



Handbook for Building Level Leadership

Educational Leadership

PREFACE

The Educational Leadership program is dedicated to developing school leaders who are caring, just, fair, and ethical and who believe all students can and will learn. This nationally accredited program leads to a master's degree and/or to Oklahoma certification, building level (principal).

Both the master's degree and certification require a valid Oklahoma teaching certificate and minimum of two years of experience in P-12 schools. The master's degree is 34 semester hours. The certification only program requires 24 hours of specific educational leadership classes above a master's degree.

(Note: "A maximum of nine hours of graduate credit earned at accredited institutions of higher education may be transferred, provided the work forms an appropriate part of the student's program and is approved by the student's advisory committee." Graduate Catalog, p. 10.)

TABLE OF CONTENTS

PREFACE	2
MISSION STATEMENT	4
VISION STATEMENT	4
CORE VALUES	4
EDUCATION PREPARATION PROVIDER MISSION STATEMENT	5
DIVERSITY STATEMENT	5
STATEMENT OF ETHICS FOR EDUCATIONAL LEADERS	5
Procedures	6
IMPACT ON STUDENT LEARNING: ACTION RESEARCH PROJECT	8
INTERNSHIP (EDUC 5500)	21
ELCC Standards for Internship	21
SIGNATURE ASSESSMENT FOR INTERNSHIP:	26
APPENDIX	45
<i>GRADUATE PLAN OF STUDY</i> ~.....	46
CERTIFICATION ONLY PROGRAM	47
MENTOR ADMINISTRATOR AGREEMENT	48
MENTOR MEETING LOG SHEET	49
ADMINISTRATIVE RESPONSIBILITIES LOG SHEET	50
RELEASE FORM FOR USE OF PHOTOS, VIDEOS, AND STUDENT WORK	51
PLAN OF IMPROVEMENT FORM (Action Research Project)	52
ALIGNMENT OF COURSES WITH STANDARDS	53

MISSION STATEMENT

Northwestern Oklahoma State University provides quality educational and cultural opportunities to learners with diverse needs by cultivating ethical leadership and service, critical thinking, and fiscal responsibility.

VISION STATEMENT

Northwestern aspires to be a vibrant innovative regional University of choice whose students, faculty, staff, and alumni succeed and lead in their academic, professional, cultural, and service endeavors.

CORE VALUES

As a part of its philosophical basis, Northwestern Oklahoma State University holds certain values. These include:

Academic excellence

Northwestern will provide the best possible educational experience for every student.

- *Focus on quality teaching and advising
- *Respond effectively to the learning needs of each student
- *Embrace the role of technology in the educational process
- *Promote opportunities for teaching and learning outside of the classroom

Accessibility

Northwestern is committed to the accessibility of its programs and services.

- *Embrace our mission as a multi-campus regional university
- *Continually work to maintain affordability
- *Seek new methods to deliver programs and services to our constituents

Community

Northwestern will strive to create a sense of community that extends beyond campus boundaries.

- *Seek partnerships and initiatives that will improve the quality of life for area residents
- *Promote institutional and individual service to others
- *Embrace our role in a global society

Diversity

Northwestern will respect the individual rights of all persons.

- *Value the differences in every individual
- *Promote the expression of differing opinions and beliefs
- *Appreciate the culture and backgrounds of each person
- *Treat every individual with respect

Responsibility

Northwestern will maintain the highest levels of ethical standards and accountability.

- *Act with integrity and accept responsibility
- *Use our resources in the most effective and efficient manner
- *Conduct business in an atmosphere of transparency
- *Promote a culture of continuous improvement

EDUCATION PREPARATION PROVIDER MISSION STATEMENT

We enlighten and empower our graduates through program excellence to educate those whom they serve.

DIVERSITY STATEMENT

The Educator Preparation Program is committed to creating and maintaining a mutually respectful environment that recognizes, invites, and celebrates diversity among all students, candidates, faculty, and staff. NWOSU values human differences as an asset; works to sustain a culture that reflects the interests, contributions, and perspectives of members of diverse groups; and delivers educational opportunities to meet the needs of diverse audiences. The Unit also seeks to instill these values and skills to encourage leadership and service in a global and multicultural society.

STATEMENT OF ETHICS FOR EDUCATIONAL LEADERS

School leaders—who are also leaders in their communities and models of leadership for teachers and students—must maintain standards of exemplary professional conduct.

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates and students. To these ends, the administrator subscribes to the following statements of standards.

The school leader:

1. Makes the well-being and success of students the fundamental value in all decision making and actions.
2. Fulfills professional responsibilities with honesty and integrity.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Obeys local, state, and federal laws.
5. Implements the governing board of education's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.
8. Accepts academic degrees or professional certification only from duly accredited institutions.
9. Maintains the standards of and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract.

(Adopted by National Association of Secondary School Principals and National Association of Elementary School Principals.)

Procedures
For Master of Education Degree (M.Ed.)
(Not applicable to “Certification Only” candidates)

Prior to the first semester of enrollment:

1. Admissions process
Complete application process to NWOSU
Meet requirements and complete application process to the office of Graduate Studies

Required during the first semester of enrollment:

1. Complete EDUC 5010 Graduate Seminar
Establish ALCA account
Advisory Committee assigned
Advisory Committee notified
2. Complete Milestone 1
Meet with Advisory Committee or Committee Chair (chair’s discretion)
Complete Plan of Study
Committee Form signed
Credentials and required paperwork on file
Review program expectations and support available

Required three (3) semesters before graduation:

1. Complete EDUC 5013 Introduction to Research with a passing grade (“C” or better)
Candidate submits final research proposal and instructor’s rubric with comments to
Advisory Committee Chair who will evaluate the course instructor’s comments
and candidate’s proposal to determine readiness for Milestone 2.
2. Schedule Milestone 2 with Advisory Committee
3. Complete Milestone 2
Candidate will present Action Research Project proposal to Advisory Graduate
Committee (required before further enrollment in graduate courses)
4. Receive letter of candidacy from the Associate Dean of Graduate Studies

Required two (2) semesters before graduation:

1. Candidate will conduct Action Research Project over two (2) consecutive academic
semesters

Required the semester of graduation:

1. Candidate will complete Milestone 3
Candidate will present completed Action Research Project to Advisory Committee and selected stakeholders
Candidate will complete all exit documents
2. Candidate will graduate

GRADUATE CANDIDATE FILE (for those in the Master of Education program)

All candidates will complete their Graduate Candidate File (GCF) in ALCA. Candidates will learn the basics of using ALCA during EDUC 5010 Graduate Study Seminar, a course taken during the candidate’s first semester of graduate studies.

Graduate Candidate File Contents:

- Section 1:** Introduction: candidate’s name, degree program, names of graduate advisory committee members, anticipated date of degree completion
- Section 2:** Vita
- Section 3:** Teaching Certificate
- Section 4:** Transcripts
- Section 5:** Advisory Committee Selection form
- Section 6:** Degree Plan of Study
- Section 7:** MAT/GRE official score
- Section 8:** Disposition 1 Self-Assessment
Disposition 2 Faculty Assessment
Disposition 3 Faculty Assessment
Disposition 4 Self-Assessment, end of program
- Section 9:** Plan of Improvement for Dispositions
- Section 10:** Diversity Chart forms
- Section 11:** Committee Evaluations
- Section 12:** Assignment Depository

GRADUATE CANDIDATE FILE (for those in the “certificate only” program)

- Section 1:** Introduction: candidate’s name, certification program, names of advisor, anticipated date of completion
- Section 2:** Vita
- Section 3:** Teaching Certificate
- Section 4:** Transcripts
- Section 5:** Advisory Committee Selection form
- Section 6:** Certificate Plan of Study
- Section 7:** Disposition 3 Faculty Assessment
Disposition 4 Self-Assessment, end of program
- Section 8:** Plan of Improvement for Dispositions
- Section 9:** Diversity Chart forms
- Section 10:** Advisor Evaluations
- Section 11:** Assignment Depository

IMPACT ON STUDENT LEARNING: ACTION RESEARCH PROJECT

(Applicable for candidates earning a Master's degree)

OVERVIEW

In lieu of the capstone project, thesis, or the written comprehensive and oral follow-up examinations, the M.Ed., educational leadership, candidate will submit and defend an Impact on Student Learning: Action Research Project and will maintain a Graduate Candidate File (GCF) in ALCA. M.Ed. program options require three checkpoints: Milestone 1, Milestone 2, and Milestone 3. Below are procedures and details for M.Ed. candidates and those completing "certification only" requirements.

Required during first semester of enrollment. M. Ed. Candidates will complete the course requirements for EDUC 5010/Graduate Study Seminar, will establish an ALCA account and will contact graduate advisory committee members once they are assigned. Also during the first semester, M.Ed. candidates will complete **Milestone 1** by meeting with the graduate advisory committee or its chair, by completing the plan of study and graduate advisory committee forms, by having the appropriate credentials and required paperwork submitted to the Office of Graduate Studies (FA #212), by putting in appropriate materials to the Graduate Candidate File in ALCA, and by going over program expectations with the graduate advisory committee. All of these elements are required before further enrollment in graduate courses is allowed.

Required three (3) semesters before graduation. M.Ed. candidates will complete EDUC 5013/Introduction to Research with a passing grade ("C" or better) and will submit the final research proposal and instructor's rubric with comments to the graduate advisory committee chair, who will then evaluate the course instructor's comments and the candidate's proposal to determine readiness for Milestone 2. To complete **Milestone 2**, the candidate will schedule a meeting with his/her graduate advisory committee and will present the Action Research Proposal to committee members. The candidate will also continue to put in appropriate materials to the Graduate Candidate File in ALCA. All of these elements are required before further enrollment in graduate courses is allowed. At this point, candidates should request and receive a letter of candidacy from the Office of Graduate Studies.

Required two (2) semesters before graduation. M.Ed. candidates will conduct the Action Research Project over two (2) consecutive academic semesters and will continue to add appropriate materials to the Graduate Candidate File in ALCA.

Required the semester of graduation. M.Ed. candidates will complete **Milestone 3** by presenting the completed Action Research Project to the graduate advisory committee and selected stakeholders, by adding any additional materials to complete the Graduate Candidate File in ALCA, and by completing all exit documents before conferring of the degree.

ACTION RESEARCH

What is Action Research? Action research seeks transformative change through the simultaneous process of taking action and doing research, which are linked together by critical reflection. Action research practitioners reflect upon the consequences of their own questions, beliefs, assumptions, and practices with the goal of understanding, developing, and improving social practices. This action is simultaneously directed towards self-change and towards restructuring the organization or institution within which the practitioner works.

The nature of action research places the researcher in the middle of the inquiry and not on the outside as an observer and/or experimenter. Action researchers do not claim 'neutrality' but rather account for their position in the action and inquiry. A strength of action research is that the researcher studies what she or he does in concert with others. Therefore, the knowledge created through action research is inevitably dialogical in nature, and is thus always a negotiated and co-created knowledge. This knowledge is not inert, but serves to improve the quality of life by engaging participants in a quest for deeper understandings that lead to improvement.

Action researchers are often guided by questions of this kind, 'How do I improve my practice?' Action research takes time, energy, commitment, and courage because it is about changing oneself, which means changing one's thinking, and recognizing that, once changed, there is no going back. However, action researchers are also engaged in a process of authentic collaboration with participants who seek to improve their practices. The focus is on the actors (participants) within their local social contexts. These participants are often co-researchers (but not always). The four key processes of an action research cycle include planning, implementing the plan, gathering and analyzing data as the plan is implemented, and reflecting on these results. The choice of specific data collection and analysis methods (practices_ occurs in alignment with the action researcher's personal and professional epistemological and ontological belief systems, while also reflecting the discourses of the larger organization and society within which the action research is being conducted. Further, the choice of research methods in action research is dependent upon the question, problem, dilemma or dissonance to be examined, and the nature of the practice situation. The cycles of action research represent iterative problem solving linked by reflection. Critical reflection on action and reflexive writing are key and central processes of action research.

Making decisions about involvement in action research carries certain risks. It involves interrogating one's thinking and deciding actively to change established self-perceptions and personal and professional habits to move into the future, recognizing that action researchers are responsible for their decisions and the consequences of these decisions. Specific action research practices are informed by researchers' values that carry hope for the future including the procedural principle of democracy and insights from the most advanced social theories of the day.

The action researcher, like all researchers, is expected to share research findings as part of the process of knowledge creation. Action researchers also expect to have those findings scrutinized by other professionals, including professionals whose knowledge and belief systems may vary markedly from those of the action researchers.

Rowell, L. Polush, E. Riel, M, & Bruewer, A. (2015). *Action researchers' perspectives about the distinguishing characteristics of action research: a Delphi and learning circles mixed methods study*. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/09650792.2014.990987#>. VPOWPOIH-Oxw

ACTION RESEARCH PRESENTATION

A candidate for the Master of Education, Educational Leadership, degree must orally defend his/her Impact on Student Learning: Action Research Project at the completion of Milestone 3. The Action Research Project presentation form is to be completed in the semester in which the candidate expects to graduate or complete certification requirements. This form is found under the "Forms and Plans of Study" tab on the Graduate Studies website (See Appendix).

To be eligible for the Impact on Student Learning: Action Research Project presentation, the candidate must have completed all coursework or be enrolled in the final hours; must have no outstanding grades of "incomplete" in courses used on the degree plan of study; and must not be enrolled in more than nine hours in a regular semester or six hours in a summer term (summer includes the May interim).

Presentation Approval

Upon successful completion of all program requirements, the Advisory Graduate Committee will recommend the candidate for graduation. The presentation will be assessed using the rubric aligned with ELCC Standards (see rubric in this handbook) and the Action Research Project rubric aligned with CAEP Advanced Standards (see Action Research Project Handbook). If all requirements have not been met, a Plan of Improvement will be filled out by the advisory committee to be implemented by the candidate (See Appendix). For those completing the "certification only" program, a successful presentation of the Action Research Project is required prior to recommendation for certification.

Impact on Student Learning Plan: Action Research Project

Description of Assessment and Use in Program: The Impact on Student Learning Plan: Action Research Project is a culminating assessment requiring candidates to demonstrate professional skills in instructional leadership for the purpose of having a positive impact on student learning. This assignment will require a minimum of twenty-five (25) hours in the field. The plan will include the key components of planning, implementing and the collecting and analyzing of data for the purpose of developing a plan to improve student learning followed by conducting research during the implementation of the plan to determine the impact on student learning. The plan with its research component is an ongoing project that begins in EDUC 5013 Introduction to Research with the development of a research proposal and literature review. As candidates matriculate through the Educational Leadership program, they will work with their graduate advisory committee to develop and implement their Impact on Student Learning Plan: Action Research Project using information from their standards specialty courses as foundational support for the plan. Candidates are required to formally present their Impact on Student Learning Plan: Action Research Project to their graduate advisory committee and selected

stakeholders the last semester of their program. A successful plan and a final presentation of the plan are requirements for program completion.

Alignment with ELCC Standards: Alignment with the ELCC Standards is indicated in the assessment description and on the assessment rubric and includes:

ELCC Standard 1 (1.2)

ELCC Standard 2 (2.1, 2.2, 2.3)

ELCC Standard 4 (4.1)

ELCC Standard 6 (6.1, 6.2, 6.3)

Description of Assignment:

This assignment requires candidates to apply professional skills in educational leadership for the purpose of having a positive impact on student learning. Candidates will develop an Impact on Student Learning Plan: Action Research Project in which they will design an innovation to be implemented in a school site for the purpose of impacting student learning. The plan begins with an assessment of the needs of a school site followed by identification of the research-based learning improvement innovation to meet the need, implementation of the plan, and assessment of the plan to determine its effectiveness. An educational leader's priority is to promote the **success of every student (ELCC 2.0)**. Critical to this priority is determining the elements of a school culture and ways that it can be influenced to ensure every student is successful. These include, but are not limited to, learning theories, motivational theories, and knowing how diversity influences learning. Student success is dependent upon effective leaders who are transformational and serve as role models and change agents.

Guidelines:

Candidates will complete an Impact on Student Learning Plan: Action Research Project proposal in EDUC 5013 Introduction to Research. The purpose of developing the proposal is to identify a student learning need and review current research related to the need in preparation of developing the Impact on Student Learning Plan. The proposal will include candidate collaboration with a partner P-12 school to determine the area of need pertaining to student learning and a review of current research that includes all sides of the issues related to the identified need. The proposal will detail the **collection and utilization** of the school site **relevant data to assess the organizational effectiveness (ELCC 1.2)**. The candidate will **collaborate with the P-12 school** to identify the specific need regarding student learning for the plan based upon the evaluation of the data (**ELCC 2.1**). The proposal will be assessed as part of EDUC 5013 Introduction to Research course grade. After completing the proposal as part of EDUC 5013 Introduction to Research, candidates will begin the process of designing, implementing, and evaluating the Impact on Student Learning Plan: Action Research Project with the activities listed below, all of which will be assessed at the final presentation.

Activity #1 Plan of Action. Three semesters prior to completion of the educational leadership, building level, degree program, you, the candidate, will present a "plan of action" for the Impact on Student Learning Plan to the candidate's graduate advisory committee. Components of the plan of action include the following: Demonstration of your ability to collect data to identify the organization's effectiveness (**ELCC 1.2**); collaboration with P-12 partner school to develop plan

of action to address the specific need in student learning; **collaboration** with P-12 partner school to develop a timeline for implementation of the action plan (**ELCC 2.1**). The plan will detail the **collection of data**, and the subsequent **analyzation** and interpretation of the relevant data to determine an area of need that will be addressed in the Impact on Student Learning Plan (**ELCC 4.1**). Approval of the proposed plan by the graduate advisory committee is required prior to proceeding with the next activities. The components for this activity will be a part of the final presentation and artifact. The assessment of the standard elements will be finalized at that time (see rubric).

The following are indicators you have professional leadership skills as they apply to this activity:

ELCC 1.2

- ◆ Develop and use evidence-centered research strategies and strategic planning processes;
- ◆ Create school-based strategic and tactical goals;
- ◆ Collaboratively develop implementation plans to achieve those goals;
- ◆ Develop a school improvement plan that aligns to district improvement plans.

ELCC 2.1

- ◆ Collaboration with others to accomplish the goal
- ◆ Monitoring of school programs and activities for personalized learning;
- ◆ Incorporate cultural competence in development of programs, curriculum, and instructional practices;
- ◆ Recognize, incorporate, celebrate diversity in instructional practices;
- ◆ Facilitate the use of appropriate content-based learning materials and learning strategies;
- ◆ Promote trust, equity, fairness, and respect among students, parents, and school staff.

ELCC 4.1

- ◆ Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information;
- ◆ Communicate information about the school within the community.

Activity #2. Upon approval of the graduate advisory committee, you, the candidate, will implement the Impact on Student Learning Plan: Action Research Project over two consecutive academic semesters. Prior to the implementation phase you must receive approval by the Institutional Research Board to conduct the action research. During the implementation of the plan the following will occur: Collection of data pertinent to the research; analysis, interpretation, and use of data; initial findings as to the impact of the innovation on student learning.

Activity #3. During the semester of program completion, you, the candidate, will present the completed Impact on Student Learning Plan: Action Research Project to your graduate advisory committee and selected stakeholders. The members of the advisory committee and stakeholders will assess your ability to demonstrate professional leadership skills through both the project (artifact) and the presentation using the rubric aligned with ELCC standards. The artifact and

presentation are to include all aspects of the project from previous activities (activity #1, activity #2) in addition to activity #3. Specific components of activity #3 include the following: **The creation and evaluation of a comprehensive, rigorous, and coherent curricular and instructional program (ELCC 2.2)**; the ability to **develop and supervise the instructional capacity of the school (ELCC 2.3)**; **involvement of faculty and the community (ELCC 4.1)**; **how the plan advocates for students, families, and caregivers (ELCC 6.1)**; **how the project can influence local, state, and national decisions (ELCC 6.2)**; and how it utilizes **emerging trends to adapt school-based leadership strategies (ELCC 6.3)**. The premise of the presentation will be that of a presentation to a board of education, therefore, it will be professional in content, delivery, and dress. Each area assessed must earn an “acceptable” or “target” level of performance for each criteria as stated in the rubric. An assessment of “unacceptable” will result in a revised project and subsequent presentation. A successful project and presentation are required for completion of the educational leadership, building level, program.

The following are indicators you have professional leadership skills as they apply to this activity:

ELCC 2.2

- ◆ Collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum;
- ◆ Use evidence-centered research in making curricular and instructional decisions
- ◆ Interpret information and communicate progress toward achievement;
- ◆ Design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.

ELCC 2.3

- ◆ Work collaboratively with school staff to improve teaching and learning;
- ◆ Design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction;
- ◆ Design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.

ELCC 4.1

- ◆ Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information;
- ◆ Communicate information about the school within the community.

ELCC 6.1

- ◆ Analyze how law and policy is applied consistently, fairly and ethically within the school;
- ◆ Advocate based on an analysis of the complex causes of poverty and other disadvantages;
- ◆ Serve as a respectful spokesperson for students and families within the school.

ELCC 6.2

- ◆ Advocate for school policies and programs that promote equitable learning opportunities and student success;
- ◆ Communicate policies, laws, regulations, and procedures to appropriate school stakeholders.

ELCC 6.3

- ◆ Identify and anticipate emerging trends and issues likely to affect the school;
- ◆ Adapt leadership strategies and practice to address emerging school issues.

Standard Element	Target 3	Acceptable 2	Unacceptable 1
<p>Activity #1: Plan of Action</p> <p>The completion of the plan of action reflects the ability to understand and (can) collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals (ELCC 1.2).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Develop and use evidence-centered research strategies and strategic planning processes; ◆ Create school-based strategic and tactical goals; ◆ Collaboratively develop implementation plans to achieve those goals; ◆ Develop a school improvement plan that aligns to district improvement plans. 	<p>The candidate demonstrated superior mastery of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive plan to develop and use evidence-centered research strategies and strategic planning processes; ◆ A comprehensive plan to create school-based strategic and tactical goals; ◆ The specific steps for how collaboratively developed implementation plans to achieve the goals were accomplished; ◆ The specific steps of how the project was a part of an overall school improvement plan that aligns to district improvement plans. 	<p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general description of the development and use of evidence-centered research strategies and strategic planning processes; ◆ Sufficient information for how the school-based strategies and tactical goals were created; ◆ An overview of the role of collaboration in the development of implementation plans to achieve the goals; ◆ A general overview of how the project was a part of an overall school improvement plan that aligns to district improvement plans. 	<p>The candidate failed to demonstrate understanding of the standard element because the Impact on Student Learning: Action Research Project submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Develop and use evidence-centered research strategies and strategic planning processes; ◆ Create school-based strategic and tactical goals; ◆ Collaboratively develop implementation plans to achieve those goals; ◆ Develop a school improvement plan that aligns to district improvement plans.
<p>Activity #1: Plan of Action</p> <p>Completion of the plan of action demonstrates the ability to understand and (can) sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students (ELCC 2.1).</p>	<p>The candidate demonstrated superior mastery of the standard element by submitting a comprehensive Impact on Student Learning: Action Research Project that included a <u>comprehensive description</u> of <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ Collaboration with others to accomplish the goal ◆ Monitoring of school 	<p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>sufficient descriptions</u> of <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ Collaboration with others to accomplish the goal ◆ Monitoring of school 	<p>The candidate failed to demonstrate understanding of the standard element because the Impact on Student Learning: Action Research Project submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Collaboration with others to accomplish the goal

<p>Indicators:</p> <ul style="list-style-type: none"> ◆ Collaboration with others to accomplish the goal ◆ Monitoring of school programs and activities for personalized learning; ◆ Incorporate cultural competence in development of programs, curriculum, and instructional practices; ◆ Recognize, incorporate, celebrate diversity in instructional practices; ◆ Facilitate the use of appropriate content-based learning materials and learning strategies; ◆ Promote trust, equity, fairness, and respect among students, parents, and school staff. 	<p>programs and activities for personalized learning;</p> <ul style="list-style-type: none"> ◆ Incorporate cultural competence in development of programs, curriculum, and instructional practices; ◆ Recognize, incorporate, celebrate diversity in instructional practices; ◆ Facilitate the use of appropriate content-based learning materials and learning strategies; ◆ Promote trust, equity, fairness, and respect among students, parents, and school staff. 	<p>programs and activities for personalized learning;</p> <ul style="list-style-type: none"> ◆ Incorporate cultural competence in development of programs, curriculum, and instructional practices; ◆ Recognize, incorporate, celebrate diversity in instructional practices; ◆ Facilitate the use of appropriate content-based learning materials and learning strategies; ◆ Promote trust, equity, fairness, and respect among students, parents, and school staff. 	<ul style="list-style-type: none"> ◆ Monitoring of school programs and activities for personalized learning; ◆ Incorporate cultural competence in development of programs, curriculum, and instructional practices; ◆ Recognize, incorporate, celebrate diversity in instructional practices; ◆ Facilitate the use of appropriate content-based learning materials and learning strategies; ◆ Promote trust, equity, fairness, and respect among students, parents, and school staff.
<p>Activity #1: Plan of Action</p> <p>Completion of the plan of action reflects the ability to understand and (can) collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment (ELCC 4.1).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Use collaboration strategies to collect, analyze, and interpret school, student, 	<p>Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive description of the use of collaboration strategies to collect, analyze, and interpret school, student, faculty and community information; ◆ A comprehensive description of how to communicate information 	<p>Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general description of the use of collaboration strategies to collect, analyze, and interpret school, student, faculty and community information; ◆ A general description of how to communicate information 	<p>Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the Impact on Student Learning: Action Research Project submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; ◆ Communicate information about the

<p>faculty, and community information;</p> <ul style="list-style-type: none"> ◆ Communicate information about the school within the community. 	<p>about the school within the community.</p>	<p>about the school within the community.</p>	<p>school within the community.</p>
<p>Activity #3: Project Completion</p> <p>Completion of the project reflects the ability to understand and (can) create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program (ELCC 2.2).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; ◆ Use evidence-centered research in making curricular and instructional decisions ◆ Interpret information and communicate progress toward achievement; ◆ Design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence. 	<p>Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive description of how to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; ◆ A comprehensive description of the use of evidence-centered research in making curricular and instructional decisions; ◆ A comprehensive plan to interpret information and communicate progress toward achievement; ◆ Specific strategies to design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence. 	<p>Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general description of how to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; ◆ A general description of the use of evidence-centered research in making curricular and instructional decisions; ◆ A general plan to interpret information and communicate progress toward achievement; ◆ Sufficient strategies to design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence. 	<p>Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the Impact on Student Learning: Action Research Project submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; ◆ Use evidence-centered research in making curricular and instructional decisions ◆ Interpret information and communicate progress toward achievement; ◆ Design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.

<p style="text-align: center;">Activity #3: Project Completion</p> <p>Completion of the project reflects the ability to understand and (can) develop and supervise the instructional and leadership capacity of school staff (ELCC 2.3).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Work collaboratively with school staff to improve teaching and learning; ◆ Design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ◆ Design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards. 	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ Specific strategies to work collaboratively with school staff to improve teaching and learning; ◆ A comprehensive description of how to design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ◆ A comprehensive description of how to design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards. 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ Sufficient strategies to work collaboratively with school staff to improve teaching and learning; ◆ A general description of how to design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ◆ A general description of how to design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards. 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the Impact on Student Learning: Action Research Project submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Work collaboratively with school staff to improve teaching and learning; ◆ Design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ◆ Design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.
<p style="text-align: center;">Activity #3: Project Completion</p> <p>Completion of the project reflects the ability to understand and (can) advocate for school students, families, and caregivers (ELCC 6.1).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Analyze how law and policy is applied consistently, 	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive analysis of how law and policy is applied consistently, fairly, and ethically within the school; 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general analysis of how law and policy is applied consistently, fairly, and ethically within the schools; 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the Impact on Student Learning: Action Research Project submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Analyze how law and policy is applied consistently, fairly and

<p>fairly and ethically within the school;</p> <ul style="list-style-type: none"> ◆ Advocate based on an analysis of the complex causes of poverty and other disadvantages; ◆ Serve as a respectful spokesperson for students and families within the school. 	<ul style="list-style-type: none"> ◆ Comprehensive strategies to advocate based on an analysis of the complex causes of poverty and other disadvantages; ◆ Multiple, specific examples of how to serve as a respectful spokesperson for students and families within the school. 	<ul style="list-style-type: none"> ◆ Sufficient strategies to advocate based on an analysis of the complex causes of poverty and other disadvantages; ◆ An overview of how to serve as a respectful spokesperson for students and families within the school. 	<p>ethically within the school;</p> <ul style="list-style-type: none"> ◆ Advocate based on an analysis of the complex causes of poverty and other disadvantages. ◆ Serve as a respectful spokesperson for students and families within the school.
<p>Activity #3: Project Completion</p> <p>Completion of the project reflects the ability to understand and (can) act to influence local, district, state, and national decisions affecting student learning in a school environment (ELCC 6.2).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Advocate for school policies and programs that promote equitable learning opportunities and student success; ◆ Communicate policies, laws, regulations, and procedures to appropriate school stakeholder. 	<p>Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ Comprehensive strategies to advocate for school policies and programs that promote equitable learning opportunities and student success; ◆ Comprehensive strategies to communicate policies, laws, regulations, and procedures to appropriate school stakeholders. 	<p>Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ Sufficient strategies to advocate for school policies and programs that promote equitable learning opportunities and student success; ◆ Sufficient strategies to communicate policies, laws, regulations, and procedures to appropriate school stakeholders. 	<p>Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the Impact on Student Learning: Action Research Project submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Advocate for school policies and programs that promote equitable learning opportunities and student success; ◆ Communicate policies, laws, regulations, and procedures to appropriate school stakeholder.
<p>Activity #3: Project Completion</p> <p>Completion of the project reflects the ability to understand and (can) anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies (ELCC 6.3).</p> <p>Indicators:</p>	<p>Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive description of how to identify and anticipate emerging trends and 	<p>Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting an Impact on Student Learning: Action Research Project that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general description of how to identify and anticipate 	<p>Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the Impact on Student Learning: Action Research Project submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Identify and anticipate emerging trends and

<ul style="list-style-type: none"> ◆ Identify and anticipate emerging trends and issues likely to affect the school; ◆ Adapt leadership strategies and practice to address emerging school issues. 	<p style="text-align: center;">issues likely to affect the school;</p> <ul style="list-style-type: none"> ◆ A comprehensive description of how to adapt leadership strategies and practice to address emerging school issues. 	<p style="text-align: center;">emerging trends and issues likely to affect the school;</p> <ul style="list-style-type: none"> ◆ A general description of how to adapt leadership strategies and practice to address emerging school issues. 	<p style="text-align: center;">issues likely to affect the school;</p> <ul style="list-style-type: none"> ◆ Adapt leadership strategies and practice to address emerging school issues.
<p>Documentation</p>	<p style="text-align: center;">Target 3</p> <p>The candidate’s artifact was coherent and fluid in its presentation and adhered to college-level writing expectations as demonstrated by being generally free of errors and formatting reflects professional writing. APA was used where appropriate.</p>	<p style="text-align: center;">Acceptable 2</p> <p>The candidate’s artifact was coherent in its presentation and adhered to college-level writing expectations as demonstrated by errors that do not compromise the comprehension of the response and formatting appropriate with minor errors. APA was used where appropriate.</p>	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate’s artifact lacked coherence and failed to meet college-level writing expectations as demonstrated by serious, persistent errors that compromised the comprehension of the response or formatting was not professional. APA was not used where appropriate.</p>

INTERNSHIP (EDUC 5500)

Educational Leadership

In this capstone practicum, candidates will apply their knowledge, skills, and disposition in a clinical experience (internship). Permission of the Chair, Division of Education is required.

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice the skills identified in the ELCC standards 1 – 6. The candidate will experience substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the university and the public school personnel (**ELCC Standard 7.0**).

Purpose of Internship: To provide the candidate an enriching real life work experience within the school setting that prepares them to transition into the job of school-leader by applying knowledge to promote the success of all learners. The internship is monitored by an on-site mentor who has demonstrated skills and training as an educational leader (**ELCC Standard 7.3**). The mentor must have a minimum of two years of administrative experience.

A minimum of 160 hours of clinical and field-based experiences is required.

Completion and submission of the Mentor Administrator Agreement to the EDUC 5500 professor of record is a requirement of EDUC 5500.

Prerequisites: (1) Candidate must have completed all coursework, or (2) Candidate may take one class concurrently with Internship. Exceptions to either of these two policies must be approved by the graduate advisory committee **prior to the internship semester**.

Role of the Mentor Principal: To challenge the candidate to develop his or her highest potential as scholar-practitioners to creatively solve problems; make fair, just and equitable decisions; take responsibility; and develop creative and critical thinking skills.

Role of the University Supervisor: To provide support to both the mentor and intern within a nurturing environment in which creativity, learning, personal, and professional growth occurs.

ELCC Standards for Internship

Building Level Leadership

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

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3 Candidates understand and can promote continual and sustainable school improvement.

1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

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

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

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

3.1 Candidates understand and can monitor and evaluate school management and operational systems.

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

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

3.4 Candidates understand and can develop school capacity for distributed leadership.

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

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational

environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

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

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

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

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

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

6.1 Candidates understand and can advocate for school students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

ISTE (International Society for Technology in Education) STANDARD(S): 2008

- Facilitate and inspire student learning and creativity
- Design and develop digital-age learning experiences and assessment
- Model digital-age work and learning
- Promote and model digital citizenship and responsibility
- Engage in professional growth and leadership

OBJECTIVES for INTERNSHIP:

The objectives for EDUC 5500, Internship are all Oklahoma Subject Area Test objectives for school administration, building

level: http://www.ceoe.nesinc.com/Content/Docs/CEOE_Framework_045_2015.pdf

The internship for the Educational Leadership program consists of an internship four months in length. The Internship rubric is used for the four month period. **The internship requires 10 hours per week or 40 hours per month for a total of 160 hours to ensure a sustained internship (ELCC Standard 7.2).** The “Mentor Administrator Agreement” must be signed and turned in to the EDUC 5500 professor prior to beginning the course. The Mentor Administrator Log and the Administrative Responsibilities log will be used to document the following activities:

1. Conduct weekly meetings with the mentor in the intern setting; provide log of meeting dates and times; send log in monthly. Topics will include personnel, discipline, parental involvement, budget, supervision, professional development, professionalism, state assessments, legal liabilities, confidentiality, scheduling, ethics and student activities (**ELCC Standard 7.1**).

2. Complete a log detailing the hours in a public school setting while performing leadership responsibilities that increase in complexity over time. The total will be 160 hours. The log is to be turned in monthly. **(ELCC Standard 7.1 & 7.2).**
3. Write a monthly reflection journal throughout the internship. This is due at end of each month or as required by the instructor. The intern is to reflect upon what the intern and mentor planned and discussed as well as administrative responsibilities during the month, what was learned, what went well, what did not go well, etc.
4. Devote at least 10 hours to a different setting than the full time internship assignment. An artifact analyzing the two different school systems must be submitted to demonstrate alternative internship experiences to support diverse clinical training during the internship. The artifact will describe the setting and will include a compare/contrast narrative to the full time internship setting. **(ELCC Standard 7.0).**
5. The candidate will complete a graduate evaluation that will be given during last two weeks of semester.
6. The mentor will complete an assessment of the Signature Assessment: School Vision for Learning using the rubric provided by the instructor. This assessment will cover **ELCC Standards 1-7.**

SIGNATURE ASSESSMENT FOR INTERNSHIP: School Vision for Learning Site Improvement Plan (Clinical Assignment)

Description of Assessment and Use in Program: This assignment is a field-based, clinical experience and is the culminating activity for the educational leadership program to be completed during EDUC 5500 Internship. The overall purpose of the assignment is for the intern to demonstrate application of the following: **A shared school vision for learning; a culture conducive to student learning; effective organizational management; community stakeholder engagement; ethical leadership; and attention to a wider context that pertains to the school.** This assignment is developed in collaboration with the mentor administrator for the internship and the university advisor. The activity will be submitted as a typed document, with each section labeled as indicated below. The assignment is a field-based assignment requiring collaboration with stakeholders within and outside the school. The mentor administrator will assess the activity using the rubric provided. The university advisor will also assess the activity using the rubric.

Assessment Alignment with ELCC Standards: Alignment with the ELCC Standards is indicated in the assessment description and on the assessment rubric and includes:

- **ELCC Standard 1.0** (1.1, 1.2, 1.3, 1.4)
- **ELCC Standard 2.0** (2.1, 2.2, 2.3, 2.4)
- **ELCC Standard 4.0** (4.1, 4.2, 4.3,4.4)
- **ELCC Standard 5.0** (5.1, 5.2, 5.3, 5.4, 5.5)
- **ELCC Standard 6.0** (6.1, 6.2, 6.3)

Description of Assignment:

This assignment is to be completed as if you, the intern, were the building principal of the school in which you are interning. You are to develop, steward, articulate and create a School Vision for Learning Site Improvement Plan. Key components to the plan are collaboration, conducting a needs assessment, data analysis, and an understanding of the values and norms of the site in which the School Vision for Learning will be applied. The plan is to be developed in collaboration with the mentor principal, the university advisor, and stakeholders.

Guidelines:

The assignment will involve eight activities/components that, compiled, will be the School Vision for Learning Site Improvement Plan. Each activity will contain all elements as outlined within each activity. Within the plan, you are expected to demonstrate an understanding of a school vision for learning; a culture conducive to student learning; community stakeholder engagement; ethical leadership; attention to a wider context that pertains to the school. The completed plan will be emblematic of a site improvement plan that would be presented to a board of education for approval as well as subject to stakeholder scrutiny. Each activity is to be labeled accordingly, but the plan in its entirety should read as a comprehensive, academic document.

Activity #1

You will **collaboratively develop and articulate a school vision**, and state how you would **implement and steward** the vision if you were doing this for your school as the principal and as

the first step in creating a school improvement plan (**ELCC 1.1**). **In developing the school vision for learning, collaboration with stakeholders** will be critical with this activity to ascertain the major improvements for the school, sharing it with the school faculty and your mentor, revising and making modifications as necessary (**ELCC 1.1**). As you develop your plan make sure you **collect and use data to identify school goals (ELCC 1.2)**. State how stakeholders were involved in developing the vision and a plan for implementation of the vision that will promote **continual and sustainable school improvements (ELCC 1.3)**. Analyze and interpret school data in a way that reflects the mission and values of the district. The goals are to align with the vision. Include how the progress of the vision will be **evaluated and revised with support by school stakeholders (ELCC 1.4)**.

The following are indicators you have professional leadership skills as they apply to this activity:

ELCC 1.1

- ◆ Design and support a collaborative process for developing and implementing a school vision;
- ◆ Articulate a school vision of learning characterized by a respect for students and their families and community partners;
- ◆ Develop a comprehensive plan for communicating the school vision to appropriate school constituencies;
- ◆ Formulate plans to steward school vision statements.

ELCC 1.2

- ◆ Develop and use evidence-centered research strategies and strategic planning processes;
- ◆ Create school-based strategic and tactical goals;
- ◆ Collaboratively develop implementation plans to achieve those goals;
- ◆ Develop a school improvement plan that aligns to district improvement plans.

ELCC 1.3

- ◆ Identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement;
- ◆ Design a transformational change plan at the school-building-level;
- ◆ Design a comprehensive, building-level professional development program.

ELCC 1.4

- ◆ Develop a school plan to monitor program development and implementation of school goals;
- ◆ Construct an evaluation process to assess the effectiveness of school plans and programs;
- ◆ Interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.

Activity #2

Conduct interviews with **stakeholders** (faculty, students, parents, community members, building administrators, superintendent or central office administrators) as a crucial component for the site improvement plan to enable you to **analyze information pertinent to the improvement of the school environment** as well as the values and norms of the district and subsequent school

building that will be applied to the school vision and the site improvement plan (**ELCC 4.1**). The use of data is critical when developing the plan for implementing the vision statement. In the plan state how you will **sustain positive relationships with families and caregivers (ELCC 4.3)** and how you will **understand and respond to community interests and needs (ELCC 4.4)**. Your plan must provide evidence you are an **advocate for students, families, and caregivers (ELCC 6.1)** and you can act **to influence local and even national trends that impact student learning (ELCC 6.2)**.

The following are indicators you have professional leadership skills as they apply to this activity:

ELCC 4.1

- ◆ Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information;
- ◆ Communicate information about the school within the community.

ELCC 4.3

- ◆ Conduct needs assessments of families and caregivers;
- ◆ Develop collaboration strategies for effective relationships with families and caregivers;
- ◆ Involve families and caregivers in the decision-making processes at the school

ELCC 4.4

- ◆ Conduct needs assessment of community partners;
- ◆ Develop effective relationships with a variety of community partners;
- ◆ Involve community partners in the decision-making processes at the school.

ELCC 6.1

- ◆ Analyze how law and policy is applied consistently, fairly and ethically within the school;
- ◆ Advocate based on an analysis of the complex causes of poverty and other disadvantages;
- ◆ Serve as a respectful spokesperson for students and families within the school.

ELCC 6.2

- ◆ Advocate for school policies and programs that promote equitable learning opportunities and student success;
- ◆ Communicate policies, laws, regulations, and procedures to appropriate school stakeholders.

Activity #3

Within your plan you are to include strategies for monitoring the implementation of your plan and possible **revisions that may need to be made, including emerging trends and initiatives in order to adapt school-based leadership strategies** to achieve improvement goals (**ELCC 6.3**).

The following are indicators you have professional leadership skills as they apply to this activity:

ELCC 6.3

- ◆ Identify and anticipate emerging trends and issues likely to affect the school;
- ◆ Adapt leadership strategies and practice to address emerging school issues.

Activity #4

Your plan must provide evidence you **understand and can sustain a school culture and instructional programs that are conducive to student learning (ELCC 2.1)**. At the same time, demonstrate how you would **mobilize community resources** to support your plan (**ELCC 4.2**).

The following are indicators you have professional leadership skills as they apply to this activity:

ELCC 2.1

- ◆ Collaboration with others to accomplish the goal
- ◆ Monitoring of school programs and activities for personalized learning;
- ◆ Incorporate cultural competence in development of programs, curriculum, and instructional practices;
- ◆ Recognize, incorporate, celebrate diversity in instructional practices;
- ◆ Facilitate the use of appropriate content-based learning materials and learning strategies;
- ◆ Promote trust, equity, fairness, and respect among students, parents, and school staff.

ELCC 4.2

- ◆ Identify and use diverse community resources to improve school programs.

Activity #5

Demonstrate how you would use data to **evaluate a comprehensive, rigorous, and coherent curricular and instructional school program (2.2)** within your plan and how you would use **technology and information systems to support teaching and learning in the school environment (ELCC 2.4)**.

The following are indicators you have professional leadership skills as they apply to this activity:

ELCC 2.2

- ◆ Collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum;
- ◆ Use evidence-centered research in making curricular and instructional decisions
- ◆ Interpret information and communicate progress toward achievement;
- ◆ Design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.

ELCC 2.4

- ◆ Use technologies for improved classroom instruction, student achievement, and continuous school improvement;
- ◆ Monitor instructional practices within the school, and provide assistance to teachers;

- ◆ Use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.

Activity #6

Within your site improvement plan, demonstrate how you would **supervise the instructional and leadership capacity in the school** to ensure best practices are in place including differentiated strategies to have high-quality instruction within the district (**ELCC 2.3**).

The following are indicators you have professional leadership skills as they apply to this activity:

ELCC 2.3

- ◆ Work collaboratively with school staff to improve teaching and learning;
- ◆ Design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction;
- ◆ Design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.

Activity #7

Your plan must demonstrate that you have a complete understanding of **fairness** and that **you can act with integrity (ELCC 5.1)**. Include in your plan how you will **model self-awareness, reflective practice, transparency, and ethical behavior (ELCC 5.2)** and how you will demonstrate you **value democracy, equity, and diversity (ELCC 5.3)**. The plan must demonstrate you understand the **moral and legal consequences of the decisions you make (5.4)** and you have the ability to **promote social justice to ensure individual needs of others (ELCC 5.5)**.

The following are indicators you have professional leadership skills as they apply to this activity:

ELCC 5.1

- ◆ Act with integrity and fairness in supporting school policies and staff practices that ensure every student's academic and social success;
- ◆ Create an infrastructure that helps to monitor and ensure equitable practices.

ELCC 5.2

- ◆ Formulate a school-level leadership platform grounded in ethical standards and practices;
- ◆ Analyze leadership decisions in terms of established ethical practices.

ELCC 5.3

- ◆ Develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues;
- ◆ Develop appropriate communication skills to advocate for democracy, equity, and diversity.

ELCC 5.4

- ◆ Formulate sound school strategies to educational dilemmas;
- ◆ Evaluate school strategies to prevent difficulties related to moral and legal issues.

ELCC 5.5

- ◆ Review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school;
- ◆ Develop the resiliency to uphold core values and persist in the face of adversity.

Activity #8

A concluding section will include an overall reflection regarding the School Vision for Learning Site Improvement Plan. The reflection will articulate (1) what was learned in the experience (2) the role of the mentor in the activity and (3) how you will apply what you have learned to promote the success of every student when you are a building leader.

ELCC Standard Element	Target 3	Acceptable 2	Unacceptable 1
<p align="center">Activity #1: Vision</p> <p>The completion of the vision reflects the ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school (ELCC 1.1).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Design and support a collaborative process for developing and implementing a school vision; ◆ Articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ◆ Develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ◆ Formulate plans to steward school vision statements. 	<p>The candidate demonstrated superior mastery of the standard element by submitting a comprehensive School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ The specific steps taken in designing and supporting a collaborative process for developing and implementing a school vision; ◆ A school vision characterized by respect for students and their families and community partners; ◆ A comprehensive plan for communicating the vision to the appropriate school constituencies; ◆ A comprehensive plan for stewarding the vision. 	<p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general description for designing and supporting a collaborative process for developing and implementing a school vision; ◆ A school vision that inferred respect for students and their families and community partners; ◆ A general plan for communicating the vision to the appropriate school constituencies; ◆ A general plan for stewarding the vision. 	<p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Design and support a collaborative process for developing and implementing a school vision; ◆ Articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ◆ Develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ◆ Formulate plans to steward school vision statements.
<p align="center">Activity #1: School Goals</p> <p>The aligning of school goals with the vision reflects the ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals (ELCC 1.2).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Develop and use evidence-centered research strategies and strategic planning processes; 	<p>The candidate demonstrated superior mastery of the standard element by submitting a comprehensive School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ The specific steps for how evidence-centered research strategies and strategic planning process 	<p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general description of the development and use of evidence-centered research strategies and strategic planning processes; 	<p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Develop and use evidence-centered research strategies and strategic planning processes;

<ul style="list-style-type: none"> ◆ Create school-based strategic and tactical goals; ◆ Collaboratively develop implementation plans to achieve those goals; ◆ Develop a school improvement plan that aligns to district improvement plans. 	<p>were developed and used in the plan;</p> <ul style="list-style-type: none"> ◆ The specific steps for how school-based strategic and tactical goals were created; ◆ The specific steps for how collaboratively developed implementation plans to achieve the goals were accomplished; ◆ The specific steps of how the plan was aligned with district improvement plans. 	<ul style="list-style-type: none"> ◆ Sufficient information for how the school-based strategic and tactical goals were created; ◆ An overview of the role of collaboration in the development of implementation plans to achieve the goals; ◆ Alignment of the plan with district improvement plans stated in general terms. 	<ul style="list-style-type: none"> ◆ Create school-based strategic and tactical goals; ◆ Collaboratively develop implementation plans to achieve those goals; ◆ Develop a school improvement plan that aligns to district improvement plans.
<p style="text-align: center;">Activity #1: Implementation Plan</p> <p>The development of an implementation plan reflects the ability to promote continual and sustainable school improvement (ELCC 1.3).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ◆ Design a transformational change plan at the school-building-level; ◆ Design a comprehensive, building-level professional development program. 	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive process used to identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement. ◆ A transformational change plan at the school-building-level that is comprehensive; ◆ A building-level professional development program that is comprehensive. 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A sufficient process to identify strategies or practices that promote continuous and sustainable school improvement; ◆ A transformational change plan at the school-building-level that is sufficient; ◆ A building-level professional development program that is sufficient. 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ◆ Design a transformational change plan at the school-building-level; ◆ Design a comprehensive, building-level professional development program.
<p style="text-align: center;">Activity #1: Program Monitoring</p>	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by</p>	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the</p>	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard</p>

<p>Monitoring of the program reflects the ability evaluate school progress and revise school plans supported by school stakeholders (ELCC 1.4).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Develop a school plan to monitor program development and implementation of school goals; ◆ Construct an evaluation process to assess the effectiveness of school plans and programs; ◆ Interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders. 	<p>submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive description of how to develop and revise a school plan to monitor program development and implementation of school goals; ◆ A comprehensive description of the construction of an evaluation process to assess the effectiveness of school plans and programs; ◆ A comprehensive description of the process used to interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders. 	<p>standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general description of how to develop and revise a school plan to monitor program development and implementation of school goals; ◆ A general description of the construction of an evaluation process to assess the effectiveness of school plans and programs; ◆ A general description of the process used to interpret information and communicate progress toward achievement of school vision and goals for educators. 	<p>element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Develop a school plan to monitor program development and implementation of school goals; ◆ Construct an evaluation process to assess the effectiveness of school plans and programs; ◆ Interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.
<p style="text-align: center;">Activity #2: Collaboration</p> <p>Designing a site improvement based upon stakeholder input reflects the ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment (ELCC 4.1)</p> <p>Indicators:</p>	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive description of the use of collaboration strategies to collect, analyze, and interpret school, student, faculty and community information; 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general description of the use of collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; ◆ A general description of how to communicate information about the school within the community. 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information;

<ul style="list-style-type: none"> ◆ Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; ◆ Communicate information about the school within the community. 	<ul style="list-style-type: none"> ◆ A comprehensive description of how to communicate information about the school within the community. 		<ul style="list-style-type: none"> ◆ Communicate information about the school within the community.
<p style="text-align: center;">Activity #2: Relationships</p> <p>Incorporating feedback from families and caregivers into the site improvement plan demonstrates the ability to understand and (can) respond to community interests and needs by building and sustaining positive school relationships with families and caregivers (ELCC 4.3).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Conduct needs assessment of families and caregivers; ◆ Develop collaboration strategies for effective relationships with families and caregivers; ◆ Involve families and caregivers in the decision-making processes at the school. 	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive needs assessment of families and caregivers; ◆ Specific details regarding the development of collaboration strategies for effective relationships with families and caregivers; ◆ A comprehensive plan to involve families and caregivers in the decision-making processes at the school. 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A sufficient needs assessment of families and caregivers; ◆ Sufficient information regarding the development of collaboration strategies for effective relationships with families and caregivers; ◆ A general overview of how to involve families and caregivers in the decision-making processes at the school. 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Conduct needs assessment of families and caregivers; ◆ Develop collaboration strategies for effective relationships with families and caregivers; ◆ Involve families and caregivers in the decision-making processes at the school.
<p style="text-align: center;">Activity #2: Needs Assessment</p> <p>The completion of a needs assessment reflects the ability to understand and (can) respond to community interests and needs by building and sustaining productive school relationships with community partners (ELCC 4.4).</p>	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive needs assessment of community partners; 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A sufficient needs assessment of community partners; 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Conduct needs assessment of community partners;

<p>Indicators:</p> <ul style="list-style-type: none"> ◆ Conduct needs assessment of community partners; ◆ Develop effective relationships with a variety of community partners; ◆ Involve community partners in the decision-making processes at the school. 	<ul style="list-style-type: none"> ◆ Specific strategies to develop effective relationships with a variety of community partners; ◆ Specific strategies to involve community partners in the decision-making processes at the school. 	<ul style="list-style-type: none"> ◆ Sufficient strategies to develop effective relationships with a variety of community members; ◆ Sufficient strategies to involve community partners in the decision-making processes at the school. 	<ul style="list-style-type: none"> ◆ Develop effective relationships with a variety of community partners; ◆ Involve community partners in the decision-making processes at the school.
<p style="text-align: center;">Activity #2: Advocate</p> <p>Establishing students and families as the priority in the site improvement plan demonstrates the ability to understand and (can) advocate for school students, families, and caregivers (ELCC 6.1)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Analyze how law and policy is applied consistently, fairly and ethically within the school; ◆ Advocate based on an analysis of the complex causes of poverty and other disadvantages; ◆ Serve as a respectful spokesperson for students and families within the school. 	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive analysis of how law and policy is applied consistently, fairly, and ethically within the school; ◆ Comprehensive strategies to advocate based on an analysis of the complex causes of poverty and other disadvantages; ◆ Multiple, specific examples of how to serve as a respectful spokesperson for students and families within the school. 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general analysis of how law and policy is applied consistently, fairly, and ethically within the schools; ◆ Sufficient strategies to advocate based on an analysis of the complex causes of poverty and other disadvantages; ◆ An overview of how to serve as a respectful spokesperson for students and families within the school. 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Analyze how law and policy is applied consistently, fairly and ethically within the school; ◆ Advocate based on an analysis of the complex causes of poverty and other disadvantages; ◆ Serve as a respectful spokesperson for students and families within the school.
<p style="text-align: center;">Activity #2: Communication</p> <p>Creating communication strategies reflects the ability to understand and (can) act to influence local, district, state, and national decisions</p>	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p>	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p>	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> the following:</p>

<p>affecting student learning in a school environment (ELCC 6.2).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Advocate for school policies and programs that promote equitable learning opportunities and student success; ◆ Communicate policies, laws, regulations, and procedures to appropriate school stakeholders. 	<ul style="list-style-type: none"> ◆ Comprehensive strategies to advocate for school policies and programs that promote equitable learning opportunities and student success; ◆ Comprehensive strategies to communicate policies, laws, regulations, and procedures to appropriate school stakeholders. 	<ul style="list-style-type: none"> ◆ Sufficient strategies to advocate for school policies and programs that promote equitable learning opportunities and student success; ◆ Sufficient strategies to communicate policies, laws, regulations, and procedures to appropriate school stakeholders. 	<ul style="list-style-type: none"> ◆ Advocate for school policies and programs that promote equitable learning opportunities and student success; ◆ Communicate policies, laws, regulations, and procedures to appropriate school stakeholders.
<p style="text-align: center;">Activity #3: Strategies</p> <p>Creating strategies to monitor the implementation of the site improvement plan reflects the ability to assess emerging trends and initiatives in order to adapt school-based leadership strategies (ELCC 6.3).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Identify and anticipate emerging trends and issues likely to affect the school; ◆ Adapt leadership strategies and practice to address emerging school issues. 	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive description of how to identify and anticipate emerging trends and issues likely to affect the school; ◆ A comprehensive description of how to adapt leadership strategies and practice to address emerging school issues. 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general description of how to identify and anticipate emerging trends and issues likely to affect the school; ◆ A general description of how to adapt leadership strategies and practice to address emerging school issues. 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Identify and anticipate emerging trends and issues likely to affect the school; ◆ Adapt leadership strategies and practice to address emerging school issues.
<p style="text-align: center;">Activity #4: Culture</p> <p>Making student learning a priority in the site improvement plan reflects the ability understand and (can) sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning</p>	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included a <u>comprehensive description</u> of <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ Collaboration with others to accomplish the goal; 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>sufficient descriptions</u> of <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ Collaboration with others to accomplish the goal; 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Collaboration with others to accomplish the goal;

<p>environment with high expectations for students (ELCC 2.1).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Collaborate with others to accomplish school improvement goals; ◆ Incorporate cultural competence in development of programs, curriculum, and instructional practices; ◆ Monitor school programs and activities to ensure personalized learning opportunities; ◆ Recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; ◆ Facilitate the use of appropriate content-based learning materials and learning strategies; ◆ Promote trust, equity, fairness, and respect among students, parents, and school staff. 	<ul style="list-style-type: none"> ◆ Incorporate cultural competence in development of programs, curriculum, and instructional practices; ◆ Monitor school programs and activities to ensure personalized learning opportunities; ◆ Recognize, celebrate and incorporate diversity in programs, curriculum, and instructional practices, ◆ Facilitate the use of appropriate content-based learning materials, and learning strategies; ◆ Promote trust, equity, fairness, and respect among students. 	<ul style="list-style-type: none"> ◆ Incorporate cultural competence in development of programs, curriculum, and instructional practices; ◆ Monitor school programs and activities to ensure personalized learning opportunities; ◆ Recognize, celebrate and incorporate diversity in programs, curriculum, and instructional practices, ◆ Facilitate the use of appropriate content-based learning materials, and learning strategies; ◆ Promote trust, equity, fairness, and respect among students. 	<ul style="list-style-type: none"> ◆ Incorporate cultural competence in development of programs, curriculum, and instructional practices; ◆ Monitor school programs and activities to ensure personalized learning opportunities; ◆ Recognize, celebrate and incorporate diversity in programs, curriculum, and instructional practices, ◆ Facilitate the use of appropriate content-based learning materials, and learning strategies; ◆ Promote trust, equity, fairness, and respect among students.
<p style="text-align: center;">Activity #4: Community Resources</p> <p>Eliciting community support as a part of the site improvement plan reflects the ability to use community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community (ELCC 4.2).</p> <p>Indicators:</p>	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ Comprehensive strategies to identify and use diverse community resources to improve school programs. 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> the following:</p> <ul style="list-style-type: none"> ◆ Sufficient strategies to identify and use diverse community resources to improve school programs. 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> of the following:</p> <ul style="list-style-type: none"> ◆ Identify and use diverse community resources to improve school programs.

<ul style="list-style-type: none"> ◆ Identify and use diverse community resources to improve school programs. 			
<p style="text-align: center;">Activity #5: Instruction</p> <p>The use of data to make instructional and curricular decisions in the site improvement plan reflects the ability to understand and (can) create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program (ELCC 2.2).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; ◆ Use evidence-centered research in making curricular and instructional decisions; ◆ Interpret information and communicate progress toward achievement; ◆ Design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence. 	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive description of how to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; ◆ A comprehensive description of the use of evidence-centered research in making curricular and instructional decisions; ◆ A comprehensive plan to interpret information and communicate progress toward achievement; ◆ Specific strategies to design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence. 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general description of how to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; ◆ A general description of the use of evidence-centered research in making curricular and instructional decisions; ◆ A general plan to interpret information and communicate progress toward achievement; ◆ Sufficient strategies to design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence. 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> of the following:</p> <ul style="list-style-type: none"> ◆ Collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; ◆ Use evidence-centered research in making curricular and instructional decisions; ◆ Interpret information and communicate progress toward achievement; ◆ Design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.
<p style="text-align: center;">Activity #5: Technologies</p> <p>Immersing technologies into the site improvement plan reflects the ability to understand and (can) promote the most effective and appropriate</p>	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p>	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p>	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan</p>

<p>technologies to support teaching and learning in a school environment (ELCC 2.4).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Use technologies for improved classroom instruction, student achievement, and continuous school improvement; ◆ Monitor instructional practices within the school and provide assistance to teachers; ◆ Use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting. 	<ul style="list-style-type: none"> ◆ Specific strategies for the use of technologies for improved classroom instruction, student achievement, and continuous school improvement; ◆ Specific strategies to monitor instructional practices within the school and provide assistance to teachers; ◆ Specific strategies to use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting. 	<ul style="list-style-type: none"> ◆ Sufficient strategies for the use of technologies for improved classroom instruction, student achievement, and continuous school improvement; ◆ Sufficient strategies to monitor instructional practices within the school and provide assistance to teachers; ◆ Sufficient strategies to use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting. 	<p>submitted had little to no evidence of <i>each</i> of the following:</p> <ul style="list-style-type: none"> ◆ Use technologies for improved classroom instruction, student achievement, and continuous school improvement; ◆ Monitor instructional practices within the school and provide assistance to teachers; ◆ Use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.
<p style="text-align: center;">Activity #6: Monitor Instruction</p> <p>Creating strategies to monitor instruction reflects the ability to understand and (can) develop and supervise the instructional and leadership capacity of school staff (ELCC 2.3).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Work collaboratively with school staff to improve teaching and learning; ◆ Design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; 	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ Specific strategies to work collaboratively with school staff to improve teaching and learning; ◆ A comprehensive description of how to design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ◆ A comprehensive description of how to design professional growth plans 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ Sufficient strategies to work collaboratively with school staff to improve teaching and learning; ◆ A general description of how to design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ◆ A general description of how to design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards. 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <i>each</i> of the following:</p> <ul style="list-style-type: none"> ◆ Work collaboratively with school staff to improve teaching and learning; ◆ Design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ◆ Design professional growth plans to increase

<ul style="list-style-type: none"> ◆ Design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards. 	<p>to increase the capacity of school staff and leaders that reflect national professional development standards.</p>		<p>the capacity of school staff and leaders that reflect national professional development standards.</p>
<p style="text-align: center;">Activity #7: Accountability</p> <p>Statement(s) of accountability in the site improvement plan reflect the ability to understand and (can) act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success (ELCC 5.1).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Act with integrity and fairness in supporting school policies and staff practices that ensure every student’s academic and social success; ◆ Create an infrastructure that helps to monitor and ensure equitable practices. 	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive description of how to act with integrity and fairness in supporting school policies and staff practices that ensure every student’s academic and social success; ◆ A comprehensive description of how to create an infrastructure that helps to monitor and ensure equitable practices. 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general description of how to act with integrity and fairness in supporting school policies and staff practices that ensure every student’s academic and social success; ◆ A general description of how to create an infrastructure that helps to monitor and ensure equitable practices. 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> of the following:</p> <ul style="list-style-type: none"> ◆ Act with integrity and fairness in supporting school policies and staff practices that ensure every student’s academic and social success; ◆ Create an infrastructure that helps to monitor and ensure equitable practices.
<p style="text-align: center;">Activity #7 Role Model</p> <p>The leadership philosophy as stated in the site improvement plan reflects the ability to understand and (can) model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school (ELCC 5.2).</p> <p>Indicators:</p>	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive description of how to formulate a school-level leadership platform grounded in ethical standards and practices; 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general description of how to formulate a school-level leadership platform grounded in ethical standards and practices; ◆ Sufficient strategies to analyze leadership decisions in terms of established ethical practices. 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> of the following:</p> <ul style="list-style-type: none"> ◆ Formulate a school-level leadership platform grounded in ethical standards and practices; ◆ Analyze leadership decisions in terms of

<ul style="list-style-type: none"> ◆ Formulate a school-level leadership platform grounded in ethical standards and practices; ◆ Analyze leadership decisions in terms of established ethical practices. 	<ul style="list-style-type: none"> ◆ Specific strategies to analyze leadership decisions in terms of established ethical practices. 		<p>established ethical practices.</p>
<p style="text-align: center;">Activity #7: Values</p> <p>Creating applicable policies within the site improvement plan reflect the ability to understand and (can) safeguard the values of democracy, equity, and diversity within the school (ELCC 5.3).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; ◆ Develop appropriate communication skills to advocate for democracy, equity, and diversity. 	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive plan to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; ◆ Specific strategies to develop appropriate communication skills to advocate for democracy, equity, and diversity. 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> • A general plan to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity; • Sufficient strategies to develop appropriate communication skills to advocate for democracy, equity, and diversity. 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> of the following:</p> <ul style="list-style-type: none"> ◆ Develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; ◆ Develop appropriate communication skills to advocate for democracy, equity, and diversity.
<p style="text-align: center;">Activity #7: Consequences</p> <p>The inclusion of reflective practices in the site improvement plan on indicates the ability to understand and (can) evaluate the potential moral and legal consequences of decision making in the school (ELCC 5.4)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Formulate sound school strategies to educational dilemmas; 	<p style="text-align: center;">Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive description of how to formulate sound school strategies to educational dilemmas; ◆ A comprehensive plan to evaluate school strategies 	<p style="text-align: center;">Acceptable 2</p> <p>The candidate used adequate examples and details to demonstrate an understanding of the standard element by submitting a School Vision for Learning site improvement plan that included <u>all</u> of the following:</p> <ul style="list-style-type: none"> ◆ A general description of how to formulate sound school strategies to educational dilemmas; ◆ A general plan to evaluate school strategies to prevent difficulties related to moral and legal issues. 	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of <u>each</u> the following:</p> <ul style="list-style-type: none"> ◆ Formulate sound school strategies to educational dilemmas; ◆ Evaluate school strategies to prevent difficulties

<ul style="list-style-type: none"> ◆ Evaluate school strategies to prevent difficulties related to moral and legal issues. 	<p>to prevent difficulties related to moral and legal issues.</p>		<p>related to moral and legal issues.</p>
<p>Activity #7: Social Justice</p> <p>Creating a site improvement plan that ensures the success of all students reflects the ability to understand and (can) promote social justice within the school to ensure that individual student needs inform all aspects of schooling (ELCC 5.5).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ Review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school; ◆ Develop the resiliency to uphold core values and persist in the face of adversity. 	<p>Target 3</p> <p>The candidate demonstrated superior mastery of the standard element by submitting a School Vision for Learning site improvement plan that included all of the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive plan to review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school; ◆ A comprehensive description of how to develop the resiliency to uphold core values and persist in the face of adversity. 	<p>Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of all of the following:</p> <ul style="list-style-type: none"> ◆ Review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school; ◆ Develop the resiliency to uphold core values and persist in the face of adversity. 	<p>Unacceptable 1</p> <p>The candidate failed to demonstrate understanding of the standard element because the School Vision for Learning site improvement plan submitted had little to no evidence of each of the following:</p> <ul style="list-style-type: none"> ◆ Review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school; ◆ Develop the resiliency to uphold core values and persist in the face of adversity.
<p>Activity #8: Reflection</p> <p>Reflection Part 1</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Content knowledge • Professional skills 	<p>Target 3</p> <p>Demonstration of the candidate’s ability to synthesize content knowledge is articulated in the artifact by stating what was learned in completing the School Vision for Learning activity that took place within a school environment and by stating professional skills as they pertain to a building leader that were developed.</p>	<p>Acceptable 2</p> <p>The candidate’s artifact articulates what was learned from completing the School Vision for Learning activity that took place within a school environment.</p>	<p>Unacceptable 1</p> <p>The candidate’s artifact fails to articulate what was learned from completing the School Vision for Learning activity that took place within a school environment, or the articulation of knowledge gained is minimal.</p>
<p>Reflection Part 2</p>	<p>Target</p>	<p>Acceptable</p>	<p>Unacceptable</p>

<p>Indicators:</p> <ul style="list-style-type: none"> • Mentor role • Mentor experience 	<p style="text-align: center;">3</p> <p>Demonstration of the candidate’s ability to work with an experienced on-site mentor is articulated by stating how the role of the mentor in completing the activity and how the mentor’s experience as an educational leader within a school impacted the activity.</p>	<p style="text-align: center;">2</p> <p>The candidate’s artifact articulates the role of the mentor in completing the School Vision for Learning activity.</p>	<p style="text-align: center;">1</p> <p>The candidate’s artifact fails to articulate the role of the mentor in completing the School Vision for Learning activity, or the articulation of the mentor’s role is minimal.</p>
<p>Reflection Part 3 Indicators:</p> <ul style="list-style-type: none"> • Application • Student success 	<p style="text-align: center;">Target 3</p> <p>Demonstration of the candidate’s ability to be a building leader is articulated in application of the knowledge gained in completing the School Vision for Learning activity when becoming a building leader and how the knowledge gained will promote the success of every student.</p>	<p style="text-align: center;">Acceptable 2</p> <p>The candidate’s artifact articulates the application of what was learned in completing the School Vision for Learning activity when becoming a building leader.</p>	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate’s artifact fails to articulate application of what was learned in completing the School Vision for Learning activity when becoming a building leader, or the articulation of the application is minimal.</p>
<p>Professional Documentation (Points will be deducted according to the following guidelines for writing not indicative of an instructional leader.)</p>	<p style="text-align: center;">Target 3</p> <p>The candidate’s artifact was coherent and fluid in its presentation and adhered to college-level writing expectations as demonstrated by being generally free of errors. Formatting reflected professional writing, and references were properly cited, APA format.</p>	<p style="text-align: center;">Acceptable 2</p> <p>The candidate’s artifact was coherent in its presentation and adhered to college-level writing expectations as demonstrated by errors that did not compromise the comprehension of the response. Formatting and reference citations were appropriate with minor errors, APA format.</p>	<p style="text-align: center;">Unacceptable 1</p> <p>The candidate’s artifact lacked coherence and fails to meet college-level writing expectations as demonstrated by serious, persistent errors that compromised the comprehension of the response <i>or</i> formatting and reference citations were not correct, APA format.</p>

APPENDIX

NORTHWESTERN OKLAHOMA STATE UNIVERSITY

GRADUATE PLAN OF STUDY ~

Master of Education ~ Elementary/Secondary Education Educational Leadership Option

Name: _____ Student ID#: _____

Program	Hours	Semester
1. Required Course(during semester of 10th hour)		
EDUC 5010 Graduate Study Seminar	0	_____
2. Required Core Subjects (10 hours)		
A. Research		
EDUC 5013 Introduction to Educational Research	3	_____
B. Foundation		
EDUC 5203 Educational Practices	2	_____
C. Psychology		
EDUC 5212 Psychology of Teaching	2	_____
D. Diversity		
EDUC 5822 Multicultural Education	2	_____
3. Related Area of Study: Educational Leadership (24 hours)		
EDUC 5103 Curriculum in Schools	3	_____
EDUC 5093 Curriculum & Instruction for Special Learners	3	
EDUC 5703 School Personnel and Administration	3	
EDUC 5782 Supervision of Teaching	2	
EDUC 5753 Principles of Public School Administration	3	
EDUC 5763 Public School Finance	3	
EDUC 5772 School and Public Relations	2	
EDUC 5783 Implementing State and Federal Requirements	3	_____
EDUC 5500 Internship (must be taken in final semester)	2	_____

TOTAL HOURS: (minimum 34 hours required)

Approved: (original signatures required)

Student: _____ Date: _____

Advisory Committee:

Chair _____ Date: _____

Member _____ Date: _____

Member _____ Date: _____

Associate Dean of Graduate Studies: _____ Date: _____

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY
CERTIFICATION ONLY PROGRAM
SCHOOL ADMINISTRATION**

Name: _____ Student ID #: _____

Address: _____

Phone (Home): _____ (Work): _____ Email: _____

Recommended Steps for Completing Certification

- | | Other Evidence |
|---|-----------------------|
| 1. _____ Evidence of master's degree: (Transcript from issuing educational institution) | _____ |
| 2. _____ Evidence of relevant work experience: (Company letter or job description) | _____ |
| 3. _____ Evidence of passing certification tests: (Official Certification Test Results) | _____ |

Attach evidence to back of form.

STRUCTURE OF CERTIFICATION ONLY PROGRAM	Sem/Year	COMMENTS:
EDUC 5103, Curriculum in Schools	_____	
EDUC 5093, Curriculum/Instruction for Special Learners	_____	
EDUC 5703, School Personnel/Administration	_____	
EDUC 5782, Supervision of Teaching	_____	
EDUC 5753, Principles Public School Administration	_____	
EDUC 5763, Public School Finance	_____	
EDUC 5772, School and Public Relations	_____	
EDUC 5783, Implement State/Federal Requirements	_____	
EDUC 5500, Internship (last semester)	_____	
EDUC 5010 Graduate Seminar	_____	
Milestone 3 of the Portfolio	_____	

STATEMENT OF INTENT

I declare that it is my intention to complete the above certification program within three (3) years of the date that accompanies my signature below. _____ (Initial)

I understand that failure to complete this program within the indicated three (3) year timeframe forfeits my right for a renewal of my alternative administrative certificate. _____(Initial)

- **I agree to abide by the regulations governing the graduate program as stated in the Graduate Catalog.**

CERTIFICATION ONLY PLAN APPROVED

SIGNATURES

Student		Date:	
Advisor		Date:	
Dean		Date:	
Chair, Division of Education		Date:	

MENTOR ADMINISTRATOR AGREEMENT

Name of NWOSU Intern Candidate: _____

Printed Name of Mentor Administrator: _____

Mentor Administrator's email: _____ Phone: _____

The administrator agrees to the following:

1. To assist the candidate create a proposal of activities for the Practicum Internship that is in keeping with the ELCC Standards and provide the candidate with the opportunities to take leadership roles in these proposed activities.
2. To mentor the candidate in achieving a final product worthy of the highest caliber of professionalism
3. To communicate concerns to the NWOSU professor when it is felt that s/he may assist the candidate to do a better job.
4. To sign the final log of time in the practicum internship, which must be at least 160 clock hours, indicating the log is a fair representation of the actual time the candidate participated in internship activities
5. To encourage the candidate to devote 9 to 12 hours per week working on projects.
6. To suggest how the candidate may research the internship topics by doing observations, by interviewing administrators, faculty, and parents who might give significant input, by visiting with personnel at the State Department of Education, by doing Internet research--perhaps at the U. S. Department of Education site, by doing library or other research, and/or by visiting DHS or other community service providers.
7. To help the candidate find documents, policies, or other information from the district and building archives that will assist in creating a first-class portfolio. Also, to encourage other school personnel to assist likewise when necessary.
8. To allow personal leave, when appropriate and within the district's policy limits, if the candidate has to travel to fulfill the research requirements of the portfolio. (At the administrator's option, s/he may assign professional leave if the school receives direct benefit from the candidate's travel. However, candidates are told to plan to use personal leave if they must travel.)
9. To assist in assigning the final grade for the internship.

_____, Mentor Administrator/Date

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY
EDUC 5500 Internship**

MENTOR MEETING LOG SHEET

MONTH _____

1. Conduct weekly meetings with your mentor in the intern setting. Provide log of meeting dates and times. Send in monthly (You may make copies of this form to submit or you may email me a copy of this form on the dates due.)

Date	<ul style="list-style-type: none"> • Brief Description of Meeting • Name of Administrator 	Time	Hours

Total Hours _____

Candidate's Signature

Administrator's Signature

NORTHWESTERN OKLAHOMA STATE UNIVERSITY
EDUC 5500 Internship
ADMINISTRATIVE RESPONSIBILITIES LOG SHEET
MONTH _____

2. Complete a log detailing the hours in a public school setting while performing administrative responsibilities that increase in complexity over time. The total will be 160 hours.

(You may make copies of this form to submit or you may email me a copy of this form on the dates due.)

Date	• Brief Description of Activity	Time	Hours

Total Hours _____

Candidate's Signature

Administrator

RELEASE FORM FOR USE OF PHOTOS, VIDEOS, AND STUDENT WORK

Dear Parent/Guardian:

I am a Northwestern Oklahoma State University graduate student. As part of program requirements, I am involved in field experience in your child's classroom. One component of the program required by the State of Oklahoma is to develop a portfolio.

To show evidence of my competence and professional growth, I may like to use photos, videotapes, and/or class work from this classroom experience. The photographs and videotapes would only be used to demonstrate my growth and progress. It does not focus on students in this classroom.

All materials will be kept confidential and will only be used as part of the required portfolio. The portfolio will be reviewed by faculty at NWOSU, by Oklahoma Commission for Teacher Preparation, and/or national/state review teams for the purposes of accreditation.

Sincerely,

Student name: _____

School/Teacher: _____

As a parent or guardian, of the above named student :

- I give my permission to include a duplicate of my child's work, image in a photograph or on a video. **No student name will appear with any materials that are submitted.**
- I do not give permission for this information about my child to be used for portfolio documentation.

Signature of parent/guardian:

_____ Date _____

PLAN OF IMPROVEMENT FORM (Action Research Project)

If any portion of the presentation at Milestone 3 earns a rating of unacceptable, a Plan of Improvement will be implemented.

Candidate's Name _____ Today's Date _____

Date/Time/Place for Follow-up Assessment _____

(This date will be between one to four weeks, following the initial evaluation.)

<i>Area Requiring Improvement</i>	<i>Suggestions for Improvement</i>

Committee Chair Signature _____

Committee Member Signature (if applicable) _____

Committee Member Signature (if applicable) _____

Candidate's Signature _____

(Candidate's signature reflects reception of this document, but not necessarily agreement with it.)

FOLLOW-UP ASSESSMENT

<p>This Plan of Improvement has been: _____ Fully Accomplished _____ Not Accomplished</p>
--

<p>Committee's Recommendation to Director of Graduate Studies: _____ Additional Plan of Improvement _____ Recommend for licensure</p>

Committee Chair Signature/Date _____

Candidate's Signature/Date _____

One copy to candidate, one copy to candidate's file in Graduate Office, one copy to candidate's committee chair.

ALIGNMENT OF COURSES WITH STANDARDS

Courses	Standards Alignment
EDUC 5093 Curriculum & Instruction for Special Learners	ELCC 2.1; 2.4
EDUC 5103 Curriculum in Schools	ELCC 2.2; 2.3
EDUC 5500 Internship	ELCC 1-7
EDUC 5703 School Personnel & Administration	ELCC 2.1; 2.2; 2.3; 2.4
EDUC 5753 Principles of Public School Administration	ELCC 1.1; 1.2; 1.3; 1.4; 4.1; 4.2; 4.3; 4.4
EDUC Public School Finance	ELCC 6.1; 6.2; 6.3
EDUC 5772 School & Public Relations	ELCC 3.1; 3.2; 3.3; 3.4; 3.5
EDUC 5782 Supervision of Teaching	ELCC 3.1; 3.2; 3.3; 3.4; 3.5; 5.1; 5.2; 5.3
EDUC 5783 Implementing State & Federal Requirements	ELCC 6.1; 6.2; 6.3

Proposed Rotation Educational Leadership: Wednesdays & Summer (*Classes will be offered other days. This rotation is for those who need classes [core and specialty] on Wednesday evenings during the fall & spring semesters. Core classes are offered every term. See rotation for when they are offered on Wednesdays.)

Term	Course	Day/Time
Fall 2018	EDUC 5763 Public School Finance	W 4:30
	EDUC 5703 School Personnel Administration	W 7:20
Spring 2019	EDUC 5783 Implementation State/Federal Guidelines	W 4:30
	EDUC 5753 Principles of Public School Administration	W 7:20
	EDUC 5772 School Public Relations	One week December; one week January
Summer 2019	EDUC 5782 Supervision of Teaching	May Interim
	EDUC 5772 School Public Relations	May Interim
	EDUC 5103 Curriculum in Schools	Online
	EDUC 5093 Curriculum & Instruction for Special Learners	May/June Saturdays
Fall 2019	EDUC 5013 Introduction to Research	Online
	EDUC 5203 Educational Practices	W 4:30
	EDUC 5822 Multicultural Education	W 7:20
	*EDUC 5763 Public School Finance	TBD
	*EDUC 5703 School Personnel & Administration	TBD
Spring 2020	EDUC 5013 Introduction to Research	W 4:30
	EDUC 5212 Psychology of Teaching	W 7:20
	*EDUC 5753 Principles of Public School Administration	TBD
	*EDUC 5783 Implementing State & Federal Requirements	TBD
Summer 2020	EDUC 5782 Supervision of Teaching	May Interim
	EDUC 5772 School Public Relations	May Interim
	EDUC 5093 Curriculum & Instruction for Special Learners	May/June Saturdays
	EDUC 5103 Curriculum in Schools	Online
	EDUC 5013 Introduction to Research	Online
Fall 2020	EDUC 5703 School Personnel Administration	W 4:30
	EDUC 5763 Public School Finance	W 7:20
Spring 2021	EDUC 5753 Principles of Public School Administration	W 4:30
	EDUC 5783 Implementation State/Federal Guidelines	W 7:20
Summer 2021	EDUC 5772 School Public Relations	May Interim
	EDUC 5782 Supervision of Teaching	May Interim
	EDUC 5093 Curriculum & Instruction for Special Learners	May/June Saturdays
	EDUC 5103 Curriculum in Schools	Online
Fall 2021	EDUC 5203 Educational Practices	W 4:30
	EDUC 5822 Multicultural Education	W 7:20
Spring 2022	EDUC 5212 Psychology of Teaching	W 4:30
	EDUC 5013 Introduction to Research	W 7:20

PREPARING FOR AN ESSAY EXAM (THE SCRIPT FOR SUCCESS)

Dr. Eric J. Schmaltz, History Department NWOSU

The following reminders and recommendations may seem obvious to all, but as experience (or history) often shows, it's sometimes the most obvious that seems to be the most elusive. These tips apply to professors and graduate students as much as they do to undergraduates.

Read: Determine *exactly* what the instructions ask you to do. Are you to write a specific type of answer (e.g., compare and contrast)? How long is it to be, or are you left to determine? Circle the key words that tell you: 1) the topic of the essay; 2) the method you are to use to develop it (e.g., compare and contrast); and 3) any stance you are required to use (e.g., develop a thesis and defend it).

Plan: No matter how rushed you feel, **take the time to structure your answer:**

- 1) Determine which track you want to take;
- 2) Jot down the point you want to make (your thesis statement idea). The THESIS is crucial, as it is the essay's unifying argument. In fact, you can usually find part of your thesis and the essay's general structure in the question(s) or topic(s) raised;
- 3) OUTLINE YOUR ANSWER so you can refer to it if you get flustered. This approach will also help keep you focused. It doesn't have to be anything fancy;
- 4) Double-check that your examples illustrate your main idea;
- 5) Create a "rough" topic sentence that has the five necessary "W" questions answered (who, what, where, when, and why), a clear stance, one main point, and no SPLIT FOCUS. In addition to the "W" questions, it is important to consider the issue's SIGNIFICANCE (i.e., why is it important?), especially in short answer identifications (Hint: History professors like that).

Write: Write the body of your essay:

- 1) Skip two or three lines at the beginning of the essay so you can quickly refine your topic sentence after you have written the whole paragraph. It's okay if you have to insert or cross-out items as you write an in-class essay exam. So long as it's readable and makes sense (and is in blue or black pen);
- 2) Follow your outline or structure from the PLAN (sometimes, you may need to modify slightly your approach as you progress with the writing);
- 3) Add the details necessary to develop your paragraph fully;
- 4) Tie your ideas and examples together with good transitions. Transitions are like sign posts, most often appearing at the beginning and end of paragraphs. A paragraph is usually a way to structure or encapsulate an idea or theme before you move on to the next paragraph or major point. Paragraphs make your points more clearly to the reader, and they are easier to read than an entire essay that is simply one long paragraph. Short answer identifications typically consist of one paragraph of varying lengths, however;
- 5) Double-check your conclusion to make sure it and your thesis statement have the same idea and there is no split focus. Did you make your case and prove it? Also, never start a new argument in the conclusion!
- 6) If you happen to run out of time, try to outline your major points for the remaining unfinished sections in order to get at least some partial credit (or refer the instructor to see your original outline).

Review: Reread your essay, if possible, to see if your thesis statement really indicates your essay's focus. Now, go back and revise your thesis statement (if necessary) into the space you have left. Cross out your rough thesis statement.

Proofreading: Only when you have done the previous steps should you worry about the fragments, comma problems, and spelling, etc. Proofread the mechanical and sentence errors. For an in-class essay exam, the instructor realizes and takes into consideration the time constraints in putting everything down on paper.

SIMPLIFIED APPROACH TO THE EXPOSITORY ESSAY FORM
Dr. Eric J. Schmaltz
NWOSU History Department

INTRODUCTORY PARAGRAPH: -- introduces the subject/topic

-- arouses interest

-- contains thesis statement/argument, which sets up
the scope and limits of the essay

THESIS STATEMENT: _____

TOPIC SENTENCE: _____

Support Material/

Examples: _____

TOPIC SENTENCE: _____

Support Material/

Examples:

TOPIC SENTENCE:

Support Material/

Examples:

Conclusion/

Restate Your Thesis

in Concluding

Paragraph:

Northwestern Oklahoma State University

Graduate Studies

Action Research Project ~ Milestone 3

Each candidate enrolled in the Master of Education degree program shall be responsible to schedule a tentative date for the presentation of the Impact on Student Learning: Action Research Project. The presentation must be completed *no later* than two weeks prior to the last day of regular classes in the semester. The candidate's mentor is encouraged to attend the presentation. Other stakeholders will be encouraged to attend the presentation as determined by the candidate and the advisory committee.

This form, with necessary signatures of advisory committee members, must be returned to the Office of Graduate Studies by **April 15, July 15, or November 15** in the semester of the presentation. Consent of the advisory committee members and approval by the Associate Dean of Graduate Studies, as indicated by the signatures below, shall finalize the schedule.

Return this completed application to: Office of Graduate Studies
Northwestern Oklahoma State University
709 Oklahoma Blvd
Alva, OK 73717

Graduate Action Research Project ~ Milestone 3

Candidate: _____

Date: _____

Time: _____

Location: Alva Campus (room): _____

Enid Campus (room): _____

Signatures:

Candidate: _____

Chair: _____

Member: _____

Member: _____

Approved: _____ Date _____

Associate Dean of Graduate Studies