

# University of Louisiana at Lafayette

## Detailed Assessment Report 2015-2016 Educational Leadership M Ed

As of: 11/17/2016 09:27 AM CENTRAL  
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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**SLO 1: Candidates will demonstrate the knowledge and skills necessary to create a school/district vision.**

Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

#### Related Measures

**M 1: Standards Review Portfolio**  
**Standards Review Portfolio**

All candidates enrolled in the Masters in Educational Leadership Program are assessed with the EDLD Portal 8: Standards Review Portfolio (also known as the Capstone Portfolio) which is designed to provide evidence of candidates' ability to demonstrate mastery of the Educational Leaders Constituent Consortium (ELCC) Standards and sub-parts through the experiences, projects, artifacts, internship log, and overall program requirements. This includes the successful defense of their portfolio during an oral hearing before a committee. This instrument is administered in EDLD 512: Capstone course and utilizes a 3-point Likert scale. Please see the Supplemental Section for general information, sample rubric(s) and data reports.

#### **EDLD Portal 8: Committee Evaluation of Standards Review Portfolio**

##### **Description and Use of the Assessment**

This assessment consists of a portfolio candidates assemble throughout their program of study. The candidates select artifacts which demonstrate their performance in each of the ELCC standards. The portfolio is periodically reviewed by the candidates with their mentors, as well as program faculty members, for progress toward completion. At those times, the mentors and/or faculty members assist the candidates in determining additional activities, projects, etc. that need to be reworked, completed or designed to ensure that the portfolio meets completion requirements by the time the candidates complete the program of study. The portfolio is assessed by a team consisting of faculty members and mentors. The final assessment for each standard and substandard is negotiated and agreed upon by the team.

#### Capstone Portfolio Assessment Tool

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

	0 - Unacceptable	1 - Approaching Expectations	2 - Meets Expectations
<b>1.1 Develop a Vision</b>	Candidate does not develop a vision of learning for a school that promotes the success of all students. Candidate does not base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	Candidate vaguely develops a vision of learning for a school that promotes the success of all students. Candidate vaguely bases this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	Candidate proficiently develops a vision of learning for a school that promotes the success of all students. The candidate proficiently bases this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.
<b>1.2 Articulate a Vision</b>	Candidate does not demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. Candidate does not demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate does not demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	Candidate vaguely demonstrates the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. Candidate vaguely demonstrates the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate vaguely demonstrates the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	Candidate proficiently demonstrates the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. Candidate proficiently demonstrates the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate proficiently demonstrates the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.
<b>1.3 Implement a Vision</b>	Candidate does not formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision. Candidate does not develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).	Candidate vaguely formulates the initiatives necessary to motivate staff, students, and families to achieve the school's vision. Candidate vaguely develops plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).	Candidate proficiently formulates the initiatives necessary to motivate staff, students, and families to achieve the school's vision. Candidate proficiently develops plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).
<b>1.4 Steward a Vision</b>	Candidate does not demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision, does not design a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision, or does not assume stewardship of the vision through various methods.	Candidate vaguely demonstrates an understanding of the role effective communication skills play in building a shared commitment to the vision. Candidate vaguely designs or adopts a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. Candidate vaguely assumes stewardship of the vision through various methods.	Candidate proficiently demonstrates an understanding of the role effective communication skills play in building a shared commitment to the vision. Candidate proficiently designs or adopts a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. Candidate proficiently assumes stewardship of the vision through various methods.
<b>1.5 Promote Community Involvement in the Vision</b>	Candidate does not demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts. Candidate does not acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.	Candidate vaguely demonstrates the ability to involve community members in the realization of the vision and in related school improvement efforts. Candidate vaguely acquires and demonstrates the skills needed to communicate effectively with all stakeholders about implementation of the vision.	Candidate proficiently demonstrates the ability to involve community members in the realization of the vision and in related school improvement efforts. Candidate proficiently acquires and demonstrates the skills needed to communicate effectively with all stakeholders about implementation of the vision.

<b>Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</b>			
	<b>0 - Unacceptable</b>	<b>1 - Approaching Expectations</b>	<b>2 - Meets Expectations</b>
<b>2.1 Promote Positive School Culture</b>	Candidate does not assess school culture using multiple methods and implements context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	Candidate vaguely assesses school culture using multiple methods and implements context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	Candidate proficiently assesses school culture using multiple methods and implements context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.
<b>2.2 Provide Effective Instructional Program</b>	Candidate does not demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. Candidate does not demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. Candidate does not demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	Candidate vaguely demonstrates the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. Candidate vaguely demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. Candidate vaguely demonstrates the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	Candidate proficiently demonstrates the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. Candidate proficiently demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. Candidate proficiently demonstrates the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.
<b>2.3 Apply Best Practice to Student Learning</b>	Candidate does not demonstrate the ability to assist school personnel in understanding and applying best practices for student learning. Candidate does not apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. Candidate does not demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	Candidate vaguely demonstrates the ability to assist school personnel in understanding and applying best practices for student learning. Candidate vaguely applies human development theory, proven learning and motivational theories, and concern for diversity to the learning process. Candidate vaguely demonstrates an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	Candidate proficiently demonstrates the ability to assist school personnel in understanding and applying best practices for student learning. Candidate proficiently applies human development theory, proven learning and motivational theories, and concern for diversity to the learning process. Candidate proficiently demonstrates an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.
<b>2.4 Design Comprehensive Professional Growth Plans</b>	Candidate does not design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals. Candidate does not demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. Candidate does not develop and implement personal professional growth plans that reflect a commitment to life-long learning.	Candidate vaguely designs and demonstrates an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals. Candidate vaguely demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. Candidate vaguely develops and implements personal professional growth plans that reflect a commitment to life-long learning.	Candidate proficiently designs and demonstrates an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals. Candidate proficiently demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. Candidate proficiently develops and implements personal professional growth plans that reflect a commitment to life-long learning.
<b>Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</b>			
	<b>0 - Unacceptable</b>	<b>1 - Approaching Expectations</b>	<b>2 - Meets Expectations</b>
	Candidate does not demonstrate the ability to optimize the learning environment for all students by	Candidate vaguely demonstrates the ability to optimize the learning environment for all students by	Candidate proficiently demonstrates the ability to optimize the learning environment for all students by

<p><b>3.1 Manage the Organization</b></p>	<p>applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency. Candidate does not develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. Candidate does not demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</p>	<p>applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency. Candidate vaguely develops plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. Candidate vaguely demonstrates an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement</p>	<p>applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency. Candidate proficiently develops plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. Candidate proficiently demonstrates an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</p>
<p><b>3.2 Manage Operations</b></p>	<p>Candidate does not demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. Candidate does not develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. Candidate does not demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.</p>	<p>Candidates vaguely demonstrates the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. Candidate vaguely develops communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. Candidate vaguely demonstrates an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.</p>	<p>Candidate proficiently demonstrates the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. Candidate proficiently develops communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. Candidate proficiently demonstrates an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.</p>
<p><b>3.3 Manage Resources</b></p>	<p>Candidate does not use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. Candidate does not creatively seek new resources to facilitate learning. Candidate does not apply and assess current technologies for school management, business procedures, and scheduling.</p>	<p>Candidate vaguely uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. Candidates vaguely seek creative new resources to facilitate learning. Candidate vaguely applies and assesses current technologies for school management, business procedures, and scheduling</p>	<p>Candidate proficiently uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. Candidates proficiently seek creative new resources to facilitate learning. Candidate proficiently applies and assesses current technologies for school management, business procedures, and scheduling.</p>
<p><b>Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</b></p>			
	<p><b>0 - Unacceptable</b></p>	<p><b>1 - Approaching Expectations</b></p>	<p><b>2 - Meets Expectations</b></p>
	<p>Candidate does not demonstrate an ability to bring together the resources of family members and the community to positively affect student learning. Candidate does not demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind. Candidate does not demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. Candidate does not apply an understanding of community relations models, marketing strategies and processes, data-based decision</p>	<p>Candidate vaguely demonstrates an ability to bring together the resources of family members and the community to positively affect student learning. Candidate vaguely demonstrates an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind. Candidate vaguely demonstrates the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. Candidate vaguely applies an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create</p>	<p>Candidate proficiently demonstrates an ability to bring together the resources of family members and the community to positively affect student learning. Candidate proficiently demonstrates an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind. Candidate proficiently demonstrates the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. Candidate proficiently applies an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community,</p>

<p><b>4.1 Collaborate with Families and Other Community Members</b></p>	<p>making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. Candidate does not develop various methods of outreach aimed at business, religious, political, and service organizations. Candidate does not demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. Candidate does not demonstrate the ability to collaborate with community agencies to integrate health, social, and other services. Candidate does not demonstrate the ability to facilitate the planning and implementation of programs and services that ring together the resources of families and the community to positively affect student learning.</p>	<p>frameworks for school, family, business, community, government, and higher education partnerships. Candidate vaguely develops various methods of outreach aimed at business, religious, political, and service organizations. Candidate vaguely demonstrates the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. Candidate vaguely demonstrates the ability to collaborate with community agencies to integrate health, social, and other services. Candidate vaguely demonstrates the ability to facilitate the planning and implementation of programs and services that ring together the resources of families and the community to positively affect student learning.</p>	<p>government, and higher education partnerships. Candidate proficiently develops various methods of outreach aimed at business, religious, political, and service organizations. Candidate proficiently demonstrates the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. Candidate proficiently demonstrates the ability to collaborate with community agencies to integrate health, social, and other services. Candidate proficiently demonstrates the ability to facilitate the planning and implementation of programs and services that ring together the resources of families and the community to positively affect student learning.</p>
<p><b>4.2 Respond to Community Interests and Needs</b></p>	<p>Candidate does not demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives. Candidate does not demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. Candidate does not provide leadership to programs serving students with special and exceptional needs. Candidate does not demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</p>	<p>Candidate vaguely demonstrates active involvement within the community, including interactions with individuals and groups with conflicting perspectives. Candidate vaguely demonstrates the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. Candidate vaguely provides leadership to programs serving students with special and exceptional needs. Candidate vaguely demonstrates the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</p>	<p>Candidate proficiently demonstrates active involvement within the community, including interactions with individuals and groups with conflicting perspectives. Candidate proficiently demonstrates the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. Candidate proficiently provides leadership to programs serving students with special and exceptional needs. Candidate proficiently demonstrates the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</p>
<p><b>4.3 Mobilize Community Resources</b></p>	<p>Candidate does not demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. Candidate does not demonstrate how to use school resources and social service agencies to serve the community. Candidate does not demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>	<p>Candidate vaguely demonstrates an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. Candidate vaguely demonstrates how to use school resources and social service agencies to serve the community. Candidate vaguely demonstrates an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>	<p>Candidate proficiently demonstrates an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. Candidate proficiently demonstrates how to use school resources and social service agencies to serve the community. Candidate proficiently demonstrates an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>
<p><b>Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.</b></p>			
	<p><b>0 - Unacceptable</b></p>	<p><b>1 - Approaching Expectations</b></p>	<p><b>2 - Meets Expectations</b></p>
<p><b>5.1 Acts with Integrity</b></p>	<p>Candidate does not demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.</p>	<p>Candidate vaguely demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.</p>	<p>Candidate proficiently demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.</p>
<p><b>5.2 Acts Fairly</b></p>	<p>Candidate does not demonstrate the ability to combine impartiality, sensitivity to student diversity, and</p>	<p>Candidate vaguely demonstrates the ability to combine impartiality, sensitivity to student diversity, and</p>	<p>Candidate proficiently demonstrates the ability to combine impartiality, sensitivity to student diversity, and</p>

	ethical considerations in their interactions with others.	ethical considerations in their interactions with others.	ethical considerations in their interactions with others.
<b>5.3 Acts Ethically</b>	Candidate does not make and explain decisions based upon ethical and legal principles.	Candidate vaguely makes and explains decisions based upon ethical and legal principles.	Candidate proficiently makes and explains decisions based upon ethical and legal principles.
<b>Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</b>			
	<b>0 - Unacceptable</b>	<b>1 - Approaching Expectations</b>	<b>2 - Meets Expectations</b>
<b>6.1 Understand the Larger Context</b>	Candidate does not act as an informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. Candidate does not demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. Candidate does not demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. Candidate does not demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. Candidate does not demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. Candidate does not demonstrate the ability to analyze and describe the cultural diversity in a school community. Candidate does not describe community norms and values and how they relate to the role of the school in promoting social justice. Candidate does not demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	Candidate vaguely acts as an informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. Candidate vaguely demonstrates the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. Candidate vaguely demonstrates the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. Candidate vaguely demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. Candidate vaguely demonstrates the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. Candidate vaguely demonstrates the ability to analyze and describe the cultural diversity in a school community. Candidate vaguely describes community norms and values and how they relate to the role of the school in promoting social justice. Candidate vaguely demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	Candidate proficiently acts as an informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. Candidate proficiently demonstrates the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. Candidate proficiently demonstrates the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. Candidate proficiently demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. Candidate proficiently demonstrates the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. Candidate proficiently demonstrates the ability to analyze and describe the cultural diversity in a school community. Candidate proficiently describes community norms and values and how they relate to the role of the school in promoting social justice. Candidate proficiently demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities
<b>6.2 Respond to the Larger Context</b>	Candidate does not demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	Candidate vaguely demonstrates the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	Candidate proficiently demonstrates the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.
<b>6.3 Influence the Larger Context</b>	Candidate does not demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. Candidate does not apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidate does not advocate for policies and programs that	Candidate vaguely demonstrates the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. Candidate vaguely applies their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidate vaguely advocates for policies and programs that promote equitable learning	Candidate proficiently demonstrates the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. Candidate proficiently applies their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidate proficiently advocates for policies and programs that promote equitable learning opportunities and success for

	promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.
<b>Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</b>			
<b>7.1 Substantial</b>			
	<b>0 - Unacceptable</b>	<b>1 - Approaching Expectations</b>	<b>2 - Meets Expectations</b>
<b>7.1 Substantial</b>	Candidate does not demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders. Candidate does not have a minimum of six months (or equivalent, see note below) of fulltime internship experience.	Candidate vaguely demonstrates the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.	Candidate proficiently demonstrates the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders. Candidate has a minimum of six months (or equivalent, see note below) of fulltime internship experience.
<b>7.2 Sustained</b>	Candidate does not participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.	Candidate rarely participates in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.	Candidate proficiently participates in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.
<b>7.3 Standards Based</b>	Candidate does not apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. Candidate's experiences are not designed to accommodate Candidate's individual needs.	Candidate vaguely applies skills and knowledge articulated in these standards as well as state and local standards for educational leaders. Candidate's experiences are designed to vaguely accommodate Candidate's individual needs.	Candidate proficiently applies skills and knowledge articulated in these standards as well as state and local standards for educational leaders. Candidate's experiences are designed to proficiently accommodate Candidate's individual needs.
<b>7.4 Real Settings</b>	Candidate's experiences do not occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. Candidate's experiences do not include work with appropriate community organizations such as social service groups and local businesses.	Candidate's experiences vaguely occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. Candidate's experiences vaguely include work with appropriate community organizations such as social service groups and local businesses.	Candidate's experiences proficiently occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. Candidate's experiences proficiently include work with appropriate community organizations such as social service groups and local businesses.
<b>7.5 Planned and Guided Cooperatively</b>	Candidate's experiences are not planned cooperatively by the individual, the site supervisor, and institution personnel provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs. Mentors are not provided training to guide the candidate during the intern experience.	Candidate's experiences are vaguely planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs. Mentors are vaguely provided training to guide the candidate during the intern experience.	Candidate's experiences are proficiently planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs. Mentors are proficiently provided training to guide the candidate during the intern experience.
<b>7.6 Credit</b>	Candidate does not earn graduate credit for Candidate's intern experience.		Candidate earns graduate credit for Candidate's intern experience.

Number of students assessed = 6

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

One-hundred percent (100%) of our candidates will attain an average score of 2.0 (Meets Expectations) or above on the Standards Review Portfolio.

**Finding (2015-2016) - Target: Met**

Artifact: ELCC PVIII: Capstone Artifact SPA12 SU2015 to SP2016

Finding: 100% of the candidates scored 2.0 (Meets Expectations) or above on this assessment.

**Connected Document**

[ELCC PVIII: Capstone Artifact SU15 to SP16](#)

**Related Action Plans (by Established cycle, then alpha):**

**ELCC PVIII: Capstone Artifact SU2015-SP2016**

The State of Louisiana adopted the Common Core Learning Standards in English and Math in 2013. The implementation took place the following year. During that year, the EDFL Faculty created a strategic plan designed to address curricular changes associated with the new Common Core Curriculum and Assessments. As a result, course content and assessments were made to align with the changes made by the State of Louisiana. The faculty meets monthly and regularly monitors candidate performance. The content of the curriculum relating to the Capstone Project has been regularly revised and refined to prepare our Educational Leadership candidates to effectively address the new learning standards and associated assessments.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standards Review Portfolio | **Outcome/Objective:** Candidates will demonstrate the knowledge and skills necessary to create a school/district vision.

**Responsible Person/Group:** Dr. Frank Del Favero

**SLO 2: Candidates will demonstrate the knowledge and ability to create and promote a positive school culture.**

Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

**Related Measures**

**M 2: Assessment of Student Learning**

**Assessment of Student Learning 2009-2010**

Number of students assessed = 35

All candidates enrolled in the Masters in Educational Leadership Program are assessed with the EDLD Portal 6: Assessment of Student Learning Rubric which is designed to evidence of candidates' ability to analyze the structure of teacher-made and text-book generated classroom tests to determine if the classroom assessment items address relevant content standards. This instrument is administered in EDLD 506: Assessment and Instruction for Educational Leaders and utilizes a 3-point Likert scale. Please see the Supplemental Section for general information, sample rubric(s) and data reports.

**EDLD Portal 6: Assessment of Student Learning**

**General Description of the Artifact**

The purpose of this assignment is to analyze the structure of teacher-made and text-book generated classroom tests to determine if the classroom assessment items address relevant content standards. Candidates may utilize various tools, such as, [The Nature of Evidence Worksheet](#), [Checklist of Item Types Worksheet](#), and [Task/Activity Design Worksheet](#) in completing this assignment. Candidates will either work with a classroom teacher or utilize assessments in his/her own classroom.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## Artifact Requirements:

1. Title Page
1. Table of Contents
- 1.
- 2.
3. Description of Assessment Techniques
  - 
  -
1. Assessment Analysis
  - 
  - 
  - 
  - 
  - 
  - 
  - 
  -
1. Conclusions and Recommendations for Teacher
  - 
  -

### Appendix A: Copy of Teacher Lesson Plans

Source of Evidence: Project, either individual or group

#### Target:

One-hundred percent (100%) of our candidates will attain an average score of 3.0 (Meets Expectations) or above on the Assessment of Student Learning Artifact.

#### Finding (2015-2016) - Target: Met

Artifact: ELCC PVI: Assessment of Student Learning SU2015 - SP2016

Findings: 100% of our candidates scored 3.0 (Meets Expectations) or above on this assessment.

**TARGET MET**

#### Connected Document

[ELCC PVI: Assessment of Student Learning SU15 to SP16](#)

#### Related Action Plans (by Established cycle, then alpha):

##### **Rubric Aligned to ELCC Standards**

Rubric items and descriptors were revised to more clearly align to the ELCC Standards and Sub-Elements. Specific sub-elements were correlated to course learning activities making it easier to identify curricular strengths and weaknesses. Specifically, modifications to the curriculum, student performance tasks, or assessment processes could be made based on the analyses of performance data.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Assessment of Student Learning | **Outcome/Objective:** Candidates will demonstrate the knowledge and ability to create and promote a positive school culture.

#### **M 3: 3-Minute Observation**

##### **3-Minute Observation 2009-2010**

Number of students assessed = 16

All candidates enrolled in the Masters in Educational Leadership Program are assessed with the EDLD Portal 6: 3-Minute Observation Rubric which is designed to provide evidence of candidates' ability to improve classroom teaching practices utilizing a 3 Minute Observation Model. This instrument is administered in EDLD 506: Assessment and Instruction for Educational Leaders and utilizes a 3-point Likert scale. Please see the Supplemental Section for general information, sample rubric(s) and data reports.

### EDLD Portal 6: 3-Minute Observation Project

#### General Description and Requirements

Candidate will conduct 3-Minute Observations. The Candidate receives training on this process. A summary of this process is listed below:

### **Quick Overview of the Five-Step Walk-Through Observation Structure**

#### **Step 1: Student Orientation to the Work**

Complete this step within the first 2 seconds.

Do students appear to be attending when you first walk into the room?

The goal is to notice whether students appear to be oriented to the work.

#### **Step 2: Curricular Decision Points**

Majority of the 2 to 3 minutes.

What objective(s) has the teacher chosen to teach at this time and how aligned are they to the prescribed (district or state) written curriculum?

Determine the content of the student learning.

Content is the skill, knowledge, process or concept to be learned by the students.

#### **Step 3: Instructional Decision Points**

What instructional practices is the teacher choosing to use at this time to help students achieve the learning of the curriculum objectives?

Instructional practices: questioning skills, use of non-linguistic representations, grouping strategies, informal assessment strategies

No judgments made, just notice practices

#### **Step 4: "Walk-the-Walls": Curricular and Instructional Decisions**

What evidence is there of past objectives taught and/or instructional decisions used to teach the objectives that are present in the classroom—walk-the-walls, portfolios, projects in the room?

Walls may reveal objects, instructional ideas

**Step 5: Safety and Health Issues**

Are there any noticeable safety or health issues that need to be addressed?

*The Three-Minute Classroom Walk-Through: Changing School Supervisory Practice One Teacher at a Time* by Carolyn J. Downey, (Corwin Press: Thousand Oaks, California): © 2004

After completion of the 3-Minute Walkthrough Observations, Candidate submitted the original observation forms/notes. Candidate also submitted a reflection consisting of the following for each teacher/subject observed:

- 1. Grade level of teacher observed
- 1. Subject observed
- 1. Level of Teacher (new, experienced)
  - 1.
  - 2.
  - 3.
- 4. What instructional practices did you observe? Subject area? District? School?
  - 1.
- 2. Write a reflective question for each of the following 5 areas:

FIVE ELEMENTS OF THE REFLECTIVE QUESTION	YOUR REFLECTIVE QUESTION FOR THE TEACHER
1. Situation (and possible conditions)	
2. Teacher reflection on curricular or instructional teaching practice	
3. Choice	
4. Decision, and brings back the teaching practice in the general way	
5. Student Impact	

If the patterns you see above were prominent throughout the teachers in the school, what would you recommend or do as a principal

Source of Evidence: Project, either individual or group

**Target:**

One hundred percent (100%) of our candidates will attain an average score of 3.0 (Meets Expectations) on the 3-Minute Observation Artifact.

**Finding (2015-2016) - Target: Met**

Artifact: ELCC PVI: 3 Minute Walk Through SU2015 - SP2016

Findings: 100% of our candidates scored 3.0 (Meets Expectations) or above on this assessment.

**TARGET MET**

**Connected Document**

[ELCC PVI: 3 Minute Walk-Through SU15 to SP16](#)

**Related Action Plans (by Established cycle, then alpha):**

**Refine Rubrics and Descriptors**

Preliminary data reports indicate the need for additional course work to develop and refine clinical supervision skills. Rubric items and descriptors were revised to more clearly align to the ELCC Standards and Sub-Elements.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** 3-Minute Observation | **Outcome/Objective:** Candidates will demonstrate the knowledge and ability to create and promote a positive school culture.

**SLO 3: Candidates will create and maintain a Responsive Learning Environment (ISLLC goals 3-6).**

**Organizing the Environment:** Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by managing the organization, organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

**School and Community Relations:** Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

**Ethics:** Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

**Influencing the Larger Context:** Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Related Measures**

**M 1: Standards Review Portfolio**

**Standards Review Portfolio**

All candidates enrolled in the Masters in Educational Leadership Program are assessed with the EDLD Portal 8: Standards Review Portfolio (also known as the Capstone Portfolio) which is designed to provide evidence of candidates' ability to demonstrate mastery of the Educational Leaders Constituent Consortium (ELCC) Standards and sub-parts through the experiences, projects, artifacts, internship log, and overall program requirements. This includes the successful defense of their portfolio during an oral hearing before a committee. This instrument is administered in EDLD 512: Capstone course and utilizes a 3-point Likert scale. Please see the Supplemental Section for general information, sample rubric(s) and data reports.

**EDLD Portal 8: Committee Evaluation of Standards Review Portfolio**

**Description and Use of the Assessment**

This assessment consists of a portfolio candidates assemble throughout their program of study. The candidates select artifacts which demonstrate their performance in each of the ELCC standards. The portfolio is periodically reviewed by the candidates with their mentors, as well as program faculty members, for progress toward completion. At those times, the mentors and/or faculty members assist the candidates in determining additional activities, projects, etc. that need to be reworked, completed or designed to ensure that the portfolio meets completion requirements by the time the candidates complete the program of study. The portfolio is assessed by a team consisting of faculty members and mentors. The final assessment for each standard and substandard is negotiated and agreed upon by the team.

**Capstone Portfolio Assessment Tool**

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

	<b>0 - Unacceptable</b>	<b>1 - Approaching Expectations</b>	<b>2 - Meets Expectations</b>
<b>1.1 Develop a Vision</b>	Candidate does not develop a vision of learning for a school that promotes the success of all students. Candidate does not base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	Candidate vaguely develops a vision of learning for a school that promotes the success of all students. Candidate vaguely bases this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	Candidate proficiently develops a vision of learning for a school that promotes the success of all students. The candidate proficiently bases this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.
<b>1.2 Articulate a Vision</b>	Candidate does not demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. Candidate does not demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate does not demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	Candidate vaguely demonstrates the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. Candidate vaguely demonstrates the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate vaguely demonstrates the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	Candidate proficiently demonstrates the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. Candidate proficiently demonstrates the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate proficiently demonstrates the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.
<b>1.3 Implement a Vision</b>	Candidate does not formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision. Candidate does not develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).	Candidate vaguely formulates the initiatives necessary to motivate staff, students, and families to achieve the school's vision. Candidate vaguely develops plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).	Candidate proficiently formulates the initiatives necessary to motivate staff, students, and families to achieve the school's vision. Candidate proficiently develops plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).
<b>1.4 Steward a Vision</b>	Candidate does not demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision, does not design a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision, or does not assume	Candidate vaguely demonstrates an understanding of the role effective communication skills play in building a shared commitment to the vision. Candidate vaguely designs or adopts a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. Candidate vaguely assumes	Candidate proficiently demonstrates an understanding of the role effective communication skills play in building a shared commitment to the vision. Candidate proficiently designs or adopts a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. Candidate proficiently assumes

	stewardship of the vision through various methods.	stewardship of the vision through various methods.	stewardship of the vision through various methods.
<b>1.5 Promote Community Involvement in the Vision</b>	Candidate does not demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts. Candidate does not acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.	Candidate vaguely demonstrates the ability to involve community members in the realization of the vision and in related school improvement efforts. Candidate vaguely acquires and demonstrates the skills needed to communicate effectively with all stakeholders about implementation of the vision.	Candidate proficiently demonstrates the ability to involve community members in the realization of the vision and in related school improvement efforts. Candidate proficiently acquires and demonstrates the skills needed to communicate effectively with all stakeholders about implementation of the vision.
<b>Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</b>			
	<b>0 - Unacceptable</b>	<b>1 - Approaching Expectations</b>	<b>2 - Meets Expectations</b>
<b>2.1 Promote Positive School Culture</b>	Candidate does not assess school culture using multiple methods and implements context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	Candidate vaguely assesses school culture using multiple methods and implements context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	Candidate proficiently assesses school culture using multiple methods and implements context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.
<b>2.2 Provide Effective Instructional Program</b>	Candidate does not demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. Candidate does not demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. Candidate does not demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	Candidate vaguely demonstrates the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. Candidate vaguely demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. Candidate vaguely demonstrates the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	Candidate proficiently demonstrates the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. Candidate proficiently demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. Candidate proficiently demonstrates the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.
<b>2.3 Apply Best Practice to Student Learning</b>	Candidate does not demonstrate the ability to assist school personnel in understanding and applying best practices for student learning. Candidate does not apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. Candidate does not demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	Candidate vaguely demonstrates the ability to assist school personnel in understanding and applying best practices for student learning. Candidate vaguely applies human development theory, proven learning and motivational theories, and concern for diversity to the learning process. Candidate vaguely demonstrates an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	Candidate proficiently demonstrates the ability to assist school personnel in understanding and applying best practices for student learning. Candidate proficiently applies human development theory, proven learning and motivational theories, and concern for diversity to the learning process. Candidate proficiently demonstrates an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.
<b>2.4 Design Comprehensive Professional Growth Plans</b>	Candidate does not design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals. Candidate does not demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. Candidate does not develop and implement personal professional growth plans that	Candidate vaguely designs and demonstrates an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals. Candidate vaguely demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. Candidate vaguely develops and implements personal professional growth plans that reflect a commitment to life-long learning.	Candidate proficiently designs and demonstrates an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals. Candidate proficiently demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. Candidate proficiently develops and implements personal professional growth plans that reflect a commitment to life-long learning.

	reflect a commitment to life-long learning.		
<b>Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</b>			
	<b>0 - Unacceptable</b>	<b>1 - Approaching Expectations</b>	<b>2 - Meets Expectations</b>
<b>3.1 Manage the Organization</b>	Candidate does not demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency. Candidate does not develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. Candidate does not demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	Candidate vaguely demonstrates the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency. Candidate vaguely develops plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. Candidate vaguely demonstrates an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement	Candidate proficiently demonstrates the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency. Candidate proficiently develops plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. Candidate proficiently demonstrates an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.
<b>3.2 Manage Operations</b>	Candidate does not demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. Candidate does not develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. Candidate does not demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.	Candidates vaguely demonstrates the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. Candidate vaguely develops communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. Candidate vaguely demonstrates an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.	Candidate proficiently demonstrates the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. Candidate proficiently develops communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. Candidate proficiently demonstrates an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.
<b>3.3 Manage Resources</b>	Candidate does not use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. Candidate does not creatively seek new resources to facilitate learning. Candidate does not apply and assess current technologies for school management, business procedures, and scheduling.	Candidate vaguely uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. Candidates vaguely seek creative new resources to facilitate learning. Candidate vaguely applies and assesses current technologies for school management, business procedures, and scheduling	Candidate proficiently uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. Candidates proficiently seek creative new resources to facilitate learning. Candidate proficiently applies and assesses current technologies for school management, business procedures, and scheduling.
<b>Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</b>			
	<b>0 - Unacceptable</b>	<b>1 - Approaching Expectations</b>	<b>2 - Meets Expectations</b>
	Candidate does not demonstrate an ability to bring together the resources of family members and the community to positively affect student learning. Candidate does not demonstrate an ability to	Candidate vaguely demonstrates an ability to bring together the resources of family members and the community to positively affect student learning. Candidate vaguely demonstrates an ability to involve	Candidate proficiently demonstrates an ability to bring together the resources of family members and the community to positively affect student learning. Candidate proficiently demonstrates an ability to involve families in the

<p><b>4.1 Collaborate with Families and Other Community Members</b></p>	<p>involve families in the education of their children based on the belief that families have the best interests of their children in mind. Candidate does not demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. Candidate does not apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. Candidate does not develop various methods of outreach aimed at business, religious, political, and service organizations. Candidate does not demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting and understanding that schools are an integral part of the larger community. Candidate does not demonstrate the ability to collaborate with community agencies to integrate health, social, and other services. Candidate does not demonstrate the ability to facilitate the planning and implementation of programs and services that ring together the resources of families and the community to positively affect student learning.</p>	<p>families in the education of their children based on the belief that families have the best interests of their children in mind. Candidate vaguely demonstrates the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. Candidate vaguely applies an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. Candidate vaguely develops various methods of outreach aimed at business, religious, political, and service organizations. Candidate vaguely demonstrates the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. Candidate vaguely demonstrates the ability to collaborate with community agencies to integrate health, social, and other services. Candidate vaguely demonstrates the ability to facilitate the planning and implementation of programs and services that ring together the resources of families and the community to positively affect student learning.</p>	<p>education of their children based on the belief that families have the best interests of their children in mind. Candidate proficiently demonstrates the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. Candidate proficiently applies an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. Candidate proficiently develops various methods of outreach aimed at business, religious, political, and service organizations. Candidate proficiently demonstrates the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. Candidate proficiently demonstrates the ability to collaborate with community agencies to integrate health, social, and other services. Candidate proficiently demonstrates the ability to facilitate the planning and implementation of programs and services that ring together the resources of families and the community to positively affect student learning.</p>
<p><b>4.2 Respond to Community Interests and Needs</b></p>	<p>Candidate does not demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives. Candidate does not demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. Candidate does not provide leadership to programs serving students with special and exceptional needs. Candidate does not demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</p>	<p>Candidate vaguely demonstrates active involvement within the community, including interactions with individuals and groups with conflicting perspectives. Candidate vaguely demonstrates the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. Candidate vaguely provides leadership to programs serving students with special and exceptional needs. Candidate vaguely demonstrates the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</p>	<p>Candidate proficiently demonstrates active involvement within the community, including interactions with individuals and groups with conflicting perspectives. Candidate proficiently demonstrates the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. Candidate proficiently provides leadership to programs serving students with special and exceptional needs. Candidate proficiently demonstrates the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</p>
<p><b>4.3 Mobilize Community Resources</b></p>	<p>Candidate does not demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. Candidate does not demonstrate how to use school resources and social service agencies to serve the community. Candidate does not demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>	<p>Candidate vaguely demonstrates an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. Candidate vaguely demonstrates how to use school resources and social service agencies to serve the community. Candidate vaguely demonstrates an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>	<p>Candidate proficiently demonstrates an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. Candidate proficiently demonstrates how to use school resources and social service agencies to serve the community. Candidate proficiently demonstrates an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>
<p><b>Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.</b></p>			

	0 - Unacceptable	1 - Approaching Expectations	2 - Meets Expectations
<b>5.1 Acts with Integrity</b>	Candidate does not demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	Candidate vaguely demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.	Candidate proficiently demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.
<b>5.2 Acts Fairly</b>	Candidate does not demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	Candidate vaguely demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	Candidate proficiently demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
<b>5.3 Acts Ethically</b>	Candidate does not make and explain decisions based upon ethical and legal principles.	Candidate vaguely makes and explains decisions based upon ethical and legal principles.	Candidate proficiently makes and explains decisions based upon ethical and legal principles.
<b>Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</b>			
	0 - Unacceptable	1 - Approaching Expectations	2 - Meets Expectations
<b>6.1 Understand the Larger Context</b>	Candidate does not act as an informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. Candidate does not demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. Candidate does not demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. Candidate does not demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. Candidate does not demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. Candidate does not demonstrate the ability to analyze and describe the cultural diversity in a school community. Candidate does not describe community norms and values and how they relate to the role of the school in promoting social justice. Candidate does not demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	Candidate vaguely acts as an informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. Candidate vaguely demonstrates the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. Candidate vaguely demonstrates the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. Candidate vaguely demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. Candidate vaguely demonstrates the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. Candidate vaguely demonstrates the ability to analyze and describe the cultural diversity in a school community. Candidate vaguely describes community norms and values and how they relate to the role of the school in promoting social justice. Candidate vaguely demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	Candidate proficiently acts as an informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. Candidate proficiently demonstrates the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. Candidate proficiently demonstrates the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. Candidate proficiently demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. Candidate proficiently demonstrates the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. Candidate proficiently demonstrates the ability to analyze and describe the cultural diversity in a school community. Candidate proficiently describes community norms and values and how they relate to the role of the school in promoting social justice. Candidate proficiently demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.
<b>6.2 Respond to the Larger Context</b>	Candidate does not demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	Candidate vaguely demonstrates the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	Candidate proficiently demonstrates the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

<p><b>6.3 Influence the Larger Context</b></p>	<p>Candidate does not demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. Candidate does not apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidate does not advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>	<p>Candidate vaguely demonstrates the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. Candidate vaguely applies their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidate vaguely advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>	<p>Candidate proficiently demonstrates the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. Candidate proficiently applies their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidate proficiently advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>
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**Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.**

**7.1 Substantial**

	0 - Unacceptable	1 - Approaching Expectations	2 - Meets Expectations
<p><b>7.1 Substantial</b></p>	<p>Candidate does not demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders. Candidate does not have a minimum of six months (or equivalent, see note below) of fulltime internship experience.</p>	<p>Candidate vaguely demonstrates the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.</p>	<p>Candidate proficiently demonstrates the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders. Candidate has a minimum of six months (or equivalent, see note below) of fulltime internship experience.</p>
<p><b>7.2 Sustained</b></p>	<p>Candidate does not participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.</p>	<p>Candidate rarely participates in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.</p>	<p>Candidate proficiently participates in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.</p>
<p><b>7.3 Standards Based</b></p>	<p>Candidate does not apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. Candidate's experiences are not designed to accommodate Candidate's individual needs.</p>	<p>Candidate vaguely applies skills and knowledge articulated in these standards as well as state and local standards for educational leaders. Candidate's experiences are designed to vaguely accommodate Candidate's individual needs.</p>	<p>Candidate proficiently applies skills and knowledge articulated in these standards as well as state and local standards for educational leaders. Candidate's experiences are designed to proficiently accommodate Candidate's individual needs.</p>
<p><b>7.4 Real Settings</b></p>	<p>Candidate's experiences do not occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. Candidate's experiences do not include work with appropriate community organizations such as social service groups and local businesses.</p>	<p>Candidate's experiences vaguely occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. Candidate's experiences vaguely include work with appropriate community organizations such as social service groups and local businesses.</p>	<p>Candidate's experiences proficiently occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. Candidate's experiences proficiently include work with appropriate community organizations such as social service groups and local businesses.</p>
<p><b>7.5 Planned and Guided</b></p>	<p>Candidate's experiences are not planned cooperatively by the individual, the site supervisor, and institution personnel provide inclusion of appropriate opportunities to apply skills, knowledge, and research</p>	<p>Candidate's experiences are vaguely planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the</p>	<p>Candidate's experiences are proficiently planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These</p>

<b>Cooperatively</b>	contained in the standards. These three individuals work together to meet candidate and program needs. Mentors are not provided training to guide the candidate during the intern experience.	standards. These three individuals work together to meet candidate and program needs. Mentors are vaguely provided training to guide the candidate during the intern experience.	three individuals work together to meet candidate and program needs. Mentors are proficiently provided training to guide the candidate during the intern experience.
<b>7.6 Credit</b>	Candidate does not earn graduate credit for Candidate's intern experience.		Candidate earns graduate credit for Candidate's intern experience.

**Number of students assessed = 6**

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

One-hundred percent (100%) of our candidates will attain an average score of 2.0 (Meets Expectations) or above on the Standards Review Portfolio.

**Finding (2015-2016) - Target: Met**

Artifact: ELCC PVIII Capstone Artifact SPA12 SU2015-2016

Finding: 100% of our candidates scored 2.0 (Meets Expectations) or above on this assessment.

**TARGET MET**

**Connected Document**

[ELCC PVIII: Capstone Artifact SU15 to SP16](#)

**SLO 4: Candidates will synthesize and apply knowledge and skills for standards-based work in real settings.**

Candidates will synthesize and apply the knowledge and practice to develop the skills identified in goals 1-6 through substantial, sustained, standards-based work in real settings.

**Related Measures**

**M 4: Final Internship Evaluation**

**Final Internship Evaluation 2009-2010**

Number of students assessed = 20

All candidates enrolled in the Masters in Educational Leadership Program are assessed with the EDLD Portal 8: Final Internship Evaluation (renamed the Internship Evaluation) which is designed to provide evidence of candidates' abilities in the areas of vision, school culture, planning, management, instructional leadership, and personal leadership. This instrument is administered in the EDLD 507: Internship Course and utilizes a 3-point Likert scale. Please see the Supplemental Section for general information, sample rubric(s) and data reports.

**EDLD Portal 8: Final Internship Evaluation**

**Description And Use Of The Assessment**

The mentoring component of the program is critical to the overall success of the cohort candidate. Each candidate was paired with a mentor principal selected on the following criteria and with the assistance of the supporting or partnering school district:

1. Sufficient number of years of experience (minimum of three) as a school administrator [to ensure that the mentor is respected as an educational leader by peers, supervisors, faculty and community].
- 1.
- 2.
- 3.
- 4.

The mentoring relationship provided opportunities for cohort candidates to discuss their administrative experiences in relation to the theories they learn in the program. While the primary purpose of mentoring was to support and develop the principal/candidate relationship, other purposes addressed the needs of the mentor principals. Serving as a mentor was a very powerful experience for

veteran principals and provided a sense of professional renewal. When mentor principals taught and demonstrated administrative skills to cohort candidates they were able to learn by teaching, thereby remaining at the forefront of their profession in theory and practical application. Participating districts directly benefited from the increased growth and renewal of practicing principals.

Mentor principals participated in pre-assignment training that prepared them for their role as mentors and orientated and trained them on instrumentation utilized in the internship program. In addition, mentors participated in workshops and seminars throughout the two-year program. Each participating school district selected one or more outstanding principals to serve in a mentoring capacity to candidates either from within or outside the district. The university reviewed mentor nominations and matched candidates with mentors.

### Internship

The specific assignment of internship duties was the responsibility of the supporting or partnering school district. The internship covered the full two years of the program and was fulfilled at various locations by mentor principals including working with a principal two weeks prior to the opening of school and two weeks at the end of the school year to learn how to close a school. The mentoring principal completed a Final Internship Evaluation and assigned either a pass, pass with condition or failing grade in consultation with the candidate's program committee.

COHORT 2: The following Scoring Guide was changed after examining the data from Cohort 1 and its alignment to ELCC and program requirements. The program decided to change the tool to the following:

<h2>Final Internship Evaluation</h2>			
<b>Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.</b>			
	<b>0 - Unacceptable</b>	<b>1 - Approaching Expectations</b>	<b>2 - Meets Expectations</b>
<b>1.1 Develop a Vision</b>	Candidate does not develop a vision of learning for a school that promotes the success of all students. Candidate does not base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	Candidate vaguely develops a vision of learning for a school that promotes the success of all students. Candidate vaguely bases this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	Candidate proficiently develops a vision of learning for a school that promotes the success of all students. The candidate proficiently bases this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.
<b>1.2 Articulate a Vision</b>	Candidate does not demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. Candidate does not demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate does not demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	Candidate vaguely demonstrates the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. Candidate vaguely demonstrates the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate vaguely demonstrates the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	Candidate proficiently demonstrates the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. Candidate proficiently demonstrates the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate proficiently demonstrates the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.
<b>1.3 Implement a Vision</b>	Candidate does not formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision. Candidate does not develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).	Candidate vaguely formulates the initiatives necessary to motivate staff, students, and families to achieve the school's vision. Candidate vaguely develops plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).	Candidate proficiently formulates the initiatives necessary to motivate staff, students, and families to achieve the school's vision. Candidate proficiently develops plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

<p><b>1.4 Steward a Vision</b></p>	<p>Candidate does not demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision, does not design a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision, or does not assume stewardship of the vision through various methods.</p>	<p>Candidate vaguely demonstrates an understanding of the role effective communication skills play in building a shared commitment to the vision. Candidate vaguely designs or adopts a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. Candidate vaguely assumes stewardship of the vision through various methods.</p>	<p>Candidate proficiently demonstrates an understanding of the role effective communication skills play in building a shared commitment to the vision. Candidate proficiently designs or adopts a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. Candidate proficiently assumes stewardship of the vision through various methods.</p>
<p><b>1.5 Promote Community Involvement in the Vision</b></p>	<p>Candidate does not demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts. Candidate does not acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.</p>	<p>Candidate vaguely demonstrates the ability to involve community members in the realization of the vision and in related school improvement efforts. Candidate vaguely acquires and demonstrates the skills needed to communicate effectively with all stakeholders about implementation of the vision.</p>	<p>Candidate proficiently demonstrates the ability to involve community members in the realization of the vision and in related school improvement efforts. Candidate proficiently acquires and demonstrates the skills needed to communicate effectively with all stakeholders about implementation of the vision.</p>
<p><b>Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</b></p>			
	<p><b>0 - Unacceptable</b></p>	<p><b>1 - Approaching Expectations</b></p>	<p><b>2 - Meets Expectations</b></p>
<p><b>2.1 Promote Positive School Culture</b></p>	<p>Candidate does not assess school culture using multiple methods and implements context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.</p>	<p>Candidate vaguely assesses school culture using multiple methods and implements context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.</p>	<p>Candidate proficiently assesses school culture using multiple methods and implements context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.</p>
<p><b>2.2 Provide Effective Instructional Program</b></p>	<p>Candidate does not demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. Candidate does not demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. Candidate does not demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.</p>	<p>Candidate vaguely demonstrates the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. Candidate vaguely demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. Candidate vaguely demonstrates the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.</p>	<p>Candidate proficiently demonstrates the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. Candidate proficiently demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. Candidate proficiently demonstrates the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.</p>
<p><b>2.3 Apply Best Practice to Student Learning</b></p>	<p>Candidate does not demonstrate the ability to assist school personnel in understanding and applying best practices for student learning. Candidate does not apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. Candidate does not demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</p>	<p>Candidate vaguely demonstrates the ability to assist school personnel in understanding and applying best practices for student learning. Candidate vaguely applies human development theory, proven learning and motivational theories, and concern for diversity to the learning process. Candidate vaguely demonstrates an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</p>	<p>Candidate proficiently demonstrates the ability to assist school personnel in understanding and applying best practices for student learning. Candidate proficiently applies human development theory, proven learning and motivational theories, and concern for diversity to the learning process. Candidate proficiently demonstrates an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</p>
<p><b>2.4 Design Comprehensive Professional Growth Plans</b></p>	<p>Candidate does not design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning</p>	<p>Candidate vaguely designs and demonstrates an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent</p>	<p>Candidate proficiently designs and demonstrates an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and</p>

	<p>consistent with the school vision and goals. Candidate does not demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. Candidate does not develop and implement personal professional growth plans that reflect a commitment to life-long learning.</p>	<p>with the school vision and goals. Candidate vaguely demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. Candidate vaguely develops and implements personal professional growth plans that reflect a commitment to life-long learning.</p>	<p>goals. Candidate proficiently demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. Candidate proficiently develops and implements personal professional growth plans that reflect a commitment to life-long learning.</p>
<p><b>Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</b></p>			
	<p><b>0 - Unacceptable</b></p>	<p><b>1 - Approaching Expectations</b></p>	<p><b>2 - Meets Expectations</b></p>
<p><b>3.1 Manage the Organization</b></p>	<p>Candidate does not demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency. Candidate does not develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. Candidate does not demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</p>	<p>Candidate vaguely demonstrates the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency. Candidate vaguely develops plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. Candidate vaguely demonstrates an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</p>	<p>Candidate proficiently demonstrates the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency. Candidate proficiently develops plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. Candidate proficiently demonstrates an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</p>
<p><b>3.2 Manage Operations</b></p>	<p>Candidate does not demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. Candidate does not develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. Candidate does not demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.</p>	<p>Candidate vaguely demonstrates the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. Candidate vaguely develops communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. Candidate vaguely demonstrates an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.</p>	<p>Candidate proficiently demonstrates the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. Candidate proficiently develops communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. Candidate proficiently demonstrates an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.</p>
<p><b>3.3 Manage Resources</b></p>	<p>Candidate does not use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. Candidate does not creatively seek new resources to facilitate learning. Candidate does not apply and assess current technologies for school management, business procedures, and scheduling.</p>	<p>Candidate vaguely uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. Candidate vaguely seeks creative new resources to facilitate learning. Candidate vaguely applies and assesses current technologies for school management, business procedures, and scheduling.</p>	<p>Candidate proficiently uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. Candidate proficiently seeks creative new resources to facilitate learning. Candidate proficiently applies and assesses current technologies for school management, business procedures, and scheduling.</p>
<p><b>Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</b></p>			

	0 - Unacceptable	1 - Approaching Expectations	2 - Meets Expectations
<b>4.1 Collaborate with Families and Other Community Members</b>	<p>Candidate does not demonstrate an ability to bring together the resources of family members and the community to positively affect student learning. Candidate does not demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind. Candidate does not demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. Candidate does not apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. Candidate does not develop various methods of outreach aimed at business, religious, political, and service organizations. Candidate does not demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting and understanding that schools are an integral part of the larger community. Candidate does not demonstrate the ability to collaborate with community agencies to integrate health, social, and other services. Candidate does not demonstrate the ability to facilitate the planning and implementation of programs and services that ring together the resources of families and the community to positively affect student learning.</p>	<p>Candidate vaguely demonstrates an ability to bring together the resources of family members and the community to positively affect student learning. Candidate vaguely demonstrates an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind. Candidate vaguely demonstrates the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. Candidate vaguely applies an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. Candidate vaguely develops various methods of outreach aimed at business, religious, political, and service organizations. Candidate vaguely demonstrates the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. Candidate vaguely demonstrates the ability to collaborate with community agencies to integrate health, social, and other services. Candidate vaguely demonstrates the ability to facilitate the planning and implementation of programs and services that ring together the resources of families and the community to positively affect student learning.</p>	<p>Candidate proficiently demonstrates an ability to bring together the resources of family members and the community to positively affect student learning. Candidate proficiently demonstrates an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind. Candidate proficiently demonstrates the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. Candidate proficiently applies an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. Candidate proficiently develops various methods of outreach aimed at business, religious, political, and service organizations. Candidate proficiently demonstrates the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. Candidate proficiently demonstrates the ability to collaborate with community agencies to integrate health, social, and other services. Candidate proficiently demonstrates the ability to facilitate the planning and implementation of programs and services that ring together the resources of families and the community to positively affect student learning.</p>
<b>4.2 Respond to Community Interests and Needs</b>	<p>Candidate does not demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives. Candidate does not demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. Candidate does not provide leadership to programs serving students with special and exceptional needs. Candidate does not demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</p>	<p>Candidate vaguely demonstrates active involvement within the community, including interactions with individuals and groups with conflicting perspectives. Candidate vaguely demonstrates the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. Candidate vaguely provides leadership to programs serving students with special and exceptional needs. Candidate vaguely demonstrates the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</p>	<p>Candidate proficiently demonstrates active involvement within the community, including interactions with individuals and groups with conflicting perspectives. Candidate proficiently demonstrates the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. Candidate proficiently provides leadership to programs serving students with special and exceptional needs. Candidate proficiently demonstrates the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</p>
<b>4.3 Mobilize Community Resources</b>	<p>Candidate does not demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. Candidate does not demonstrate how to use school resources and social service agencies to serve the community. Candidate does not demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>	<p>Candidate vaguely demonstrates an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. Candidate vaguely demonstrates how to use school resources and social service agencies to serve the community. Candidate vaguely demonstrates an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>	<p>Candidate proficiently demonstrates an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. Candidate proficiently demonstrates how to use school resources and social service agencies to serve the community. Candidate proficiently demonstrates an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>

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

	0 - Unacceptable	1 - Approaching Expectations	2 - Meets Expectations
<b>5.1 Acts with Integrity</b>	Candidate does not demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	Candidate vaguely demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.	Candidate proficiently demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.
<b>5.2 Acts Fairly</b>	Candidate does not demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	Candidate vaguely demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	Candidate proficiently demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
<b>5.3 Acts Ethically</b>	Candidate does not make and explain decisions based upon ethical and legal principles.	Candidate vaguely makes and explains decisions based upon ethical and legal principles.	Candidate proficiently makes and explains decisions based upon ethical and legal principles.
<b>Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</b>			
	0 - Unacceptable	1 - Approaching Expectations	2 - Meets Expectations
<b>6.1 Understand the Larger Context</b>	Candidate does not act as an informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. Candidate does not demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. Candidate does not demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. Candidate does not demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. Candidate does not demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. Candidate does not demonstrate the ability to analyze and describe the cultural diversity in a school community. Candidate does not describe community norms and values and how they relate to the role of the school in promoting social justice. Candidate does not demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	Candidate vaguely acts as an informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. Candidate vaguely demonstrates the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. Candidate vaguely demonstrates the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. Candidate vaguely demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. Candidate vaguely demonstrates the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. Candidate vaguely demonstrates the ability to analyze and describe the cultural diversity in a school community. Candidate vaguely describes community norms and values and how they relate to the role of the school in promoting social justice. Candidate vaguely demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	Candidate proficiently acts as an informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. Candidate proficiently demonstrates the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. Candidate proficiently demonstrates the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. Candidate proficiently demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. Candidate proficiently demonstrates the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. Candidate proficiently demonstrates the ability to analyze and describe the cultural diversity in a school community. Candidate proficiently describes community norms and values and how they relate to the role of the school in promoting social justice. Candidate proficiently demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.
<b>6.2 Respond to the Larger Context</b>	Candidate does not demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an	Candidate vaguely demonstrates the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an	Candidate proficiently demonstrates the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing

	ongoing dialogue with representatives of diverse community groups.	ongoing dialogue with representatives of diverse community groups.	dialogue with representatives of diverse community groups.
<b>6.3 Influence the Larger Context</b>	Candidate does not demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. Candidate does not apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidate does not advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	Candidate vaguely demonstrates the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. Candidate vaguely applies their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidate vaguely advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	Candidate proficiently demonstrates the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. Candidate proficiently applies their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidate proficiently advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.
<b>Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</b>			
<b>7.1 Substantial</b>			
	<b>0 - Unacceptable</b>	<b>1 - Approaching Expectations</b>	<b>2 - Meets Expectations</b>
<b>7.1 Substantial</b>	Candidate does not demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders. Candidate does not have a minimum of six months (or equivalent, see note below) of fulltime internship experience.	Candidate vaguely demonstrates the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.	Candidate proficiently demonstrates the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders. Candidate has a minimum of six months (or equivalent, see note below) of fulltime internship experience.
<b>7.2 Sustained</b>	Candidate does not participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.	Candidate rarely participates in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.	Candidate proficiently participates in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.
<b>7.3 Standards Based</b>	Candidate does not apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. Candidate's experiences are not designed to accommodate Candidate's individual needs.	Candidate vaguely applies skills and knowledge articulated in these standards as well as state and local standards for educational leaders. Candidate's experiences are designed to vaguely accommodate Candidate's individual needs.	Candidate proficiently applies skills and knowledge articulated in these standards as well as state and local standards for educational leaders. Candidate's experiences are designed to proficiently accommodate Candidate's individual needs.
<b>7.4 Real Settings</b>	Candidate's experiences do not occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. Candidate's experiences do not include work with appropriate community organizations such as social service groups and local businesses.	Candidate's experiences vaguely occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. Candidate's experiences vaguely include work with appropriate community organizations such as social service groups and local businesses.	Candidate's experiences proficiently occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. Candidate's experiences proficiently include work with appropriate community organizations such as social service groups and local businesses.

<p><b>7.5 Planned and Guided Cooperatively</b></p>	<p>Candidate's experiences are not planned cooperatively by the individual, the site supervisor, and institution personnel provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs. Mentors are not provided training to guide the candidate during the intern experience.</p>	<p>Candidate's experiences are vaguely planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs. Mentors are vaguely provided training to guide the candidate during the intern experience.</p>	<p>Candidate's experiences are proficiently planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs. Mentors are proficiently provided training to guide the candidate during the intern experience.</p>
<p><b>7.6 Credit</b></p>	<p>Candidate does not earn graduate credit for Candidate's intern experience.</p>		<p>Candidate earns graduate credit for Candidate's intern experience.</p>

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

One-hundred percent (100%) of our candidates will attain an average score of 2.0 (Meets Expectations) or above on the Final Internship Evaluation.

**Finding (2015-2016) - Target: Not Met**

Artifact: ELCC PVII 6 Mandatory Internship Reflection Assessment

Results: 98.4% of the candidates scored 2.0 (Meets Expectations) or above on this assessment.

**TARGET: NOT MET** (All (100%) of the candidates did not meet the target expectations.)

**Connected Document**

[ELCC PVIII Mandatory Internship Reflection SU15 to SP16](#)

**Related Action Plans (by Established cycle, then alpha):**

**EDLD Portal 8: Final Internship Evaluation Action Plan 2014-2015**

The Educational Leadership Faculty members regularly review the data sets relative to the major artifacts of the Educational Leadership MED Program candidates. The EDLD Portal 8: Final Internship Evaluation candidate data indicated that 1 candidate did not pass the assessment per the recorded target (attain an average score of 2.0 Meets Expectations or above) on the Final Internship Evaluation. Faculty members will continue to monitor candidate performance on this assessment.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Final Internship Evaluation | **Outcome/Objective:** Candidates will synthesize and apply knowledge and skills for standards-based work in real settings.

**Responsible Person/Group:** Dr. Frank DeFavero, EDLD MED Program Coordinator

**ELCC PVIII: 6 Mandatory Intership Activities Reflection Paper**

<p><b>Educational Foundations and Leadership M.Ed. Program Missed Targets:</b></p>	
<p><b>Mandatory Activity 2: Candidates lead the crafting of key probing questions that teachers could reflect upon to evaluate the success of their daily instruction. (ELCC Standards 2.2, 2.3)</b></p>	<p>Mean Score</p>
<p>ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p>	<p>2.8</p>
<p>ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</p>	<p>2.8</p>

There is a total of 15 measures of candidate competency relating to Mandatory Activity 2. On a 4-point scale (1 = unacceptable, 2 = approaching expectations, 3 = meets expectations, and 4 = exemplary), the department's target of a mean score of 3.0 (meets expectations) or higher was not achieved on 2 of the 15 measures. Upon examination of the performance data, it was determined that 1 out of the 5 candidates that were assessed did not achieve a score of meets expectations. The student was identified and the assessing instructor noted that the student lacked initiative and failed to accomplish the requirements in a timely manner. By the time that this was discovered, it was too late to have the student correct that portion of the assigned activity. After a discussion with the instructor, a revised and more intense supervisory schedule was put into place. An informal examination of Mandatory Activity 2 scores achieved by our latest group of candidates suggests that the revisions made to the supervisory schedule have had a positive impact on Mandatory Activity 2 achievement scores. It is the M.Ed faculty's intent to keep in place the current revisions to our internship supervisory schedules and to make any necessary changes based on future assessment data analysis.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Final Internship Evaluation | **Outcome/Objective:** Candidates will synthesize and apply knowledge and skills for standards-based work in real settings.

**Responsible Person/Group:** Dr. Frank DeFavero, Program Coordinator

## **Analysis Questions and Analysis Answers**

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### **How were assessment results shared and evaluated within the unit?**

1. The Associate Dean's Office in conjunction with the Assessment Coordinator provides data on a variety of assessments, events and practices by semester. A Master Data Table was designed in 2012, however data sets have been available for all academic programs and centers since 2008.
2. Data tables are submitted to the College of Education's Administrative Council for analysis, interpretation and review. The leaders of the academic divisions receive this information electronically as well as in print and are required to review with the members in their division.
3. Data for the Specialized Professional Associations (SPA) requirements are disseminated to the SPA Chairs for the evaluation, analysis and synthesis of this specific data.
4. Data collected for the Educational Leadership M.ED. Program (assessments taken by all Educational Leadership M.ED. candidates) is shared during the College of Education Faculty Meetings at the beginning of each semester.

### **Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?**

While EDLD Faculty members regularly collect, analyze and monitor candidate performance, they now regularly discuss the effects of their teaching practices and protocols to examine not only the effectiveness of the candidate, but of their own teaching. Faculty members continue to review the data collected regarding various assessments using rubrics designed to capture the effectiveness of candidate knowledge and skills. They will continue this process as a mechanism to understand the overall needs of their candidates and of the program.

### **What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?**

The EDLD Faculty believes their efforts have served as the foundation for the success of its candidates and the program at large. The monthly faculty meetings are designed to promote new initiatives and innovative practices. The time spent together among and between faculty members creates an atmosphere of collaboration and continuous improvement.