

DEPARTMENT OF Elementary Education, Literacy and Educational Leadership
Graduate CAS Educational Leadership
Assessment Plan

Student Learning Objective (SLO)	Courses* Resulting in Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures, Criteria, Rubrics of Student Achievement of Goals/Objectives	Timetable
<p>1. Vision, Mission, Ethics and Professionalism</p> <p>Students will promote the success and wellbeing of each student, teacher, and leader by collaboratively creating and upholding a shared mission and vision, a set of core values, continuous and sustainable district and school improvement, professional norms and ethical behavior;</p>	<p>EDL 552, 606, 607, 612, 630, 631, 702, 703, 704, 705</p>	<p>Assignments, projects (individual and group), papers, participation in class discussions, internship rubrics</p>	<p>Students demonstrate mastery through the Internship Evaluation, Sections 1 and 2 with a score of 2 or above. Rubric is attached.</p> <p>This is also assessed through students passing the NYS Teacher Certification Exam for School Building Leaders.</p>	<p>Scores are assessed annually.</p>
<p>2. Equity and Cultural Leadership</p> <p>Students will promote the success and wellbeing of each student, teacher, and leader by providing for equitable treatment, equitable access, culturally and individually responsive practice, and a healthy student-centered building and district culture.</p>	<p>EDL 552, 606, 607, 612, 630, 631, 702, 703, 704, 705</p>	<p>Assignments, projects (individual and group), papers, participation in class discussions, internship rubrics</p>	<p>Students demonstrate mastery through the Internship Evaluation, Section 3 with a score of 2 or above. Rubric is attached.</p> <p>This is also assessed through students passing the NYS Teacher Certification Exam for School Building Leaders.</p>	<p>Scores are assessed annually.</p>
<p>3. Instructional Leadership</p> <p>Students will provide support systems of learning and instruction, foster</p>	<p>EDL 552, 606, 607, 612, 630, 631, 702, 703, 704, 705</p>	<p>Assignments, projects (individual and group), papers, participation in class</p>	<p>Students demonstrate mastery through the Internship Evaluation,</p>	<p>Scores are assessed annually.</p>

<p>instructional capacity, provide for professional development of principals and teachers, and maximize teacher and principal effectiveness and innovation.</p>		<p>discussions, internship rubrics</p>	<p>Section 4 with a score of 2 or above. Rubric is attached.</p> <p>This is also assessed through students passing the NYS Teacher Certification Exam for School Building Leaders.</p>	
<p>4. Community and External Leadership Students will support community engagement with schools, foster productive partnerships, maximize two-way communication; and assure community representation in decision-making.</p>	<p>EDL 552, 606, 607, 612, 630, 631, 702, 703, 704, 705</p>	<p>Assignments, projects (individual and group), papers, participation in class discussions, internship rubrics</p>	<p>Students demonstrate mastery through the Internship Evaluation, Section 5 with a score of 2 or above. Rubric is attached.</p> <p>This is also assessed through students passing the NYS Teacher Certification Exam for School Building Leaders.</p>	<p>Scores are assessed annually.</p>
<p>5. Managing People, Data & Processes Students will effectively manage district systems, resources, human resources; and policies and procedures.</p>	<p>EDL 552, 606, 607, 612, 630, 631, 702, 703, 704, 705</p>	<p>Assignments, projects (individual and group), papers, participation in class discussions, internship rubrics</p>	<p>Students demonstrate mastery through the Internship Evaluation, Section 6 with a score of 2 or above. Rubric is attached.</p> <p>This is also assessed through students passing the NYS Teacher Certification Exam for School Building Leaders.</p>	<p>Scores are assessed annually.</p>
<p>6. Policy, Advocacy and Governance Students will understand and foster School Board relations; understand and manage effective systems for district governance; understand and ensure compliance with policy, laws, rules and regulations; understand and respond to local, state and national decisions; and</p>	<p>EDL 552, 606, 607, 612, 630, 631, 702, 703, 704, 705</p>	<p>Assignments, projects (individual and group), papers, participation in class discussions, internship rubrics</p>	<p>Students demonstrate mastery through the Internship Evaluation, Section 7 with a score of 2 or above. Rubric is attached.</p> <p>This is also assessed through students passing the NYS Teacher Certification Exam for School Building Leaders.</p>	<p>Scores are assessed annually.</p>

advocate for the needs and priorities of the district.				
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* Course Titles: EDL 552 Public School Law; EDL 606 School-Community Relations; EDL 607 Site-Based Leadership; EDL 612 School Business Management and Finance; EDL 630 Curriculum Leadership; EDL 631 Supervision Of Teaching; EDL 702 Educational Leadership Field Experiences; EDL 703 Educational Leadership Internship; EDL 704 Seminar In Educational Change; EDL 705 School District Internship

Process/procedures for making changes if suggested by assessment results:

The Department of Elementary Education and Reading will meet as a group each year to evaluate the school district internship scores and the NYS Teacher Certification Exam for School Building Leaders. Based on results of student performance, the Department will identify strengths and weaknesses in the curriculum. Courses and/or curriculum will be revised if necessary.

DEPARTMENT OF Elementary Education and Reading
Graduate CAS Educational Leadership
Curriculum Map

I = Introduced; R = Reinforced; M=Mastered

Student Learning Objective (SLO)	EDL 552	EDL 606	EDL 607	EDL 612	EDL 630	EDL 631	EDL 702	EDL 703	EDL 704	EDL 705	Assessment
<p>1. Vision, Mission, Ethics and Professionalism</p> <p>Students will promote the success and wellbeing of each student, teacher, and leader by collaboratively creating and upholding a shared mission and vision, a set of core values, continuous and sustainable district and school improvement, professional norms and ethical behavior;</p>	I	R	R	R	R	R	R	M	M	M	Internship Evaluation
<p>2. Equity and Cultural Leadership</p> <p>Students will promote the success and wellbeing of each student, teacher, and leader by providing for equitable treatment, equitable access, culturally and individually responsive practice, and a healthy, student-centered building and district culture.</p>	I	R	R	R	R	R	R	M	M	M	Internship Evaluation
<p>3. Instructional Leadership</p> <p>Students will provide support systems of learning and instruction, foster instructional capacity, provide for professional development of principals and teachers, and maximize teacher and principal effectiveness and innovation.</p>	I	R	R	R	R	R	R	M	M	M	Internship Evaluation
<p>4. Community and External Leadership</p> <p>Students will support community engagement with schools, foster productive partnerships,</p>	I	R	R	R	R	R	R	M	M	M	Internship Evaluation

maximize two-way communication; and assure community representation in decision-making.											
<p>5. Managing People, Data & Processes</p> <p>Students will effectively manage district systems, resources, human resources; and policies and procedures.</p>	I	R	R	R	R	R	R	M	M	M	Internship Evaluation
<p>6. Policy, Advocacy and Governance</p> <p>Students will understand and foster School Board relations; understand and manage effective systems for district governance; understand and ensure compliance with policy, laws, rules and regulations; understand and respond to local, state and national decisions; and advocate for the needs and priorities of the district.</p>	I	R	R	R	R	R	R	M	M	M	Internship Evaluation

SUNY College at Buffalo
SDL Internship
Mentor Evaluation

Instructions to Mentor:

SDL candidate 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, mentor should rate the proficiency of the candidates using the criteria set forth in the form. Candidates are rated as target, acceptable, or unacceptable. The totality of the evaluation will provide a summative assessment that demonstrates that candidates are ready to lead.

Using the identified task/experience, mentors should consider the underlying NELP standard element when rating the candidate. In order to pass this internship evaluation, candidates must be rated as acceptable or target in 85% of the elements. Mentors may consider observed actions, feedback from other school personnel, or the candidate’s written 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			
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.			
Element	Unacceptable (1)	Acceptable (2)	Target (3)
Element 1.1 Mission and Vision	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 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.			Score
Comments:			
Element	Unacceptable (1)	Acceptable (2)	Target (3)
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.			Score
Comments:			
Element	Unacceptable (1)	Acceptable (2)	Target (3)
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.			Score
Comments:			

Standard Two: Ethics and Professionalism

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.

Element	Unacceptable (1)	Acceptable (2)	Target (3)
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 ● 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 2.1 Task: Participate in conflict resolution (teacher-student, teacher-teacher, employee-employee, teacher-parent, teacher-administrator, etc)	Score
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Comments:

Element	Unacceptable (1)	Acceptable (2)	Target (3)
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

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.	Score
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Comments:

Element	Unacceptable (1)	Acceptable (2)	Target (3)
Element 2.3: Professional Culture	<p>Candidate does not demonstrate the capability to ensure at least one of the following:</p>	<p>Candidate demonstrates the capability to ensure at least one of the following:</p>	<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 	<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 	<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.			Score
Comments:			

<p>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.</p>			
Element	Unacceptable (1)	Acceptable (2)	Target (3)
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.			Score
Comments:			
Element	Unacceptable (1)	Acceptable (2)	Target (3)
Element 3.2: Equitable Treatment	Candidate does not demonstrate the capability to ensure stakeholders are treated fairly,	Candidate demonstrates the capability to ensure stakeholders are treated fairly, respectfully with an	Candidate demonstrates the capability to ensure stakeholders are treated fairly, respectfully with an

	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 	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 	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.			Score
Comments:			
Element	Unacceptable (1)	Acceptable (2)	Target (3)
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.			Score
Comments:			
Element	Unacceptable (1)	Acceptable (2)	Target (3)
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.			Score
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 (1)	Acceptable (2)	Target (3)
Element 4.1: Instructional System	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: <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 	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: <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 	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: <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.

Score

Comments:

Element	Unacceptable (1)	Acceptable (2)	Target (3)
Element 4.2: Developing Instructional Leadership	Candidate does not demonstrate the capability to use learning theory and research to do at least one of the following: <ul style="list-style-type: none"> ● Support development of principals ● Develop individual instructional capacity of teachers and other staff 	Candidate demonstrates the capability to use learning theory and research to do at least one of the following: <ul style="list-style-type: none"> ● Support development of principals ● Develop individual instructional capacity of teachers and other staff 	Candidate demonstrates the capability to use learning theory and research to do both of the following: <ul style="list-style-type: none"> ● Support development of principals ● Develop individual instructional capacity of teachers and other staff

Element 4.2 Task: Cultivate a knowledge of current educational research to support instruction and professional development for principals, teachers, and other staff.

Score

Comments:

Element	Unacceptable (1)	Acceptable (2)	Target (3)
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Element 4.3: Curriculum Supports	Candidate does not demonstrate the capability to employ at least 4 of the following supports to help individual principals to grow as instructional leaders. <ul style="list-style-type: none"> ● Time ● Technologies ● Instructional Spaces ● Assessments ● Staffing ● Professional development ● Communication 	Candidate demonstrates the capability to employ at least 4 of the following supports to help individual principals to grow as instructional leaders. <ul style="list-style-type: none"> ● Time ● Technologies ● Instructional Spaces ● Assessments ● Staffing ● Professional development ● Communication 	Candidate demonstrates the capability to employ all of the following supports to help individual principals to grow as instructional leaders. <ul style="list-style-type: none"> ● Time ● Technologies ● Instructional Spaces ● Assessments ● Staffing ● Professional development ● Communication
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Element 4.3 Task: Cultivate a knowledge of current educational research to support instruction and professional development for principals, teachers, and other staff.	Score
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Comments:

Element	Unacceptable (1)	Acceptable (2)	Target (3)
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 a knowledge of current educational research on the use of data to support instruction and professional development for principals, teachers, and other staff.	Score
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Comments:

Standard Five: Community and External 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 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.

Element	Unacceptable (1)	Acceptable (2)	Target (3)
Element 5.1: Community Engagement	Candidate does not demonstrate the capability maintain communication with at least 3 of the following groups: <ul style="list-style-type: none"> ● Families ● Community ● Public Sector ● Private Sector ● Non-Profit Sector 	Candidate demonstrates the capability maintain communication with at least 1 of the following groups: <ul style="list-style-type: none"> ● Families ● Community ● Public Sector ● Private Sector ● Non-Profit Sector 	Candidate demonstrates the capability maintain communication with all of the following groups: <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)

Score

Comments:

Element	Unacceptable (1)	Acceptable (2)	Target (3)
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.

Score

Comments:

Element	Unacceptable (1)	Acceptable (2)	Target (3)
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 	Candidate demonstrates the capability to maintain two-way communication with at least one of the following: <ul style="list-style-type: none"> ● Families 	Candidate demonstrates the capability to maintain two-way communication with both of the following: <ul style="list-style-type: none"> ● Families ● Community

	<ul style="list-style-type: none"> • Community 	<ul style="list-style-type: none"> • Community 	
Element 5.3 Task: Review/revise student handbook, faculty handbook, substitute teacher handbook, family newsletters			Score
Comments:			
Element	Unacceptable (1)	Acceptable (2)	Target (3)
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.)			Score
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 (1)	Acceptable (2)	Target (3)
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 3l 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.			Score

Comments:

Element	Unacceptable (1)	Acceptable (2)	Target (3)
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 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. Assist an administrator with the BEDS and other state forms in an effort to learn how they affect resources.			Score

Comments:

Element	Unacceptable (1)	Acceptable (2)	Target (3)
Element 6.3: Professional Capacity	Candidate does not demonstrate the capability to develop and implement an 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 an 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 an 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.			Score
Comments:			
Element	Unacceptable (1)	Acceptable (2)	Target (3)
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.			Score
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 (1)	Acceptable (2)	Target (3)
Element 7.1: Board Relations	Candidate does not 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 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			Score
Comments:			
Element	Unacceptable (1)	Acceptable (2)	Target (3)
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			Score
Comments:			
Element	Unacceptable (1)	Acceptable (2)	Target (3)
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 regulations.			Score
Comments:			
Element	Unacceptable (1)	Acceptable (2)	Target (3)
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.			Score
Comments:			

Link to Information about the NYS Teacher Certification Exam for School Building Leaders:
https://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY107_TestPage.html