



SCHOOL *of* EDUCATION

BUFFALO STATE • The State University of New York

Educational Leadership Program

Certificate of Advanced Studies

School Building Leader Certification

School Building Leader / School District Leader Certification

Candidate Handbook

3rd Edition - Fall 2021

Introduction

The Educational Leadership programs enable students to pursue post-graduate studies in school administration through two different programs: a Certificate of Advanced Studies (CAS) leading to School Building Leader certification and a CAS leading to combined School Building/School District Leader certifications.

Both programs provide post-graduates with the leadership qualities that are essential for success as school administrators. In addition to preparing candidates to attain New York State certification as a School Building and/or School District administrator, critical knowledge, skills, and dispositions for effective leadership in a variety of settings will be developed. Candidates in the leadership programs will experience coursework that develop two essential areas: Character and Capability.

There are two unique aspects of this program that provide cutting edge learning, setting the program apart from other Educational Leadership programs. Candidates engage in creative problem solving facilitation coursework to effectively lead innovations in educational systems. Additionally, the Educational Leadership Program is framed using learning from the renowned Franklin Covey organization. This principle-based leadership development process helps build sustainable advantages: leaders at every level who model integrity, trustworthiness, and personal effectiveness and who are also able to apply frameworks and tools to engage others to achieve important goals of the organization. More detail about this component of the programs will be described later in this handbook.

The Educational Leadership programs provide expert mentorship experiences in two ways. An onsite mentor at a building or district office who has been vetted through an established process is assigned to each new candidate upon acceptance to the program. Additionally an outside mentor will be identified who has expertise that will support the candidate and serve as a sounding board to issues as they arise. More detail about this component of the programs will be described later in the handbook.

The two programs have a common set of core courses and shared electives. The required core courses provide a foundation in leadership integrated with internship experiences and theoretical understandings. Descriptions of each course as well as a suggested sequence of courses can be found in this handbook.

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School of Education Conceptual Framework



Buffalo State Teacher and Leadership Candidates are...

Professional

- Follow the New York State Code of Ethics • Maintain confidentiality • Exhibit professional pride in appearance and demeanor • Demonstrate high quality communication skills in both written and oral communications

Reliable and Dependable

- Are punctual and organized • Complete essential tasks without prompting • Meet deadlines

Respectful

- Committed to meeting student needs • Practice judicious and empathetic interactions with students and colleagues on campus and in the community • Show care and thoughtfulness in using the intellectual and physical property of others

Committed to Student Learning

- Make decisions and plans that are student centered and foster higher-order thinking skills • Demonstrate understanding of the important contribution of diversity of thought, background and ethnicity in high-quality educational experiences • Use culturally-relevant curricula • Demonstrate and affirm the expectation that all students can learn, and it is the teacher's responsibility to investigate research & practice in differentiating instruction to reach all learners' needs • Display in their lessons and plans a thorough knowledge of current theory, content, pedagogy, technology tools and assessment practices

Reflective

- Show an openness to continuous improvement • Listen effectively • Demonstrate receptivity to feedback by improving performance • Tailor and reformat instruction based on assessed student needs

Enthusiastic

- Show initiative and leadership • Practice creative problem solving • Demonstrate willingness to take calculated risks and to monitor students' receptivity to teaching innovations • Are energetic and open to new ideas

Collaborative

- Work well with peers, faculty and mentors and seek to learn from them and share ideas • Practice tactful communication skills, especially when sharing critique and constructive suggestions with others • Seek appropriate leadership roles

Candidate Dispositions

Buffalo State Teacher Candidates and Leadership Candidates must demonstrate the following dispositions. These dispositions are introduced early in the program, monitored throughout the program and assessed at the end of the program.

Candidates are:

1. **Professional:** Ethical (follow New York State Code of Ethics), honest, maintain a professional appearance, utilize appropriate technologies and pedagogies
2. **Reliable and Dependable:** Punctual, organized, meet deadlines, demonstrate thorough knowledge of content, attend to tasks without prompting
3. **Respectful:** student-centered, maintain confidentiality, use culturally-relevant curricula fostering higher-order thinking skills
4. **Committed to Student Learning:** empathetic, embrace diversity, seek to learn from peers, stay current with content, and demonstrate a belief that all students can learn
5. **Reflective:** open to learning, receptive to feedback, and adjust performance, assess effectively, tailor instruction to student needs, listen effectively
6. **Enthusiastic:** show initiative, creative problem solvers, willing to take risks, energetic, and open to new ideas.
7. **Collaborative:** work well with peers, faculty and mentors, willing to share ideas, tactful and seek appropriate leadership roles.

Educational Leadership Conceptual Framework

The conceptual framework guides Educational Leadership program experiences and clinical internships. Three principles evident throughout the leadership experiences and internships are

1. A commitment to dynamic cultural contexts
2. A reflective model in the preparation of school leaders
3. A dedication to promoting diversity

Dynamic Cultural Contexts:

Our unique location in Western New York and the Buffalo/Niagara Region affords candidates a wide variety of field experiences and internship opportunities. The clinical internships are implemented at two different sites: urban, rural or suburban. Candidates have experiences at both the building and district levels. Within the field experiences (EDL 702), candidates experience settings across the region for three continuous semesters. (5 sites x 3 semesters). The 15 experiences allow candidates first-hand knowledge of diverse school populations. All internship experiences begin at program initiation and are field-based.

Accomplished Reflective Leaders:

All leadership and internship experiences are geared toward intellectual, personal, and professional growth. To this end, a reflective model that includes an experiential, field-based project in each required course, creation of a personal rubric and action plan related to the National Leadership Standards, and maintenance of a personal log that includes standards-based reflections are used. Candidates create a rubric for self-evaluation and an action plan for improvement. This rubric and action plan is utilized throughout the leadership experiences and internship activities as a reflective learning tool to evaluate personal, intellectual, and professional growth.

Diversity:

An important program feature that influences leadership experiences and the internship is our commitment to diversity. The commitment is realized through a respect for all students, a belief that all students can learn, and the development of the professional knowledge and skills that enable candidates to work effectively with diverse student populations, their families, and teachers and staff having diverse backgrounds and orientations. Each candidate has structured, planned, and supervised leadership experiences in districts with diverse student populations. Throughout the program, a commitment to diversity prevails. The strength of this commitment is embedded in the curriculum, performance-based activities, assessment tools that evaluate the candidate's performance, and in placements at internship sites. Candidates are provided with opportunities to work in area schools with diverse student and teacher populations with respect to race, ethnicity, language, culture, socio-economic status, academic achievement levels, and religion.

Educational Leadership Program Professional and Pedagogical Knowledge, Skills, and Dispositions

Upon graduation from the program, candidates will be successful in applying the following professional and pedagogical knowledge, skills, and dispositions.

1. Facilitate the development and implementation of a school vision of learning.
2. Promote a positive school culture.
3. Effectively manage the school organization.
4. Act ethically and with integrity.
5. Understand and influence the larger educational context.

NELP Standards

(National Educational Leadership Standards)

A historic shift is happening in the field of educational leadership. Policy makers, parents and other constituents of PK-12 schools are increasingly holding education leaders accountable for the academic success and personal well-being of every student. No longer is it enough to manage school finances, maintain a spotless and safe building and keep the busses running on time. Education leaders must also provide clear evidence that the children in their care are being better prepared for college, careers and life.

The school principal is not the only one feeling the pressure of increased expectations. Today, education leadership is a collaborative effort distributed among a number of professionals in schools and districts. School-level leaders include administrators, teacher leaders and department chairs. District leaders hold positions such as superintendents, curriculum supervisors, talent management specialists, assessment directors and professional development providers. Their titles may vary, but they are all charged with the same fundamental challenge: support every student's learning and development.

Clear and consistent leadership standards can assist all educational stakeholders in understanding these expectations. Over the last three years the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA), with financial support from the Wallace Foundation, have led a significant effort to revise the national standards that guide preparation and practice for educational leaders in the United States. Rooted in both research and effective practice, these standards provide a framework for understanding how to best prepare, support and evaluate education leaders in their efforts to help every child reach his or her fullest potential.

Changing school conditions, shifting school populations, increased expectations for student learning, and expanding knowledge on effective leadership have created new challenges and expectations for educational leaders. Clear and consistent leadership standards can assist all educational stakeholders in understanding these expectations. Over the last three years the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA) have led a significant effort to revise standards that guide preparation and practice for educational leaders in the United States.

In November of 2015 the [Professional Standards for Educational Leaders \(PSEL\)](#) were approved by the NPBEA. These standards, which were formerly known as the ISLLC standards, articulate the knowledge and skills expected of school leaders. The PSEL Standards will be adopted or adapted by many states to guide policies concerning the practice and improvement of educational leaders (e.g., licensure, evaluation and professional learning policies). In December of 2015, a committee comprised of essential stakeholder communities from across the country was convened to develop a set of leadership preparation standards that align to the PSEL. These preparation standards, formerly known as the Educational Leadership Constituent Council or ELCC standards, have been renamed the National Educational Leadership Preparation (NELP) standards and will be used to guide program design, accreditation review, and state program approval.

While aligned to the PSEL standards, the NELP standards serve a different purpose and provide greater specificity around performance expectations for beginning level building and district leaders. Whereas the PSEL standards define educational leadership broadly, the NELP standards specify what novice leaders and program graduates should know and be able to do as a result of their completion of a high quality educational leadership preparation program. Like the ELCC standards that preceded them, the NELP standards were developed specifically with the principalship and the superintendency in mind and will be used to review educational leadership programs through the Council for the Accreditation of Educator Preparation (CAEP) advanced program review process. There is one set of NELP standards for candidates preparing to become principals and a second set of standards for candidates seeking to become superintendents.

Appendix A lists the specific standards for both the school building and district leader levels.

EDL Program Requirements & Course Descriptions

Program Requirements for Building & District Certification

1. A minimum GPA of 3.0 (4.0 scale) is required to remain in the program. Coursework (including transfer credit) and field and internship experiences must be completed within six years of the date of enrollment in the program.
2. A maximum of 6 credit hours of independent study may be included in the program.
3. All coursework must receive a minimum grade of C to meet program requirements.
4. A maximum of 12 graduate credits may be transferred upon approval. Only grades of B or better will be accepted as transfer credit.

Educational Leadership, Certificate of Advanced Study

This post-master's degree program leads to a certificate of advanced study (CAS) in educational leadership and to New York State certification of School Building Leader.

Required Courses 30 credit hours (All courses are 3 credit hours unless otherwise indicated.)

EDL 552 PUBLIC SCHOOL LAW 3

EDL 559 PRINCIPLES IN CREATIVE PROBLEM SOLVING 3

EDL 607 SITE-BASED LEADERSHIP 3

EDL 612 SCHOOL BUSINESS MANAGEMENT AND FINANCE 3

EDL 630 CURRICULUM LEADERSHIP 3

EDL 631 SUPERVISION OF TEACHING 3

EDL 683 FACILITATION OF GROUP PROBLEM SOLVING 3

EDL 702 EDUCATIONAL LEADERSHIP FIELD EXPERIENCES 1 x 3

EDL 703 EDUCATIONAL LEADERSHIP INTERNSHIP 3

EDL 704 SEMINAR IN EDUCATIONAL CHANGE 3

Elective Courses (3 credit hours)

Select one from the following: 3

EDL 560 METHODS, THEORIES, AND MODELS OF CREATIVE LEARNING

EDL 602 ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS

EDL 706 PROBLEMS IN LEADERSHIP

EDL 714 PERSONNEL ADMINISTRATION IN SCHOOLS

EDU 646 LITERACY LEADERSHIP

Total Credit Hours 33

Educational Leadership Combined School Building Leader/School District Leader (SBL/SDL). Certificate of Advanced Study

This post-master's degree program leads to a certificate of advanced study (CAS) in educational leadership and to New York State certification of both School Building Leader and School District Leader.

Required Courses (38 credit hours) (All courses are 3 credit hours unless otherwise indicated.)

EDL 552 PUBLIC SCHOOL LAW 3
EDL 602 ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS 3
EDL 613 SCHOOL DISTRICT ADMINISTRATION AND GOVERNANCE 3
EDL 607 SITE-BASED LEADERSHIP 3
EDL 612 SCHOOL BUSINESS MANAGEMENT AND FINANCE 3
EDL 630 CURRICULUM LEADERSHIP 3
EDL 631 SUPERVISION OF TEACHING 3
EDL 702 EDUCATIONAL LEADERSHIP FIELD EXPERIENCES 1 x 3
EDL 703 EDUCATIONAL LEADERSHIP INTERNSHIP (SBL) 3
EDL 704 SEMINAR IN EDUCATIONAL CHANGE 3
EDL 559 PRINCIPLES IN CREATIVE PROBLEM SOLVING 3
EDL 683 FACILITATION OF GROUP PROBLEM SOLVING 3
EDL 705 SCHOOL DISTRICT INTERNSHIP (2)

Total Credit Hours 38

Course Descriptions – Required Courses

EDL 552- Public School Law - Foundations of public school law; legal problems arising out of the operation of the public school system; New York State education law; selected cases from state and federal courts; common law principles.

EDL 559 – Principles in Creative Problem Solving - Theory and application of the Creative Problem Solving (CPS) process; practice in both individual and group uses for either personal or professional contexts; group work and active participation are expected.

EDL 606 – School-Community Relations - Educational relevance of involving the greater community (parents, neighborhoods, businesses, etc.) to enhance and support student achievement; organizational relationships between schools within and outside school districts; power; multicultural awareness; major opinion leaders; vision and mission articulation; interpersonal skills. Students construct a databased school-community relations plan.

EDL 607 – Site-Based Leadership - Principles of school administration and leadership; the changing role of site leadership as it relates to the dominant themes of leadership, change, shared decision making, school characteristics, standards-based education, and student achievement.

EDL 612 – School Business Management and Finance - School district business management functions and financing: accounting, reporting, and auditing; program budgeting systems; investments and debt service; purchasing, inventory, and insurance; sources of income; Civil Service law and personnel; collective negotiations; auxiliary services.

EDL 613 – School District Administration & Governance - Instructional, managerial, and political roles of the chief school administrator and central office staff; school district organization, governance, and core or governing values used in decision-making; collective bargaining; facilities management; school and community relations; relationships with federal and state governments; and the role and operation of the board of education.

EDL 630 – Curriculum Leadership - Educational leader's role in the design, implementation, and evaluation of curriculum, focusing on the principles of curriculum leadership; needs assessment, school improvement, curriculum alignment, and evaluation; leadership roles in curricular decision making are examined in relationship to current research.

EDL 631 – Supervision of Teaching - Principles of supervision: classroom observation; evaluating teaching; effect of teachers' purposes and research on choice of subject matter and teaching procedures; teacher-pupil relationships; group and individual conferences; induction of new teachers; inter-visitation; demonstration teaching; teachers' meetings; bulletins; workshops; evaluation of programs.

EDL 683 – Facilitation of Group Problem Solving - Prerequisite: EDL/CRS 559. Prerequisite: CRS 559. Advanced strategies for leading small groups through the Creative Problem-Solving (CPS) process; mastery of facilitation techniques and skills. Students receive expert feedback on their facilitation skills as they apply creative strategies to real issues. Examines conceptual relationships between facilitation and change leadership; develops basic change leadership skills.

EDL 702 – Field Experiences - A sequence of three 1-credit courses (upon entry into the EDL program, students are required to register for EDL 702 for three terms) designed to engage students in field experiences from the time they enter the EDL/C.A.S. program. Common core field experiences, Saturday sessions, student teacher supervision, and special involvement days. Students receive a grade upon completion of each field experience.

EDL 703 – Educational Leadership Internship (SBL) - An ongoing experience in three different pre-K-12 or community education locations and with three different field supervisors. Internship/field experiences commonly begin in the student's school/district and include two summer experiences: one in a central office, the other in a school when students are in session (e.g., summer school). Students are encouraged to complete one internship in an urban school district and at least one internship in a nonurban setting. Fall or spring terms do not have stated hour requirements. The entire internship, field experiences (EDL 702), and common core experiences should total 1,300 hours. Students enroll in EDL 703 at the end of their program, preferably after 24 credit hours have been completed. Students are encouraged to begin field and internship experiences upon admission to the program. Confer with the program adviser for details.

EDL 704 – Seminar in Educational Change - Issues in pre-K-12 educational leadership, change, and policy; functions of theories, practices, and philosophies in problem solving, decision making, group collaboration, and facilitation. Site-based action research project required.

EDL 705 – School District Leader Internship (2 cr.) - Prerequisite: EDL703 or Instructor permission An ongoing experience in a school district level (Central Office) location with a field supervisor. Candidates are encouraged to complete experiences in an urban school district as well as a nonurban setting. All activities are logged and matched to standards for school district leaders. The entire school district internship should total 500 hours.

Course Descriptions – Elective Courses

EDL 560 – Foundations of Creative Learning - Theory and research on the discipline of creative studies: developing awareness and understanding of basic principles and select definitions, models, and theories; practical application in a variety of contexts. Group interaction, discussion, and project work.

EDL 602 – Administration of Special Education Programs - Aspects of educational leadership necessary to formulate, organize, implement, and evaluate high-quality public school programs and services for students with special needs.

EDL 706 – Problems in Leadership - Problems and solutions in educational leadership, organizational change, human resource development, and school-community relations.

EDL 707 – Computer Applications in Education Administration - Recent advances in cybernetic systems as effective tools to improve instruction, organization, and administration of education. Laboratory experiences emphasize effective use of data-processing systems rather than technical aspects of programming.

EDL 714 – Personnel Administration in Schools - Concepts of human resource administration and problems related to personnel programs, policies, and procedures, related goals of organization and management to goals and welfare of staff members.

Course by Contract and/or Independent Study – See your advisor for permission to register for these types of courses.

Suggested Course Sequence

Semester #	2 – Year Plan ^{1,2}	3 – Year Plan ^{1,2}
1	EDL 606 or 607 (3cr.) EDL 559 or 502 (3 cr.) EDL 702 (1cr.)	EDL 606 or 607 (3cr.) EDL 702 (1cr.)
2	EDL 607 or 606 (3cr.) EDL 552 or 559 (3cr.) EDL 702 (1cr.)	EDL 607 or 606 (3cr.) ED: 702 (1cr.)
Summer	EDL 683 (3cr.) EDL 703 (3cr.) ³ EDL 702 (1cr.)	EDL 559 (3cr.) EDL 703 (3cr.) ³
3	EDL 630 or 631 (3cr.) EDL 612 (3cr.) EDL 705 (2cr.) ³	EDL 552 (3cr.) EDL 702 (1cr.)
4	EDL 631 or 630 (3cr.) EDL 704 (3cr.) NYS SBL Exam	EDL 612 (3cr.) EDL 683 (3cr.)
Summer	Elective NYS SDL Exam	Elective EDL 705 (2cr.) ³
5		EDL 630 or 631 (3cr.) EDL 704 (3cr.)
6		EDL 631 or 630 (3cr.) NYS SBL Exam
Summer		NYS SDL Exam

¹These are suggestions only. The EDL program is not a cohort program. When necessary, candidates may “take a break” of a semester or more. Graduate School regulations require that coursework be completed within six years. Please confer with your program advisor twice a year. Please confer with the course offerings as some courses are offered only one semester per year.

² Successful completion of both the NYS SBL exam and the SDL exam are required prior to being graduated from the EDL Combined CAS program. The exams are offered 4 times a year. Although the exams may be taken anytime during the program, we recommend completing the vast majority of coursework prior to taking either exam.

³ Candidates are strongly encouraged to begin gathering EDL 703 and EDL 705 experiences as soon as they enter the EDL program. EDL 703 requires 800 hours of experiences at the building level; EDL 705 requires 500 hours at the district level.

Mentoring Component

An important component of the Educational Leadership program is the addition of mentoring, so as to provide aspiring educational leaders with support, encouragement, guidance, decision making skills, "critical friends", and courageous leadership opportunities.

Included in the components of the Educational Leadership program is the assignment of a mentor to each candidate upon entrance to the program. The mentors are veteran school administrators who have many years of experience as a principal, central office administrator, or superintendent. The mentor will meet with you on a regular basis throughout the program. They will also work with you during your first year as an administrator following graduation.

All Educational Leadership students are expected to attend monthly mentoring meetings. Mentors will continue mentoring candidates throughout their years here and into the first year of their administrative career. Key program components include research based professional readings, discussions involving current issues in education, collaborative decision-making and sharing of ideas, as well as creatively problem solving real world issues. In addition, sessions are devoted to administrative assessments, resume writing, interview skills and personal reflections.

Franklin Covey Workshops

The Buffalo State Educational Leadership Program will help candidates develop leadership qualities that are essential for success. Along with preparing candidates to attain NYS certification as a School Building and/or School District Administrator, candidates will develop critical knowledge and skills to help them become an effective school leader. Candidates will experience classes that help you develop in two essential areas. Character – your ability for personal and interpersonal effectiveness and Capabilities – your ability to achieve sustainable results.

Candidates will engage with cutting edge learning from the renowned Franklin Covey organization in their coursework. The Franklin Covey organization has long earned its accolades for helping all levels of organizations with its “Lead Myself, Lead My Team, Lead the Organization,” system of personal empowerment. “This principle-based leadership development process helps you build both sustainable advantages: leaders at every level who model integrity, trustworthiness and personal effectiveness, and who are able to apply frameworks and tools to engage others to achieve the most important goals of your organization.”

The Buffalo State School of Education is proud to be a partner with Franklin Covey in bringing these experiences to the Educational Leadership Program. Candidates will develop an effective mind-set, skill-set, and tool-set as they engage with this content during their studies as described below.

1. *Student Orientation*: An introduction to leadership traits through the “**4 Imperatives of Great Leaders Module.**”
2. *EDL 607, Site-Based Leadership*: An introduction to the 7 Habits of Highly Effective People through the “**7 Habits Foundations**” workshop.
3. *EDL 606, School and Community Relations*: An in-depth study of the effective components needed to become a great educational leader through the “**Principal’s Academy**” workshop.
4. *EDL 631, Supervision of Teaching*: An introduction to the importance of a positive environment through the “**Inspiring Trust Module.**”
5. *EDL 630, Curriculum Leadership*: An exploration of “The Leader in Me/LEAD” process and its implementation in schools today through the “**Rethinking Leadership**” workshop.
6. *EDL 704*: An in-depth exploration of the 7 Habits of Highly Effective People through the “**7 Habits Signature**” workshop.

Field Experiences

Field Experiences (EDL 702) is a one-credit-hour course required for three semesters. The course meets on Saturdays from 9:00-1:00, five times per semester. Classes meet primarily off-campus in area schools or other locations (e.g., police units, juvenile detention facilities, family crisis organizations). Major intentions of the classes are to network with area education and agency leaders and to network with other EDL students. Additionally, there are "common experiences" each EDL student is expected to engage in and write-ups of the common experiences. Each semester's schedule and locations/topics are announced a week before the semester or during the first two weeks of the semester.

Internship

For the Combined program (SBL + SDL) the internship requirement is 1300 hours and engagement in a series of "common experiences." Documentation includes maintaining a log of hours and activities, write-ups of the common experiences, letters from the on-site supervisors, and an evaluation by the on-site supervisors. Typically EDL students are expected to engage in internship experiences at their present work location (school or agency), plus one full-time summer location (6-8 weeks, 6-8 hours/day), plus one half-time summer location. Typically one of the summer experiences is in a school district office and the other summer experience is in another school where students attend summer school. Also, it is suggested that one internship location be in an urban area and one be in a non-urban area, but there is some flexibility with this suggestion. The college internship faculty member meets at the school sites at least twice a year with the student and the on-site mentor.

For the Building-only program, the internship is 800 hours and does not include a district-office experience. Students are encouraged to talk with the program advisor about the advantages and disadvantages of pursuing the building-only program.

EDL 703 is a three-credit-hour class for the Building Internship. EDL 705 is a two-credit-hour course for the District Internship.

College policy against discrimination and sexual harassment. This policy extends to students (candidates) engaged in off-campus activities (e.g., internship activities) which are a part of the course or the EDL/CAS Program.

It is the policy of Buffalo State to provide an employment and educational environment free from invidious discrimination on the basis of age, race, color, religion, national origin, gender, sexual orientation, disability, marital or veteran's status.

It shall be a violation of this policy for any agent, student or employee of Buffalo State to discriminate on the basis of age, race, color, religion, national origin, gender, sexual orientation, disability, marital or veteran's status against any individual with respect to the terms of employment, education, or benefits of any program or activity at Buffalo State.

If at any time a candidate believes he/she have been subjected to discrimination or sexual harassment while a student in this or any class, or a candidate in the EDL/CAS Program (and in any of the required activities, including internship and field experiences), notify the instructor, the program coordinator, the department chair, the Dean of the School of Education, or the BSC President's Senior Advisor on Equity and Diversity for assistance.

See Appendix B for mentor evaluation rubrics.

Advisement

All Educational Leadership candidates will be assigned a faculty advisor. The advisor will meet with the EDL students at least two times a year, usually where the Educational Leadership candidate works. During these meetings, progress in the Educational Leadership program, Field Experiences, and Internships; copies of documents received; classes for the next semester, and generally "How's it going?" etc. will be discussed. Typically these sessions last 1 to 1-1/2 hours and often include a tour of the school/agency and meeting with the site mentor.

Financial Aid

To qualify for financial aid, EDL students must enroll in a minimum of six (6) hours of course work for the semester even though they may be on their last 3 or 5 hours of required work. Contact the Financial Aid office for more information. If you receive financial aid you need to enroll in 6 hours per term. EDL 705 (2 credit hours) + EDL 702 (1 credit hour) = 3 credit hours, plus another 3 hour course = 6 credit hours.

TaskStream

TaskStream is a web-based toolset that enables candidates to submit common assignments in the Educational Leadership Program. These tools provide a comprehensive assessment system that enables instructors to collect and monitor candidate performance. Candidates have easy access to assignment details and scoring rubrics as well as to grades and comments from professors. The course-embedded assessments not only provide feedback to candidates, but are essential for professors to use as they continually improve the effectiveness of a course. This performance data is aligned with the NELP Standards and assists in the preparation for program accreditation. The following is a list of courses with the TaskStream assignments associated with that course.

<i>EDL Course</i>	<i>Course Title</i>	<i>TaskStream Assignment</i>
EDL 552	School Law	SBL Case Study
		SDL Case Study
EDL 602	Administration of Special Ed. Programs	Develop District Procedure Guide
		Comprehensive District Curriculum Remediation
EDL 613	School District Admin and Governance	Cooperative Partnership Plan
		Family Partnership Plan
EDL 607	Site-based Leadership	Educator Disposition Self-Survey
		Implementation of School-wide Initiative
		District Improvement Plan
EDL 630	Curriculum Leadership	Curriculum Leadership Innovation Project
EDL 631	Supervision of Teaching	Supervision Cycle
		Professional Plan to Implement APPR
EDL 703	SBL Internship	Teacher Coaching
EDL 704	Seminar in Educational Change	Exit Survey

See Appendix C for details about each TaskStream assignment.

DASA Information

We wanted to make sure that you all know that you need to document completion of the Dignity for All Students Act (DASA) Workshop in order to be complete the Educational Leadership program at Buffalo State (or any college in NYS). If you have already completed the DASA training, you can submit a copy of your certificate or a screenshot of your TEACH account documenting completion.

If you have completed your seminars/workshops (from Buffalo State and outside providers) and they are not documented in DegreeWorks, please provide copies of your certificate to office of Teacher Certification at Buffalo State: teachercertification@buffalostate.edu

If you need to complete the DASA training, you can do this on campus at one of the sessions listed in the link on this page:

<https://teachercertification.buffalostate.edu/seminars>

DASA workshops are also available from other providers (make sure you submit your certificate upon completion).

<http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html>

Please plan ahead to meet this requirement so that your graduation will not be held up when the time comes.

Graduation Requirements & Process

Advisement is a critical element for successful completion of the Educational Leadership Program. The use of Degree Works and regular meetings with an advisor will ensure that all graduation requirements are met and seamless certification for both School Building Leader and School District Leader may be obtained. Two key elements include an application for graduation and graduation checks during the final semester. See

Appendix D for a detailed timeline that describes the actions you should take in order to graduate from the EDL program and become certified.

Certification & Testing Information

NYS Certificates for administrative titles (School Building Leader and School District Leader) are issued through the New York State Education Department's Office of Teaching Initiatives. Requirements for certification are subject to change at any time and without notice. For the most up-to-date information regarding the current exam requirements, please visit the testing website: <http://www.nystce.nesinc.com/>

The Buffalo State Teacher Certification Office is available to assist with the process to obtain NYS Certification upon completion of the Educational Leadership program. Application can be for the School Building Leader or the combined School Building Leader/School District Leader certification depending on the candidate's selected program. For more information, including contact information, go to: teachercertification.buffalostate.edu.

The following information will guide you through the application process.

Applying for Initial and Professional School Building Leader and Professional School District Leader

go to www.highered.nysed.gov/tcert/teach

Log on to TEACH with your username and password.

Click on "TEACH Online Services"

Click on "Apply for Certificate"

Update profile to reflect classroom teaching and/or administrative experience.

Make selections from drop boxes to select certificate title:

Administration and Pupil Personnel Services, School Administration and Supervision, PreK-12-All Grades, School Building Leader, Initial Certificate

Answer yes to question re: approved teacher prep program (program code: 33801)

Click ADD to submit the next title

Make selections from drop boxes to select certificate title:

Administration and Pupil Personnel Services, School Administration and Supervision, PreK-12-All Grades, School Building Leader, Professional Certificate

Answer yes to question re: approved teacher prep program (program code: 33801)

Click ADD to submit the next title

Make selections from drop boxes to select certificate title:

Administration and Pupil Personnel Services, School Administration and Supervision, PreK-12-All Grades, School District
Leader, Professional Certificate

Answer yes to question re: approved teacher prep program (program code: 33801)

Answer "moral character" questions and electronically sign affidavit

Submit payment for application (\$50 per title, online using a credit card)

Send updated transcripts to:

NYSED-OTI

89 Washington Avenue Room 5N

Albany NY 12234

Be sure to send the **Release Authorization** form to the Teacher Certification Office in Chase Hall, Room 222. To
access the release form and for information regarding certification requirements, go to:

<http://teachercertification.buffalostate.edu/>

Appendix A

National Educational Leadership Standards

School Building Level

&

School District Leaders

School Building Level Standards –

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

RESEARCH SUPPORT FOR STANDARD 1:

Evidence presented in Appendix 3 in support of standard 1 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through collaboratively leading, designing, and implementing a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities. This includes knowledge of how to evaluate, design, and communicate a district mission and vision that reflects a core set of values and priorities and to lead improvement processes that include evaluation, design, and implementation. This research evidence was used to inform the development of standard 1 and components 1.1 and 1.2.

Acceptable Candidate Performance for NELP Building-Level Leadership Standard 1

NELP Standard Component 1.1

Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the role and importance of school mission and vision
- Processes for collaboratively developing a mission and vision
- Processes for developing an actionable mission and vision attentive to values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community
- The characteristics of well-written mission and vision statements

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate existing mission and vision processes and statements
- Collaboratively design a school mission and vision attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, and community
- Develop a comprehensive plan for communicating the mission and vision

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on school improvement
- Formal processes of iterative, evidence-informed improvement
- Data collection, analysis, and use
- Implementation theory and research

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate existing improvement processes
 - Use research and data to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation
 - Develop an implementation plan to support the improvement process
-

Standard 2: Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

RESEARCH SUPPORT FOR STANDARD 2:

Evidence presented in Appendix 3 in support of standard 2 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through advocating for ethical decisions and cultivating and enacting professional norms. This includes the capacity to reflect on, communicate about, cultivate, and enact professional norms and evaluate and advocate for ethical and legal decisions. It also includes the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. This research evidence was used to inform the development of standard 2 and components 2.1, 2.2, and 2.3.

Acceptable Candidate Performance for NELP Building-Level Leadership Standard 2

NELP Standard Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being
- Practices that reflect professional norms
- Approaches to cultivating professional norms in others
- Reflective practice

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Engage in reflective practice as a professional norm
- Cultivate professional norms among school staff members
- Communicate professional norms to diverse constituencies
- Model professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn)

NELP Standard Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on decision making
- Decision-making processes
- Guidelines for ethical and legal decision making

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate ethical dimensions of issues
- Analyze decisions in terms of established ethical frameworks
- Develop a communication plan to advocate for ethical decisions

NELP Standard Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Ethical practice
- Approaches to cultivating ethical behavior in others

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Formulate a school-level ethical leadership platform
- Model ethical practice
- Cultivate ethical behavior in others

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

RESEARCH SUPPORT FOR STANDARD 3:

Evidence presented in Appendix 3 in support of standard 3 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through developing and maintaining a supportive, equitable, responsive, and inclusive school culture. This includes the capacity to evaluate, cultivate, and advocate for a supportive and inclusive school culture; equitable access to educational resources, procedures, and opportunities; and equitable instructional and behavior support practices among teachers and staff. This research evidence was used to inform the development of standard 3 and components 3.1, 3.2, and 3.3.

Acceptable Candidate Performance for NELP Building-Level Leadership Standard 3

NELP Standard Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, and respectful)
- Research on inclusive school cultures
- Processes for evaluating school culture
- Processes for effecting changes to school culture
- Engaging in advocacy

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate school culture
 - Use research and data to design and cultivate a supportive, nurturing, and inclusive school culture
 - Develop strategies for improving school culture
 - Advocate for a supportive and inclusive school culture
-

NELP Standard Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the consequences for students of equitable and inequitable use of educational resources and opportunities
- Equitable allocation of educational resources, procedures, and opportunities (i.e., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships)
- Broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate sources of inequality and bias in the allocation of educational resources and opportunities
 - Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values
 - Advocate for the equitable access to educational resources, procedures, and opportunities
-

NELP Standard Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Culturally responsive instructional and behavior support practices
- Characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff
- Research on implications for students of equitable, culturally responsive, and inclusive practices
- Broader social and political concern with equity and inequality in schools

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate root causes of inequity and bias
 - Develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff
 - Support the use of differentiated, content-based instructional materials and strategies
 - Advocate for equitable practice among teachers and staff
-

Standard 4: Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

RESEARCH SUPPORT FOR STANDARD 4:

Evidence presented in Appendix 3 in support of standard 4 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through evaluating, developing, and implementing coherent systems of curriculum, instruction, supports, and assessment. This includes the capacity to evaluate, develop, and implement academic and non-academic student programs and academic and non-academic instructional practices, resources, and services that support the needs of each student. It also includes the capacity to evaluate, develop, and implement formal and informal assessments that support instructional improvement and student learning and well-being and to evaluate, develop, and implement the school's curriculum, instruction, and assessment practices in a coherent and systematic manner. This research evidence was used to inform the development of standard 4 and components 4.1, 4.2, 4.3, and 4.4.

Acceptable Candidate Performance for NELP Building-Level Leadership Standard 4

NELP Standard Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the leadership of academic and non-academic programs
- Approaches to coordinating among (a) curricula, instructional technologies, and other supports and (b) academic and non-academic systems
- Evidence-based curricula, use of technology, and other supports for academic and non-academic programs
- Infrastructures for the ongoing support of academic and non-academic programs

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate (a) curricula, use of technology, and other supports and (b) academic and non-academic systems
- Propose designs and implementation strategies for high-quality, technology-rich, and coherent curricula and supports for academic and non-academic programs

NELP Standard Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Evidence-based instructional practices for different student populations
- Curricula, educational technologies, and other educational resources that support digital literacy among students and adults
- Educational service providers
- Approaches to coordinating resources and services in support of the school's academic and non-academic services

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate coordination and coherence among the practices, resources, and services that support equity, digital literacy, and the school's academic and non-academic systems
- Propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources, and services that support student learning

NELP Standard Component 4.3 Program completers understand and can demonstrate the capacity to evaluate and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the effective and ineffective assessment of student learning and well-being
- Research on assessment practices that are culturally responsive and accessible for each student
- Formative and summative measures of student learning and well-being
- Approaches to coordinating among assessments, instructional improvement, and educational service delivery

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use research to evaluate the quality of formative and summative assessments of learning
 - implement formal and informal culturally responsive and accessible assessments of student learning
 - Interpret data from formative and summative assessments for use in educational planning
 - Cultivate teachers' capacity to improve instruction based on analysis of assessment data
-

NELP Standard Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices
- Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being
- Approaches and strategies for building a coherent and equitable system of academic (curriculum, instruction, and assessment) and non-academic services
- Approaches and strategies for supporting faculty collaboration

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessment practices
 - Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, and assessment practices
 - Use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results
-

Standard 5: Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

RESEARCH SUPPORT FOR STANDARD 5:

Evidence presented in Appendix 3 in support of standard 5 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through engaging families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. This includes the capacity to engage families in strengthening student learning in and out of school; to engage community members, partners, and other constituencies for the benefit of school improvement and student development; and to engage the larger organizational and policy context to advocate for the needs of their school and community. This research evidence was used to inform the development of standard 5 and components 5.1, 5.2, and 5.3.

Acceptable Candidate Performance for NELP Building-Level Leadership Standard 5

NELP Standard Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the role of families in supporting student learning in and out school
- Research on student and family diversity
- Strategies for understanding and cultivating relationships with families and engaging them in their children’s education

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Gather information about family demographics and funds of knowledge available within students’ families that can be accessed to enhance student learning
 - Cultivate collaboration among staff and families in support of student learning and success
 - Foster two-way communication with families
-

NELP Standard Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Content Knowledge

Program provides evidence of candidate knowledge of:

- School organizational cultures that promote community engagement
- Research on how community members, partners, and other constituencies can support school improvement and student success
- Collaboration methods to develop and sustain productive relationships with diverse community partners
- Practices for accessing and integrating external resources into the school

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Collaboratively engage with diverse community members, partners, and other constituencies around shared goals
 - Cultivate regular, two-way communication with community members, partners, and other constituencies
 - Identify and use diverse community resources to benefit school programs and student learning
-

NELP Standard Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the importance and implications of social, cultural, economic, legal, and political contexts
- Strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities
- Educational policy and advocacy

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Develop a plan for identifying and accessing resources
 - Gather information about the policy and district context
 - Develop targeted communication for oral, written, and digital distribution
 - Advocate for school and community needs
-

Standard 6: Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and

operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

RESEARCH SUPPORT FOR STANDARD 6:

Evidence presented in Appendix 3 in support of standard 6 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through improving management, communication, technology, school-level governance, and operation systems; developing and improving school resource plans; and applying laws, policies, and regulations. This includes the capacity to improve management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school; to develop and improve a resourcing plan for the benefit of school improvement and student development; and to apply laws, rights, policies, and regulations to promote student and adult success. This research evidence was used to inform the development of standard 6 and components 6.1, 6.2, and 6.3.

Acceptable Candidate Performance for NELP Building-Level Leadership Standard 6

NELP Standard Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on school management, operations, use of technologies, communication, and governance systems
- Principles of systems management and continuous improvement
- Management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations
- Processes for developing and implementing management, communication, technology, school-level governance, and operation systems
- Use of technology to enhance learning and program management

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use a process for auditing the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students’ experiences and outcomes
- Use research and evidence to analyze and identify strategic and tactical challenges for the school’s systems
- Develop and implement management, communication, assessment, technology, school-level governance, and operation systems
- Develop a school’s master schedule

NELP Standard Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Content Knowledge

Program provides evidence of candidate knowledge of:

- School-based budgeting
- Strategies for acquiring resources
- Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems
- Strategies for aligning and allocating resources according to school priorities and student needs
- Methods and procedures for managing school resources

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate resource needs
- Use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school’s goals and priorities
- Advocate for resources in support of needs

NELP Standard Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults
- Implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities
- Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Reflectively evaluate situations and policies with regard to legal, ethical, and equity issues
 - Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school
 - Communicate policies, laws, regulations, and procedures to appropriate school stakeholders
 - Monitor and ensure adherence to laws, rights, policies, and regulations
-

Standard 7: Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

RESEARCH SUPPORT FOR STANDARD 7:

Evidence presented in Appendix 3 in support of standard 7 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through engaging staff in the development of a collaborative professional culture, building the school's professional capacity, and improving systems of staff supervision, evaluation, support, and professional learning. This includes building professional capacity through engagement in recruitment, selection, and hiring. It also includes the capacity to improve and engage staff in a collaborative professional culture, engage staff in professional learning, and improve systems of supervision, support, and evaluation that promote school improvement and student success. This research evidence was used to inform the development of standard 7 and components 7.1, 7.2, 7.3, and 7.4.

Acceptable Candidate Performance for NELP Building-Level Leadership Standard 7

NELP Standard Component 7.1 Program completers understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on teacher recruitment, hiring, and selection
- Practices for recruiting, selecting, and hiring school staff
- Strategic staffing based on student, school, and staff needs

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate school’s professional staff capacity needs
 - Evaluate applicant materials
 - Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body
-

NELP Standard Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being
- Effective communication
- The role of relationships, trust, and well-being in the development of a healthy and effective professional culture

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use research to design and cultivate a collaborative professional culture
 - Model and foster effective communication
 - Develop a comprehensive plan for providing school community members with a healthy and positive school building environment
-

NELP Standard Component 7.3 Program completers understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Content Knowledge	Educational Leadership Skills
<p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on teacher professional learning • Practices for supporting and developing school staff • Practices for cultivating and distributing leadership among staff • Providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success • How to use digital technology in ethical and appropriate ways to foster professional learning for self and others 	<p>Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate professional staff capacity needs and management practices • Identify leadership capabilities of staff • Plan opportunities for professional growth that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success • Engage staff in leadership roles • Utilize digital technology in ethical and appropriate ways to foster professional learning for self and others

NELP Standard Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Content Knowledge	Educational Leadership Skills
<p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research-based strategies for personnel supervision and evaluation • Importance of, and the ability to access, specific personnel evaluation procedures for a given context • Multiple approaches for providing actionable feedback and support systems for teachers 	<p>Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Observe teaching in a variety of classrooms • Gather and analyze district policies on instructional expectations • Provide teaching staff with actionable feedback to support improvement • Develop a system for monitoring whether supervision and evaluation strategies promote improvement

Standard 8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Component 8.1

Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.

Component 8.2

Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.

Component 8.3

Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

RESEARCH SUPPORT FOR STANDARD 8:

Evidence presented in Appendix 3 in support of standard 8 confirms that effective internships include the use of expert practitioners as supervisors who engage candidates in multiple and diverse school settings and provide coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. This research evidence was used to inform the development of standard 8 and components 8.1, 8.2, and 8.3.

School District Leaders Standards –

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

STANDARD 1 COMPONENTS:

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Component 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

RESEARCH SUPPORT FOR STANDARD 1

Evidence presented in Appendix 3 in support of standard 1 confirms that a district-level education leader must have the knowledge and skills to promote the success of every student through collaboratively leading, designing, and implementing a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities. This includes knowledge of how to design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities and to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in diagnosis, design, implementation, and evaluation. This research evidence was used to inform the development of standard 1 and components 1.1 and 1.2.

Acceptable Candidate Performance for NELP District-Level Leadership Standard 1

NELP Standard Component 1.1

Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the role and importance of district mission and vision
- Processes for collaboratively developing a mission and vision
- Processes for developing an actionable mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community
- The characteristics of well-written mission and vision statements

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate existing mission and vision processes and statements
- Collaboratively design an actionable district mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community
- Develop a comprehensive plan for communicating the mission and vision to multiple constituencies

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on district improvement
- Formal processes of system-wide, iterative, evidence-informed improvement
- Research-based strategic planning processes
- Data collection, diagnosis, and use
- Implementation theory and research

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate existing improvement processes
- Develop a district-wide improvement process that includes data collection, diagnosis, design, implementation, and evaluation
- Articulate a process for strategic planning
- Develop an implementation plan to support the improvement process

Standard 2: Ethics and Professional Norms

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.

STANDARD 2 COMPONENTS:

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

RESEARCH SUPPORT FOR STANDARD 2

Evidence presented in Appendix 3 in support of standard 2 confirms that a district-level education leader must have the knowledge and skills to advocate for ethical decisions and cultivate professional norms and culture. This includes knowledge of how to reflect on, communicate about, and cultivate professional norms and culture and to evaluate and advocate for ethical and legal decisions. It also involves an understanding of how to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. This research evidence was used to inform the development of standard 2 and components 2.1, 2.2, and 2.3.

Acceptable Candidate Performance for NELP District-Level Leadership Standard 2

NELP Standard Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) that promote a productive, equitable, and effective district
- Approaches to cultivating professional norms in others
- Approaches to building organizational culture
- Reflective practice

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Engage in reflective practice
- Cultivate professional norms among diverse constituencies
- Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn)
- Use professional norms as a basis for building organizational culture

NELP Standard Component 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on and practices for decision making
- Knowledge of law and ethics
- Guidelines for ethical and legal decision making

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate ethical dimensions of complex issues, including stewardship and use of district resources
- Analyze decisions in terms of established ethical frameworks
- Advocate for ethical decisions

NELP Standard Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Ethical practice
- Approaches to cultivating ethical behavior in others

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Model ethical behavior in their personal conduct and relationships with others
- Cultivate ethical behavior in others

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

STANDARD 3 COMPONENTS:

Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

RESEARCH SUPPORT FOR STANDARD 3

Evidence presented in Appendix 3 in support of standard 3 confirms that a district-level education leader must have the knowledge and skills to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. This includes knowledge of how to cultivate and advocate for a supportive and inclusive district culture and evaluate, cultivate, and advocate for each student in the district having equitable access to safe and nurturing schools and other resources and opportunities necessary for success. It also involves an understanding of how to evaluate, advocate, and cultivate equitable instructional and behavior support practices among teachers and staff. This research evidence was used to inform the development of standard 3 and components 3.1, 3.2, and 3.3.

Acceptable Candidate Performance for NELP District-Level Leadership Standard 3

NELP Standard Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on inclusive district cultures
- Dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, inclusive, and respectful)
- Processes for evaluating district culture
- Processes for fostering cultural change
- Strategies for advocacy

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate district culture
- Use research and evidence to design and cultivate a supportive and inclusive district culture
- Advocate for a supportive and inclusive district culture

NELP Standard Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the consequences for students of equitable and inequitable use of educational resources and opportunities
- Equitable allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships
- Broader social and political concerns with equity and inequality in the use of educational resources and opportunities

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate sources of inequality and bias in the allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships
- Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values
- Advocate for equitable access to educational resources, procedures, and opportunities

NELP Standard Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Culturally responsive instructional and behavior support practices
- Characteristics and foundations of equitable and inequitable educational practice
- Research on implications for students of equitable, culturally responsive, and inclusive practice
- Broader social and political concerns with equity and inequity in schools and districts

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate root causes of inequity and bias
 - Develop district policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff
 - Advocate for culturally responsive instructional and behavior support practices among district staff and across district schools
 - Cultivate culturally responsive instructional and behavior support practices across the district and its schools
-

Standard 4: Learning and Instruction

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

STANDARD 4 COMPONENTS:

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

RESEARCH SUPPORT FOR STANDARD 4

Evidence presented in Appendix 3 in support of standard 4 confirms that a district-level leader must have the knowledge and skills to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, supports, assessment, and instructional leadership. This includes knowledge of how to evaluate, design, and implement curricula, instructional technologies,

and other supports for student programs and how to evaluate, design, and cultivate systems of support, coaching, and professional development for principals and other school and district leaders. It also involves an understanding of how to design, implement, and evaluate coherent and technically, developmentally, and culturally appropriate systems of curriculum, resources, supports, instruction, assessments, and data collection, management, and analysis that support student learning and well-being, instruction, and instructional leadership. This research evidence was used to inform the development of standard 4 and components 4.1, 4.2, 4.3, and 4.4.

Acceptable Candidate Performance for NELP District-Level Leadership Standard 4

NELP Standard Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the leadership of academic and non-academic programs
- Research-based curricula, technologies, and other supports for academic and non-academic programs
- Approaches to coordinating among (a) curricula, (b) the use of technology, and (c) academic and non-academic systems of support
- Infrastructures for the ongoing support of academic and non-academic programs

Educational Leadership Skills

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate (a) curricula, use of technology, and other supports, (b) academic and non-academic systems, and (c) coordination among systems and supports
- Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems

NELP Standard Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on instructional leadership at the school and district level
- Research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success
- Research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.)
- Approaches and strategies for supporting district and school collaboration

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use research and data to evaluate the coordination, coherence, and relevance of the district's systems of support, coaching, and professional development for educators, educational professionals, and leaders
- Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success

NELP Standard Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research, theory, and best practice regarding effective and ineffective assessments of academic and non-academic factors (i.e., instruction, student learning and well-being, instructional leadership, etc.)
- Research on assessment practices that are culturally responsive and accessible
- Research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate the quality of formative and summative assessments of student learning
- Evaluate coordination and coherence among academic and non-academic assessments and use data from these sources to support instructional improvement, student learning and well-being, and instructional leadership
- Use research to propose designs and implementation strategies for district-wide assessment systems that are culturally responsive and accessible

NELP Standard Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being
- Appropriate and ethical use of data to monitor and continuously improve the district’s curriculum, instruction, and assessment practices
- Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among the district’s academic and non-academic services
- Use research to propose designs and implementation strategies for improving coordination and coherence among the district’s academic and non-academic systems
- Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results

Standard 5: Community and External Leadership

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

STANDARD 5 COMPONENTS:

Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

RESEARCH SUPPORT FOR STANDARD 5

Evidence presented in Appendix 3 in support of standard 5 confirms that a district-level education leader must have the knowledge and skills to engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community

needs. This includes knowledge of how to represent and support schools in engaging families in strengthening student learning in and out of school and to effectively collaborate, communicate, and engage community members, partners, and other constituencies in district matters that benefit learners, schools, and the district as a whole. It also involves an understanding of how to collaborate and communicate with members of the business, civic, and policy community so they can cultivate relationships and advocate for their district, student, and community needs. This research evidence was used to inform the development of standard 5 and components 5.1, 5.2, and 5.3.

Acceptable Candidate Performance for NELP District-Level Leadership Standard 5

NELP Standard Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the role of families in supporting student learning in and out of school
- Strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Represent the district and its schools
- Support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school
- Make decisions about when and how to engage families

NELP Standard Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on student, family, and community diversity
- Research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success
- Effective practice for communicating through oral, written, and digital means
- Strategies for understanding and engaging district constituents
- Governance and decision-making processes that support family-school communications and engagement

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Develop systems and processes designed to support district personnel’s understanding of diverse families, community members, partners, and other constituencies
- Collaborate with diverse community members, partners, and other constituencies
- Foster regular, two-way communication with community members, partners, and other constituencies
- Develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community
- Engage community members, partners, and other constituents in district efforts

NELP Standard Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the importance and implications of social, cultural, economic, legal, and political contexts
- Strategies for effective oral, written, and digital communication with members of the business, civic, and policy community
- Strategies for cultivating relationships with members of the business, civic, and policy community
- Public relations
- Educational advocacy

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Conduct a needs assessment of the district, school, students, and community
 - Develop a plan for accessing resources that addresses district needs
 - Cultivate collaborative relationships with district constituencies
 - Develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts
 - Advocate for district and community needs
-

Standard 6: Operations and Management

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

STANDARD 6 COMPONENTS:

Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision.

Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district’s collective instructional and leadership capacity.

RESEARCH SUPPORT FOR STANDARD 6

Evidence presented in Appendix 3 in support of standard 6 confirms that a district-level education leader must have the knowledge and skills to develop, monitor, evaluate, and manage district systems for operations, resources, and human capital management. This includes knowledge of how to design, communicate, implement, coordinate, and evaluate management, communication, technology, district-level governance, and operation systems that support schools in realizing the district’s mission and vision and to design, communicate, advocate, implement, coordinate, and evaluate a district resourcing plan and support schools in developing their school-level resourcing plans. It also involves an understanding of how to develop, implement, and evaluate coordinated systems for hiring, retaining, supervising, developing, and cultivating school and district staff

in order to support the district’s collective instructional and leadership capacity. This research evidence was used to inform the development of standard 6 and components 6.1, 6.2, and 6.3.

Acceptable Candidate Performance for NELP District-Level Leadership Standard 6

NELP Standard Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations
- Research, theories, and best practices concerning the management of operations, technology, communications, and governance systems
- Methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting equity
- Use of technology to enhance learning and the management of systems

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate management and operation systems
- Use data and research to propose designs for improving the coordination and impact of district management, communication, technology, governance, and operation systems
- Communicate with relevant stakeholders about the relationship between the district’s management, operation, and governance systems and the district’s mission and vision
- Develop an implementation plan to support improved district systems

NELP Standard Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

Content Knowledge

Program provides evidence of candidate knowledge of:

- School and district-based budgeting
- Processes for gathering, synthesizing, and evaluating data to develop resourcing plans
- Research and best practices for allocating district- and school-level resources to support equity and excellence
- Methods for accessing and integrating external resources into the district and schools

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use data to evaluate district resource needs and practices
- Use research and data to design an equitable district resourcing plan and support schools in designing school resourcing plans that coordinate resources with needs
- Communicate about district resources needs and plans
- Develop an implementation plan for the district’s resourcing plan

NELP Standard Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district’s collective instructional and leadership capacity.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff
- Strategies for engaging school and district staff in the recruitment and selection process
- Strategic data-informed staffing based on student, school, and district needs
- Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being
- Strategies for cultivating leadership among school and district staff

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use data to evaluate district human resources needs
 - Use research and data to develop a district-level system for hiring, retention, development, and supervision of school/district personnel
 - Evaluate candidates' materials for instructional and leadership positions
 - Implement systems of leadership supervision, evaluation, feedback, and support
-

Standard 7: Policy, Governance, and Advocacy

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

STANDARD 7 COMPONENTS:

Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

RESEARCH SUPPORT FOR STANDARD 7

Evidence presented in Appendix 3 in support of standard 7 confirms that a district-level education leader must have the knowledge and skills to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. This includes an understanding of how to represent, communicate, collaborate, advocate, and cultivate a respectful and responsive relationship with a district's board of education focused on achieving the shared mission and vision of the district and to collaborate, design, communicate, implement, coordinate, cultivate, and evaluate effective systems for district governance that engage multiple stakeholder groups, including school and district personnel, families, community stakeholders, and board members. It also involves an understanding of how to evaluate and engage in decision making around, implement, and appropriately communicate about policy, laws, and regulations and how to evaluate, represent, and advocate for district needs and priorities within larger policy conversations. This research evidence was used to inform the development of standard 7 and components 7.1, 7.2, 7.3, and 7.4.

Acceptable Candidate Performance for NELP District-Level Leadership Standard 7

NELP Standard Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the shared mission and vision of the district.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research and best practice focused on school board governance and relations
- Management theory
- Communication strategies
- Negotiation strategies

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Represent the district and its mission, strengths, and needs to the board of education
- Cultivate a positive, respectful, and responsive relationship with the board
- Advocate for board actions that will support the mission and vision of the district and meet district needs

NELP Standard Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research and best practice concerning effective systems for district governance
- Processes for engaging multiple and diverse community stakeholders
- Developing and sustaining effective board relations

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate district governance and stakeholder engagement systems
- Design governance systems that engage multiple and diverse stakeholder groups
- Implement strategies (i.e., communication) that support stakeholder engagement in district governance
- Cultivate and coordinate an effective and collaborative system for district governance

NELP Standard Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Content Knowledge	Educational Leadership Skills
<p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Educational policy, laws, rules, and regulations • Educational policy systems, formulation, adoption, and actors • Strategies for accessing information about: (a) policy, (b) local, state, and federal contexts, and (c) the policy implications for various contexts • Strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders 	<p>Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate the implications of educational policy for district practices • Develop a plan for the implementation of laws, rights, policies, and regulations • Communicate about district, state, and national policy, laws, rules, and regulations • Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities

NELP Standard Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Content Knowledge	Educational Leadership Skills
<p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on the implications of culture, societal trends, economic conditions, laws, and political factors for the students, schools, staff, and practices of school districts • Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety. • Approaches for identifying district and school needs • Prioritization processes 	<p>Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Use evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges • Represent the district and its priorities and needs at the local, state, and national level • Advocate for the needs and priorities of the district at the local, state, and national level

Standard 8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

STANDARD 8 COMPONENTS:

Component 8.1 Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7.

Component 8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.

RESEARCH SUPPORT FOR STANDARD 8

Evidence presented in Appendix 3 in support of Standard 8 confirms that effective internships include the use of expert practitioners as supervisors who engage candidates in multiple and diverse district settings and provide coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate

the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district. This research evidence was used to inform the development of standard 8 and components 8.1, 8.2, and 8.3.

Appendix B

Internship Mentor Evaluation Rubrics

School Building Level

&

School District Leaders

The following document is a component of the School Building Level Internship and is completed by the mentor.

<p>SUNY Buffalo State</p> <p>SBL Internship</p> <p>Mentor Evaluation</p>	<p>This form may be submitted on paper or electronically to: LoehrPW@BuffaloState.edu or Peter Loehr, Ph.D. Bacon 302 SUNY Buffalo State 1300 Elmwood Avenue Buffalo, NY 14222</p>	<p>Date completed:</p> <p>_____</p>
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[CAEP SBL Internship Evaluation – Full, Jan 2017]

Instructions to Mentor: _____ /s/ _____

Name of SBL Candidate: _____

Thank you for working with this Buffalo State Ed Leadership candidate. Real-world internship experiences are exceedingly significant to prepare effective educational leaders. By being the mentor to this candidate you are touching the future.

SBL candidates are required to demonstrate proficiency in standards put forth by the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA). The National Educational Leadership Preparation (NELP) Standards for School Building Leaders establish criteria for candidate success as a School Building Leader.

The SBL internship is comprised of tasks and experiences designed to develop well-rounded School Building Leaders. Each of these experiences can be linked to one or more NELP standard elements. Using the form below, the primary mentor (that is, usually the SBL candidate's principal) should rate the proficiency of the candidate's performance using the criteria set forth in this form. Candidates are rated as Unacceptable (U), Acceptable (A), or Target (T). The totality of all evaluations will provide a summative assessment that demonstrates that the candidate is ready to lead. It may be helpful to discuss these criteria with the SBL candidate for his/her experiences with these.

The SBL candidate cannot receive a grade for the Building-Level internship until this evaluation is received, and a log of 800 hours of leadership-relevant activities, Common Experience write-ups and reflections, regular on-site visits, etc.

Using the identified task/experience, mentors should consider the underlying NELP standard elements when rating the SBL candidate. In order to pass this internship evaluation, candidates must be rated as Acceptable (A) or Target (T) in 85% of the elements. Mentors may consider observed actions, feedback from other school personnel, or the candidate's written or verbal reflections in their evaluation. Some experiences are linked to more than one standard element

but the criteria should be considered separately. Some elements are linked to more than one experience so the most appropriate experience for the criteria should be considered.

Standard One: Mission, Vision, and Core Values			
<p>Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to collaboratively lead, develop and advocate for a data-informed mission, vision and strategic plan that reflects a core set of educational values, includes a coherent and complementary system of academic and social supports and services, and engages staff and school community members in developing implementing, and evaluating a continuous, responsive, sustainable, data-informed school improvement process.</p>			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 1.1 Mission and Vision	<p>Candidate does not demonstrate the capability to steward a school mission by doing at least two of the following:</p> <ul style="list-style-type: none"> • Linking school data to mission and vision • Advocating for changes to mission based on data • Developing plans to implement the school mission and vision • Work collaboratively in the mission and vision development process 	<p>Candidate demonstrates the capability to steward a school mission by doing at least two of the following:</p> <ul style="list-style-type: none"> • Linking school data to mission and vision • Advocating for changes to mission based on data • Developing plans to implement the school mission and vision • Work collaboratively in the mission and vision development process 	<p>Candidate demonstrates the capability to steward a school mission by doing all of the following:</p> <ul style="list-style-type: none"> • Linking school data to mission and vision • Advocating for changes to mission based on data • Developing plans to implement the school mission and vision • Work collaboratively in the mission and vision development process
<p>Element 1.1 Task: Work with principal to plan for changes for the coming school year. Create a vision, plan for a new reality, work to implement.</p>			Rating (U, A, or T) =
<p>Comments:</p>			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 1.2 Values	<p>Candidate does not demonstrate the ability to influence the school's culture by doing at least 2 of the following:</p> <ul style="list-style-type: none"> • Articulate core values to all school constituencies • Advocate that core values be integrated into all aspects of school operations • Model core values in professional behavior • Cultivate core values in faculty and staff 	<p>Candidate demonstrates the ability to influence the school's culture by doing at least 2 of the following:</p> <ul style="list-style-type: none"> • Articulate core values to all school constituencies • Advocate that core values be integrated into all aspects of school operations • Model core values in professional behavior • Cultivate core values in faculty and staff through feedback and 	<p>Candidate demonstrates the ability to influence the school's culture by doing all of the following:</p> <ul style="list-style-type: none"> • Articulate core values to all school constituencies • Advocate that core values be integrated into all aspects of school operations • Model core values in professional behavior • Cultivate core values in faculty and staff through feedback and

	through feedback and professional development.	professional development.	professional development.
Element 1.2 Task: Form an on-going work group to read, study, learn, and discuss visioning for the school as it pertains to the school's core values.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 1.3: Coherent System	<p>Candidate does not demonstrate the capability to support students by building, maintaining, and evaluating at least 2 of the following:</p> <ul style="list-style-type: none"> Academic Supports Social Supports Collaborative relationships with staff, families, and other community members 	<p>Candidate demonstrates the capability to support students by building, maintaining, and evaluating at least 2 of the following:</p> <ul style="list-style-type: none"> Academic Supports Social Supports Collaborative relationships with staff, families, and other community members 	<p>Candidate demonstrates the capability to support students by building, maintaining, and evaluating all of the following:</p> <ul style="list-style-type: none"> Academic Supports Social Supports Collaborative relationships with staff, families, and other community members
Element 1.3 Task(s): Engage in the day-to-day activities of school administration: Student discipline, student counseling, student-parent-teacher conferencing, bus duty, attendance, facility issues, etc.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 1.4: Improvement	<p>Candidate does not demonstrate the capability to steward school improvement by doing two of the following:</p> <ul style="list-style-type: none"> Engaging staff and community members in the improvement plan development process Establish a system to evaluate the effectiveness of the improvement plan Use school-based data to identify improvements that are connected to and further the mission of the school 	<p>Candidate demonstrates the capability to steward school improvement by doing two of the following:</p> <ul style="list-style-type: none"> Engaging staff and community members in the improvement plan development process Establish a system to evaluate the effectiveness of the improvement plan Use school-based data to identify improvements that are connected to and further the mission of the school 	<p>Candidate demonstrates the capability to steward school improvement by doing all of the following:</p> <ul style="list-style-type: none"> Engaging staff and community members in the improvement plan development process Establish a system to evaluate the effectiveness of the improvement plan Use school-based data to identify improvements that are connected to and further the mission of the school
Element 1.4 Task: Lead a school improvement project group.			Rating =

Comments:

Standard Two: Ethics and Professional Norms

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying knowledge, skills, and commitments necessary to enact professional ethics and norms of integrity, fairness, transparency, trust, collaboration, perseverance, self-awareness, reflection, lifelong learning and continuous improvement in their actions, decision making, management of resources and relationships; and to consider ethical dilemmas, moral and legal consequences, and potential conflicts between individual and group rights in their decision making processes.

Element	Unacceptable = U	Acceptable = A	Target = T
Element 2.1: Professional Norms	Candidate does not demonstrate the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following: <ul style="list-style-type: none"> • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and continuous improvement 	Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following: <ul style="list-style-type: none"> • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and continuous improvement 	Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including all of the following: <ul style="list-style-type: none"> • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and continuous improvement
Element 2.1 Task: Participate in conflict resolution (teacher-student, teacher-teacher, employee-employee, teacher-parent, teacher-administrator, etc)			Rating =

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
Element 2.2: Ethical Behavior	Candidate does not demonstrate the capability to model ethical behavior in at least 3 of the following: <ul style="list-style-type: none"> • Personal conduct • Relationships with others • Decision-making • Response to unethical actions • Stewardship of the school's resources 	Candidate demonstrates the capability to model ethical behavior in at least 3 of the following: <ul style="list-style-type: none"> • Personal conduct • Relationships with others • Decision-making • Response to unethical actions • Stewardship of the school's resources 	Candidate demonstrates the capability to model ethical behavior in all of the following: <ul style="list-style-type: none"> • Personal conduct • Relationships with others • Decision-making • Response to unethical actions • Stewardship of the school's resources

Element 2.2 Task: Take charge of a building program for an extended period of time in consultation with your mentor. Read, discuss, reflect on issues of educational ethics and morality.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 2.3: Professional Judgement	Candidate does not demonstrate the capability to consider at least 2 of the following: <ul style="list-style-type: none"> • Ethical dilemmas • Moral and legal consequences • Potential conflicts between individuals and group rights 	Candidate demonstrates the capability to consider at least 2 of the following: <ul style="list-style-type: none"> • Ethical dilemmas • Moral and legal consequences • Potential conflicts between individuals and group rights 	Candidate demonstrates the capability to consider all of the following: <ul style="list-style-type: none"> • Ethical dilemmas • Moral and legal consequences • Potential conflicts between individuals and group rights
Element 2.3 Task: Develop a professional network to identify benchmarks for school values and for professional support and development.			Rating =
Comments:			

Standard Three: Equity and Cultural Leadership			
Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to shape and maintain a safe, caring, healthy, inclusive and responsive school environment; to develop, implement, and evaluate equitable guidelines, procedures and decisions; to ensure that each student has equitable access to resources, relationships, opportunities and supports necessary for success; and to support the development of responsive and equitable practices among teachers and staff.			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 3.1: Supportive School Community	Candidate does not demonstrate the capability to build and maintain a school culture that does at least two of the following: <ul style="list-style-type: none"> • Ensures each student and family is treated fairly • Ensures that dealings are free from bias • Ensures that each student and family is treated respectfully 	Candidate demonstrates the capability to build and maintain a school culture that does at least two of the following: <ul style="list-style-type: none"> • Ensures each student and family is treated fairly • Ensures that dealings are free from bias • Ensures that each student and family is treated respectfully 	Candidate demonstrates the capability to build and maintain a school culture that does all of the following: <ul style="list-style-type: none"> • Ensures each student and family is treated fairly • Ensures that dealings are free from bias • Ensures that each student and family is treated respectfully
Element 3.1 Task: Work on a school initiative dealing with bullying prevention. Work to identify and implement prevention procedures.			Rating =

Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 3.2: Equitable Procedures	<p>Candidate does not demonstrate the capability to ensure stakeholders are treated fairly, respectfully with an understanding of culture and context in at least two of the following ways:</p> <ul style="list-style-type: none"> • Develop guidelines • Implement guidelines • Evaluate guidelines, procedures, and decisions 	<p>Candidate demonstrates the capability to ensure stakeholders are treated fairly, respectfully with an understanding of culture and context in at least two of the following ways:</p> <ul style="list-style-type: none"> • Develop guidelines • Implement guidelines • Evaluate guidelines, procedures, and decisions 	<p>Candidate demonstrates the capability to ensure stakeholders are treated fairly, respectfully with an understanding of culture and context in all of the following ways:</p> <ul style="list-style-type: none"> • Develop guidelines • Implement guidelines • Evaluate guidelines, procedures, and decisions
Element 3.2 Task: Read, discuss, and reflect on issues of educational ethics and morality.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 3.3: Equitable Access	<p>Candidate does not demonstrate the capability to ensure that students have at least three of the following:</p> <ul style="list-style-type: none"> • Access to effective teachers • Access to learning opportunities • Academic, social, behavioral, and other supports • Accommodations and interventions • A quality library and learning materials and technology 	<p>Candidate demonstrates the capability to ensure that students have at least three of the following:</p> <ul style="list-style-type: none"> • Access to effective teachers • Access to learning opportunities • Academic, social, behavioral, and other supports • Accommodations and interventions • A quality library and learning materials and technology 	<p>Candidate demonstrates the capability to ensure that students have all of the following:</p> <ul style="list-style-type: none"> • Access to effective teachers • Access to learning opportunities • Academic, social, behavioral, and other supports • Accommodations and interventions • A quality library and learning materials and technology
Element 3.3 Task: Participate in special education determinations and placements. Participate in annual reviews and oversee the change process for IEPs and 504 Plans.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 3.4: Responsive Practice	<p>Candidate does not demonstrate the capability to support development of responsive practices among teachers and staff so they can recognize at</p>	<p>Candidate demonstrates the capability to support development of responsive practices among teachers and staff so they can recognize at</p>	<p>Candidate demonstrates the capability to support development of responsive practices among teachers and staff so they can recognize all</p>

	least two of the following: <ul style="list-style-type: none"> Recognize institutional bias Confront institutional bias Alter institutional bias 	least two of the following: <ul style="list-style-type: none"> Recognize institutional bias Confront institutional bias Alter institutional bias 	of the following: <ul style="list-style-type: none"> Recognize institutional bias Confront institutional bias Alter institutional bias
Element 3.4 Task: Read, discuss, and reflect on issues of educational ethics and morality.			Rating =
Comments:			

Standard Four: Instructional Leadership

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, reflect high expectations, and align with academic standards, to promote challenging, engaging and equitable instructional practice; to develop and implement curricular resource and support systems that effectively and efficiently utilize time, technologies, instructional spaces, staffing, data, professional development, and lead a technically, developmentally and culturally appropriate system that supports student progress and instructional program.

Element	Unacceptable = U	Acceptable = A	Target = T
Element 4.1: Learning System	Candidate does not demonstrate the capability to develop, align, and implement curriculum, instruction, and assessment that meet at least 3 of the following: <ul style="list-style-type: none"> Responsive to student needs Embody high expectations for student learning Align with academic standards within and across grade levels Promote academic success of students Promote emotional well-being of students 	Candidate demonstrates the capability to develop, align, and implement curriculum, instruction, and assessment that meet at least 3 of the following: <ul style="list-style-type: none"> Responsive to student needs Embody high expectations for student learning Align with academic standards within and across grade levels Promote academic success of students Promote emotional well-being of students 	Candidate demonstrates the capability to develop, align, and implement curriculum, instruction, and assessment that meet all of the following: <ul style="list-style-type: none"> Responsive to student needs Embody high expectations for student learning Align with academic standards within and across grade levels Promote academic success of students Promote emotional well-being of students
Element 4.1 Task: Participate in building curriculum development and change.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T

Element 4.2: Instructional Practices	Candidate does not demonstrate the capability to promote challenging and engaging instructional practice consistent with at least 2 of the following: <ul style="list-style-type: none"> • Knowledge of learning theory • Knowledge of child development • Knowledge of effective pedagogy 	Candidate demonstrates the capability to promote challenging and engaging instructional practice consistent with at least 2 of the following: <ul style="list-style-type: none"> • Knowledge of learning theory • Knowledge of child development • Knowledge of effective pedagogy 	Candidate demonstrates the capability to promote challenging and engaging instructional practice consistent with all of the following: <ul style="list-style-type: none"> • Knowledge of learning theory • Knowledge of child development • Knowledge of effective pedagogy
Element 4.2 Task: Cultivate knowledge of current educational research to support instruction.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 4.3 Curriculum Supports	Candidate does not demonstrate the capability to employ at least 2 of the following learning supports: <ul style="list-style-type: none"> • Technologies • Staffing • Professional Development • Structures and communication to support equitable access to learning 	Candidate demonstrates the capability to employ at least 2 of the following learning supports: <ul style="list-style-type: none"> • Technologies • Staffing • Professional Development • Structures and communication to support equitable access to learning 	Candidate demonstrates the capability to employ all of the following learning supports: <ul style="list-style-type: none"> • Technologies • Staffing • Professional Development • Structures and communication to support equitable access to learning
Element 4.3 Task: Participate in curriculum development and change.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 4.4: Assessment System	Candidate does not demonstrate the capability to employ technically appropriate system of assessment for at least 2 of the following: <ul style="list-style-type: none"> • Data collection and management • Data analysis • Use of data to monitor student progress • Use of data to improve instruction 	Candidate demonstrates the capability to employ technically appropriate system of assessment for at least 2 of the following: <ul style="list-style-type: none"> • Data collection and management • Data analysis • Use of data to monitor student progress • Use of data to improve instruction 	Candidate demonstrates the capability to employ technically appropriate system of assessment for all of the following: <ul style="list-style-type: none"> • Data collection and management • Data analysis • Use of data to monitor student progress • Use of data to improve instruction
Element 4.4 Task: Conduct an action research project that involves experimentation, data collection, analysis, and recommendation.			Rating =

Comments:

Standard Five: Community and External Leadership

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in strengthening student learning in and out of school; to participate in regular and effective two-way communication with families, community members, feeder and connecting schools, and the district central office; to build and sustain partnerships that value and access the resources of diverse families, communities and other sectors; and to advocate for the needs and priorities of the school, district, student, families, the community and the profession.

Element	Unacceptable = U	Acceptable = A	Target = T
Element 5.1: Engagement	Candidate does not demonstrate the capability to engage at least two of the following groups in strengthening student learning in and out of school: <ul style="list-style-type: none"> • Families • Community • School Personnel 	Candidate demonstrates the capability to engage at least two of the following groups in strengthening student learning in and out of school: <ul style="list-style-type: none"> • Families • Community • School Personnel 	Candidate demonstrates the capability to engage all of the following groups in strengthening student learning in and out of school: <ul style="list-style-type: none"> • Families • Community • School Personnel

Element 5.1 Task: Review/revise student handbook, faculty handbook, substitute teacher handbook, family newsletters	Rating =
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Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
Element 5.2: Communication	Candidate does not demonstrate the capability to maintain two-way communication with at least two of the following: <ul style="list-style-type: none"> • Families • Community • Feeder and connecting schools • District central office 	Candidate demonstrates the capability to maintain two-way communication with at least two of the following: <ul style="list-style-type: none"> • Families • Community • Feeder and connecting schools • District central office 	Candidate demonstrates the capability to maintain two-way communication with both of the following: <ul style="list-style-type: none"> • Families • Community • Feeder and connecting schools • District central office

Element 5.2 Task: Write various materials (memos to employees, parents, central office administrators, newsletters, etc)	Rating =
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Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
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Element 5.3: Partnerships	Candidate does not demonstrate the capability to build and sustain partnerships in order to benefit school improvement and student development that value at least 2 of the following resources: <ul style="list-style-type: none"> • Cultural • Social • Intellectual • Political 	Candidate demonstrates the capability to build and sustain partnerships in order to benefit school improvement and student development that value at least 2 of the following resources: <ul style="list-style-type: none"> • Cultural • Social • Intellectual • Political 	Candidate demonstrates the capability to build and sustain partnerships in order to benefit school improvement and student development that value all of the following resources: <ul style="list-style-type: none"> • Cultural • Social • Intellectual • Political
Element 5.3 Task: Join a committee or taskforce for an initiative that involves internal and external constituencies.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 5.4: Advocacy	Candidate does not demonstrate the capability to advocate for the needs and priorities of at least 3 of the following groups: <ul style="list-style-type: none"> • School • District • Students • Families • Community 	Candidate demonstrates the capability to advocate for the needs and priorities of at least 3 of the following groups: <ul style="list-style-type: none"> • School • District • Students • Families • Community 	Candidate demonstrates the capability to advocate for the needs and priorities of all of the following groups: <ul style="list-style-type: none"> • School • District • Students • Families • Community
Element 5.4 Task: Get involved in the school budget process. Participate in the planning, setting, marketing, allocating, dispersing, etc.)			Rating =
Comments:			

Standard Six: Operations and Management			
Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to develop, monitor, and evaluate school management, governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school; to seek, acquire, and manage fiscal, physical, technological, data, and other resources; to develop and coordinate communication systems that gather and deliver actionable information; and to interpret, apply and adhere to applicable laws, rights, policies, and regulations.			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 6.1: Management and Operation Systems	Candidate does not demonstrate capability to do at least 2 of the	Candidate demonstrates capability to do at least 2 of the following to support	Candidate demonstrates capability to do all of the following to support each

	following to support each student's learning needs: <ul style="list-style-type: none"> • Develop school management and operation system • Monitor school management and operation system • Evaluate school management and operation system 	each student's learning needs: <ul style="list-style-type: none"> • Develop school management and operation system • Monitor school management and operation system • Evaluate school management and operation system 	student's learning needs: <ul style="list-style-type: none"> • Develop school management and operation system • Monitor school management and operation system • Evaluate school management and operation system
Element 6.1 Task: Assist with the opening and closing of a school, taking the lead in aspects at the discretion of your mentor.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 6.2: Data and Resources	Candidate does not demonstrate the capability to cultivate at least two of the following resources to support student learning, collective professional capability, and community and family engagement: <ul style="list-style-type: none"> • Seek, acquire, and manage fiscal resources • Seek, acquire, and manage physical resources • Seek, acquire, and manage technological resources and data 	Candidate demonstrates the capability to cultivate at least two of the following resources to support student learning, collective professional capability, and community and family engagement: <ul style="list-style-type: none"> • Seek, acquire, and manage fiscal resources • Seek, acquire, and manage physical resources • Seek, acquire, and manage technological resources and data 	Candidate demonstrates the capability to cultivate all of the following resources to support student learning, collective professional capability, and community and family engagement: <ul style="list-style-type: none"> • Seek, acquire, and manage fiscal resources • Seek, acquire, and manage physical resources • Seek, acquire, and manage technological resources and data
Element 6.2 Task: Write a grant.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 6.3: Communication Systems	Candidate does not demonstrate the capability to develop and coordinate communication for at least 2 of the following: <ul style="list-style-type: none"> • Actionable information for the classroom • School improvement • Community engagement 	Candidate demonstrates the capability to develop and coordinate communication for at least 2 of the following: <ul style="list-style-type: none"> • Actionable information for the classroom • School improvement • Community engagement 	Candidate demonstrates the capability to develop and coordinate communication for all of the following: <ul style="list-style-type: none"> • Actionable information for the classroom • School improvement • Community engagement
Element 6.3 Task: Get involved in the school budget process. Participate in the planning, setting, marketing, allocating, dispersing, etc.)			Rating =

Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 6.4: Legal Compliance	<p>Candidate does not demonstrate the capability to comply with at least 2 of the following to promote student and adult success:</p> <ul style="list-style-type: none"> • Applicable laws • Applicable rights • Applicable policies • Applicable regulations 	<p>Candidate demonstrates the capability to comply with at least 2 of the following to promote student and adult success:</p> <ul style="list-style-type: none"> • Applicable laws • Applicable rights • Applicable policies • Applicable regulations 	<p>Candidate demonstrates the capability to comply with all of the following to promote student and adult success:</p> <ul style="list-style-type: none"> • Applicable laws • Applicable rights • Applicable policies • Applicable regulations
Element 6.4 Task: Consult with administrators to learn about legal issues facing the school and consider solutions to dilemmas that comply with laws, policies, and regulations.			Rating =
Comments:			

Standard Seven: Building Professional Capacity			
<p>Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to lead a professional capacity management system that recruits, hires, and supports, develops, and retains effective, caring and diverse educational personnel; to create leadership pathways for effective succession; to develop and sustain an empowering professional culture and shared commitments to school improvement and the education of the whole child; to develop workspace conditions that promote employee collaboration, leadership, well-being, learning and growth; and to implement research-anchored systems of supervision, support and evaluation that promote professional learning, leadership, and commitment to continuous school improvement.</p>			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 7.1: Professional Capacity Management	<p>Candidate does not demonstrate the capability to develop and implement a human resource management system that does at least 3 of the following:</p> <ul style="list-style-type: none"> • Recruits • Hires • Supports and develops • Retains personnel • Creates leadership pathways 	<p>Candidate demonstrates the capability to develop and implement a human resource management system that does at least 3 of the following:</p> <ul style="list-style-type: none"> • Recruits • Hires • Supports and develops • Retains personnel • Creates leadership pathways 	<p>Candidate demonstrates the capability to develop and implement a human resource management system that does all of the following:</p> <ul style="list-style-type: none"> • Recruits • Hires • Supports and develops • Retains personnel • Creates leadership pathways
Element 7.1 Task: Serve on several interview committees, chairing if possible. Switch teaching schedules with two colleagues for their professional growth.			Rating =

Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 7.2: Professional Culture	<p>Candidate does not demonstrate the capability to do at least one of the following:</p> <ul style="list-style-type: none"> Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child 	<p>Candidate demonstrates the capability to do at least one of the following:</p> <ul style="list-style-type: none"> Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child 	<p>Candidate demonstrates the capability to:</p> <ul style="list-style-type: none"> Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child
Element 7.2 Task: Conduct several faculty meetings and present information that informs on progress toward mission and goals.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 7.3: Conditions	<p>Candidate does not demonstrate the capability to develop workplace conditions that do at least two of the following:</p> <ul style="list-style-type: none"> Promote employee leadership Promote employee well-being Promote employee professional growth 	<p>Candidate demonstrates the capability to develop workplace conditions that do at least two of the following:</p> <ul style="list-style-type: none"> Promote employee leadership Promote employee well-being Promote employee professional growth 	<p>Candidate demonstrates the capability to develop workplace conditions that do all of the following:</p> <ul style="list-style-type: none"> Promote employee leadership Promote employee well-being Promote employee professional growth
Element 7.3 Task: Mentor new teachers or teachers new to the school.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 7.4: Supervision and Evaluation	<p>Candidate does not demonstrate the capability to implement supervision and evaluation procedures</p>	<p>Candidate demonstrates the capability to implement supervision and evaluation procedures that meet at</p>	<p>Candidate demonstrates the capability to implement supervision and evaluation procedures that meet all of</p>

	that meet at least 2 of the following: <ul style="list-style-type: none"> • Are anchored in research • Provide actionable feedback about instruction • Promote collective accountability 	least 2 of the following: <ul style="list-style-type: none"> • Are anchored in research • Provide actionable feedback about instruction • Promote collective accountability 	the following: <ul style="list-style-type: none"> • Are anchored in research • Provide actionable feedback about instruction • Promote collective accountability
Element 7.4 Task: Observe several teachers and conference with them for their professional growth.			Rating =
Comments:			

Please feel encouraged to write any additional comments about this SBL candidate, your experience completing this evaluation, recommendations for Educational Leadership program improvement, etc.:

The following document is a component of the School District Level Internship and is completed by the mentor.

<p>SUNY Buffalo State</p> <p>SDL Internship</p> <p>Mentor Evaluation</p>	<p>This form may be submitted on paper or electronically to: LoehrPW@BuffaloState.edu or Peter Loehr, Ph.D. Bacon 302 SUNY Buffalo State 1300 Elmwood Avenue Buffalo, NY 14222</p>	<p>Date completed:</p> <p>_____</p>
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[CAEP SDL Internship Evaluation – Full, Jan 2017]

Instructions to Mentor: _____ */s/* _____

Name of SDL Candidate: _____

Thank you for working with this Buffalo State Ed Leadership candidate. Real-world internship experiences are exceedingly significant to prepare effective educational leaders. By being the mentor to this candidate you are touching the future.

SDL candidates are required to demonstrate proficiency in standards put forth by the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA). The National Educational Leadership Preparation (NELP) Standards for School District Leaders establish criteria for candidate success as a School District Leader.

The SDL internship is comprised of tasks and experiences designed to develop well-rounded School District Leaders. Each of these experiences can be linked to one or more NELP standard elements. Using the form below, the primary mentor (that is, usually the candidate’s district-level mentor) should rate the proficiency of the candidate’s performance using the criteria set forth in the form. Candidates are rated as Unacceptable (U), Acceptable (A), or Target (T). The totality of all evaluations will provide a summative assessment that demonstrates that the candidate is ready to lead. It may be helpful to discuss these criteria with the SDL candidate for his/her experiences with these.

The SDL candidate cannot receive a grade for the District-level internship until this evaluation is received, and a log totaling 1300 hours of leadership-relevant activities, Common Experience write-ups and reflections, regular on-site visits, etc.

Using the identified task/experience, mentors should consider the underlying NELP standard elements when rating the SDL candidate. In order to pass this internship evaluation, candidates must be rated as Acceptable (A) or Target (T) in 85% of the elements. Mentors may consider observed actions, feedback from other school personnel, or the candidate’s written or verbal reflections in their evaluation. Some experiences are linked to more than one standard element

but the criteria should be considered separately. Some elements are linked to more than one experience so the most appropriate experience for the criteria should be considered.

Standard One: Mission, Vision, and Core Values			
<p>Program completers who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for a shared mission and vision, a set of core values, and continuous and sustainable district and school improvement to lead and implement a collaboratively developed, data-informed, shared mission and vision for the school district focused on the academic success and overall well-being of each student and all personnel in the district; to articulate, model and cultivate core values that define the district’s culture and stress the imperative of child-centered education, high expectations and student support, and to lead district staff and community members in district-wide improvement efforts that achieve the mission, vision and core values of the district.</p>			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 1.1 Mission and Vision	<p>Candidate does not demonstrate the capability to analyze data-informed mission and vision focused on at least 2 of the following:</p> <ul style="list-style-type: none"> • Academic Success • Overall well-being of each student • Overall well-being of district and school personnel. 	<p>Candidate demonstrates the capability to analyze data-informed mission and vision focused on at least 2 of the following:</p> <ul style="list-style-type: none"> • Academic Success • Overall well-being of each student • Overall well-being of district and school personnel. 	<p>Candidate demonstrates the capability to analyze data-informed mission and vision focused on all of the following:</p> <ul style="list-style-type: none"> • Academic Success • Overall well-being of each student • Overall well-being of district and school personnel.
<p>Element 1.1 Task: Work with principal to plan for changes for the coming school year. Create a vision, plan for a new reality, work to implement.</p>			<p>Rating (U, A, or T) =</p>
<p>Comments:</p>			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 1.2 Values	<p>Candidate does not demonstrate the capability to promote core democratic values including at least 4 of the following:</p> <ul style="list-style-type: none"> • High expectations and student support • Imperative of child-centered education • Equity • Inclusiveness • Social Justice • Openness, caring, and trust 	<p>Candidate demonstrates the capability to promote core democratic values including at least 4 of the following:</p> <ul style="list-style-type: none"> • High expectations and student support • Imperative of child-centered education • Equity • Inclusiveness • Social Justice • Openness, caring, and trust 	<p>Candidate demonstrates the capability to promote core democratic values including all of the following:</p> <ul style="list-style-type: none"> • High expectations and student support • Imperative of child-centered education • Equity • Inclusiveness • Social Justice • Openness, caring, and trust

Element 1.2 Task: Form an on-going work group to read, study, learn, and discuss visioning for the school as it pertains to the school's core values.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 1.3: Improvement	<p>Candidate does not demonstrate the capability to do at least two of the following:</p> <ul style="list-style-type: none"> • Develop evidence-based school and district improvement • Implement evidence-based school and district improvement • Evaluate evidence-based school district improvement 	<p>Candidate demonstrates the capability to do at least two of the following:</p> <ul style="list-style-type: none"> • Develop evidence-based school and district improvement • Implement evidence-based school and district improvement • Evaluate evidence-based school district improvement 	<p>Candidate demonstrates the capability to do all of the following:</p> <ul style="list-style-type: none"> • Develop evidence-based school and district improvement • Implement evidence-based school and district improvement • Evaluate evidence-based school district improvement
Element 1.3 Task: Lead a school improvement project group.			Rating =
Comments:			

<p>Standard Two: Ethics and Professionalism</p> <p>Program completers who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying knowledge, skills, and commitments necessary to enact professional ethics and norms of integrity, fairness, transparency, trust, collaboration, perseverance, self-awareness, reflection, lifelong learning and continuous improvement in their actions, decision making, management of resources and relationships; to work through ethical dilemmas and model ethical behavior, and to develop and sustain a positive professional culture that empowers teachers, leaders and other district personnel with collective responsibility for enacting professional and ethical norms as they collaboratively work to achieve the district's shared vision goals and objectives.</p>			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 2.1: Professional Norms	<p>Candidate does not demonstrate the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following:</p> <ul style="list-style-type: none"> • Integrity and fairness • Transparency and trust • Collaboration • Perseverance 	<p>Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following:</p> <ul style="list-style-type: none"> • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and 	<p>Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including all of the following:</p> <ul style="list-style-type: none"> • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and

	<ul style="list-style-type: none"> Learning and continuous improvement 	continuous improvement	continuous improvement
Element 2.1 Task: Participate in conflict resolution (teacher-student, teacher-teacher, employee-employee, teacher-parent, teacher-administrator, etc)			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 2.2: Ethical Behavior	Candidate does not demonstrate the capability to model ethical behavior in at least two of the following: <ul style="list-style-type: none"> Personal behavior Relationships with others Decision-making Stewardship of district resources 	Candidate demonstrates the capability to model ethical behavior in at least two of the following: <ul style="list-style-type: none"> Personal behavior Relationships with others Decision-making Stewardship of district resources 	Candidate demonstrates the capability to model ethical behavior in all of the following: <ul style="list-style-type: none"> Personal behavior Relationships with others Decision-making Stewardship of district resources
Element 2.2 Task: Take charge of a district program for an extended period of time in consultation with your mentor. Read, discuss, reflect on issues of educational ethics and morality.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 2.3: Professional Culture	Candidate does not demonstrate the capability to ensure at least one of the following: <ul style="list-style-type: none"> Sustain a positive culture that empowers teachers and other staff with responsibility for enacting professional norms Collaboratively work to achieve the district's shared vision, goals, and objectives 	Candidate demonstrates the capability to ensure at least one of the following: <ul style="list-style-type: none"> Sustain a positive culture that empowers teachers and other staff with responsibility for enacting professional norms Collaboratively work to achieve the district's shared vision, goals, and objectives 	Candidate demonstrates the capability to ensure both of the following: <ul style="list-style-type: none"> Sustain a positive culture that empowers teachers and other staff with responsibility for enacting professional norms Collaboratively work to achieve the district's shared vision, goals, and objectives
Element 2.3 Task: Take charge of a district program for an extended period of time.			Rating =
Comments:			

Standard Three: Equity and Cultural Leadership

Program completers who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to shape and maintain a safe, caring, healthy inclusive and responsive district culture; to develop, implement, and evaluate cohesive and equitable district policies and systems; to ensure that each student in the district has equitable access to safe and nurturing schools, social and behavioral support, and academic resources necessary for success; and to support the development of responsive and equitable practices among leaders, teachers and other staff members in the district.

Element	Unacceptable = U	Acceptable = A	Target = T
Element 3.1: District Culture	Candidate does not demonstrate the capability to build and maintain a district culture that provides at least 3 of the following: <ul style="list-style-type: none"> ● Academic and social supports ● Discipline ● Services ● Extracurricular activities ● Accommodations that meet the needs of each student 	Candidate demonstrates the capability to build and maintain a district culture that provides at least 3 of the following: <ul style="list-style-type: none"> ● Academic and social supports ● Discipline ● Services ● Extracurricular activities ● Accommodations that meet the needs of each student 	Candidate demonstrates the capability to build and maintain a district culture that provides all of the following: <ul style="list-style-type: none"> ● Academic and social supports ● Discipline ● Services ● Extracurricular activities ● Accommodations that meet the needs of each student
Element 3.1 Task(s): Engage in the day-to-day activities of school administration: Student discipline, student counseling, student-parent-teacher conferencing, bus duty, attendance, facility issues, etc.			Rating =

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
Element 3.2: Equitable Treatment	Candidate does not demonstrate the capability to ensure stakeholders are treated fairly, respectfully with an understanding of culture and context in at least two of the following ways: <ul style="list-style-type: none"> ● Develop guidelines ● Implement guidelines ● Evaluate guidelines, procedures, and decisions 	Candidate demonstrates the capability to ensure stakeholders are treated fairly, respectfully with an understanding of culture and context in at least two of the following ways: <ul style="list-style-type: none"> ● Develop guidelines ● Implement guidelines ● Evaluate guidelines, procedures, and decisions 	Candidate demonstrates the capability to ensure stakeholders are treated fairly, respectfully with an understanding of culture and context in all of the following ways: <ul style="list-style-type: none"> ● Develop guidelines ● Implement guidelines ● Evaluate guidelines, procedures, and decisions
Element 3.2 Task: Read, discuss, and reflect on issues of educational ethics and morality.			Rating =

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
Element 3.3: Equitable Access	Candidate does not demonstrate the capability to ensure that students have at least two of the following: <ul style="list-style-type: none"> • Access to effective teachers • Access to learning opportunities • Academic, social, behavioral, and other supports 	Candidate demonstrates the capability to ensure that students have at least two of the following: <ul style="list-style-type: none"> • Access to effective teachers • Access to learning opportunities • Academic, social, behavioral, and other supports 	Candidate demonstrates the capability to ensure that students have all of the following: <ul style="list-style-type: none"> • Access to effective teachers • Access to learning opportunities • Academic, social, behavioral, and other supports
Element 3.3 Task: Participate in special education determinations and placements. Participate in annual reviews and oversee the change process for IEPs and 504 Plans.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 3.4: Culturally and Individually Responsive Practice	Candidate does not demonstrate the capability to support development of responsive practices among teachers and staff so they can recognize at least two of the following: <ul style="list-style-type: none"> • Recognize institutional bias • Confront institutional bias • Alter institutional bias 	Candidate demonstrates the capability to support development of responsive practices among teachers and staff so they can recognize at least two of the following: <ul style="list-style-type: none"> • Recognize institutional bias • Confront institutional bias • Alter institutional bias 	Candidate demonstrates the capability to support development of responsive practices among teachers and staff so they can recognize all of the following: <ul style="list-style-type: none"> • Recognize institutional bias • Confront institutional bias • Alter institutional bias
Element 3.4 Task: Read, discuss, and reflect on issues of educational ethics and morality.			Rating =
Comments:			

Standard Four: Instructional Leadership

Program completers who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to analyze and manage district-wide use of coherent and technically appropriate systems of curriculum, instructions, assessment, student services, and instructional resources; to develop systems of support, coaching and professional development for principals and other school and district leaders to promote challenging engaging and equitable instructional practice, to develop and implement curricular resource and support systems that effectively and efficiently utilize district resources, and to develop and lead a technically, developmentally and culturally appropriate system of assessment and data collection, management, analysis and use to monitor and provide feedback for

continuous school and district improvement.			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 4.1: Instructional System	<p>Candidate does not demonstrate the capability to analyze and manage district-wide curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for at least 3 of the following:</p> <ul style="list-style-type: none"> • Student learning • Align with academic standards • Promote academic success • Promote career readiness • Promote social and emotional well-being for each student 	<p>Candidate demonstrates the capability to analyze and manage district-wide curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for at least 3 of the following:</p> <ul style="list-style-type: none"> • Student learning • Align with academic standards • Promote academic success • Promote career readiness • Promote social and emotional well-being for each student 	<p>Candidate demonstrates the capability to analyze and manage district-wide curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for all of the following:</p> <ul style="list-style-type: none"> • Student learning • Align with academic standards • Promote academic success • Promote career readiness • Promote social and emotional well-being for each student
Element 4.1 Task: Participate in district curriculum development and change.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 4.2: Developing Instructional Leadership	<p>Candidate does not demonstrate the capability to use learning theory and research to do at least one of the following:</p> <ul style="list-style-type: none"> • Support development of principals • Develop individual instructional capacity of teachers and other staff 	<p>Candidate demonstrates the capability to use learning theory and research to do at least one of the following:</p> <ul style="list-style-type: none"> • Support development of principals • Develop individual instructional capacity of teachers and other staff 	<p>Candidate demonstrates the capability to use learning theory and research to do both of the following:</p> <ul style="list-style-type: none"> • Support development of principals • Develop individual instructional capacity of teachers and other staff
Element 4.2 Task: Cultivate knowledge of current educational research to support instruction and professional development for principals, teachers, and other staff.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 4.3: Curriculum Supports	<p>Candidate does not demonstrate the capability to employ at least 4 of the following supports to help individual principals to grow as instructional</p>	<p>Candidate demonstrates the capability to employ at least 4 of the following supports to help individual principals to grow as instructional leaders.</p>	<p>Candidate demonstrates the capability to employ all of the following supports to help individual principals to grow as instructional leaders.</p>

	leaders. <ul style="list-style-type: none"> • Time • Technologies • Instructional Spaces • Assessments • Staffing • Professional development • Communication 	<ul style="list-style-type: none"> • Time • Technologies • Instructional Spaces • Assessments • Staffing • Professional development • Communication 	<ul style="list-style-type: none"> • Time • Technologies • Instructional Spaces • Assessments • Staffing • Professional development • Communication
Element 4.3 Task: Cultivate knowledge of current educational research to support instruction and professional development for principals, teachers, and other staff.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 4.4: Assessment System	Candidate does not demonstrate the capability to lead an appropriate assessment system that does at least 2 of the following: <ul style="list-style-type: none"> • Data collection • Data management • Data analysis • Data use for improvement 	Candidate demonstrates the capability to lead an appropriate assessment system that does at least 2 of the following: <ul style="list-style-type: none"> • Data collection • Data management • Data analysis • Data use for improvement 	Candidate demonstrates the capability to lead an appropriate assessment system that does all of the following: <ul style="list-style-type: none"> • Data collection • Data management • Data analysis • Data use for improvement
Element 4.4 Task: Cultivate knowledge of current educational research on the use of data to support instruction and professional development for principals, teachers, and other staff.			Rating =
Comments:			

<p>Standard Five: Community and External Leadership</p> <p>Program completers who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to engage families, community, public, private, and non-profit sectors in meaningful ways to support student learning and achieve the mission and vision of the district; to create and sustain partnerships with diverse communities and public and other sectors; to engage in regular, effective, and culturally appropriate two-way communication with families and the community, and to represent the district and engage various stakeholders in building an appreciation of the overall context in which decisions are made in the service of student learning and development.</p>			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 5.1: Community Engagement	Candidate does not demonstrate the capability maintain communication with at least 3 of the	Candidate demonstrates the capability maintain communication with at least 4 of the following	Candidate demonstrates the capability maintain communication with all of the following groups:

	following groups: <ul style="list-style-type: none"> • Families • Community • Public Sector • Private Sector • Non-Profit Sector 	groups: <ul style="list-style-type: none"> • Families • Community • Public Sector • Private Sector • Non-Profit Sector 	<ul style="list-style-type: none"> • Families • Community • Public Sector • Private Sector • Non-Profit Sector
Element 5.1 Task: Write various materials (memos to employees, parents, central office administrators, newsletters, etc)			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 5.2: Partnerships	Candidate does not demonstrate the capability to build and sustain at least one of the following types of partnerships to promote school improvement and student development: <ul style="list-style-type: none"> • Public sector entities • Private sector entities 	Candidate demonstrates the capability to build and sustain at least one of the following types of partnerships to promote school improvement and student development: <ul style="list-style-type: none"> • Public sector entities • Private sector entities 	Candidate demonstrates the capability to build and sustain both of the following types of partnerships to promote school improvement and student development: <ul style="list-style-type: none"> • Public sector entities • Private sector entities
Element 5.2 Task: Join a committee or taskforce for an initiative that involves internal and external constituencies.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 5.3: Two-way Communication	Candidate does not demonstrate the capability to maintain two-way communication with at least one of the following: <ul style="list-style-type: none"> • Families • Community 	Candidate demonstrates the capability to maintain two-way communication with at least one of the following: <ul style="list-style-type: none"> • Families • Community 	Candidate demonstrates the capability to maintain two-way communication with both of the following: <ul style="list-style-type: none"> • Families • Community
Element 5.3 Task: Review/revise student handbook, faculty handbook, substitute teacher handbook, family newsletters			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 5.4: Representation	Candidate does not demonstrate the capability to represent at least one of the following: <ul style="list-style-type: none"> • School District • Interested Stakeholders 	Candidate demonstrates the capability to represent at least one of the following: <ul style="list-style-type: none"> • School District • Interested Stakeholders 	Candidate demonstrates the capability to represent both of the following: <ul style="list-style-type: none"> • School District • Interested Stakeholders

Element 5.4 Task: Get involved in the school budget process. Participate in the planning, setting, marketing, allocating, dispersing, etc.)	Rating =
Comments:	

Standard Six: Operations and Management

Program completers who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to lead, manage and adapt the district's administration, management, governance, finance, and operations systems; to seek, acquire, manage and align fiscal human, physical, technological, data, and other resources to support district goals; to lead the growth of individual and collective capacity through systems of hiring, retention, development, and supervision of school/district personnel; to develop pathways for effective leadership development and succession; to use research-anchored systems of leadership supervision, evaluation, feedback and support; and to develop, implement and evaluate effective, equitable and cohesive policies and procedures that promote success and protect the welfare and safety of students and staff across the district.

Element	Unacceptable = U	Acceptable = A	Target = T
Element 6.1: Managing Systems	Candidate does not demonstrate capability to manage at least 3 of the following systems to support each student's learning needs: <ul style="list-style-type: none"> • Administration • Management • Governance • Finance • Operations 	Candidate demonstrates capability to manage at least 3 of the following systems to support each student's learning needs: <ul style="list-style-type: none"> • Administration • Management • Governance • Finance • Operations 	Candidate demonstrates capability to manage all of the following systems to support each student's learning needs: <ul style="list-style-type: none"> • Administration • Management • Governance • Finance • Operations

Element 6.1 Task: Participate in a district-wide initiative, taking the lead if possible. Work with central office administrators including the superintendent.

Rating =

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
Element 6.2: Resources	Candidate does not demonstrate the capability to cultivate at least two of the following resources to support student learning, collective professional capability, and community and family engagement: <ul style="list-style-type: none"> • Seek, acquire, and manage fiscal resources • Seek, acquire, and 	Candidate demonstrates the capability to cultivate at least two of the following resources to support student learning, collective professional capability, and community and family engagement: <ul style="list-style-type: none"> • Seek, acquire, and manage fiscal resources • Seek, acquire, and 	Candidate demonstrates the capability to cultivate all of the following resources to support student learning, collective professional capability, and community and family engagement: <ul style="list-style-type: none"> • Seek, acquire, and manage fiscal resources • Seek, acquire, and

	manage physical resources • Seek, acquire, and manage technological resources and data	manage physical resources • Seek, acquire, and manage technological resources and data	manage physical resources • Seek, acquire, and manage technological resources and data
Element 6.2 Task: Write a grant. Assist an administrator with the BEDS and other state forms in an effort to learn how they affect resources.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 6.3: Professional Capacity	Candidate does not demonstrate the capability to develop and implement a human resource management system that does at least 3 of the following: <ul style="list-style-type: none"> • Recruits • Hires • Supports and develops • Retains personnel • Creates leadership pathways 	Candidate demonstrates the capability to develop and implement a human resource management system that does at least 3 of the following: <ul style="list-style-type: none"> • Recruits • Hires • Supports and develops • Retains personnel • Creates leadership pathways 	Candidate demonstrates the capability to develop and implement a human resource management system that does all of the following: <ul style="list-style-type: none"> • Recruits • Hires • Supports and develops • Retains personnel • Creates leadership pathways
Element 6.3 Task: Serve on several interview committees, chairing if possible. Switch teaching schedules with two colleagues for their professional growth.			Rating =
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 6.4: Policies and Procedures	Candidate does not demonstrate the capability to comply with at least 2 of the following to promote student and adult success: <ul style="list-style-type: none"> • Applicable laws • Applicable rights • Applicable policies • Applicable regulations 	Candidate demonstrates the capability to comply with at least 2 of the following to promote student and adult success: <ul style="list-style-type: none"> • Applicable laws • Applicable rights • Applicable policies • Applicable regulations 	Candidate demonstrates the capability to comply with all of the following to promote student and adult success: <ul style="list-style-type: none"> • Applicable laws • Applicable rights • Applicable policies • Applicable regulations
Element 6.4 Task: Consult with administrators to learn about legal issues facing the school and consider solutions to dilemmas that comply with laws, policies, and regulations.			Rating =
Comments:			

Standard Seven: Policy, Governance, and Advocacy

Program completers who successfully complete a district level educational leadership

preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary foster a respectful and responsive relationship with the District's Board of Education; to lead and manage effective systems for district governance that engage multiple stakeholder groups; to interpret, engage in decision making around, and appropriately respond to district, state and national policy, laws, rules and regulations; and to engage in educational policy conversations at the local, state, and national level, and demonstrate the capacity to advocate for and communicate about the needs and priorities of the district, students, families, and the community and the profession.

Element	Unacceptable = U	Acceptable = A	Target = T
Element 7.1: Board (central office) Relations	Candidate does not demonstrate the capability to manage Board Relations in at least one of the following ways: <ul style="list-style-type: none"> Respectful Responsive 	Candidate demonstrates the capability to manage Board Relations in at least one of the following ways: <ul style="list-style-type: none"> Respectful Responsive 	Candidate demonstrates the capability to manage Board Relations in both of the following ways: <ul style="list-style-type: none"> Respectful Responsive
Element 7.1 Task: Work with central office administrators, including the superintendent (or assistant superintendent in a "Big Five" district)			Rating =

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
Element 7.2: District Governance	Candidate does not demonstrate the capability to do at least one of the following: <ul style="list-style-type: none"> Understand district governance Manage effective systems for district governance 	Candidate demonstrates the capability to do at least one of the following: <ul style="list-style-type: none"> Understand district governance Manage effective systems for district governance 	Candidate demonstrates the capability to do both of the following: <ul style="list-style-type: none"> Understand district governance Manage effective systems for district governance
Element 7.2 Task: Work with central office administrators, including the superintendent (or assistant superintendent in a "Big Five" district)			Rating =

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
Element 7.3: Legal and Policy	Candidate does not demonstrate the capability to comply with at least 2 of the following to promote student and adult success: <ul style="list-style-type: none"> Applicable laws Applicable rights Applicable policies Applicable regulations 	Candidate demonstrates the capability to comply with at least 2 of the following to promote student and adult success: <ul style="list-style-type: none"> Applicable laws Applicable rights Applicable policies Applicable regulations 	Candidate demonstrates the capability to comply with all of the following to promote student and adult success: <ul style="list-style-type: none"> Applicable laws Applicable rights Applicable policies Applicable regulations
Element 7.3 Task: Consult with administrators to learn about legal issues facing the school and consider solutions to dilemmas that comply with laws, policies, and			Rating =

regulations.			
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
Element 7.4: Advocacy	Candidate does not demonstrate the capability to understand, respond to, and advocate for needs and priorities of the district for at least 2 of the following decisions: <ul style="list-style-type: none"> • Local • State • National 	Candidate demonstrates the capability to understand, respond to, and advocate for needs and priorities of the district for at least 2 of the following decisions: <ul style="list-style-type: none"> • Local • State • National 	Candidate demonstrates the capability to understand, respond to, and advocate for needs and priorities of the district for all of the following decisions: <ul style="list-style-type: none"> • Local • State • National
Element 7.4 Task: Consult with administrators to learn about legal issues facing the school and consider solutions to dilemmas that comply with laws, policies, and regulations.			Rating =
Comments:			

Please feel encouraged to write any additional comments about this SDL candidate, your experience completing this evaluation, recommendations for Educational Leadership program improvement, etc.:

Appendix C

TaskStream Assignments

EDL 552 – School Law

Case Study - SBL

Balancing Communities, Cultures, and Conflict

<http://journals.sagepub.com/doi/full/10.1177/1555458915626760>

Instruction:

Read the case found at the link above. Using your knowledge of legal and ethical practices, answer the following questions. Use the grading rubric to form your answers. When necessary, please cite resources supporting your position.

1. It is evident that the Ramapo School District was not meeting NELP SBL Element 3.1. Please identify missteps taken by the Board and identify actions that could have been taken to meet the standard.
2. Discuss whether or not the District was meeting NELP SBL Standard Element 3.2. Support your opinion with description of how the standard was met. If it was not met, who in the district would be held responsible. What actions can be taken by the principals to ensure ethical treatment that takes into account all cultures in the district.
3. It appears that the district has separated into factions. Does this violate Brown vs. Board of Education? Support your answer. How can the district ensure that all elements of the standard are being met?
4. Is there institutional bias present in this district? Support your opinion using facts from the case. How can the administrators in the district work toward developing teachers and other staff to become aware of and fight against institutional bias.
5. Describe how the relationship between the public school community and the Hasidic community were preventing the resolution of problems. Use examples from the case to support your opinion. What actions can principals take to bridge the gap between the two communities in an effort to work as one district where all needs are addressed?
6. The case describes efforts to change the laws to help resolve disputes. How is this an example of advocacy?
7. Describe a comprehensive recruiting, hiring, and professional development program that could be implemented that could steer the district to common ground in the long run.

EDL 552 – School Law

Case Study - SDL

Courage Under Fire: Duval County's School Board Chair Faces a Major Leadership Challenge

<http://journals.sagepub.com/doi/pdf/10.1177/1555458911426498>

Instructions:

Read the case found at the link above. Using your knowledge of legal and ethical practices, answer the following questions. Use the grading rubric to form your answers. When necessary, please cite resources supporting your position.

1. The district has been taking proactive steps that would help to demonstrate that they are seeking to improve the district culture. Please identify actions taken that support SDL Standard Element 3.1.
2. How is the change in district leadership related to the elements of SDL Standard Element 3.2. Please be specific.
3. In your opinion, is the district improving access to effective teachers, academic supports, and social/behavioral supports? Please provide evidence from the case.
4. Is institutional bias present in this district? Are recent actions changing that aspect of the culture?
5. Describe the relationship between the board and the administration, both before and after the change.
6. What laws, regulations, or policies were violated in the past and how is the district seeking to move into compliance?
7. Discuss how local constituencies advocated for changes to law and policy to allow some old practices to continue. Were their arguments sound and what is your opinion on this issue?

EDL 602 – Administration of Special Education Programs

Develop District Procedures Manual for Student Services (70 points)

Introduction:

For the purposes of this assignment, we will assume that the Student Services office serves all groups of students and is responsible for ensuring that the needs of all are met. However, the focus will be on Students with Disabilities who have an Individualized Education Plan or a 504 Plan. This project will be divided into four different parts, with discussion points that follow the manual. The four parts are define, develop, deliver, and determine. The process must be established and implemented in an ethical and equitable way.

1. Define: The group SWDs with an IEP or a 504 Plan in the district that need to be served including students in various stages of possibly being identified as SWDs and students who have been declassified. BEDS data and NYS indicator data may be helpful.
2. Develop: The process and procedures for how students are identified, classified and programs developed that support the students according Part 200 regulations. Include who are the staff, faculty, administration responsible at each stage of the process. Discuss what data and information are decisions based.
3. Deliver: Discuss how parents, students and teachers supported through the eligibility process and implementation of program including the role of the principal or other supervisors. Discuss how are supports are implemented across the district to buildings, grade levels, and include students and parents.
4. Determine: Indicated how the district know that the procedures, if followed, lead to positive impact on student learning and development

Follow-up Questions:

1. In what ways does the manual demonstrate each of the elements of ethical behavior as described in SDL 2.2?
2. How would a manual such as this fit into larger structure of district governance? Who would be responsible for these outcomes?

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
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Element 2.2: Ethical Behavior	<p>Candidate does not demonstrate the capability to model ethical behavior in at least two of the following:</p> <ul style="list-style-type: none"> ● Personal behavior ● Relationships with others ● Decision-making ● Stewardship of district resources 	<p>Candidate demonstrates the capability to model ethical behavior in at least two of the following:</p> <ul style="list-style-type: none"> ● Personal behavior ● Relationships with others ● Decision-making ● Stewardship of district resources 	<p>Candidate demonstrates the capability to model ethical behavior in all of the following:</p> <ul style="list-style-type: none"> ● Personal behavior ● Relationships with others ● Decision-making ● Stewardship of district resources
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Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 3.3: Equitable Access Develop	<p>Candidate does not demonstrate the capability to ensure that students have at least two of the following:</p> <ul style="list-style-type: none"> ● Access to effective teachers ● Access to learning opportunities ● Academic, social, behavioral, and other supports 	<p>Candidate demonstrates the capability to ensure that students have at least two of the following:</p> <ul style="list-style-type: none"> ● Access to effective teachers ● Access to learning opportunities ● Academic, social, behavioral, and other supports 	<p>Candidate demonstrates the capability to ensure that students have all of the following:</p> <ul style="list-style-type: none"> ● Access to effective teachers ● Access to learning opportunities ● Academic, social, behavioral, and other supports

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 6.1: Managing Systems Determine	<p>Candidate does not demonstrate capability to manage at least 3 of the following systems to support each student's learning needs:</p> <ul style="list-style-type: none"> ● Administration ● Management ● Governance ● Operations 	<p>Candidate demonstrates capability to manage at least 3 of the following systems to support each student's learning needs:</p> <ul style="list-style-type: none"> ● Administration ● Management ● Governance ● Operations 	<p>Candidate demonstrates capability to manage all of the following systems to support each student's learning needs:</p> <ul style="list-style-type: none"> ● Administration ● Management ● Governance ● Operations

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 6.2: Resources	<p>Candidate does not demonstrate the capability to cultivate at least two of the following resources to</p>	<p>Candidate demonstrates the capability to cultivate at least two of the following resources to support student</p>	<p>Candidate demonstrates the capability to cultivate all of the following resources to support student learning,</p>

Deliver Fiscal and Physical Resources	<p>support student learning, collective professional capability, and community and family engagement:</p> <ul style="list-style-type: none"> ● Seek, collaborate, and manage fiscal resources ● Seek, collaborate, and manage physical resources ● Seek, collaborate, and manage technological resources and data 	<p>learning, collective professional capability, and community and family engagement:</p> <ul style="list-style-type: none"> ● Seek, collaborate, and manage fiscal resources ● Seek, collaborate, and manage physical resources ● Seek, collaborate, and manage technological resources and data 	<p>collective professional capability, and community and family engagement:</p> <ul style="list-style-type: none"> ● Seek, collaborate, and manage fiscal resources ● Seek, collaborate, and manage physical resources ● Seek, collaborate, and manage technological resources and data
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Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 6.3: Professional Capacity Deliver Human Resources	<p>Candidate does not demonstrate the capability to develop and implement an human resource management system that does at least 3 of the following:</p> <ul style="list-style-type: none"> ● Participates in Recruiting ● Participates in Hires ● Supports and Develops training for CSE process and procedures ● Retains Personnel ● Creates leadership pathways 	<p>Candidate demonstrates the capability to develop and implement an human resource management system that does at least 3 of the following:</p> <ul style="list-style-type: none"> ● Participates in Recruiting ● Participates in Hires ● Supports and Develops training for CSE process and procedures ● Retains Personnel ● Creates leadership pathways 	<p>Candidate demonstrates the capability to develop and implement an human resource management system that does all of the following:</p> <ul style="list-style-type: none"> ● Participates in Recruiting ● Participates in Hires ● Supports and Develops training for CSE process and procedures ● Retains Personnel ● Creates leadership pathways

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 6.4: Policies and Procedures	<p>Candidate does not demonstrate the capability to comply with at least 2 of the following to promote student and adult success:</p> <ul style="list-style-type: none"> ● Applicable laws 	<p>Candidate demonstrates the capability to comply with at least 2 of the following to promote student and adult success:</p> <ul style="list-style-type: none"> ● Applicable laws 	<p>Candidate demonstrates the capability to comply with all of the following to promote student and adult success:</p> <ul style="list-style-type: none"> ● Applicable laws ● Applicable rights

Define	<ul style="list-style-type: none"> • Applicable rights • Applicable policies • Applicable regulations 	<ul style="list-style-type: none"> • Applicable rights • Applicable policies • Applicable regulations 	<ul style="list-style-type: none"> • Applicable policies • Applicable regulations
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Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 7.2: District Governance Outcomes	Candidate does not demonstrate the capability to do at least one of the following: <ul style="list-style-type: none"> • Understand district governance • Manage effective systems for district governance 	Candidate demonstrates the capability to do at least one of the following: <ul style="list-style-type: none"> • Understand district governance • Manage effective systems for district governance 	Candidate demonstrates the capability to do both of the following: <ul style="list-style-type: none"> • Understand district governance • Manage effective systems for district governance

EDL 602 – Administration of Special Education Programs

SDL - Comprehensive District Curriculum Remediation Project (60 points)

This project requires that you to develop a process and procedure with gathering information on a topic given related to program for Students with Disabilities and implement aspects to ensure compliance with federal and State regulations. Topics being provided include but are not limited to: Aide support, Testing accommodations, Adaptive Physical Education, Non-public School supports within a District's boundaries, Gender Identity considerations, Assistive Technology, Specially Designed Instruction verses Universal Design, NYS Alternative Assessments, NYS Variance Requests, Graduation Pathways, Exit Summaries, etc. You are to gather all regulatory information, determine professional development and include examples of an action plan for this to include all those to be involved, create documents to facilitate appropriate implementation, outline a procedure for implementation, and create a plan to monitor the process and procedure to ensure compliance. You need to include a proposal(s) to address issues and concerns that may surface with implementing procedures and ensuring follow through with fidelity. The purpose of this project is to implement a process and procedure that is following regulation to proactively provide appropriate program and supports for students on the topic given as well as avoid possible litigation initiated by a parent of a Student with a Disability due to lack of implementation of the student's program or absence of proper procedures regarding the topic given.

This project is broken into three sections; background, plan of action, and measuring success. Please use the rubric below to guide construction of this project.

Background:

1. Research and provide current regulation statutes indicated under education law Parts 100, 200 and/or 300. This can also include State Guidance Memos. Give a Description of a proper procedure to develop, implement, and evaluate evidence-based improvement for the implementation of the topic given. Be sure to discuss how specific details and ensure that implementation is to be "fair and equitable".
2. Describe your plan to ensure equitable access to all teachers, support staff including aides or paraprofessionals, monitors, cafeteria staff, nurses, school counselors, etc. with learning opportunities and other supports for Students with Disabilities.

Plan of Action:

1. Describe a plan to do a complete review of the given topic, considering the various groups of adults within the school setting that will need to access the information. Include a focused comparison between the general education students and Students with Disabilities and the implications for the teachers and students. Also, discuss how you would identify what needs improvement.
2. Describe a plan to train principals and teachers to implement any recommendations that are made for improvements.
3. Using regulation and other literature, identify possible supports that could be put into place to know that the process and procedures are being followed with fidelity across the district’s buildings.

Measuring Success:

1. How will you know that your plan is successful? Be specific on the review process that you would establish to monitor progress. Include all persons involved from administration, teachers, support staff, parents and students.

Grading Rubric:

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 1.3: Improvement	Candidate does not demonstrate the capability to do at least two of the following: <ul style="list-style-type: none"> ● Develop regulatory or evidence-based school and district improvement ● Implement regulatory or evidence-based school and district improvement ● Evaluate regulatory or evidence-based school district improvement 	Candidate demonstrates the capability to do at least two of the following: <ul style="list-style-type: none"> ● Develop regulatory or evidence-based school and district improvement ● Implement regulatory or evidence-based school and district improvement ● Evaluate regulatory or evidence-based school district improvement 	Candidate demonstrates the capability to do all of the following: <ul style="list-style-type: none"> ● Develop regulatory or evidence-based school and district improvement ● Implement regulatory or evidence-based school and district improvement ● Evaluate regulatory or evidence-based school district improvement

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 3.3: Equitable Access	<p>Candidate does not demonstrate the capability to ensure that students have at least two of the following:</p> <ul style="list-style-type: none"> • Access to effective teachers • Access to learning opportunities • Academic, social, behavioral, and other supports 	<p>Candidate demonstrates the capability to ensure that students have at least two of the following:</p> <ul style="list-style-type: none"> • Access to effective teachers • Access to learning opportunities • Academic, social, behavioral, and other supports 	<p>Candidate demonstrates the capability to ensure that students have all of the following:</p> <ul style="list-style-type: none"> • Access to effective teachers • Access to learning opportunities • Academic, social, behavioral, and other supports

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 4.1: Instructional System	<p>Candidate does not demonstrate the capability to analyze and manage district-wide process and procedures and resources that embody high expectations for at least 3 of the following:</p> <ul style="list-style-type: none"> • Student learning • Align with academic standards or regulations • Promote academic success • Promote career readiness • Promote social and emotional well-being for each student 	<p>Candidate demonstrates the capability to analyze and manage district-wide process and procedures and resources that embody high expectations for at least 3 of the following:</p> <ul style="list-style-type: none"> • Student learning • Align with academic standards or regulations • Promote academic success • Promote career readiness • Promote social and emotional well-being for each student 	<p>Candidate demonstrates the capability to analyze and manage district-wide process and procedures and resources that embody high expectations for all the following:</p> <ul style="list-style-type: none"> • Student learning • Align with academic standards or regulations • Promote academic success • Promote career readiness • Promote social and emotional well-being for each student

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 4.2: Developing Instructional Leadership	<p>Candidate does not demonstrate the capability to use learning theory and research to do at least one of the following:</p> <ul style="list-style-type: none"> • Support development of principals • Develop individual instructional capacity of teachers and other staff 	<p>Candidate demonstrates the capability to use learning theory and research to do at least one of the following:</p> <ul style="list-style-type: none"> • Support development of principals • Develop individual instructional capacity of teachers and other staff 	<p>Candidate demonstrates the capability to use learning theory and research to do both of the following:</p> <ul style="list-style-type: none"> • Support development of principals • Develop individual instructional capacity of teachers and other staff

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 4.3: Curriculum Supports	<p>Candidate does not demonstrate the capability to employ at least 4 of the following supports to help individual principals to grow as instructional leaders.</p> <ul style="list-style-type: none"> ● Time ● Technologies ● Instructional Spaces ● Assessments ● Staffing ● Professional development ● Communication 	<p>Candidate demonstrates the capability to employ at least 4 of the following supports to help individual principals to grow as instructional leaders.</p> <ul style="list-style-type: none"> ● Time ● Technologies ● Instructional Spaces ● Assessments ● Staffing ● Professional development ● Communication 	<p>Candidate demonstrates the capability to employ all of the following supports to help individual principals to grow as instructional leaders.</p> <ul style="list-style-type: none"> ● Time ● Technologies ● Instructional Spaces ● Assessments ● Staffing ● Professional development ● Communication

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 4.4: Assessment System	<p>Candidate does not demonstrate the capability to lead an appropriate assessment system that does at least 2 of the following:</p> <ul style="list-style-type: none"> ● Data collection ● Data management ● Data analysis ● Data use for improvement 	<p>Candidate demonstrates the capability to lead an appropriate assessment system that does at least 2 of the following:</p> <ul style="list-style-type: none"> ● Data collection ● Data management ● Data analysis ● Data use for improvement 	<p>Candidate demonstrates the capability to lead an appropriate assessment system that does all of the following:</p> <ul style="list-style-type: none"> ● Data collection ● Data management ● Data analysis ● Data use for improvement

EDL 606 – School Community Relations

SBL Increasing Parent Involvement in Schools (70 Points)

Introduction:

Students perform better when their parents are involved at school. Too often, apathy plagues schools and leaves teachers with few tools to motivate and foster improvement in student learning. This project requires you to consider ways to decrease apathy and increase parent involvement in the school. We first need to give the parents a reason to become involved, then we need to provide vehicles for that involvement. This project is broken into parts that address these differing paths to the same objective.

Please complete each task for each part of this project. Use the rubric below to guide your planning.

Mission and Vision

1. Identify meetings that could be implemented that could serve as vehicles for communication of the school's mission and vision.
2. Devise a plan to encourage families to participate in the vision development process so they feel that they are a valued part of the process.

Culture and Values

1. Discuss ways that the principal can encourage all staff members to be efficient and engaging so parents feel comfortable in the school culture.
2. Discuss how core values can be infused into all aspects of the school's operations.

Support

1. Craft a professional development workshop that will teach faculty and staff to be aware of their bias, support all of the families, and treat everyone fairly. Who would give this workshop and how will you measure its success?

Engagement and Communication

1. Craft an example of an invitation that could be distributed to families to encourage parents to attend open house events.
2. Create a plan that includes reminders for upcoming events.
3. Establish procedures for incoming communication as well as outgoing.

Partnership

1. Discuss how strong parent school alliances can lead to social, cultural, intellectual, and political partnerships. How might these partnerships impact student learning?
2. Identify plans to secure parent volunteers so there is a strong family presence in the school.

Advocacy

1. Principals need to advocate for all constituencies. Create a plan to survey the various groups and discuss how this information will be used to increase parent engagement.
2. Devise a plan to encourage families to participate in the vision development process so they feel that they are a valued part of the process.

Grading Rubric

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 1.1 Mission and Vision</p> <p>Development of Mission and Vision with Parent Participation</p>	<p>Candidate does not demonstrate the capability to steward a school mission by doing at least two of the following:</p> <ul style="list-style-type: none"> ● Linking school data to mission and vision ● Advocating for changes to mission based on data ● Developing plans to implement the school mission and vision ● Work collaboratively in the mission and vision development process 	<p>Candidate demonstrates the capability to steward a school mission by doing at least two of the following:</p> <ul style="list-style-type: none"> ● Linking school data to mission and vision ● Advocating for changes to mission based on data ● Developing plans to implement the school mission and vision ● Work collaboratively in the mission and vision development process 	<p>Candidate demonstrates the capability to steward a school mission by doing all of the following:</p> <ul style="list-style-type: none"> ● Linking school data to mission and vision ● Advocating for changes to mission based on data ● Developing plans to implement the school mission and vision ● Work collaboratively in the mission and vision development process

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 1.2 Values</p> <p>Integrating Core Values into All Aspects of School Operation</p>	<p>Candidate does not demonstrate the ability to influence the school's culture by doing at least 2 of the following:</p> <ul style="list-style-type: none"> ● Articulate core values to all school constituencies ● Advocate that core values be integrated into all aspects of school operations ● Model core values in professional 	<p>Candidate demonstrates the ability to influence the school's culture by doing at least 2 of the following:</p> <ul style="list-style-type: none"> ● Articulate core values to all school constituencies ● Advocate that core values be integrated into all aspects of school operations ● Model core values in professional behavior 	<p>Candidate demonstrates the ability to influence the school's culture by doing all of the following:</p> <ul style="list-style-type: none"> ● Articulate core values to all school constituencies ● Advocate that core values be integrated into all aspects of school operations ● Model core values in professional behavior

	behavior <ul style="list-style-type: none"> • Cultivate core values in faculty and staff through feedback and professional development. 	<ul style="list-style-type: none"> • Cultivate core values in faculty and staff through feedback and professional development. 	<ul style="list-style-type: none"> • Cultivate core values in faculty and staff through feedback and professional development.
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Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 3.1: Supportive School Community Staff Development to Ensure School Community is Supportive to All.	Candidate does not demonstrate the capability to build and maintain a school culture that does at least two of the following: <ul style="list-style-type: none"> • Ensures each student and family is treated fairly • Ensure that dealings are free from bias • Ensure that each student and family is treated respectfully 	Candidate demonstrates the capability to build and maintain a school culture that does at least two of the following: <ul style="list-style-type: none"> • Ensures each student and family is treated fairly • Ensure that dealings are free from bias • Ensure that each student and family is treated respectfully 	Candidate demonstrates the capability to build and maintain a school culture that does all of the following: <ul style="list-style-type: none"> • Ensures each student and family is treated fairly • Ensure that dealings are free from bias • Ensure that each student and family is treated respectfully

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 5.1: Engagement Design of Vehicles to Engage Families	Candidate does not demonstrate the capability to engage at least two of the following groups in strengthening student learning in and out of school: <ul style="list-style-type: none"> • Families • Community • School Personnel 	Candidate demonstrates the capability to engage at least two of the following groups in strengthening student learning in and out of school: <ul style="list-style-type: none"> • Families • Community • School Personnel 	Candidate demonstrates the capability to engage all of the following groups in strengthening student learning in and out of school: <ul style="list-style-type: none"> • Families • Community • School Personnel

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 5.2: Communication Establishment of a Plan for Communication	Candidate does not demonstrate the capability to maintain two-way communication with at least two of the following: <ul style="list-style-type: none"> • Families • Community • Feeder and connecting schools • District central office 	Candidate demonstrates the capability to maintain two-way communication with at least two of the following: <ul style="list-style-type: none"> • Families • Community • Feeder and connecting schools • District central office 	Candidate demonstrates the capability to maintain two-way communication with both of the following: <ul style="list-style-type: none"> • Families • Community • Feeder and connecting schools • District central office

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 5.3: Partnerships Importance of Partnerships and Possible Advantages	Candidate does not demonstrate the capability to build and sustain partnerships in order to benefit school improvement and student development that value at least 2 of the following resources: <ul style="list-style-type: none"> ● Cultural ● Social ● Intellectual ● Political 	Candidate demonstrates the capability to build and sustain partnerships in order to benefit school improvement and student development that value at least 2 of the following resources: <ul style="list-style-type: none"> ● Cultural ● Social ● Intellectual ● Political 	Candidate demonstrates the capability to build and sustain partnerships in order to benefit school improvement and student development that value all of the following resources: <ul style="list-style-type: none"> ● Cultural ● Social ● Intellectual ● Political

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 5.4: Advocacy Gather Information so All Needs are Considered	Candidate does not demonstrate the capability to advocate for the needs and priorities of at least 3 of the following groups: <ul style="list-style-type: none"> ● School ● District ● Students ● Families ● Community 	Candidate demonstrates the capability to advocate for the needs and priorities of at least 3 of the following groups: <ul style="list-style-type: none"> ● School ● District ● Students ● Families ● Community 	Candidate demonstrates the capability to advocate for the needs and priorities of all of the following groups: <ul style="list-style-type: none"> ● School ● District ● Students ● Families ● Community

EDL 606 – School Community Relations

SDL Planning for Cooperative Partnerships with Community Stakeholders

Introduction:

You will design three district newsletters, providing information to parents and other community stakeholders, including articles highlighting initiatives, invitations to community stakeholders to participate in decision-making, and dissemination of district performance, among other things.

Each newsletter should support the underlying goal of encouraging community participation and using that cooperation to advance the district mission. You will be uploading these to TaskStream, handing in a hard copy and presenting one of your newsletters in class.

Newsletter I: Connecting District Activities to the Mission and Vision

Newsletter II: Regular and Sustained Communication with Community Members

Newsletter III: Opportunities for Community Members to Participate in Shared Decision-making

Below is a list of articles that you should include in your newsletters. Please place the article in the appropriate newsletter. Please use the rubric below to guide your planning.

1. An article on the role of the Board of Education
2. An article on district data, such as graduation rates, test results, student honors, etc.
3. Information on the numerous opportunities the school district offers for parent and community involvement in Shared Decision Making teams
4. Opportunities for parental involvement/volunteering/and district hiring info for parents
5. A brief article on how community members can apply for district jobs (web site, HR info)
6. Lists of all the district offers in health fields, like free teeth cleaning for students and times these clinics are open to families
7. An in-depth article on literacy and how to enhance reading at home
8. An article on a recent staff development day and what the teachers were engaged in, to help families understand why students had no school, yet staff was working in teams
9. A brief article on what is involved in closing schools for a snow emergency day

10. A brief summary of the district activities planned to welcome new kindergarteners...to honor graduating seniors...and to welcome new HS freshmen
11. An invitation to parents for a coffee hour with the superintendent to discuss test scores and answer any questions they may wish to pose, as you get better acquainted
12. An article on a successful school district/local business partnership
13. District vision and mission statements
14. An article of your choice

Grading Rubric:

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 1.1 Mission and Vision</p> <p>Connecting Tasks to Mission and Vision</p>	<p>Candidate does not demonstrate the capability to analyze data-informed mission and vision focused on at least 2 of the following:</p> <ul style="list-style-type: none"> ● Academic Success ● Overall well-being of each student ● Overall well-being of district and school personnel. 	<p>Candidate demonstrates the capability to analyze data-informed mission and vision focused on at least 2 of the following:</p> <ul style="list-style-type: none"> ● Academic Success ● Overall well-being of each student ● Overall well-being of district and school personnel. 	<p>Candidate demonstrates the capability to analyze data-informed mission and vision focused on all of the following:</p> <ul style="list-style-type: none"> ● Academic Success ● Overall well-being of each student ● Overall well-being of district and school personnel.

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 1.2 Values</p> <p>Identify in Tasks Where Values are Emphasized</p>	<p>Candidate does not demonstrate the capability to promote core democratic values including at least 4 of the following:</p> <ul style="list-style-type: none"> ● High expectations and student support ● Imperative of child-centered education ● Equity ● Inclusiveness ● Social Justice ● Openness, caring, and trust 	<p>Candidate demonstrates the capability to promote core democratic values including at least 4 of the following:</p> <ul style="list-style-type: none"> ● High expectations and student support ● Imperative of child-centered education ● Equity ● Inclusiveness ● Social Justice ● Openness, caring, and trust 	<p>Candidate demonstrates the capability to promote core democratic values including all of the following:</p> <ul style="list-style-type: none"> ● High expectations and student support ● Imperative of child-centered education ● Equity ● Inclusiveness ● Social Justice ● Openness, caring, and trust

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 5.1: Community Engagement</p> <p>Highlight at Least One Opportunity for Each Constituency to Be Involved</p>	<p>Candidate does not demonstrate the capability maintain communication with at least 3 of the following groups:</p> <ul style="list-style-type: none"> • Families • Community • Public Sector • Private Sector • Non-Profit Sector 	<p>Candidate demonstrates the capability maintain communication with at least 1 of the following groups:</p> <ul style="list-style-type: none"> • Families • Community • Public Sector • Private Sector • Non-Profit Sector 	<p>Candidate demonstrates the capability maintain communication with all of the following groups:</p> <ul style="list-style-type: none"> • Families • Community • Public Sector • Private Sector • Non-Profit Sector

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 5.2: Partnerships</p> <p>Identify at Least One Opportunity for Each Type of Entity to Participate in School Improvement and Student Development</p>	<p>Candidate does not demonstrate the capability to build and sustain at least one of the following types of partnerships to promote school improvement and student development:</p> <ul style="list-style-type: none"> • Public sector entities • Private sector entities 	<p>Candidate demonstrates the capability to build and sustain at least one of the following types of partnerships to promote school improvement and student development:</p> <ul style="list-style-type: none"> • Public sector entities • Private sector entities 	<p>Candidate demonstrates the capability to build and sustain both of the following types of partnerships to promote school improvement and student development:</p> <ul style="list-style-type: none"> • Public sector entities • Private sector entities

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 5.3: Two-way Communication</p> <p>Ensure that Two-way Communication Exists for Both Groups</p>	<p>Candidate does not demonstrate the capability to maintain two-way communication with at least one of the following:</p> <ul style="list-style-type: none"> • Families • Community 	<p>Candidate demonstrates the capability to maintain two-way communication with at least one of the following:</p> <ul style="list-style-type: none"> • Families • Community 	<p>Candidate demonstrates the capability to maintain two-way communication with both of the following:</p> <ul style="list-style-type: none"> • Families • Community

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 5.4: Representation</p> <p>Ensure that this Plan Represents both the District and the Stakeholders</p>	<p>Candidate does not demonstrate the capability to represent at least one of the following:</p> <ul style="list-style-type: none"> • School District • Interested Stakeholders 	<p>Candidate demonstrates the capability to represent at least one of the following:</p> <ul style="list-style-type: none"> • School District • Interested Stakeholders 	<p>Candidate demonstrates the capability to represent both of the following:</p> <ul style="list-style-type: none"> • School District • Interested Stakeholders

EDL 607 – Site-based Leadership

SDL District Improvement Plan - 70 Points

Instructions:

This project provides the the opportunity to explore the process of completing elements of a district improvement plan. It is made up of several tasks that together comprise the process.

1. Select a school district and obtain a copy of their 3 most recent NYS School Report Cards that show district compilations from the NYSED website (<https://data.nysed.gov/lists.php?type=district>). Review the accountability measures and create a chart that displays performance over the three years. Select an area of accountability that needs improvement.
2. Either obtain the district’s vision statement and relate the needed improvements to that district’s vision statement, or create a proposed vision statement that takes these needed improvements into account. Explain how the statements are related to the data.
3. Create a chart that identifies strategies that you might employ to address the needed improvements. Propose a timeline and identify who would be responsible.
4. Write a short summary that describes how your proposed plans take into account the needs of different groups of students in the district.
5. Create a short powerpoint presentation that will be used to introduce the plan to faculty and staff. This presentation should include connections to district culture or the potential need to change district culture to accomplish the goals.
6. Describe how results will be analyzed and how success will be evaluated.
7. Describe what professional development might be necessary to implement your suggested improvements.

Grading Rubric:

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 1.1 Mission and Vision Identify Needed Improvements using Data	Candidate does not demonstrate the capability to analyze data-informed mission and vision focused on at least 2 of the following: <ul style="list-style-type: none">● Academic Success● Overall well-being of each student● Overall well-being of district and school personnel.	Candidate demonstrates the capability to analyze data-informed mission and vision focused on at least 2 of the following: <ul style="list-style-type: none">● Academic Success● Overall well-being of each student● Overall well-being of district and school personnel.	Candidate demonstrates the capability to analyze data-informed mission and vision focused on all of the following: <ul style="list-style-type: none">● Academic Success● Overall well-being of each student● Overall well-being of district and school personnel.

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 1.2 Values</p> <p>Relate Data to District Mission and Improvement Goals</p>	<p>Candidate does not demonstrate the capability to promote core democratic values including at least 4 of the following:</p> <ul style="list-style-type: none"> • High expectations and student support • Imperative of child-centered education • Equity • Inclusiveness • Social Justice • Openness, caring, and trust 	<p>Candidate demonstrates the capability to promote core democratic values including at least 4 of the following:</p> <ul style="list-style-type: none"> • High expectations and student support • Imperative of child-centered education • Equity • Inclusiveness • Social Justice • Openness, caring, and trust 	<p>Candidate demonstrates the capability to promote core democratic values including all of the following:</p> <ul style="list-style-type: none"> • High expectations and student support • Imperative of child-centered education • Equity • Inclusiveness • Social Justice • Openness, caring, and trust

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 1.3: Improvement</p> <p>Identify Possible Initiatives to Address Needed Improvements</p>	<p>Candidate does not demonstrate the capability to do at least two of the following:</p> <ul style="list-style-type: none"> • Develop evidence-based school and district improvement • Implement evidence-based school and district improvement • Evaluate evidence-based school district improvement 	<p>Candidate demonstrates the capability to do at least two of the following:</p> <ul style="list-style-type: none"> • Develop evidence-based school and district improvement • Implement evidence-based school and district improvement • Evaluate evidence-based school district improvement 	<p>Candidate demonstrates the capability to do all of the following:</p> <ul style="list-style-type: none"> • Develop evidence-based school and district improvement • Implement evidence-based school and district improvement • Evaluate evidence-based school district improvement

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 2.1: Professional Norms</p> <p>Introduce Plan to Faculty and Relate to District Culture or Needed Cultural Changes</p>	<p>Candidate does not demonstrate the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following:</p> <ul style="list-style-type: none"> ● Integrity and fairness ● Transparency and trust ● Collaboration ● Perseverance ● Learning and continuous improvement 	<p>Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following:</p> <ul style="list-style-type: none"> ● Integrity and fairness ● Transparency and trust ● Collaboration ● Perseverance ● Learning and continuous improvement 	<p>Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including all of the following:</p> <ul style="list-style-type: none"> ● Integrity and fairness ● Transparency and trust ● Collaboration ● Perseverance ● Learning and continuous improvement

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 3.4: Culturally and Individually Responsive Practice</p> <p>Discuss How Plans Will Meet the Needs of All Student Groups</p>	<p>Candidate does not demonstrate the capability to support development of responsive practices among teachers and staff so they can recognize at least two of the following:</p> <ul style="list-style-type: none"> ● Recognize institutional bias ● Confront institutional bias ● Alter institutional bias 	<p>Candidate demonstrates the capability to support development of responsive practices among teachers and staff so they can recognize at least two of the following:</p> <ul style="list-style-type: none"> ● Recognize institutional bias ● Confront institutional bias ● Alter institutional bias 	<p>Candidate demonstrates the capability to support development of responsive practices among teachers and staff so they can recognize all of the following:</p> <ul style="list-style-type: none"> ● Recognize institutional bias ● Confront institutional bias ● Alter institutional bias

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)

<p>Element 4.4: Assessment System</p> <p>How will Data be Analyzed and Success Evaluated?</p>	<p>Candidate does not demonstrate the capability to lead an appropriate assessment system that does at least 2 of the following:</p> <ul style="list-style-type: none"> ● Data collection ● Data management ● Data analysis ● Data use for improvement 	<p>Candidate demonstrates the capability to lead an appropriate assessment system that does at least 2 of the following:</p> <ul style="list-style-type: none"> ● Data collection ● Data management ● Data analysis ● Data use for improvement 	<p>Candidate demonstrates the capability to lead an appropriate assessment system that does all of the following:</p> <ul style="list-style-type: none"> ● Data collection ● Data management ● Data analysis ● Data use for improvement
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Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 6.3: Professional Capacity</p> <p>Professional Development Plan to Support Improvement Initiatives</p>	<p>Candidate does not demonstrate the capability to develop and implement an human resource management system that does at least 3 of the following:</p> <ul style="list-style-type: none"> ● Recruits ● Hires ● Supports and Develops ● Retains Personnel ● Creates leadership pathways 	<p>Candidate demonstrates the capability to develop and implement an human resource management system that does at least 3 of the following:</p> <ul style="list-style-type: none"> ● Recruits ● Hires ● Supports and Develops ● Retains Personnel ● Creates leadership pathways 	<p>Candidate demonstrates the capability to develop and implement an human resource management system that does all of the following:</p> <ul style="list-style-type: none"> ● Recruits ● Hires ● Supports and Develops ● Retains Personnel ● Creates leadership pathways

EDL 607 – Site-based Leadership

Implementation of School-wide Initiative

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 6.1: Management and Operation Systems</p> <p>Identify a School-wide Initiative and Discuss How it Fits in Current Operations</p>	<p>Candidate does not demonstrate capability to do at least 2 of the following to support each student's learning needs:</p> <ul style="list-style-type: none"> ● Develop school management and operation system ● Monitor school management and operation system ● Evaluate school management and operation system 	<p>Candidate demonstrates capability to do at least 2 of the following to support each student's learning needs:</p> <ul style="list-style-type: none"> ● Develop school management and operation system ● Monitor school management and operation system ● Evaluate school management and operation system 	<p>Candidate demonstrates capability to do all of the following to support each student's learning needs:</p> <ul style="list-style-type: none"> ● Develop school management and operation system ● Monitor school management and operation system ● Evaluate school management and operation system
Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 6.2: Data and Resources</p> <p>Discussion of Fiscal, Physical, and Technical Resources Needed for Initiative</p>	<p>Candidate does not demonstrate the capability to cultivate at least two of the following resources to support student learning, collective professional capability, and community and family engagement:</p> <ul style="list-style-type: none"> ● Seek, acquire, and manage fiscal resources ● Seek, acquire, and manage physical resources ● Seek, acquire, and manage technological resources and data 	<p>Candidate demonstrates the capability to cultivate at least two of the following resources to support student learning, collective professional capability, and community and family engagement:</p> <ul style="list-style-type: none"> ● Seek, acquire, and manage fiscal resources ● Seek, acquire, and manage physical resources ● Seek, acquire, and manage technological resources and data 	<p>Candidate demonstrates the capability to cultivate all of the following resources to support student learning, collective professional capability, and community and family engagement:</p> <ul style="list-style-type: none"> ● Seek, acquire, and manage fiscal resources ● Seek, acquire, and manage physical resources ● Seek, acquire, and manage technological resources and data
Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 6.3: Communication Systems</p> <p>Communication to Various Constituencies</p>	<p>Candidate does not demonstrate the capability to develop and coordinate communication for at least 2 of the following:</p> <ul style="list-style-type: none"> ● Actionable information for the classroom 	<p>Candidate demonstrates the capability to develop and coordinate communication for at least 2 of the following:</p> <ul style="list-style-type: none"> ● Actionable information for the classroom 	<p>Candidate demonstrates the capability to develop and coordinate communication for all of the following:</p> <ul style="list-style-type: none"> ● Actionable information for the classroom ● School

	<ul style="list-style-type: none"> School improvement Community engagement 	<ul style="list-style-type: none"> School improvement Community engagement 	<ul style="list-style-type: none"> improvement Community engagement
Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 2.2: Ethical Behavior Demonstration of Ethical Behavior Throughout the School	Candidate does not demonstrate the capability to model ethical behavior in at least 31 of the following: <ul style="list-style-type: none"> Personal conduct Relationships with others Decision-making Response to unethical actions Stewardship of the school's resources 	Candidate demonstrates the capability to model ethical behavior in at least 31 of the following: <ul style="list-style-type: none"> Personal conduct Relationships with others Decision-making Response to unethical actions Stewardship of the school's resources 	Candidate demonstrates the capability to model ethical behavior in all of the following: <ul style="list-style-type: none"> Personal conduct Relationships with others Decision-making Response to unethical actions Stewardship of the school's resources
Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 3.3: Equitable Access Effect of Initiative on Sub-Groups of Students	Candidate does not demonstrate the capability to ensure that students have at least three of the following: <ul style="list-style-type: none"> Access to effective teachers Access to learning opportunities Academic, social, behavioral, and other supports Accommodations and interventions A quality library and learning materials and technology 	Candidate demonstrates the capability to ensure that students have at least three of the following: <ul style="list-style-type: none"> Access to effective teachers Access to learning opportunities Academic, social, behavioral, and other supports Accommodations and interventions A quality library and learning materials and technology 	Candidate demonstrates the capability to ensure that students have all of the following: <ul style="list-style-type: none"> Access to effective teachers Access to learning opportunities Academic, social, behavioral, and other supports Accommodations and interventions A quality library and learning materials and technology
Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 7.2: Professional Culture Introduction and Support of Initiative for Faculty and Staff in the School	Candidate does not demonstrate the capability to do at least one of the following: <ul style="list-style-type: none"> Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the 	Candidate demonstrates the capability to do at least one of the following: <ul style="list-style-type: none"> Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the 	Candidate demonstrates the capability to: <ul style="list-style-type: none"> Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child

	<p>education of the whole child</p> <ul style="list-style-type: none"> • Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child 	<p>whole child</p> <ul style="list-style-type: none"> • Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child 	<ul style="list-style-type: none"> • Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child
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EDL 630 – Curriculum Leadership

SBL - Curriculum Leadership Innovation Project (70 points)

Instructions:

For this project you will be developing a curriculum innovation that helps to integrate the common core standards into one or more subjects for a school. Common Core standards are meant to cut across curricula helping to provide a firm foundation for learning all other subjects. This project has several required elements, each addressing a NELP standard. You should use the grading rubric to help to organize this project to help to ensure that all elements are being met.

1. Focus this project on one school. Obtain a copy of their latest School Report Card. Identify subject areas that have room for improvement. Create a plan to involve the community in discussions about what subject areas should be targeted for improvement based on Report Card Data.
2. Once the targeted subjects are identified, create a plan to ensure that improvements are accessible to all student populations. Plans may differ between advanced, general, special education, and ELL populations.
3. Discuss how you would ensure that the process would be free of bias.
4. Use literature to identify a plan of action to infuse the common core into the subjects that you selected. Describe methods that will be utilized for all student groups. Describe how results will be assessed.
5. Justify the selection of your methods by describing how plans are consistent with knowledge of learning theory, child development, and effective pedagogy.
6. Describe technical supports that will be put into place to support the new curriculum.
7. Describe how the students will be assessed on both the subject area and on how the integration of common core pedagogy provided value added.

Grading Rubric:

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 1.4: Improvement</p> <p>Identification of Target for Improvement</p>	<p>Candidate does not demonstrate the capability to steward school improvement by doing two of the following:</p> <ul style="list-style-type: none"> ● Engaging staff and community members in the improvement plan development process ● Establish a 	<p>Candidate demonstrates the capability to steward school improvement by doing two of the following:</p> <ul style="list-style-type: none"> ● Engaging staff and community members in the improvement plan development process ● Establish a system to 	<p>Candidate demonstrates the capability to steward school improvement by doing all of the following:</p> <ul style="list-style-type: none"> ● Engaging staff and community members in the improvement plan development process ● Establish a system to

	<p>system to evaluate the effectiveness of the improvement plan</p> <ul style="list-style-type: none"> Use school- based data to identify improvements that are connected to and further the mission of the school 	<p>evaluate the effectiveness of the improvement plan</p> <ul style="list-style-type: none"> Use school- based data to identify improvements that are connected to and further the mission of the school 	<p>evaluate the effectiveness of the improvement plan</p> <ul style="list-style-type: none"> Use school- based data to identify improvements that are connected to and further the mission of the school
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Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 3.3: Equitable Access</p> <p>Make Sure Innovations are Accessible to All</p>	<p>Candidate does not demonstrate the capability to ensure that students have at least three of the following:</p> <ul style="list-style-type: none"> Access to effective teachers Access to learning opportunities Academic, social, behavioral, and other supports Accommodations and interventions A quality library and learning materials and technology 	<p>Candidate demonstrates the capability to ensure that students have at least three of the following:</p> <ul style="list-style-type: none"> Access to effective teachers Access to learning opportunities Academic, social, behavioral, and other supports Accommodations and interventions A quality library and learning materials and technology 	<p>Candidate demonstrates the capability to ensure that students have all of the following:</p> <ul style="list-style-type: none"> Access to effective teachers Access to learning opportunities Academic, social, behavioral, and other supports Accommodations and interventions A quality library and learning materials and technology

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 3.4: Responsive Practice</p> <p>Ensure Freedom from Bias</p>	<p>Candidate does not demonstrate the capability to support development of responsive practices among teachers and staff so they can recognize at least two of the following:</p> <ul style="list-style-type: none"> Recognize institutional bias Confront institutional bias Alter institutional bias 	<p>Candidate demonstrates the capability to support development of responsive practices among teachers and staff so they can recognize at least two of the following:</p> <ul style="list-style-type: none"> Recognize institutional bias Confront institutional bias Alter institutional bias 	<p>Candidate demonstrates the capability to support development of responsive practices among teachers and staff so they can recognize all of the following:</p> <ul style="list-style-type: none"> Recognize institutional bias Confront institutional bias Alter institutional bias

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 4.1: Learning System</p> <p>Use Literature to Identify Plan of Action</p>	<p>Candidate does not demonstrate the capability to develop, align, and implement curriculum, instruction, and assessment that meet at least 3 of the following:</p> <ul style="list-style-type: none"> • Responsive to student needs • Embody high expectations for student learning • Align with academic standards within and across grade levels • Promote academic success of students • Promote emotional well-being of students 	<p>Candidate demonstrates the capability to develop, align, and implement curriculum, instruction, and assessment that meet at least 3 of the following:</p> <ul style="list-style-type: none"> • Responsive to student needs • Embody high expectations for student learning • Align with academic standards within and across grade levels • Promote academic success of students • Promote emotional well-being of students 	<p>Candidate demonstrates the capability to develop, align, and implement curriculum, instruction, and assessment that meet all of the following:</p> <ul style="list-style-type: none"> • Responsive to student needs • Embody high expectations for student learning • Align with academic standards within and across grade levels • Promote academic success of students • Promote emotional well-being of students

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 4.2: Instructional Practices</p> <p>Justification of Methods</p>	<p>Candidate does not demonstrate the capability to promote challenging and engaging instructional practice consistent with at least 2 of the following:</p> <ul style="list-style-type: none"> • Knowledge of learning theory • Knowledge of child development • Knowledge of effective pedagogy 	<p>Candidate demonstrates the capability to promote challenging and engaging instructional practice consistent with at least 2 of the following:</p> <ul style="list-style-type: none"> • Knowledge of learning theory • Knowledge of child development • Knowledge of effective pedagogy 	<p>Candidate demonstrates the capability to promote challenging and engaging instructional practice consistent with all of the following:</p> <ul style="list-style-type: none"> • Knowledge of learning theory • Knowledge of child development • Knowledge of effective pedagogy

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 4.3 Curriculum Supports</p> <p>Technical Supports Needed for Success</p>	<p>Candidate does not demonstrate the capability to employ at least 2 of the following learning supports:</p> <ul style="list-style-type: none"> ● Technologies ● Staffing ● Professional Development ● Structures and 	<p>Candidate demonstrates the capability to employ at least 2 of the following learning supports:</p> <ul style="list-style-type: none"> ● Technologies ● Staffing ● Professional Development ● Structures and communication to 	<p>Candidate demonstrates the capability to employ all of the following learning supports:</p> <ul style="list-style-type: none"> ● Technologies ● Staffing ● Professional Development ● Structures and communication to

	communication to support equitable access to learning	support equitable access to learning	support equitable access to learning
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Element	Unacceptable (1)	Acceptable (2)	Target (3)
<p>Element 4.4: Assessment System</p> <p>Assessment of Subject and How Integration of Common Core Provides Value Added</p>	<p>Candidate does not demonstrate the capability to employ technically appropriate system of assessment for at least 2 of the following:</p> <ul style="list-style-type: none"> ● Data collection and management ● Data analysis ● Use of data to monitor student progress ● Use of data to improve instruction 	<p>Candidate demonstrates the capability to employ technically appropriate system of assessment for at least 2 of the following:</p> <ul style="list-style-type: none"> ● Data collection and management ● Data analysis ● Use of data to monitor student progress ● Use of data to improve instruction 	<p>Candidate demonstrates the capability to employ technically appropriate system of assessment for all of the following:</p> <ul style="list-style-type: none"> ● Data collection and management ● Data analysis ● Use of data to monitor student progress ● Use of data to improve instruction

EDL 631 – Supervision of Teaching

SBL Supervision Cycle - 90 Points

Instructions:

This project allows the candidate to complete a teacher observation and supervision cycle from start to finish. Each step in the process is related to a different NELP standard element as shown in the rubric below.

1. Have a discussion with the teacher to ascertain the depth of knowledge that they have for how their lesson and teaching style are consistent with the culture in the school. Write up a short summary that describes the consistencies. If none are present, this is a good time for the supervisor to stress the importance of this aspect of teaching.
2. Conduct a pre-observation conference with a teacher. This conference should allow the supervisor to understand the intent of the teacher and how they intend to utilize supports and other collaborative relationships.
3. Conduct an observation of a lesson. Take notes of this observation that will be used for discussion with the teacher afterward. Submit these notes as part of this project.
4. Specifically observe how the candidate uses data to drive lesson, and course correction if necessary. Write a short summary of what you observed and feedback that you would give to the teacher.
5. Observe the interactions of the teacher with the students and note whether or not they are displaying ethical behavior. Also, notice how appropriately they use resources that are available to them. Write a short summary to be shared with the teacher in the supervision conference.
6. Conduct a supervision conference with the teacher. Share the information that you gathered and observe their reaction to your constructive feedback. Write a short summary that describes their willingness to internalize professional norms as described in the rubric.
7. Write a recommendation to the teacher for resources of professional development that might help them to improve future lessons.
8. Write a post-conference analysis assessing your own performance as an evaluator. Identify how your feedback developed the professional capacity of the teacher.
9. Ask the teacher to provide written feedback to you on your performance as an evaluator. Write a short summary reacting to their feedback.

Evaluation Rubric:

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 1.3: Coherent System</p> <p>Pre-Observation Conference</p>	<p>Candidate does not demonstrate the capability to support students by building, maintaining, and evaluating at least 2 of the following:</p> <ul style="list-style-type: none"> ● Academic Supports ● Social Supports ● Collaborative relationships with staff, families, and other community members 	<p>Candidate demonstrates the capability to support students by building, maintaining, and evaluating at least 2 of the following:</p> <ul style="list-style-type: none"> ● Academic Supports ● Social Supports ● Collaborative relationships with staff, families, and other community members 	<p>Candidate demonstrates the capability to support students by building, maintaining, and evaluating all of the following:</p> <ul style="list-style-type: none"> ● Academic Supports ● Social Supports ● Collaborative relationships with staff, families, and other community members

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 7.1: Professional Capacity Management</p> <p>Post-Conference Analysis - Capacity Development</p>	<p>Candidate does not demonstrate the capability to develop and implement an human resource management system that does at least 3 of the following:</p> <ul style="list-style-type: none"> ● Recruits ● Hires ● Supports and Develops ● Retains Personnel ● Creates leadership pathways 	<p>Candidate demonstrates the capability to develop and implement an human resource management system that does at least 3 of the following:</p> <ul style="list-style-type: none"> ● Recruits ● Hires ● Supports and Develops ● Retains Personnel ● Creates leadership pathways 	<p>Candidate demonstrates the capability to develop and implement an human resource management system that does all of the following:</p> <ul style="list-style-type: none"> ● Recruits ● Hires ● Supports and Develops ● Retains Personnel ● Creates leadership pathways

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 7.2: Professional Culture</p> <p>Place Lesson in Context of School Culture</p>	<p>Candidate does not demonstrate the capability to do at least one of the following:</p> <ul style="list-style-type: none"> ● Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child ● Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child 	<p>Candidate demonstrates the capability to do at least one of the following:</p> <ul style="list-style-type: none"> ● Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child ● Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child 	<p>Candidate demonstrates the capability to:</p> <ul style="list-style-type: none"> ● Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child ● Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 7.3: Conditions</p> <p>Reaction to Teacher Feedback</p>	<p>Candidate does not demonstrate the capability to develop workplace conditions that do at least two of the following:</p> <ul style="list-style-type: none"> ● Promote employee leadership ● Promote employee well-being ● Promote employee professional growth 	<p>Candidate demonstrates the capability to develop workplace conditions that do at least two of the following:</p> <ul style="list-style-type: none"> ● Promote employee leadership ● Promote employee well-being ● Promote employee professional growth 	<p>Candidate demonstrates the capability to develop workplace conditions that do all of the following:</p> <ul style="list-style-type: none"> ● Promote employee leadership ● Promote employee well-being ● Promote employee professional growth

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 7.4: Supervision and Evaluation</p> <p>Classroom Observation</p>	<p>Candidate does not demonstrate the capability to implement supervision and evaluation procedures that meet at least 2 of the following:</p> <ul style="list-style-type: none"> • Are anchored in research • Provide actionable feedback about instruction • Promote collective accountability 	<p>Candidate demonstrates the capability to implement supervision and evaluation procedures that meet at least 2 of the following:</p> <ul style="list-style-type: none"> • Are anchored in research • Provide actionable feedback about instruction • Promote collective accountability 	<p>Candidate demonstrates the capability to implement supervision and evaluation procedures that meet all of the following:</p> <ul style="list-style-type: none"> • Are anchored in research • Provide actionable feedback about instruction • Promote collective accountability

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 2.1: Professional Norms</p> <p>Supervision Conference</p>	<p>Candidate does not demonstrate the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following:</p> <ul style="list-style-type: none"> • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and continuous improvement 	<p>Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following:</p> <ul style="list-style-type: none"> • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and continuous improvement 	<p>Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including all of the following:</p> <ul style="list-style-type: none"> • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and continuous improvement

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 2.2: Ethical Behavior</p> <p>Observe Interaction of the Teacher with the Students as Well as their Use of Appropriate Resources for the Student Population</p>	<p>Candidate does not demonstrate the capability to model ethical behavior in at least 31 of the following:</p> <ul style="list-style-type: none"> ● Personal conduct ● Relationships with others ● Decision-making ● Response to unethical actions ● Stewardship of the school's resources 	<p>Candidate demonstrates the capability to model ethical behavior in at least 31 of the following:</p> <ul style="list-style-type: none"> ● Personal conduct ● Relationships with others ● Decision-making ● Response to unethical actions ● Stewardship of the school's resources 	<p>Candidate demonstrates the capability to model ethical behavior in all of the following:</p> <ul style="list-style-type: none"> ● Personal conduct ● Relationships with others ● Decision-making ● Response to unethical actions ● Stewardship of the school's resources

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 4.2: Instructional Practices</p> <p>Evaluate Strategies and Use of Data for Course Correction</p>	<p>Candidate does not demonstrate the capability to promote challenging and engaging instructional practice consistent with at least 2 of the following:</p> <ul style="list-style-type: none"> ● Knowledge of learning theory ● Knowledge of child development ● Knowledge of effective pedagogy 	<p>Candidate demonstrates the capability to promote challenging and engaging instructional practice consistent with at least 2 of the following:</p> <ul style="list-style-type: none"> ● Knowledge of learning theory ● Knowledge of child development ● Knowledge of effective pedagogy 	<p>Candidate demonstrates the capability to promote challenging and engaging instructional practice consistent with all of the following:</p> <ul style="list-style-type: none"> ● Knowledge of learning theory ● Knowledge of child development ● Knowledge of effective pedagogy

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 4.3 Curriculum Supports</p> <p>Recommend Resources or Professional Develop</p>	<p>Candidate does not demonstrate the capability to employ at least 2 of the following learning supports:</p> <ul style="list-style-type: none"> ● Technologies ● Staffing ● Professional Development ● Structures and communication to support equitable access to learning 	<p>Candidate demonstrates the capability to employ at least 2 of the following learning supports:</p> <ul style="list-style-type: none"> ● Technologies ● Staffing ● Professional Development ● Structures and communication to support equitable access to learning 	<p>Candidate demonstrates the capability to employ all of the following learning supports:</p> <ul style="list-style-type: none"> ● Technologies ● Staffing ● Professional Development ● Structures and communication to support equitable access to learning

EDL 631 – Supervision of Teaching

SDL - Professional Plan to Implement APPR

Instructions:

Teacher evaluations are governed by a New York State Law that describes the Annual Professional Performance Review process (APPR) Your job as an administrator will be to help teachers to understand the process and put mechanisms into place to help them to show they are successful using the outlined measures. The APPR is comprised of state generated measures and locally selected measures. The foundation of the APPR are data and observations collected that generate a HEDI score which drives employment decisions. Teachers can be rated as Highly Effective, Effective, Developing, and Ineffective. Details can be found at this website: <https://www.engageny.org/resource/appr-3012-d>.

1. Create a professional development presentation that helps teachers to use data in their own classrooms to improve their own professional practice. This should serve two purposes. Teachers should learn how student data can help them to modify practice to serve all students, but it will also allow them to show that they are being effective as teachers in the classroom.
2. Write a paragraph describing the procedures used for comprehensive evaluation in your school/district or the procedures that were used for this project. Find a “critical friend” who is willing to participate in this process and explain the procedures to them. This could be the same person who participated in the Supervision Cycle project.
3. Select an approved observation rubric either from your district or from the EngageNY website. Write a summary that discusses how the rubrics will guide teachers to consider the values identified in Element 1.2 as they develop their lesson and assessment plans.
4. Reflect on the APPR process and discuss how it allows for each of the elements of 2.1 to be demonstrated by the evaluator. Provide a written summary of the evaluation results (use teacher evaluation vocabulary appropriate to a comprehensive evaluation).
5. Write a short essay on the importance of ethical behavior on the part of the evaluator to the APPR process. Use at least one professional reference supporting your position.
6. Can the collaborative process of APPR be considered a PLC? Why or why not. Use at least one professional reference supporting your position.
7. Discuss how the APPR process can help principals to identify candidates for future leadership positions. Describe your impressions of the processes. Include any pitfalls and/or positive benefits of the comprehensive evaluation process used. Consider the supervisee feelings about the process used at your school. What changes would you make to the process? How might you expand or contract the evaluation to be more authentic (provide documentation).

Evaluation Rubric:

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 1.1 Mission and Vision</p> <p>Professional Development on the Use of Data in the Classroom</p>	<p>Candidate does not demonstrate the capability to analyze data-informed mission and vision focused on at least 2 of the following:</p> <ul style="list-style-type: none"> ● Academic Success ● Overall well-being of each student ● Overall well-being of district and school personnel. 	<p>Candidate demonstrates the capability to analyze data-informed mission and vision focused on at least 2 of the following:</p> <ul style="list-style-type: none"> ● Academic Success ● Overall well-being of each student ● Overall well-being of district and school personnel. 	<p>Candidate demonstrates the capability to analyze data-informed mission and vision focused on all of the following:</p> <ul style="list-style-type: none"> ● Academic Success ● Overall well-being of each student ● Overall well-being of district and school personnel.

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 1.2 Values</p> <p>Review Approved Rubrics and Show How to Use for Lesson and Assessment Development</p>	<p>Candidate does not demonstrate the capability to promote core democratic values including at least 4 of the following:</p> <ul style="list-style-type: none"> ● High expectations and student support ● Imperative of child-centered education ● Equity ● Inclusiveness ● Social Justice ● Openness, caring, and trust 	<p>Candidate demonstrates the capability to promote core democratic values including at least 4 of the following:</p> <ul style="list-style-type: none"> ● High expectations and student support ● Imperative of child-centered education ● Equity ● Inclusiveness ● Social Justice ● Openness, caring, and trust 	<p>Candidate demonstrates the capability to promote core democratic values including all of the following:</p> <ul style="list-style-type: none"> ● High expectations and student support ● Imperative of child-centered education ● Equity ● Inclusiveness ● Social Justice ● Openness, caring, and trust

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 2.1: Professional Norms</p> <p>Reflect on How APPR Process Allows the Evaluator to Demonstrate All Elements of 2.1.</p>	<p>Candidate does not demonstrate the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following:</p> <ul style="list-style-type: none"> ● Integrity and fairness ● Transparency and trust ● Collaboration ● Perseverance ● Learning and continuous improvement 	<p>Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following:</p> <ul style="list-style-type: none"> ● Integrity and fairness ● Transparency and trust ● Collaboration ● Perseverance ● Learning and continuous improvement 	<p>Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including all of the following:</p> <ul style="list-style-type: none"> ● Integrity and fairness ● Transparency and trust ● Collaboration ● Perseverance ● Learning and continuous improvement

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 2.2: Ethical Behavior</p> <p>Importance of Ethical Behavior</p>	<p>Candidate does not demonstrate the capability to model ethical behavior in at least two of the following:</p> <ul style="list-style-type: none"> ● Personal behavior ● Relationships with others ● Decision-making ● Stewardship of district resources 	<p>Candidate demonstrates the capability to model ethical behavior in at least two of the following:</p> <ul style="list-style-type: none"> ● Personal behavior ● Relationships with others ● Decision-making ● Stewardship of district resources 	<p>Candidate demonstrates the capability to model ethical behavior in all of the following:</p> <ul style="list-style-type: none"> ● Personal behavior ● Relationships with others ● Decision-making ● Stewardship of district resources

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 2.3: Professional Culture</p> <p>Can APPR be Part of a PLC?</p>	<p>Candidate does not demonstrate the capability to ensure at least one of the following:</p> <ul style="list-style-type: none"> ● Sustain a positive culture that empowers teachers and other staff with responsibility for enacting professional norms ● Collaboratively work to achieve the district's shared vision, goals, and objectives 	<p>Candidate demonstrates the capability to ensure at least one of the following:</p> <ul style="list-style-type: none"> ● Sustain a positive culture that empowers teachers and other staff with responsibility for enacting professional norms ● Collaboratively work to achieve the district's shared vision, goals, and objectives 	<p>Candidate demonstrates the capability to ensure both of the following:</p> <ul style="list-style-type: none"> ● Sustain a positive culture that empowers teachers and other staff with responsibility for enacting professional norms ● Collaboratively work to achieve the district's shared vision, goals, and objectives

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
<p>Element 4.2: Developing Instructional Leadership</p> <p>How Can APPR Help to Identify Future Leaders?</p>	<p>Candidate does not demonstrate the capability to use learning theory and research to do at least one of the following:</p> <ul style="list-style-type: none"> ● Support development of principals ● Develop individual instructional capacity of teachers and other staff 	<p>Candidate demonstrates the capability to use learning theory and research to do at least one of the following:</p> <ul style="list-style-type: none"> ● Support development of principals ● Develop individual instructional capacity of teachers and other staff 	<p>Candidate demonstrates the capability to use learning theory and research to do both of the following:</p> <ul style="list-style-type: none"> ● Support development of principals ● Develop individual instructional capacity of teachers and other staff

EDL 703 – SBL Internship

Teacher Coaching Project

EDL 703 (Building-level Internship) SBL - Action Research (0-30 points)

Also similar to # 18 of the EDL 702 Common Experiences

EDL Student's Name:

Date submitted:

Instructions:

When complete, please submit to TaskStream and to the Instructor.

The goal of this action research is to create a simple, practical, repeatable process of learning, evaluation, and improvement leading to increasingly better results. It is a valuable tool that, as an administrator, you can use to work with teachers as they strive to improve their professional practice.

For this action research Internship experience, you will act as an instructional coach. Select a teacher who is willing to work with you to improve student achievement. You can target the whole class or a small group within the class. The class/group should include both general education students and students with disabilities, so that data can be evaluated for the two different populations. Student names should not be included in the written report.

The written responses for this EDL 703 Internship experience should address each of the 11 areas below. Also, after each section in the rubric, explain how you addressed each of the elements at the Target level; these are areas 7-11.

Note: In section number 5, the assessment of the improvement strategy may happen later. Once that has happened and the data have been collected, then you would have the debriefing meeting with the teacher.

Scoring this project: 25-30 points = Excellent; on Target

18-24 points = Below expectations, but satisfactory; recommend a do-over

0-17 points = Unacceptable; do-over

Two points for relevant, clear, and understandable response; 1 point for relevant and somewhat clear and understandable response; and 0 points for irrelevant or absent response.

This should be submitted to TaskStream and to the Instructor.

#	Task and response	Scoring ¹
1	<p>Describe the process you used to establish the coaching relationship between you and the teacher. How did you establish respect and rapport when you embarked on collaborative professional improvement? (0-2 points)</p> <p>Response:²</p>	
2	<p>Please complete the following steps:</p> <p>A. Collect baseline data (qualitative and/or quantitative). Your baseline data should come from a pre-assessment of skills at the start of a unit (e.g. identifying main idea and supporting details, author’s purpose, inferencing, problem-solving etc.) (0-2 points)</p> <p>Briefly discuss the baseline data collected:</p>	
	<p>B. With your colleague, use the baseline data to identify student growth areas. How did you identify the areas needed for improvement? (0-2 points)</p> <p>Briefly discuss student growth areas identified:</p>	
	<p>C. With your colleague, identify teaching strategies for the student growth areas. What specific research based strategies do you think will have a positive impact on student achievement? Why? (0-2 points)</p> <p>Briefly discuss the teaching strategies identified:</p>	
	<p>D. After the conclusion of the unit, administer a post-assessment. Please note: the post-assessment should be the same format and assess the same skills in your pre assessment, but, it is <u>not</u> the SAME assessment.) (0-2 points)</p> <p>Briefly discuss post-assessment results:</p>	
	<p>E. Analyze your data: What does the data suggest? (0-2 points)</p> <p>Briefly discuss that the data suggests:</p>	

¹ Scoring will be done by the instructor.

² These are expandable fields. Please enter your responses here.

#	Task and response	Scoring ¹
3	<p>How were strategies scaffolded for different types of students (general education and students with disabilities)? How are you setting goals for individual students? (0-2 points)</p> <p>Response:</p>	
4	<p>Observe the teacher implementing the strategies and collect anecdotal (narrative) data during the observation. Collect assessment (quantitative) data after the implementation (this shows the degree students improved). Debrief with the teacher after the lesson(s). (0-2 points)</p> <p>Response:</p>	
5	<p>Analyze the data and use it to draw evidence-based conclusions (rather than speculative conclusions) about the success (positive or negative) of the change(s) for each group. Explain the conclusions. Did the proposed strategies have the intended impact? (0-2 points)</p> <p>Response:</p>	
6	<p>Reflect with the teacher on the data analysis process for improving student learning and establish a recurrent plan for continued improvement. (0-2 points)</p> <p>Response:</p>	

A resource you might find quite helpful is *Coaching Classroom Instruction* by Robert J. Marzano, Julia A. Simms, et al. (2013). This is available from marzanoresearch.com or Amazon.com. (It costs less at Amazon.com and with Prime, shipping is free!)

Also, please respond to the following five question areas. The space will expand to accommodate your responses.

Element	Unacceptable (0)	Acceptable (1)	Target (2)
Element 2.1: Professional Norms Sources of Potential Improvements	Candidate does not demonstrate the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following: <ul style="list-style-type: none"> ● Integrity and fairness ● Transparency and trust ● Collaboration ● Perseverance ● Learning and continuous improvement 	Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following: <ul style="list-style-type: none"> ● Integrity and fairness ● Transparency and trust ● Collaboration ● Perseverance ● Learning and continuous improvement 	Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including all of the following: <ul style="list-style-type: none"> ● Integrity and fairness ● Transparency and trust ● Collaboration ● Perseverance ● Learning and continuous improvement

7. Briefly explain how you addressed each of the above elements at the Target level: (0-2 points)

Element	Unacceptable (0)	Acceptable (1)	Target (2)
Element 2.3: Professional Judgement Consideration of Different Student Populations when Choosing Strategies	Candidate does not demonstrate the capability to consider at least 2 of the following: <ul style="list-style-type: none"> ● Ethical dilemmas ● Moral and legal consequences ● Potential conflicts between individuals and group rights 	Candidate demonstrates the capability to consider at least 2 of the following: <ul style="list-style-type: none"> ● Ethical dilemmas ● Moral and legal consequences ● Potential conflicts between individuals and group rights 	Candidate demonstrates the capability to consider all of the following: <ul style="list-style-type: none"> ● Ethical dilemmas ● Moral and legal consequences ● Potential conflicts between individuals and group rights

8. Briefly explain how you addressed each of the above elements at the Target level: (0-2 points)

Element	Unacceptable (0)	Acceptable (1)	Target (2)
<p>Element 3.1: Equitable Protocols</p> <p>Review Data for Student Populations both Separately and Together for a Full Assessment</p>	<p>Candidate does not demonstrate the capability to ensure stakeholders are treated fairly, respectfully with an understanding of culture and context in at least two of the following ways:</p> <ul style="list-style-type: none"> • Develop guidelines • Implement guidelines • Evaluate guidelines, procedures, and decisions 	<p>Candidate demonstrates the capability to ensure stakeholders are treated fairly, respectfully with an understanding of culture and context in at least two of the following ways:</p> <ul style="list-style-type: none"> • Develop guidelines • Implement guidelines • Evaluate guidelines, procedures, and decisions 	<p>Candidate demonstrates the capability to ensure stakeholders are treated fairly, respectfully with an understanding of culture and context in all of the following ways:</p> <ul style="list-style-type: none"> • Develop guidelines • Implement guidelines • Evaluate guidelines, procedures, and decisions

9. Briefly explain how you addressed each of the above elements at the Target level: (0-2 points)

Element	Unacceptable (0)	Acceptable (1)	Target (2)
<p>Element 4.1: Learning System</p> <p>Selection of Standards-based Strategies for Multiple Student Groups</p>	<p>Candidate does not demonstrate the capability to develop, align, and implement curriculum, instruction, and assessment that meet at least 3 of the following:</p> <ul style="list-style-type: none"> • Responsive to student needs • Embody high expectations for student learning • Align with academic standards within and across grade levels • Promote academic 	<p>Candidate demonstrates the capability to develop, align, and implement curriculum, instruction, and assessment that meet at least 3 of the following:</p> <ul style="list-style-type: none"> • Responsive to student needs • Embody high expectations for student learning • Align with academic standards within and across grade levels • Promote academic success of students 	<p>Candidate demonstrates the capability to develop, align, and implement curriculum, instruction, and assessment that meet all of the following:</p> <ul style="list-style-type: none"> • Responsive to student needs • Embody high expectations for student learning • Align with academic standards within and across grade levels • Promote academic success of students

Element	Unacceptable (0)	Acceptable (1)	Target (2)
	success of students <ul style="list-style-type: none"> Promote emotional well-being of students 	<ul style="list-style-type: none"> Promote emotional well-being of students 	<ul style="list-style-type: none"> Promote emotional well-being of students

10. Briefly explain how you addressed each of the above elements at the Target level: (0-2 points)

Element	Unacceptable (0)	Acceptable (1)	Target (2)
Element 4.4: Assessment System Use Data to Assess Success and Plan for Future Improvement	Candidate does not demonstrate the capability to employ technically appropriate system of assessment for at least 2 of the following: <ul style="list-style-type: none"> Data collection and management Data analysis Use of data to monitor student progress Use of data to improve instruction 	Candidate demonstrates the capability to employ technically appropriate system of assessment for at least 2 of the following: <ul style="list-style-type: none"> Data collection and management Data analysis Use of data to monitor student progress Use of data to improve instruction 	Candidate demonstrates the capability to employ technically appropriate system of assessment for all of the following: <ul style="list-style-type: none"> Data collection and management Data analysis Use of data to monitor student progress Use of data to improve instruction

11. Briefly explain how you addressed each of the above elements at the Target level: (0-2 points)

Thank you for your attention to this project. Please write below any comments or suggestions you have to improve this assignment.

Appendix D

Graduation & Certification Actions & Dates

Important Graduation & Certification Actions & Dates

[EDL Program: Grad & Cert Imp dates] 29 Nov 17

Being graduated with the Certificate of Advanced Study (CAS) and being certificated as a School Building Leader (SBL) and School District Leader (SDL) are two different actions by you and by the college. Here are some important graduation & certification dates, actions by you, and actions by the college.

Not later than DATE	Actions by EDL student	Actions by the college
Prior to 1 Feb or 1 Oct	Review your record in Degree Works to identify and rectify any issues preventing graduation.	
Prior to 1 Feb or 1 Oct	In the NYSED TEACH system apply for SBL, SBL Professional, and SDL Professional certification. There is a \$50 charge for each certification title (payable in the TEACH system). The BSC Certification Office website for step-by-step directions to apply: http://teachercertification.buffalostate.edu/	This will permit the SBL and SDL NY exam scores to be entered in the TEACH system by the testing company. Having acceptable exam scores is a requirement for certification.
1 Feb (for May grad) 1 Oct (for Dec grad)	Complete the Online Graduation Application. https://buffalostate.wufoo.com/forms/q1n5wrh11kicnhb/	Completing the online graduation application by 1 Feb (or 1 Oct) provides the EDL student sufficient time for the initial review of degree requirements by the Graduate School Office.
Feb or Oct	Receive, sign, and return the “Release Authorization” form to the Certification Office (Chase, Room 222). The form is available on-line at TeacherCertification.buffalostate.edu .	This permits the college Certification Officer to enter your TEACH account with NYSED and (when requirements are met) to recommend you for SBL, SBL Professional, and SDL Professional certification.

Not later than DATE	Actions by EDL student	Actions by the college
March/April or Oct/Nov		<p>Graduate School office will notify student and dept via email to student's Buffalo State email address of deficiencies or no deficiencies to graduation. Deficiencies include missing required courses; Incomplete, X, or N grades; missing required workshops; petitions; 6-year waivers; adjustments to Degree Works; etc. Upon receipt of students deficiencies, the EDL department reviews deficiencies and makes adjustments and notations in Degree Works which requires dept approval and notifies Graduate School Office when adjustments are completed.</p> <p><u>Unresolved deficiencies prevent timely graduation and, therefore, SBL & SDL certification.</u> The EDL student should work with the EDL advisor to resolve deficiencies ASAP.</p>
1 st Wednesday after graduation		Deadline for faculty to electronically submit semester grades to Registrar's Office.

Not later than DATE	Actions by EDL student	Actions by the college
1 st Friday after graduation, unless there are computer problems		Registrar's Office (typically) completes processing grades into the system (Banner) and the grades are "rolled" for the Graduate Office to then use. When grades are "rolled" students can access their final grades.
By the 4 th Friday after graduation		Graduate Office completes final review of the EDL student degree requirements. Once degree requirements have been met, the student degree is "conferred" in Banner and Degree Works. Students are advised to resolve deficiencies prior to the 4th Friday after graduation in order to ensure the earliest possible date for degree conferral. At this time a student can obtain a transcript showing the completion of the degree.
Within a week of successful <i>final review</i> by Grad Office		The college Certification Office will enter college recommendations on TEACH for Initial/Professional SBL and Professional SDL. At this time the former EDL student can print the actual recommendation page from the college and enclose a copy with admin applications.

Not later than DATE	Actions by EDL student	Actions by the college
Once grades have been posted	Students must submit official transcripts to NYSED: NYSED-OTI 89 Washington Avenue Room 5N Albany NY 12234	

The college Certification Office will never write a letter prior to graduation that a student has met the NYS certification requirements.

For EDL students having no graduation deficiencies, the School of Education Dean has agreed to write a letter re admin certifiability early April for students graduating in May. Such a letter can be copied and enclosed with applications for admin positions. The Dean's letter will encourage human resource administrators to strongly assume that NYS admin certification is virtually assured.

Kim Jackson (Grad Office) approved with revisions 29 Nov 17. Patti Recchio (Certification Office) approved with revisions 21 Nov 17.