provide interns with substantial responsibilities which increase over time in amount and complexity, and which involved direct interaction and involvement with students, staff, parents, and community leaders. Ideally, an internship should include some work with social service organizations involved with inter-agency activities affecting schools.

As a component of the principal certification program students are expected to complete a number of field experience hours related to activities normally associated with the role of the principal. Also during the semester, students are expected to develop a professional portfolio designed to demonstrate competence in areas required for state certification. It will be the student's role, with assistance from the University Supervisor, to design and complete activities to meet the requirements of a field experience and the development of a professional portfolio which will demonstrate the accomplishment of the required competencies.

<u>Required Hours</u>
EDUC 5832, Practicum and Portfolio in Public School Administration requires 146 direct contact and program hours. The internship program in EDUC 5832 Practicum and Portfolio in Public School Administration represents 1 credit hour and will involve a minimum of 146 clock hours of field work plus the scheduled class meeting(s) and individual appointments with the professor of the course. The 146-hour requirement does not include time spent completing the shadowing activity in EDUC 5623 The Principalship. Candidates are required to log that 146 hours, and at least one of their supervisors must sign the Verification of Practicum Activities page indicating that the candidate has indeed completed the activities. It will be assumed that candidates in EDUC 5832 Practicum and Portfolio in Public School Administration, completed the time recorded, and recorded this information accurately.

<u>Required Numbers and Types of Activities</u>

For each of the standards candidates must complete at least one or two activities. Thus, working on six competencies, with one or two activities each, a candidate must engage in a minimum of six activities during Practicum. These activities must be focused on duties regularly engaged by public school principals at the building level. Candidates can work with building level administrators (principals) who are engaged in typical building administrative activities.

Activities and log hours must be completed in multiple settings. Multiple settings refers to the requirement that you do NOT complete all the practicum activities with one administrator with one administrative assignment. You cannot complete all six activities with your building principal who has no other responsibilities. Possible administrators include superintendents; assistant superintendents; directors of curriculum, special education, athletics and activities (keep these to a minimum), vocational education, testing, transportation, etc; principals; assistant principals; and possibly dean of students.

You may fulfill the multiple settings requirement in several ways. One, you can always work with two or more administrators. Secondly, you can work with one administrator who has multiple major responsibilities. So, for example, if your building principal is also the district's special education director, or testing director, or curriculum director, or athletic director, you could do all six activities with that one person, as long as you did at least one activity in each of the standard areas. Work done with an administrator who has athletic director duties should be kept to a minimum, since this is a school administration program and there is a separate sports administration program. See the Program Appendices; Suggested Performance Activities includes suggestions for activities you might choose. These are only suggestions. Consult with Program Director for guidance in instances where you may need help with organization or contacts.

EDUCATIONAL LEADERSHIP APPENDICES

A. **Educational Leadership Curriculum**

B. **Practicum Documentation Forms**

Role of the Educational Leadership Sponsor of the Internship

The role of the principal sponsor of the internship as a public school principal and mentor to the intern is the critical factor in the success of the internship. The sponsor's guidance and counsel is of the utmost importance in helping the intern's activities to be fulfilling and appropriate.

The functions of the sponsor include, but are not limited to

- Agreeing to act as supervisor/mentor to the intern.
- Reviewing the internship materials found in the Educational Leadership Program booklet.
- Conferencing with the intern concerning expectations, activities, areas of skills, and knowledge development found in the Educational Leadership Program booklet.
- Meeting with the intern to discuss activities, tasks, and experiences, and review progress, discuss successes, and determine additional growth needs for the intern.
- Approving and signing each of the logs created by the intern.
- Conferring with the ECU supervisor on the intern's growth and achievements during the internship.

EDUC 5832 Practicum and Portfolio in Public School Administration
Practicum Time Log

Candidate's Name & ID: _____   **Semester:** _____

DATE	HOURS	DESCRIPTION OF ACTVITY	STANDARD

_____
Candidate's Signature   **Date**

_____
Signature of Cooperating Public School Administrator   **Date**

Practicum Proposal for the Internship Experience
EDUC 5832 Practicum and Portfolio in Public School Administration

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Name of Intern

Semester of Internship   **Year**   **Intern Student ID Number**

Field Experience Site(s)

Category	Specific Task / Activity Selected	Assessment Criterion
1. Vision		
2. Culture		
3. Management		
4. Leadership		
5. Ethics		
6. Politics & Governance		

Intern Signature   **Phone**

Cooperating Administrator Signature   **Phone**

Cooperating Administrator Signature   **Phone**

Cooperating Administrator Signature   **Phone**

                                                          580-559-5240
University Supervisor Signature   **Phone**

Procedures for Practicum Activity Log and Report

The purpose of the log is to provide communication with the university supervisor concerning accomplishment of proposed plan. It is the responsibility of the candidate intern to keep a record of the activities and involvement in the school. The log will assist the intern in analyzing how he/she is investing his/her time. The log can serve as information for discussion between the intern, the cooperating administrator and university supervisor. The document will also serve as an aid to the intern in fulfilling the internship responsibilities.

Procedures for keeping log:
1. Make all entries objective.
2. Record all significant activities.
3. Keep logs up-to-date. Record activities regularly.
4. Attach a copy of all materials developed by the candidate during the practicum.
5. Submit your log as requested to your faculty supervisor.
6. Personal reflections concerning the activities must be included.

Log Entry Form for Practicum Experiences

Practicum Activity Category (Vision, Leadership, etc.):_____

Date(s)_____   **Hours Spent** _____

Description of Activity (ies)

_____
_____
_____
_____
_____
_____
_____
_____

Reflective Statement(s)

_____
_____
_____
_____
_____
_____

VERIFICATION OF PRACTICUM ACTIVITIES

College of Education and Psychology
Department of Education
East Central University

I _____, submitted an *Application for Practicum* and a

Proposal for Internship at the beginning of the _____ semester of the _____

academic year. I am now submitting a practicum log and documentation to establish that I have met the

requirements for the practicum component of this course. My signature indicates that I completed the

hours involved in the activities shown in the practicum log.

_____

Signature of Intern   **Date**

_____   _____   _____

Intern's ID Number   **Phone**   **Email Address**

I previously agreed to work with the above practicum candidate (the signed *Proposal for Internship*) and
verify that the candidate spent at least 146 hours (may be combined among several
administrators/building sites) completing the activities listed on the *Proposal for Internship*.

_____   _____
Date   Cooperating Public School Administration

_____   _____
Date   Cooperating Public School Administration

_____   _____
Date   Cooperating Public School Administration

_____   _____
Date   Cooperating Public School Administration

SUGGESTED PRACTICUM FIELD EXPERIENCE ACTIVITIES

The following activities, grouped into eight topical or subject categories, are offered as a guide for planning your practicum in school administration. The list may contain activities that do not apply in every situation, and others which may be appropriate are omitted. For EDUC 5832 Practicum and Portfolio in Public School Administration, students must select at least one activity to demonstrate competence for each of the six NCATE Standards.

Note: if possible, teacher evaluations, mock teacher evaluations, or shadowing a principal conducting a teacher evaluation are excellent activities.

CURRICULUM PLANNING:

* Determine strengths and weaknesses in planning, make recommendations for planning deficiencies.

* Show knowledge of special education programs, vocational programs and other special interest programs. Determine effectiveness by analyzing achievement test scores and contrast with state requirements.

* Work with a teacher or teachers' committee, which is developing new units, courses of study or new teaching methods.

* Become familiar with curricular practices being used in other schools/districts. Compare and contrast curriculum practices in other schools and local schools.

* Examine student achievement test records for a 3-year period to determine the strengths and weaknesses in the program of studies. Contrast with state requirements.

* Attempt to determine the extent of grade-to-grade articulation within subject areas and the extent of curriculum alignment. Make recommendations for curricular realignment, etc.

* Conduct in-service training for teachers on new teaching techniques or on use of new instructional materials.

* Using faculty, staff, building resources and building facilities, construct a plan of courses and make a building schedule that meets all state requirements.

* Examine school wide test scores to determine at-risk students. Examine present programs provided and make recommendations.

* Examine test results to determine trends in effectiveness of teaching/learning in multi-cultural populations.

* Become familiar with the inventory of instructional materials available in the school and to the school. Prepare or revise a catalogue of materials for the information of teachers and make recommendations for needed instructional material.

* Coordinate the administration of a standardized test for a campus. Include pre-testing information for faculty, how the results will be disseminated and explained to faculty and parents.

INSTRUCTIONAL LEADERSHIP

* Participate in at least three clinical supervision episodes which include a pre-observation conference, an observation, and post-observation. Assess the supervisory process used and the significance for teacher development.

* Identify at least one staff development need for the teaching staff in your building. Plan and present an in-service program to meet this need.

* Plan and conduct all or a part of a faculty meeting. Analyze your use of group dynamics techniques, which either helped or hindered the accomplishments of your stated objectives. Attend and analyze the procedures/effectiveness of a faculty meeting on another campus.

* Analyze the library facilities of your building and submit a proposal for initiating or expanding the use of a professional library in your building.

* Track several special need students from identification to placement and observe classroom performance. Participate in at least one placement committee. Describe the observed role of the administrator in the process.

* Evaluate the process of handling of textbooks in your building. Describe your involvement in one or more of the following:
  (a) textbook selection/adoption procedures, schedules and deadlines
  (b) method of inventory of textbooks
  (c) process for textbook distribution
  (d) procedures for fulfilling textbook accountability requirement

PERSONNEL

* Observe student teachers, residency-year teachers, evaluate them and discuss the evaluation with them. Determine their effectiveness.

* Show ability to use due process procedures pertaining to knowledge of student and teacher rights. Record incidences where student and teacher rights were explained, etc. and due process followed.

* Arrange for substitute teachers; develop means/procedures/practices by which substitute teachers can perform more effectively.

* Participate in interviews of teaching candidates. Develop questions that you might use and a criteria to evaluate responses.

* Observe teachers and evaluate them according to existing forms and criteria; follow these observation with conferences in which the teacher's strengths and weaknesses are discussed.

* Assess existing policies for teacher evaluation - the criteria applied, the number of observations per year, the procedures, etc. Develop recommendations. Analyze effectiveness.

* Plan and conduct orientation session for teachers new to the school; suggest policies and procedures to assist new teachers in their orientation.

* Prepare and evaluate written communication to the staff (bulletins, memos, faculty agenda, etc.)

* Observe secretaries, custodians, and cafeteria staff in the performance of their duties and assess the way in which their tasks have been assigned. Develop a job description for each and an evaluative instrument.

FINANCE

* Learn procedures, prepare and follow requisition and purchases orders through channels, including receiving and accepting the order. Describe the process and analyze its effectiveness and efficiency.

* Set up activity fund and show knowledge of keeping these accounts. Specify the uniqueness of these expenditures.

* Select two special federal or state funded programs in your building. Analyze the funding process and the accountability involved. Evaluate how implementation of those programs affects the principal's job and impact on total school program.

* Participate in the development of the building level budget and document each step in the process to include the responsibilities of those involved. Develop a procedure that you would use.

* Become familiar with required financial reports and assume responsibility for the preparation of them. Trace one from beginning to end.

* Learn the financial and purchasing procedures regarding transportation, food services and custodial services. Analyze the cost in relation to the total school budget.

BUILDING AND MAINTENANCE

* Tour the building. Evaluate maintenance/improvement needs. Solicit requests from teachers on summer repairs to be completed in rooms.

* Survey the school campus to determine its effect on the instructional program. Evaluate the "school climate" and its present impact on achievement. Make recommendations.

* Survey to determine if hazards exist in and around the school. Prepare and process a work order to eliminate such a hazard.

* Analyze the process by which maintenance work assignments and schedules are made in your building and document your involvement in the process. Make recommendation for improvement.

* Identify methods to improve procedures for the care and use of maintenance and custodial equipment in your building. Analyze long-term maintenance schedule.

* Process each requirement for acquisition, inventory, and control of furniture, equipment and maintenance and custodial supplies and materials for your building. Make recommendation to make process more efficient.

SCHOOL - COMMUNITY RELATIONS

* Prepare and make presentations to PTA or community groups as Lions, Rotary, etc.
* Assist in developing handbooks for parents.
* Help establish or administer a Parent Volunteer program.

* Prepare and evaluate publicity releases, newsletters, columns in the local newspaper or school paper, etc.

* Analyze the political structure of your community and its effect on the politics of your organization.

* Identify processes and methods that are presently used to communicate the professional activities of the faculty and staff to the community. Make recommendations to expand the communication process.

PUPIL PERSONNEL SERVICES

* Analyze the enrollment procedures, attendance checking procedure (both in morning and at beginning of each period). Recommend ways that might improve the effectiveness and efficiency.

* Develop and maintain maps showing pupil location in the district.

* Develop a plan for an improved guidance program by working with the counselor.

* Develop and/or revise a student handbook, working with students, teachers, administrators and parents.

* Deal with disciplinary problems referral by classroom teachers. Suggest changes in student control policies/procedures, which might be more effective.

* Supervise hall traffic, lunchroom and playground. Handle the discipline referrals from these. Analyze the discipline policies and procedures and recommend suggested changes.

* Examine and evaluate the students' hall pass system and suggest improvements. Evaluate the "on academic task" and "engaged time" on task.

* Examine the school's policies and procedures for referring student for health services, psychological assistance and special classes. Participate in conferences involving such services. Evaluate the effectiveness.

ORGANIZATION/LEGAL ASPECTS OF ADMINISTRATION

* Research and become acquainted with the law, important court cases concerning: liability of school personnel; the use of corporal punishment, suspension, expulsion, etc. for students. Relate to school practices/policies.

* Assess the school's policies concerning: supervision of students in classes, on the playground, on buses, and during school activities; suspension and expulsion; referral of students; use of corporal punishment, interrogation of student by police. Recommend changes/addition to above school policies.

* Attend at least one school board meeting. Determine the key players, issues and any hidden agendas.

* Work with superintendent in planning a board agenda and attend the board meeting as planned. Analyze your perceived expectation and the outcomes of the meeting.

* Participate in the process for developing the master schedule for your building.

EAST CENTRAL UNIVERSITY
COLLEGE OF EDUCATION AND PSYCHOLOGY
PRACTICUM EDUCATIONAL LEADERSHIP SUPERVISOR INFORMATION FORM

We ask your assistance in completing this information for the college data base. This information will be used by the program for certification reports and for candidate information for practicum placement. Thank you for your assistance.

The College of Education and Psychology
East Central University
1100 E. 14th Street, PMB P-3
Ada, OK 74820-6999
Fax: 580-436-4024 Attn: Joanna Harris-Young

Name:	**Title:**
School Name:	**School Address:**
School City:	**Email:**
Work Phone:	**Fax Number:**
Degree's Earned:	**University:**

Professional Experience:
State/National Credentials:
Scholarship/Leadership Activities **(last three years):**

EDUCATIONAL LEADERSHIP PROGRAM
STAKEHOLDER SURVEY ASSESSMENT INSTRUMENT

Administration Candidate_____Student ID_____Date _____

Administrator Mentor_____ School/District _____

East Central University Supervisor _____

Assessment completed by (check one): Candidate _____ Mentor Administrator _____

Specific ELCC Standards Addressed:
- **Standard 1: Vision**
  - 1.3, Implement a Vision;
- **Standard 2: Culture**
  - 2.1 Promote Positive School Culture; 2.2 Provide Effective Instructional Program; 2.3 Apply Best Practice to Candidate Learning; 2.4 Design Comprehensive Professional Growth Plans
- **Standard 3: Management**
  - 3.2 Manage Operations
- **Standard 4: Leadership**
  - 4.1 Collaborate with Families and Other Community Members; 4.2 Respond to Community Interests and Needs; 4.3 Mobilize Community Resources
- **Standard 5: Ethics**
  - 5.1 Acts with Integrity; 5.2 Acts Fairly; 5.3 Acts Ethically
- **Standard 6: Politics & Governance**
  - 6.1 Understanding the Larger Context; 6.2 Respond to the Larger Context; 6.3 Influence the Larger Context
- **Standard 7: Internship**
  - 7.1 Internship: Substantial; 7.2 Internship: Sustained; 7.3 Internship: Standards-Based; 7.4 Internship: Real Settings; 7.5 Internship: Planned and Guided Cooperatively; 7.6 Internship: Credit

Please indicate 4, 3, 2, 1 or N.O. (Not Observed) to rate the Administration Candidate on the following competencies/items:

Qualities/Characteristics of Performance

4pts.	**Exemplary:** Exceeds expectation for standards; consistently superior performance; needs no support/guidance.
3pts.	**Proficient**: Meets expectations for standards: is confident and consistently meets the standard; needs little, if any, support/guidance.
2pts.	**Acceptable**: Meets some expectation for standards; needs support to perform at acceptable level.
1pt.	**Unacceptable:** Does not meet standards / Needs further development.
N.O.	**Not Observed**

ELCC Standard 1 – Candidate who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.

1.1 Develop a Vision	**4**	**3**	**2**	**1**	**N.O.**

a. Candidates understand how to develop a vision of learning for a school that promotes learning for all students.
b. Candidates comprehend relevant knowledge and theories to base their vision for student learning.

1.2 Articulate a Vision	**4**	**3**	**2**	**1**	**N.O.**

a. Candidates are prepared to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.
b. Candidates are prepared to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision.
c. Candidates are prepared to communicate the vision to staff, parents, students, and community members.

1.3 Implement a Vision	**4**	**3**	**2**	**1**	**N.O.**

a. Candidates are prepared to formulate the initiatives necessary to motivate staff, students, and families to fulfill vision.
b. Candidates are prepared to develop plans and processes for implementing the vision.

1.4 Steward a Vision	**4**	**3**	**2**	**1**	**N.O.**

a. Candidates are prepared to understand the role effective communication skills play in building a shared commitment to the vision.
b. Candidates are prepared to design or adopt a system for using data based research strategies to regularly monitor, evaluate, and revise the vision.
c. Candidates are prepared to assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision	**4**	**3**	**2**	**1**	**N.O.**

a. Candidates are prepared to involve community members in the realization of the vision and in school related improvement efforts.
b. Candidates are prepared to communicate effectively with all stakeholders about implementation and vision.

ELCC Standard 2 – Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by promoting a positive school culture. Providing an effective instructional program, applying best practices to candidate learning, and designing comprehensive professional growth plans for staff

2.1 Promote Positive School Culture	**4**	**3**	**2**	**1**	**N.O.**

a. Candidates are prepared to assess school culture using multiple methods and implement appropriate strategies that capitalize on diversity.

2.2 Provide Effective Instructional Program	**4**	**3**	**2**	**1**	**N.O.**

a. Candidates are prepared to facilitate activities that apply principles of effective instruction to improve instructional practices and curriculum.
b. Candidates are prepared to make recommendations regarding the design, implementation, and evaluation of curriculum that accommodates students' diverse needs.
c. Candidates are prepared to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices, and provides staff assistance needed for improvement.

2.3 Apply Best Practice to Student Learning	**4**	**3**	**2**	**1**	**N.O.**

a. Candidates are prepared to assist school personnel in understanding and applying best practices for student learning.
b. Candidates are prepared to apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
c. Candidates are prepared to use appropriate research strategies to promote an environment for improved student achievement.

2.4 Design Comprehensive Professional Growth Plans	**4**	**3**	**2**	**1**	**N.O.**

a. Candidates are prepared to design and implement professional development programs based on reflective practice and research on student learning consistent with the school vision.
b. Candidates are prepared to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
c. Candidates are prepared to develop and implement personal professional growth plans that reflect a commitment to life-long learning.

ELCC Standard 3 – Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization	**4**	**3**	**2**	**1**	**N.O.**

a. Candidates are prepared to optimize the learning environment for all students by applying the appropriate model and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.
b. Candidates are prepared to develop plan of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.
c. Candidates are prepared to manage time effectively and deploy financial and human resources in ways that promote student achievement.

3.2 Manage Operations	**4**	**3**	**2**	**1**	**N.O.**

a. Candidates are prepared to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.
b. Candidates are prepared to develop communication plans for staff.
c. Candidates are prepared to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.

3.3 Manage Resources	**4**	**3**	**2**	**1**	**N.O.**

a. Candidates are prepared to use problem solving skills and knowledge of strategic, long-range, and operational planning in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.
b. Candidates are prepared to seek new resources to facilitate learning.
c. Candidates are prepared to apply and assess current technologies for school management, business procedures, and scheduling.

ELCC Standard 4 – Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate With Families and Other Community Members	4	3	2	1	N.O.

a. Candidates are prepared to bring together the resources of family members and the community to affect student learning in a positive way.
b. Candidates are prepared to involve families in the education of their children based on the belief that families have the best interests of their children in mind.
c. Candidates are prepared to use public information and research-based knowledge of issues and trends to collaborate with families and community members.
d. Candidates are prepared to apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create framework for partnerships.
e. Candidates are prepared to develop various methods of outreach aimed at business, religious, political, and service organizations.
f. Candidates are prepared to involve families and other stakeholders in school decisions.
g. Candidates are prepared to collaborate with community agencies to integrate health, social, and other services.
h. Candidates are prepared to develop a comprehensive program of community relations and demonstrate the ability to work with the media.

4.2 Respond to Community interest and Needs	4	3	2	1	N.O.

a. Candidates are prepared for active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
b. Candidates are prepared to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.
c. Candidates are expected to provide leadership to programs serving students with special and exceptional needs.
d. Candidates are prepared to capitalize on the diversity of the school community to improve school programs and meet the diverse needs of all students.

4.3 Mobilize Community Resources	4	3	2	1	N.O.

a. Candidates are prepared to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.
b. Candidates are prepared to use school resources and social service agencies to serve the community.
c. Candidates are prepared to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

ELCC Standard 5 – Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity	4	3	2	1	N.O.

a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2 Acts Fairly	4	3	2	1	N.O.

a. Candidates demonstrate the ability to combine impartiality, sensitivity to candidate diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically	4	3	2	1	N.O.

a. Candidates make and explain decisions based upon ethical and legal principles.

ELCC Standard 6 – Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by understanding, responding to, and influencing the larger political, social, economic, and cultural.

6.1 Understand the Larger Context	4	3	2	1	N.O.

a. Candidates are prepared to be an informed consumer of educational theory and concepts appropriate to school context and to apply appropriate research methods to a school context.
b. Candidates are prepared to explain how the legal and political systems and institutional framework of schools have shaped a school and community.
c. Candidates are prepared to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
d. Candidates are prepared to understand the policies, laws, and regulations enacted by local, state, and federal authorities that effect schools.
e. Candidates are prepared to describe the economic factors shaping a local community and the effects economic factors have on local schools.
f. Candidates are prepared to analyze and describe the cultural diversity in a school community.
g. Candidates are prepared to describe community norms and values and how they relate to the role of the school in promoting social justice.
h. Candidates are prepared to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

6.2 Respond to the Larger Context	4	3	2	1	N.O.

a. Candidates are prepared to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

6.3 Influence in the Larger Context	4	3	2	1	N.O.

a. Candidates are prepared to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.
b. Candidates are prepared to understand the larger political. Social, economic, legal, and cultural context to develop activities and policies that benefit students and families.
c. Candidates are prepared to be advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

ELCC Standard 7 – The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit

7.1 Substantial	4	3	2	1	N.O.

a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
b. Each candidate should have a minimum of six-months (or equivalent, see note below) of full-time internship experience.

7.2 Sustained	4	3	2	1	N.O.

a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time bases.

7.3 Standards-based	4	3	2	1	N.O.

a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
b. Experiences are designed to accommodate candidates' individual needs.

7.4 Real Settings	4	3	2	1	N.O.

a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.
b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.

7.5 Planned and Guided Cooperatively	4	3	2	1	N.O.

a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidates and program needs.
b. Mentors are provided training to guide the candidate during the intern experience.

7.6 Credit	4	3	2	1	N.O.

a. Candidates earn graduate credit for their intern experience.

Thank you for your cooperation on this survey. If you have marked anything as a 1 (unacceptable), please tell us why the program did not meet that standard. (Use additional pages as needed).

I believe the information in this evaluation is fair and accurate to the best of my knowledge. The review has been discussed with the candidate, supervising administrator, and university supervisor.

_____   _____
Date   Signature of Completer

C. Professional Portfolio – Format and Directions

The portfolio is an edited, integrated collection of an administration candidate's evidence that identified program competencies have been acquired. It is not merely a file of course projects nor is it a scrapbook of professional memorabilia. It is a collection of the candidate's best work over a period of time. It should showcase the candidate's best creative work as an administration candidate and demonstrate the candidate's expertise relative to specified competencies. While it is a collection of documents, the portfolio provides tangible evidence of the wide range of knowledge, dispositions, skills that you possess as a professional to impact the learning environment. A satisfactory portfolio is a requirement for completion of the program.

The professional portfolio should be a work in progress and should be updated regularly throughout one's Educational Leadership Program and career. The portfolio developed for the Educational Leadership Program should reflect the candidate's best effort and should serve as a demonstration of competency to hold a principal's certificate.

As of spring 2014, candidates will purchase, as part of the requirements of this course, a Chalk and Wire License. Portfolios will be compiled in this electronic format and then assessed by three committee members at the end of your program. The Chalk and Wire Table of Contents and template will follow the format presented in this handbook and will be graded according to the rubric provided. Your portfolio will be assessed but a "not met" on any artifact or reflection will result in the candidate resubmitting the work until it is satisfactorily met.

<div align="center">

Criteria for Portfolio Reflection Statements

</div>

Part One

Describe exactly what the artifact is, where you obtained it, etc. Describe in detail what you did (worked with school administrator to develop the board agenda, attended the board meeting, etc.).

Summarize the contents of the artifact factually.

Part Two

Create the narrative for reflection statements by answering the following questions. Use paragraph style. Use words   directly from the specific competency.

What do you see as the purpose of this administrative competency?

How would you identify or describe your artifact in relation to the administrative competency?

How does this demonstrate your understanding and mastery of the administrative competency regarding the following?
  i. Your knowledge of the subject matter?
  ii. Your administrative skills?
  iii. Your disposition as a practitioner?

In what way will knowledge of this competency impact the learning environment to maximize learning for ALL students?

Revised Scoring Guide for Portfolio Assessment
East Central University - Department of Education

Rubric for Scoring Portfolio for the Educational Leadership Program

Semester/ Year	Name of Candidate	Candidate ID Number

PRACTICUM COMPONENT – SECTION II

STANDARD EVALUATED	Unacceptable 0	Needs Improvement 1	Acceptable 2	Proficient 3
Practicum Application Submitted by Deadline				
Practicum Proposal Submitted by Deadline				
Practicum Proposal Reflects Cooperative Planning				
Practicum Log and Activities Submitted by Deadline				
Verification of Practicum Activities (required for course credit)				
School Administration Candidate Assessment Instrument – (1) Administrator (2) Candidate				
NCATE/ELCC Assessment Rubric for Assignments (completed by candidate)				
Log indicates multiple settings				
Log indicates minimum 146 hours of field work				
Log includes comments/reaction				
Standard 1: Statement (Knowledge)				
Standard 1: artifact(s) / reflection(s) (Skill & Mastery)				
Standard 2: Statement (Knowledge)				
Standard 2: artifact(s) / reflection(s) (Skill & Mastery)				
Standard 3: Statement (Knowledge)				
Standard 3: artifact(s) / reflection(s) (Skill & Mastery)				
Standard 4: Statement (Knowledge)				
Standard 4: artifact(s) / reflection(s) (Skill & Mastery)				
Standard 5: Statement (Knowledge)				
Standard 5: artifact(s) / reflection(s) (Skill & Mastery)				
Standard 6: Statement (Knowledge)				
Standard 6: artifact(s) / reflection(s) (Skill & Mastery)				
Practicum follows correct format and organization, demonstrates correct writing, spelling, etc.				

PORTFOLIO COMPONENT – SECTION II

EDUCATIONAL LEADERSHIP (PRINCIPALSHIP) PROGRAM

Administration Candidate   **Student ID**   **Date**

Administrator Mentor   **School/District**

East Central University Supervisor

Assessment completed by (check one): Candidate _____   **ECU Supervisor** _____

Please indicate 3, 2, 1 or N.O. (Not Observed) to rate the Administration Candidate on the following competencies/items:

Qualities/Characteristics of Performance

3pts.	Target: Exceeds expectation for standards; consistently superior performance; needs no support/guidance.
2pts.	Acceptable: Meets expectations for standards: consistently meets the standard; needs little, if any, support/guidance. Is progressing toward mastery
1pts.	Unacceptable: Does not meet standards / Needs further development.
N.O.	Not Observed.

PORTFOLIO ARTIFACT & REFLECTION COMPONENT – SECTION II

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 1.1 **Develop a Vision**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional ability to facilitate the development of a school district vision in cooperation with a school board and stakeholders, (staff, parents, students, and community members) that promotes the success of all students. **Exemplars:** **Candidate's vision** is grounded in at least **4** of the following: • Learning goals in a pluralistic society, as indicated in ELLC 1.1.a ; • The diversity of learner's and learner's needs, as specified in ELLC 1.1.c; • Schools as interactive social and cultural systems, as indicated in ELLC 1.1.a; • Social and organizational change such as in ELLC 1.1d ; and, • Other relevant knowledge or theory, as indicated in 1.1.b. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is able to fully critique and reflect on their work within the context of student learning.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate ability to facilitate the development of a school district vision in cooperation with a school board and stakeholders that promotes the success of all students. • While proficient in this element, Candidate is still progressing toward full mastery. **Exemplars:** **Candidate's vision** is grounded in at least **3** of the following: • Learning goals in a pluralistic society, as indicated in ELLC 1.1.a ; • The diversity of learner's and learner's needs, as specified in ELLC 1.1.c; • Schools as interactive social and cultural systems, as indicated in ELLC 1.1.a.; • Social and organizational change such as in ELLC 1.1.d; and, • Other relevant knowledge or theory, as indicated in 1.1.b. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is able to critique and reflect on their work within the context of student learning while progressing toward mastery.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum ability to facilitate the development of a school district vision in cooperation with a school board and stakeholders that promotes the success of all students. **Exemplars:** **Candidate's vision** is grounded in only **2 or less** of the following: • Learning goals in a pluralistic society, as indicated in ELLC 1.1.a ; • The diversity of learner's and learner's needs, as specified in ELLC 1.1.c; • Schools as interactive social and cultural systems, as indicated in ELLC 1.1.a.; • Social and organizational change such as in ELLC 1.1.d, and, • Other relevant knowledge or theory, as indicated in 1.1.b. **Reflective Commentary** • Candidate does not provide clear correlation between the skill developed and the representative artifacts **Student Impact** • Candidate is unable to effectively critique and reflect on their work within the context of student learning, and lacks significant understanding in the development of a cohesive, stakeholder invested, successful school vision.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 1.2 **Effectively Articulate a Vision**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional ability to articulate the components of a positive vision for a district and the leadership processes necessary to successfully implement and support the vision. • Ability to apply data-based research and strategic planning utilizing source data including, student assessment, family demographics, and community needs assessments, in the development of a positive school vision. • Ability to articulate and successfully communicate the vision to stakeholders through the use of symbols, activities, and public presentations. **Exemplars:** • Exceptional efforts to discover, review, and utilize community assets, needs, and potential partners in designing and promoting the vision, as specified in ELCC 1.2a. and b. • Extraordinary efforts to design, promote, and articulate the vision through events and associated school and community programming, as outlined in ELCC 1.2.c. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is noticeably adept in application of critique and reflection regarding student and community demographics in promoting successful student learning.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate ability to articulate the components of a positive vision for a district and the leadership processes necessary to implement and support the vision. • Ability to apply data-based research and strategic planning utilizing source data including, student assessment, family demographics, and community needs assessments, in the development of a positive school vision. • Ability to articulate and successfully communicate the vision to stakeholders through the use of symbols, activities, and public presentations. • While proficient in this element, Candidate is still progressing toward full mastery. **Exemplars:** • Efforts to discover, review, and utilize community assets, needs, and potential partners in designing and promoting the vision, as in ELCC 1.2a. and b. • Design, promotion, and articulation of the vision through events and associated school and community programming, as outlined in ELCC 1.2.c. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is able to critique and reflect on their work within the context of student learning, while working toward mastery of student diversity and community demographics.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum ability to articulate the components of a positive vision for a district and the leadership processes necessary to implement and support the vision. • Ability to apply data-based research and strategic planning utilizing source data including, student assessment, family demographics, and community needs assessments, in the development of a positive school vision. • Ability to articulate and successfully communicate the vision to stakeholders through the use of symbols, activities, and public presentations. **Exemplars:** • Minimal efforts to discover, review, and utilize community assets, needs, and potential partners in designing and promoting the vision, as in ELCC 1.2a. and b. • No significant examples of the design, promotion, and articulation of the vision through events and associated school and community programming, as outlined in ELCC 1.2.c. **Reflective Commentary** • Candidate does not provide clear correlation between the skill developed and the representative artifacts **Student Impact** • Candidate is unable to critique and reflect on their work within the context of student learning and lacks understanding of student diversity or community demographics.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 1.3 **Implement a Vision**	Candidate provides artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to plan programs to motivate staff, candidates, and families to achieve a school district's vision. • Candidate provides clear correlation between the skill developed and the representative artifacts. **Exemplars:** • The response is of exceptional quality, including in-depth understanding, reflection, and application of effective strategies for implementation of a vision as specified in ELCC 1.3.a. • An extensive amount of high-quality scholarly literature pertaining to the implementation of a vision. • A large array of high-quality artifacts are referenced and presented in the Appendix to support the candidate's ability to implement a vision. • The candidate provides an extraordinary discussion of initiatives, plans, or processes that promote the implementation of a vision, such as indicated in ELLC 1.3b. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate displays extraordinary ability to critique and reflect on their work within the context of student learning.	Candidate provides artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to motivate staff, candidates, and families to achieve a school district's vision. • While proficient in this element, Candidate is still progressing toward full mastery. **Exemplars:** • The response is of sufficient quality, including a reasonable depth of understanding and application of effective strategies for implementation of a vision as specified in ELCC 1.3.a. • Sufficient scholarly literature is used to support the candidate's discussion pertaining to the implementation of a vision. • Appropriate artifacts are referenced and presented in the Appendix to support the candidate's ability to implement a vision. • The candidate both identifies and appropriately discusses initiatives, plans, or processes that promote the implementation of a vision, such as indicated in ELLC 1.3b. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is able to critique and reflect on their work within the context of student learning. Progressing toward mastering the understanding of all student groups in context.	Candidate provides artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to motivate staff, candidates, and families to achieve a school district's vision. **Exemplars:** • The response is of substandard quality, lacking understanding of effective strategies for implementation of a vision. • The narrative is supported with little or no scholarly literature pertaining to the implementation of a vision as specified in ELCC 1.3.a. • Insufficient artifacts are referenced and presented in the Appendix to support the candidate's ability to implement a vision. • The candidate does not adequately identify or discuss initiatives, plans, or processes that promote the implementation of a vision, such as indicated in ELLC 1.3b. **Reflective Commentary** • Candidate does not provide clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate has little ability to critique and reflect on their work within the context of student learning. Lacks important understanding of student diversity or community sub-groups.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 1.4 **Steward a Vision**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision. **Exemplars:** • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of the various mechanisms that underlay stewardship of a vision. • An extensive amount of high-quality scholarly literature is used to support the candidate's discussion of the stewardship of a vision. • A large array of high-quality artifacts are referenced and presented in the Appendix to support the candidate's ability to steward a vision. • The candidate provides an extraordinary discussion of the systems for using data-based research strategies to align and if needed, redesign, the vision, as indicated in ELCC 1.4.a and, b. • The candidate provides an extraordinary discussion of the various methods at their disposal for the stewardship of continuous improvement for ALL staff members, as specified in ELCC 1.4.b. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is able to critique and reflect on their work within the context of student learning.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision. **Exemplars:** • The narrative is of sufficient quality, including a reasonable depth of understanding and application of the various mechanisms that underlay stewardship of a vision. • Sufficient scholarly literature is used to support the candidate's discussion the stewardship of a vision. • Appropriate artifacts are referenced and presented in the Appendix to support the candidate's ability to steward a vision. • The candidate both identifies and appropriately discusses the systems for using data-based research strategies to align, and if needed, redesign the vision as indicated in ELCC 1.4.a. and b. • The candidate both identifies and appropriately discusses the various methods at their disposal for the stewardship of continuous improvement for ALL staff members, as specified in ELCC 1.4.b. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is able to critique and reflect on their work within the context of student learning. Lacks some understanding of all groups.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision. **Exemplars:** • The narrative is of substandard quality, lacking a reasonable depth of understanding and application of the various mechanisms that underlie stewardship of a vision. • Little or no scholarly literature is cited to support the candidate's discussion the stewardship of a vision. • Insufficient artifacts are referenced and presented in the Appendix to support the candidate's ability to steward a vision. • The candidate neglects to identify or appropriately discuss the systems for using data-based research strategies to steward the vision as indicated in ELCC 1.4.a. and b. • The candidate fails to fully identify and inadequately discusses the various methods at his/her disposal for the stewardship of continuous improvement for ALL staff members, as specified in ELCC 1.4.b. **Reflective Commentary** • Candidate fails to provide clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is able to critique and reflect on their work within the context of student learning. Lacks important understanding of student diversity or community sub-groups.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 1.5 **Promote Community Involvement in the Vision**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision. **Exemplars:** • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of effective strategies for involving the community in the vision.* • An extensive amount of high-quality scholarly literature about effectively involving various communities in the vision.* supports the discussion. • A large array of high-quality artifacts are referenced and presented in the Appendix to support the candidate's ability to promote community involvement in the vision.* • The candidate provides an extraordinary discussion of specific strategies that promote this community involvement.* (* as specified in ELCC 1.5.a) **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate displays exceptional ability to critique and reflect on their work within the context of student learning.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision. **Exemplars:** • The narrative is of sufficient quality, including a reasonable depth of understanding and application of effective strategies for involving the community in the vision.* • Sufficient scholarly literature about effectively involving various communities in the vision is used to support the narrative.* • Appropriate artifacts are referenced and presented in the Appendix to support the candidate's ability to promote community involvement in the vision.* • The candidate both identifies and appropriately discusses specific strategies that promote this community involvement.* (* as specified in ELCC 1.5.a) **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts **Student Impact** • Candidate is able to critique and reflect on their work within the context of student learning. Lacks important understanding of student diversity or community sub-groups.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision. **Exemplars:** • The narrative is of substandard quality, lacking understanding of effective strategies for involving the community in the vision.* • The narrative is supported with little or no scholarly literature about effectively involving various communities in the vision.* • Insufficient artifacts are referenced and presented in the Appendix to support the candidate's ability to promote community involvement in the vision.* • The candidate does not identify or discuss specific strategies that promote this community involvement.* (* as specified in ELCC 1.5.a) **Reflective Commentary** • Candidate fails to provide clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is unable to effectively critique and reflect on their work within the context of student learning. Lacks important understanding of student diversity or community sub-groups.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 2.1 **Promote Positive School Culture**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all candidates. **Exemplars:** • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of diversity and its relationship to school culture. • An extensive amount of high-quality scholarly literature is used to support the candidate's discussion of school culture. • A large array of high-quality artifacts are referenced and presented in the Appendix to support the candidate's ability to promote a positive school culture. • The candidate provides an extraordinary discussion of the relevant methods and strategies, as specified in ELCC 2.1.a. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates exceptional ability to create positive environments for student learning appropriate to their responsibilities as principal.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all candidates. **Exemplars:** • The narrative is of sufficient quality, including a reasonable depth of understanding and application of diversity and its relationship to school culture. • Sufficient scholarly literature is used to support the candidate's discussion of school culture. • Appropriate artifacts are referenced and presented in the Appendix to support the candidate's ability to promote a positive school culture. • The candidate discuss with alacrity relevant methods and strategies, as specified in ELCC 2.1.a. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts **Student Impact** • Candidate demonstrates ability to create positive environments for student learning appropriate to their responsibilities as principal.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all candidates. **Exemplars:** • The narrative is of substandard quality, lacking understanding of diversity and its relationship to school culture. • The narrative is supported with little or no scholarly literature addressing school culture. • Insufficient artifacts are referenced and presented in the Appendix to support the candidate's ability to promote a positive school culture. • The candidate does not discuss relevant methods and strategies, as specified in ELCC 2.1.a. **Reflective Commentary** • Candidate fails to provide clear correlation between the skill developed and the representative artifacts **Student Impact** • Candidate is unable to demonstrate that they can create positive environments for student learning appropriate to their responsibilities as principal.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 2.2 **Provide Effective Instructional Program**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to utilize a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. **Exemplars:** • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of curricular design and evaluation. • An extensive amount of high-quality scholarly literature is used to address the improvement of instruction through effective curriculum design and evaluation. • A large array of high-quality artifacts are referenced and presented in the Appendix to support the candidate's ability to provide and effective instructional program. • The candidate provides an extraordinary discussion of critical elements such as indicated in ELCC 2.2.b. • The candidate provides an extraordinary discussion of the appropriate use of technology and information systems to support instruction as indicated in ELCC 2.2.c. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is able to critique and reflect on their work within the context of student learning and apply strategies for improving student learning within their schools.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to utilize a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. **Exemplars:** • The narrative is of sufficient quality, including a reasonable depth of curricular design and evaluation. • Sufficient scholarly literature is used to address the improvement of instruction through effective curriculum design and evaluation. • Appropriate artifacts are referenced and presented in the Appendix to support the candidate's ability to provide and effective instructional program. • The candidate both identifies and appropriately discusses critical elements such as diverse learner needs as indicated in ELCC 2.2.b. • The candidate both identifies and appropriately discusses the appropriate use of technology and information systems to support instruction as indicated in ELCC 2.2.c. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts **Student Impact** • Candidate is able to create positive environments for student learning and demonstrate knowledge of both policy and their community.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: Minimum knowledge and ability to utilize a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. **Exemplars:** • The narrative is of substandard quality, lacking understanding of curricular design and evaluation. • The narrative is supported with little or no scholarly literature addressing the improvement of instruction through effective curriculum design and evaluation. • Insufficient artifacts are referenced and presented in the Appendix to support the candidate's ability to provide and effective instructional program. • The candidate does not relate the discussion to critical elements such as diverse learner needs as indicated in ELCC 2.2.b. • The candidate does not indicate the appropriate use of technology and information systems to support instruction as indicated in ELCC 2.2.c. **Reflective Commentary** • Candidate fails to provide clear correlation between the skill developed and the representative artifacts **Student Impact** • Candidate is unable to demonstrate that they are able to create positive environments for student learning appropriate to their responsibilities as principal.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 2.3 **Apply Best Practice to Candidate Learning**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. **Exemplars:** • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of strategies for improved instruction. • An extensive amount of high-quality scholarly literature pertaining to strategies for effective instruction. • A large array of high-quality artifacts are referenced and presented in the Appendix to support the candidate's ability to apply best practices to student learning. • The candidate provides an extraordinary discussion of various theories as specified in ELCC 2.3.b. • The candidate provides an extraordinary discussion of appropriate research strategies as specified in ELCC 2.3.b. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate displays exceptional ability to critique and reflect on their work within the context of student learning. Candidate is able to apply strategies for improving student learning within their schools.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. **Exemplars:** • The narrative is of sufficient quality, including a reasonable depth of understanding and application of strategies for improved instruction. • Sufficient scholarly literature is used to support the candidate's discussion pertaining to strategies for effective instruction. • Appropriate artifacts are referenced and presented in the Appendix to support the candidate's ability to apply best practices to student learning. • The candidate both identifies and appropriately discusses various theories as specified in ELCC 2.3.b. • The candidate both identifies and appropriately discusses appropriate research strategies as specified in ELCC 2.3.b. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts **Student Impact** • Candidate is able to create positive environments for student learning. They demonstrate knowledge of policy and their community.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. **Exemplars:** • The narrative is of substandard quality, lacking understanding of strategies for improved instruction. • The narrative is supported with little or no scholarly literature pertaining to strategies for effective instruction. • Insufficient artifacts are referenced and presented in the Appendix to support the candidate's ability to apply best practices to student learning. • The candidate does not identify or discuss various theories as specified in ELCC 2.3.b. • The candidate does not identify or discuss appropriate research strategies as specified in ELCC 2.3.b. **Reflective Commentary** • Candidate fails to provide clear correlation between the skill developed and the representative artifacts **Student Impact** • Candidate is unable to demonstrate that they are able to create positive environments for student learning appropriate to their responsibilities as principal.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 points)
ELCC 2.4 Design **Comprehensive Professional Growth Plan**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability in applying technology and research to professional development training that focuses on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promotes new knowledge and skills in the workplace. **Exemplars:** • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of strategies for improved instruction. • An extensive amount of high-quality scholarly literature pertaining to strategies for effective instruction. • A large array of high-quality artifacts are referenced in the Appendix to support the candidate's ability to apply best practices to student learning. • The candidate provides an extraordinary discussion of well-planned, context-appropriate professional development programs based on reflective practice, research. And strategies as specified in ELCC 2.4.a. and 2.4.b. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates an exceptional ability to critique and reflect on their work within the context of student learning. Candidate is able to apply strategies for improving student learning within their schools.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability in applying technology and research to professional development training that focuses on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promotes new knowledge and skills in the workplace. **Exemplars:** • The narrative is of sufficient quality, including a reasonable depth of understanding and application of strategies for improved instruction. • Sufficient scholarly literature is used to support the candidate's discussion pertaining to strategies for effective instruction. • Appropriate artifacts are referenced and presented in the Appendix to support the candidate's ability to apply best practices to student learning. • The candidate both identifies and discusses well-planned, context-appropriate professional development programs based on reflective practice and research as specified in 2.4.a. • The candidate both identifies and appropriately discusses various strategies as specified in ELCC 2.4.b. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is able to create positive environments for student learning. They demonstrate knowledge of policy and their community.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability in applying technology and research to a district professional development design that focuses on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. **Exemplars:** • The narrative is of substandard quality, lacking understanding of strategies for improved instruction. • The narrative is supported with little or no scholarly literature pertaining to strategies for effective instruction. • Insufficient artifacts are referenced and presented in the Appendix to support the candidate's ability to apply best practices to student learning. • The candidate does not identify or discuss well-planned, context-appropriate professional development programs based on reflective practice and research as specified in 2.4.a. • The candidate does not identify or discuss various strategies as specified in ELCC 2.4.b. **Reflective Commentary** • Candidate fails to provide clear correlation between the skill developed and the representative artifacts **Student Impact** • Candidate is unable to demonstrate that they are able to create positive environments for student learning appropriate to their responsibilities as principal.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 points)
ELCC 3.1 **Manage the Organization**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to use research-based knowledge of learning, teaching, candidate development, organizational development, and data management to optimize learning for all students. **Exemplars:** • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of organizational planning and the connection to equity, effectiveness, and efficiency. • An extensive amount of high-quality best practices literature is used to support the candidate's discussion of organizational management. • Many high-quality artifacts are referenced and presented in the Appendix to support the candidate's ability to manage the organization. • The candidate provides substantial evidence of ability to develop plans of action for focusing on effective organization and management of resources as indicated in 3.1.b. • The candidate provides an exceptional understanding of the connection between the deployment of resources and student achievement, as indicated in ELCC 3.1.c. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts **Student Impact** • Candidate demonstrates an exceptional ability to utilize data and research based knowledge of teaching and student learning to positively impact student learning.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Required knowledge and ability to use research-based knowledge of learning, teaching, candidate development, organizational development, and data management to optimize learning for all students. **Exemplars:** • The narrative is of sufficient quality, including a reasonable depth of understanding and application of organizational planning and the connection to equity, effectiveness, and efficiency. • Sufficient best practices literature is used to support the candidate's discussion of organizational management. • Appropriate artifacts are referenced in the Appendix to support the candidate's ability to manage the organization. • The candidate provides convincing evidence of his/her ability to develop plans of action for focusing on effective organization and management of resources as indicated in 3.1.b. • The candidate demonstrates with the connection between the deployment of resources and student achievement, as indicated in ELCC 3.1.c. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates an ability to utilize data and research based knowledge of teaching and student learning to positively impact student learning.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to use research- based knowledge of learning, teaching, candidate development, organizational development, and data management to optimize learning for all students. **Exemplars:** • The narrative is of substandard quality, lacking understanding of organizational planning and the connection to equity, effectiveness, and efficiency. • The narrative is supported with little or no best practices literature addressing organizational management. • Insufficient artifacts are referenced and presented in the Appendix to support the candidate's ability to manage the organization. • The candidate provides little or no evidence of his/her ability to develop plans of action for focusing on effective organization and management of resources as indicated in 3.1.b. • The candidate does not connect the deployment of resources to student achievement, as indicated in ELCC 3.1.c. **Reflective Commentary** • Candidate cannot provide minimal correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is unable to demonstrate that they are unable to research based knowledge of learning, teaching, and student development and data resources to impact student learning.

ELCC Standard and Element	TARGET (3)	ACCEPTABLE (2)	UNACCEPTABLE (1)
ELCC 3.2 **Manage the Operations**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability. **Exemplars:** • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of operations management and its alignment to organizational vision. • An extensive amount of high-quality best practices literature is used to support the candidate's discussion of operations management. • A large array of high-quality artifacts are referenced and presented in the Appendix to support the candidate's ability to manage operations. • The candidate demonstrates an extraordinary ability to involve staff in conducting operations and setting priorities as indicated in ELCC 3.2.b. • The candidate makes an exceptional application of both legal and other principals to the efficient, safe, effective management of facilities, as indicated in ELCC 3.2.c.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability. **Exemplars:** • The narrative is of sufficient quality, including a reasonable depth of understanding and application of operations management and its alignment to organizational vision. • Sufficient best practices literature is used to support the candidate's discussion of operations management. • Appropriate artifacts are referenced and presented in the Appendix to support the candidate's ability to manage operations. • The candidate demonstrates the ability to involve staff in conducting operations and setting priorities as indicated in ELCC 3.2.b. • The candidate properly applies legal and other principals to efficient, safe, effective facilities management as indicated in ELCC 3.2.c.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability. **Exemplars:** • The narrative is of substandard quality, lacking understanding of operations management and its alignment to organizational vision. • The narrative is supported with little or no best practices literature addressing operations management. • Insufficient artifacts are referenced and presented in the Appendix to support the candidate's ability to manage school operations. • The candidate does not demonstrate the ability to involve staff in conducting operations and setting priorities as indicated in ELCC 3.2.b. • The candidate does not apply legal and other principals to efficient, safe, effective facilities management as indicated in ELCC 3.2.c.
	Reflective Commentary • Candidate provides clear correlation between the skill developed and the representative artifacts	**Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts.	**Reflective Commentary** • Candidate cannot provide minimal correlation between the skill developed and the representative artifacts.
	Student Impact • Candidate demonstrates advanced knowledge of utilizing stakeholders in aligning resources to maximize student learning.	**Student Impact** • Candidate demonstrates knowledge to utilize stakeholders and resources to positively impact student learning.	**Student Impact** • Candidate is unable to demonstrate an ability to utilize stakeholders and resources to make an impact on student learning.

ELCC Standard and Element	TARGET (3)	ACCEPTABLE (2)	UNACCEPTABLE (1)
ELCC 3.3 **Manage the Resources**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. **Exemplars:** • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of resource management that is aligned to teaching and learning. • An extensive amount of high-quality best practices literature is used to support the candidate's discussion of resource management. • A large array of high-quality artifacts are referenced and presented in the Appendix to support the candidate's ability to manage resources. • The candidate provides exemplary strategies for seeking creative funding sources as specified in 3.3.b. • The candidate demonstrates an extraordinary ability to apply and assess administrative technologies, as specified in 3.3.c. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts **Student Impact** • Candidate demonstrates advanced ability to utilize problem solving skills and knowledge of planning to implement plans that will maximize student learning.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. **Exemplars:** • The narrative is of sufficient quality, including a reasonable depth of understanding of resource management that is aligned to teaching and learning. • Sufficient best practices literature is used to support the candidate's discussion of resource management. • Appropriate artifacts are referenced and presented in the Appendix to support the candidate's ability to manage resources. • The candidate provides effective strategies for seeking creative funding sources as specified in 3.3.b. • The candidate demonstrates the ability to apply and assess administrative technologies, as specified in 3.3.c. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates an ability to utilize problem solving skills and knowledge of planning to implement plans that will positively impact student learning.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to use problem- solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. **Exemplars:** • The narrative is of substandard quality, lacking understanding of resource management that is aligned to teaching and learning. • The narrative is supported with little or no best practices literature addressing resource management. • Insufficient artifacts are referenced and presented in the Appendix to support the candidate's ability to manage resources. • The candidate does not effectively discuss creative funding sources as specified in 3.3.b. • The candidate does effectively discuss administrative technologies as specified in 3.3.c. **Reflective Commentary** • Candidate cannot provide minimal correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is unable to demonstrate that they have the problem solving skills to plan in effective ways to improve student learning.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 4.1 **Collaborate with Families and other Community Members**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to facilitate the planning and implementation of programs and services that brings together the resources of families and the community to positively affect candidate learning. **Exemplars:** • The narrative is of very high quality, including extraordinary demonstration and application of bringing together the resources of family members and the community to positively affect student learning, as specified in ELCC 4.1.a. • An extensive amount of high-quality best practices literature is used to support the candidate's discussion of collaboration with families and other community members, such as in ELCC 4.1.b. • A large array of high-quality artifacts are referenced to support the candidate's ability to collaborate with families and other communities, as referenced in ELCC 4.1.h. • The candidate provides substantial evidence of his/her ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members, specific to ELCC 4.1.e. • Candidate provides substantial evidence of understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory or methods of outreach aimed at business, religious, political, and service organizations, as in ELCC 4.1.c and d. • The candidate demonstrates an extraordinary ability to collaborate with community agencies to integrate health, social, and other services and within a comprehensive program of community relations and work with the media, as in ELCC 4.1.f. and g. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates an ability to implement programs that capitalize on the resources of families, school, and the community to maximize student learning.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to facilitate the planning and implementation of programs and services that brings together the resources of families and the community to positively affect candidate learning. **Exemplars:** • The narrative is of sufficient quality, including a reasonable demonstration and application of bringing together the resources of family members and the community to positively affect student learning, as specified in ELCC 4.1.a. • Sufficient scholarly literature is used to support the candidate's discussion of collaboration with families and other community members, such as in ELCC 4.1.b. • Appropriate artifacts are referenced and presented in the Appendix to support the candidate's ability to collaborate with families and other communities, as referenced in ELCC 4.1.h. • The candidate provides clear evidence of his/her ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members, specific to ELCC 4.1.e. • Candidate provides convincing evidence of understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory or methods of outreach aimed at business, religious, political, and service organizations, as in ELCC 4.1.c and d. • The candidate demonstrates an ability to collaborate with community agencies to integrate health, social, and other services and to develop a comprehensive program of community relations and work with the media, as in ELCC 4.1.f. and g. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts **Student Impact** • Candidate demonstrates knowledge of programs that could capitalize on the resources of families, school, and the community to maximize student learning.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect candidate learning. **Exemplars:** • The narrative is of substandard quality, lacking demonstration of bringing together the resources of family members and the community to positively affect student learning, as specified in ELCC 4.1.a. • The narrative is supported with little or no scholarly literature addressing collaboration with families and other community members, such as in ELCC 4.1.b. • Insufficient artifacts are referenced and presented in the Appendix to support the candidate's ability to collaborate with families and other communities, as referenced in ELCC 4.1.h. • The candidate does not demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members, specific to ELCC 4.1.e. • The candidate does not demonstrate an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory or methods of outreach aimed at business, religious, political, and service organizations, as in ELCC 4.1.c and d. • The candidate does not sufficiently demonstrate an ability to collaborate with community agencies to integrate health, social, and other services and to develop a comprehensive program of community relations and work with the media, as in ELCC 4.1.f. and g. **Reflective Commentary** • Candidate cannot provide minimal correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate does not demonstrate knowledge of programs or strategies that could be used to capitalize on the resources of families, school, and the community to maximize student learning.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 4.2 **Respond to Community Interests and Needs**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders. **Exemplars:** • The narrative is of exceptional quality, including extraordinary demonstration and application of community involvement skills and abilities, as noted in ELCC 4.2.b. • A large array of high-quality artifacts are referenced to support the candidate's ability respond to community interests and needs, as noted in ELCC 4.2.c. • The candidate provides an exceptional discussion of appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics, as specified in ELCC 4.2.d. • The candidate demonstrates an exceptional ability to provide leadership to programs serving students with special and exceptional needs, as noted ELCC 4.2.e. • The candidate demonstrates an exceptional ability to interact with and inform stakeholders and improve school programs to meet the diverse needs of all students, as specified in ELCC 4.2.a. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates advanced ability to implement communication strategies that facilitate engagement between families, school, and the community to maximize student learning.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to facilitate and engage in activities that reflect an ability to inform district decision- making by collecting and organizing formal and informal information from multiple stakeholders. **Exemplars:** • The narrative is of sufficient quality, including a reasonable demonstration and application of community involvement skills and abilities, as noted in ELCC 4.2.b. • Appropriate artifacts are referenced and presented in the Appendix to support the candidate's ability to respond to community interests and needs, as noted in ELCC 4.2.c. • The candidate properly discusses the use of appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics as specified in ELCC 4.2.d. • The candidate appropriately demonstrates the ability to provide leadership to programs serving students with special and exceptional needs, as noted ELCC 4.2.e. • The candidate appropriately demonstrates the ability to inform the stakeholders and improve school programs to meet the diverse needs of all students, as specified in ELCC 4.2.a. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts **Student Impact** • Candidate demonstrates knowledge of communication strategies that facilitate engagement between families, school, and the community to maximize student learning.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to facilitate and engage in activities that reflect an ability to inform district decision- making by collecting and organizing formal and informal information from multiple stakeholders. **Exemplars:** • The narrative is of substandard quality, lacking candidate demonstration of community involvement skills and abilities, as noted in ELCC 4.2.b. • Insufficient artifacts are referenced to support the candidate's ability to respond to community interests and needs, as noted in ELCC 4.2.c. • The candidate does not discuss the use of appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics, as specified in ELCC 4.2.d. • The candidate does not demonstrate the ability to provide leadership to programs serving students with special and exceptional needs, as noted ELCC 4.2.e. • The candidate does not demonstrate the ability to inform stakeholders and improve school programs to meet the diverse needs of all students, as specified in ELCC 4.2.a. **Reflective Commentary** • Candidate cannot provide minimal correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate does not demonstrate knowledge of communication strategies to keep families and communities engaged in district decision making.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 4.3 **Mobilize Community Resources**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to use community resources, including youth services that enhance candidate achievement, to solve district problems and accomplish district goals. **Exemplars:** • The narrative is of exceptional quality, including in-depth understanding, reflection, and application of the utilization of various community resources to achieve the school's vision. • An extensive amount of high-quality scholarly literature is used to support the candidate's discussion of mobilization of community resources. • An extraordinarily large array of artifacts are referenced and presented in the Appendix to mobilize community resources. • The candidate demonstrates an exceptional ability to use school resources and social service agencies to serve the community as indicated in ELCC 4.3.b. • The candidate demonstrates an extraordinary understanding of ways to use public resources and funds, as indicated in ELCC 4.3.c **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates an exceptional ability to implement communication strategies that facilitate engagement between families, school, and the community to maximize student learning.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to use community resources, including youth services that enhance candidate achievement, to solve district problems and accomplish district goals. **Exemplars:** • The narrative is of sufficient quality, including a reasonable depth of understanding of the utilization of various community resources to achieve the school's vision. • Sufficient scholarly literature is used to support the candidate's discussion of mobilization of community resources. • Multiple artifacts are referenced and presented in the Appendix to support the candidate's ability to mobilize community resources. • The candidate effectively demonstrates how to use school resources and social service agencies to serve the community as indicated in ELCC 4.3.b. • The candidate effectively demonstrates an understanding of ways to use public resources and funds, as indicated in ELCC 4.3.c **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates knowledge of communication strategies that facilitate engagement between families, school, and the community to maximize student learning.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to use community resources, including youth services that enhance candidate achievement, to solve district problems and accomplish district goals. **Exemplars:** • The narrative is of substandard quality, lacking understanding of the utilization of various community resources to achieve the school's vision. • The narrative is supported with little or no scholarly literature addressing mobilization of community resources. • Insufficient artifacts are referenced and presented in the Appendix to support the candidate's ability to mobilize community resources. • The candidate does not effectively demonstrate how to use school resources and social service agencies to serve the community as indicated in ELCC 4.3.b. • The candidate does not effectively demonstrate an understanding of ways to use public resources and funds, as indicated in ELCC 4.3.c. **Reflective Commentary** • Candidate cannot provide minimal correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate does not demonstrates knowledge of communication strategies to keep families and communities engaged in district decision making

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 5.1 **Acts With Integrity**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. **Exemplars:** • Narrative includes extensive, high quality evidence of the development and stewardship of a highly ethical school culture, such as indicated in ELCC 5.1.a. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates respect for constituents and diversity which creates an environment for optimal student learning.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. **Exemplars:** • Narrative includes evidence of the development and stewardship of a highly ethical school culture, such as indicated in ELCC 5.1.a. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates awareness of diversity and the impact it has on creating an environment which promotes student learning.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. **Exemplars:** • Narrative includes evidence of the development and stewardship of a highly ethical school culture, such as indicated in ELCC 5.1.a. **Reflective Commentary** • Candidate cannot provide minimal correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate does not demonstrate an awareness of the need to respect and engage honestly with constituents in order to create positive learning environments.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 5.2 **Acts Fairly**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to combine impartiality, sensitivity to candidate diversity, and ethical considerations in their interactions with others. **Exemplars:** • Extensive evidence of fair play, inclusion, sensitivity to outreach, impartiality, or equity of treatment of school stakeholders as indicated in ELCC 5.2.a. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts **Student Impact** • Candidate provides evidence that they are capable of creating an outstanding school environment based on equity and justice.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to combine impartiality, sensitivity to candidate diversity, and ethical considerations in their interactions with others. **Exemplars:** • Evidence of fair play, inclusion, sensitivity, outreach, impartiality, or equity of treatment of school stakeholders as indicated in ELCC 5.2.a. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates knowledge of effective practices related to equity and justice for all students.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to combine impartiality, sensitivity to candidate diversity, and ethical considerations in their interactions with others. **Exemplars:** • No documented evidence of fair play, inclusion, sensitivity, outreach, impartiality, or equity of treatment of school stakeholders as indicated in ELCC 5.2.a. **Reflective Commentary** • Candidate cannot provide minimal correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate does not provide evidence that equity and justice is considered in decision making.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 5.3 **Acts Ethically**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to make and explain decisions based upon ethical and legal principles. **Exemplars** • The narrative is of exceptional quality and contains anecdotal and documented evidence of actions toward developing and maintaining a transparent and ethical school culture, as noted in ELCC 5.3.a. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Can make and explain decisions with high regard to legal and ethical principles.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to make and explain decisions based upon ethical and legal principles. **Exemplars** • The narrative contains anecdotal and documented evidence of actions toward developing and maintaining a transparent and ethical school culture, as noted in ELCC 5.3.a. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts. **Student Impact** • Has knowledge of legal and ethical principles in decision making.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to make and explain decisions based upon ethical and legal principles. **Exemplars** • The narrative is of substandard quality and contains no anecdotal and documented evidence of actions toward developing and maintaining a transparent and ethical school culture, as noted in ELCC 5.3.a. **Reflective Commentary** • Candidate provides insufficient correlation between the skill developed and the representative artifacts. **Student Impact** • Does not demonstrate knowledge of legal and ethical principles in decision making.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 6.1 **Understanding the Larger Context**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to use appropriate research methods, theories, and concepts to improve district operations. **Exemplars:** • The narrative is of exceptional quality, including in-depth understanding of education's involvement in the political process, noted in ELCC 6.1.e. • An extensive amount of high-quality scholarly literature is used to support the candidate's understanding of positively effecting schools through political advocacy, such as in ELCC 6.1.g. • A large array of high-quality artifacts are referenced and presented to support the candidate's understanding of school funding and equity issues in the larger context, as indicated in ELCC 6.1.d. • The candidate provides an exceptional explanation of how the legal and political systems and institutional framework of schools have shaped a school and community as indicated in 6.1.c. • The candidate has an extraordinary understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, as referenced in ELCC 6.1.f. • The candidate demonstrates an extraordinary ability to analyze and describe the cultural diversity in a school community. • The candidate demonstrates an extraordinary ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities, as noted in ELCC 6.1.a. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates an exceptional ability to utilize data and research based knowledge of teaching and student learning to positively impact student learning.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to use appropriate research methods, theories, and concepts to improve district operations. **Exemplars:** • The narrative is of sufficient quality, including a reasonable depth of understanding of education's involvement in the political process, noted in ELCC 6.1.e. • Sufficient scholarly literature is used to support the candidate's understanding of positively effecting schools through political advocacy, such as in ELCC 6.1.g. • Appropriate artifacts are referenced and presented to support the candidate's understanding of school funding and equity issues in the larger context, as indicated in ELCC 6.1.d. • The candidate demonstrates the ability to apply appropriate research methods on complex causes of community disadvantage to a school context, as noted in 6.1.b. • The candidate sufficiently explains how the legal and political systems and institutional framework of schools have shaped a school and community as indicated in 6.1.c. • The candidate understands the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, as referenced in ELCC 6.1.f. • The candidate demonstrates the ability to analyze and describe the cultural diversity in a school community. • The candidate demonstrates ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities, as noted in ELCC 6.1.a. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates an ability to utilize data and research based knowledge of teaching and student learning to positively impact student learning.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to use appropriate research methods, theories, and concepts to improve district operations. **Exemplars:** • The narrative is of substandard quality, lacking understanding of education's involvement in the political process, noted in ELCC 6.1.e. • The narrative is supported with little or no scholarly literature addressing positively effecting schools through political advocacy, such as in ELCC 6.1.g. • Insufficient artifacts are referenced and presented to support the candidate's understanding of school funding and equity issues in the larger context, as indicated in ELCC 6.1.d. • The candidate does not demonstrate the ability to apply appropriate research methods on complex causes of community disadvantage to a school context, as noted in 6.1.b. • The candidate does not sufficiently explain how the legal and political systems and institutional framework of schools have shaped a school and community, as indicated in ELCC 6.1.c. • Candidate does not understand the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, as referenced in ELCC 6.1.f. • The candidate does not demonstrate the ability to analyze and describe the cultural diversity in a school community. • The candidate does not demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities, as noted in ELCC 6.1.a. **Reflective Commentary** • Candidate provides insufficient correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is unable to demonstrate that they are able to research based knowledge of learning, teaching, and student development and data resources to impact student learning.

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 points)
ELCC 6.2 **Respond to the Larger Context**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to engage, students, staff, parents, members of the school board, and other stakeholders in advocating for improved policies and laws affecting the school district. **Exemplars** • Exceptional artifact evidence of the ability to engage candidates, parents, members of the school board, and other stakeholders in advocating for adoption of improved policies and laws, as indicated in ELCC 6.2.a. • Narrative provides exceptional documentation of the larger political, social, economic, legal, and cultural context within education and policy development to benefit all stakeholders, such as in ELCC 6.2.b. • Candidate exhibits exceptional examples of communication with stakeholders on trends, issues, and policies, as specified in ELCC 6.2.c. **Reflective Commentary** • Candidate provides clear correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates an exceptional ability to implement communication strategies that facilitate engagement between families, school, and the community to improve policies and laws.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to engage students, staff, parents, members of the school board, and other stakeholders in advocating for improved policies and laws to benefit all stakeholders. **Exemplars** • Artifact evidence of the ability to engage candidates, parents, members of the school board, and other stakeholders in advocating for adoption of improved policies and laws, as indicated in ELCC 6.2.a. • Narrative provides documentation of the larger political, social, economic, legal, and cultural context within education and policy development to benefit all stakeholders, such as in ELCC 6.2.b. • Candidate exhibits examples of communication with stakeholders on trends, issues, and policies, as specified in ELCC 6.2.c. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate demonstrates knowledge of communication strategies that facilitate engagement between families, school, and the community to improve policies and laws.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to engage, parents, members of the school board, and other stakeholders in advocating for improved policies and laws to benefit all stakeholders. **Exemplars** • Insufficient artifact evidence is presented of the ability to engage candidates, parents, members of the school board, and other stakeholders in advocating for adoption of improved policies and laws, as indicated in ELCC 6.2.a. • Narrative provides inadequate documentation of the larger political, social, economic, legal, and cultural context within education and policy development to benefit all stakeholders, such as in ELCC 6.2.b. • Candidate does not exhibit examples of communication with stakeholders on trends, issues, and policies, as specified in ELCC 6.2.c. **Reflective Commentary** • Candidate provides insufficient correlation between the skill developed and the representative artifacts. **Student Impact** • Candidate is unable to demonstrate knowledge of communication strategies to keep families and communities engaged in district decision making

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 6.3 **Influence the Larger Context**	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and ability to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. • Exceptional advocacy for policies promoting equity for all students regardless of socioeconomics background, ethnicity, gender, disability, or other individual characteristics. **Exemplars:** • Narrative provides evidence of exceptional ability to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, as specified in ELCC 6.3.a. • Artifacts exhibit extraordinary advocacy for policies promoting equity for all students regardless of socioeconomics background, ethnicity, gender, disability, or other individual characteristics, as required in ELCC 6.3.b. **Reflective Commentary** • Candidate provides clear and direct correlation between the skill developed and the representative artifacts.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and ability to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. • Adequate advocacy for policies promoting equity for all students regardless of socioeconomics background, ethnicity, gender, disability, or other individual characteristics. **Exemplars:** • Narrative provides evidence of ability to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, as specified in ELCC 6.3.a. • Artifacts exhibit advocacy for policies promoting equity for all students regardless of socioeconomics background, ethnicity, gender, disability, or other individual characteristics, as required in ELCC 6.3.b. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and ability to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. • Minimum advocacy for policies promoting equity for all students regardless of socioeconomics background, ethnicity, gender, disability, or other individual characteristics. **Exemplars:** • Narrative provides no evidence of ability to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, as specified in ELCC 6.3.a. • Artifacts do not exhibit advocacy for policies promoting equity for all students regardless of socioeconomics background, ethnicity, gender, disability, or other individual characteristics, as required in ELCC 6.3.b. **Reflective Commentary** • Candidate is unable to demonstrate knowledge of communication strategies to keep families and communities engaged in district decision making

ELCC Standard and Element	TARGET (3 points)	ACCEPTABLE (2 points)	UNACCEPTABLE (1 point)
ELCC 7 Internship Practicum	**Candidate provides** artifacts that demonstrate **mastery** of the following: • Exceptional knowledge and practice to develop the skills identified in Standards 1-6 through substantial, sustained, standards based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. **Exemplars:** • Extraordinary narrative, observational, testimonial, and artifact evidence supporting mastery of ELCC 7.1.a and b; ELCC 7.2.a; ELCC 7.3.a; ELCC 7.4.a and b; ELCC 7.5.a and b; and, ELCC 7.6.a. **Reflective Commentary** • Candidate provides clear and direct correlation between the skill developed and the representative artifacts.	**Candidate provides** artifacts that demonstrate **proficiency** of the following: • Adequate knowledge and practice to develop the skills identified in Standards 1-6 through substantial, sustained, standards based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. **Exemplars:** • Adequate narrative, observational, testimonial, and artifact evidence supporting mastery of ELCC 7.1.a and b; ELCC 7.2.a; ELCC 7.3.a; ELCC 7.4.a and b; ELCC 7.5.a and b; and, ELCC 7.6.a. **Reflective Commentary** • Candidate provides adequate correlation between the skill developed and the representative artifacts.	**Candidate provides** artifacts that demonstrate **limited or no proficiency** of the following: • Minimum knowledge and practice to develop the skills identified in Standards 1-6 through substantial, sustained, standards based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. **Exemplars:** • Insufficient narrative, observational, testimonial, and artifact evidence supporting mastery of ELCC 7.1.a and b; ELCC 7.2.a; ELCC 7.3.a; ELCC 7.4.a and b; ELCC 7.5.a and b; and, ELCC 7.6.a. **Reflective Commentary** • Candidate is unable to demonstrate knowledge of communication strategies to keep families and communities engaged in district decision making