

LEAD 598P

Practicum

3 units

Fall 2010-Spring 2011

Instructors: Melinda Martin /Freda Callahan

Course Description

The practicum in School Administration is designed as a field experience and accompanying seminar required of students seeking the Preliminary Administrative Services Credential in the state of California. In the Practicum candidates will focus on significant experiences of site instructional leadership and management/operational skills. The practicum/ fieldwork is intended as a first-hand, day-to-day means of exposing students to different levels of instruction, different leadership contacts, and different student and teacher populations. The experiences gained in practicum lead students to fulfilling the California Professional standards for School Leaders (CPSELs).

Course Objectives/Candidate Outcomes

Outcome I. Academic Excellence, Critical Inquiry and Reflection

Develop a belief system by using data and articulating specific instructional practices that lead to improved instruction. (K, D) (CPSEL 1)

Outcome II. Community and Service

Develop a commitment to continuous reflective learning and engagement in professional discourse with all stakeholders (D) (CPSEL 4)

Outcome III. Ethics, Values and Diversity

Develop a plan for establishing strong connections between the school and the diverse stakeholder groups represented by students, parents, and community members (K,S, D) (CPSEL 4)

Textbooks/Readings

There is no assigned textbook for this class. Readings on Educational Leadership will be provided by the instructor/s at selected class meetings.

Incompletes

Students who fail to fulfill the requirements of this course will receive an "incomplete." The requirements must be met by the end of the tenth week of the next regular semester; otherwise, the "I" grade will be counted as an "F."

Disability Services:

Students with disabilities who believe that they may need accommodations in the class are encouraged to contact Disability Services in Serra 300 (tel. 260-4655) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Academic Integrity

At USD, we take the code of academic integrity very seriously; forms of academic dishonesty, including but not limited to cheating, plagiarism, fabrication, or facilitating academic dishonesty, are not tolerated in the Leadership Studies program or this class. Violations of the policy may result in suspension or expulsion from the university. If you

are unfamiliar with USD's policy, it is your responsibility to read and understand its elements.

** This statement was adapted from a statement written by Dr. Athena Perrakis*

Course Requirements/Activities

- (1) Participation: Students are expected to attend class meetings and to participate actively in seminar discussions. Students will be asked to bring to class examples of leadership successes and concerns that will be pertinent to the group as a whole and will advance the whole class' understanding of leadership concepts and practices.
- (2) Internship Log: Students are required to keep a running log of practicum/fieldwork experiences, detailing in brief form all dates and hours of participation at the site.
- (3) Artifacts and reflections: as part of practicum experience, students will collect artifacts that illustrate their leadership role in the six CAPSL standards, and in the 7th Technology standard. These artifacts will be used in their culminating portfolio. Students will write reflections for each artifact, and they will bring their artifacts and reflections to class for discussion

Assessment Plan/Grading Criteria/Rubric

See attached Appendix *Rubric for Assessing leadership skills/outcomes for LEAD 597/8PP*. University and Site Supervisors will use the rubric and final evaluation form to score the students. At the end of the second and third semesters students will receive a pass/fail grade. At the end of the fourth (final) semester, students will receive a letter grade.

The ELDA program concludes with a culminating portfolio and educational platform presentation. The portfolio is based on the apprenticeship and coursework, The fieldwork portfolio and educational platform statement are scored against a rubric comprised of the CPSEL standards. A panel of ELDA program staff and critical friends evaluate the portfolio

Course Outline

Session	Generative Topic(s)
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	Students will meet in reflection seminars throughout the course to discuss the apprenticeship and to work on the Educational Platform and Culminating Portfolio. Students will participate in monthly meetings with their University Supervisor and in triad meetings every other month with the University Supervisor and Supervising/Mentor Principal.
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Bibliography

Chenoweth, Karin 2007 *It's Being Done: Academic Success in Unexpected Schools*, Harvard Education Press

Reeves, Douglas, 2002 *The Daily Disciplines of Leadership*. Jossey-Bass

Schmoker, Mike, 2006 *Results Now, How we can Achieve Unprecedented Improvement in Teaching and Learning*, ASCD

Aspiring Leaders and Intern Program Handbook for students, university supervisors, and supervising/mentor principals

Appendices to EDLD 597P/598P

Appendix A Rubric for Assessing Leadership Skills/Outcomes in LEAD 598P

Appendix B Evaluation form end of 2nd and 3rd semester

Appendix C Evaluation form, end of 4th semester

Appendix A
Rubric for Assessing Leadership Skills/Outcomes for LEAD 597P-598P

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Skills developed: Develop and articulate a belief system through voice and actions, Understand and articulate specific instructional practices, Develop an organization around adult learning

1-3 Points	4-5 Points	6-7 Points	8-10 Points
<p>There is little or no evidence of the ability to develop a belief system by using data and articulation of specific instructional practices. There is little or no evidence of vision or engaging stakeholders in dialogue about the vision. There is little or no evidence of using the vision in decision-making in planning or allocating resources. There is little or no evidence of activities directed toward the development and use of site vision in planning. There is little or no evidence of awareness of the barriers to the vision.</p>	<p>The participant may have begun identifying the barriers to achieve the vision. The participant may have begun to develop a belief system by using data and articulation of specific instructional practices. While the participant is aware of the potential vision, activities toward the development and use of a site vision are in preliminary stages. S/he may have begun the process of engaging stakeholders in initial dialogue about the importance of the site vision. S/he may have introduced the vision and examination of data into decision-making and planning. The participant may have linked decisions about allocating resources to the goals of the vision.</p>	<p>The participant has developed a belief system by using data and articulating specific instructional practices, the strength and weaknesses of the instructional practices, and the relationship to raising the performance of subgroups of students. The participant establishes and implements a structured process for engaging stakeholders in dialogue to support/enhance/facilitate the site vision. S/he facilitates participation in examining standards considering data information about students and identifying and addressing barriers. S/he has introduced the vision and examination of data into decision-making and planning. S/he has linked decisions about allocating resources to the goals of the vision..</p>	<p>The participant has developed a belief system and consistently uses data to articulate specific instructional practices, the strength and weaknesses of the instructional practices, and the relationship to raising the performance of subgroups of students. The participant organizes and facilitates data analysis and long-range planning activities with staff that result in the development of a strategic plan. S/he provides stakeholders with relevant up-to-date information and facilitates the interpretation and use of these data to make sound choices among courses of action. S/he uses the vision to forge and sustain cohesion among the stakeholders, and ensures sound and equitable decisions about the distribution and use of resources to support student learning and closing of the achievement gap.</p>

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Skills developed: Assess the quality of classroom instruction, Develop an organization around adult learning

1-3 Points	4-5 Points	6-7 Points	8-10 Points
<p>The participant is able to observe teaching and learning and identifies what s/he observes. There is little or no evidence that s/he reviews student learning data with teachers to identify areas of strength and need in the instructional program. There is little or no evidence that s/he initiates professional dialogue with teachers around instructional goals and strategies. There is little or no evidence that s/he identifies specific areas of belief/values for change, and strategies for achieving change. There is little or no evidence that s/he has an understanding of what constitutes learning rich environments for adults and how to create such environments.</p>	<p>The participant observes teaching and learning and is beginning to identify and analyze what s/he observes. S/he periodically reviews student learning data with teachers individually and in groups to identify areas of strength and need in the instructional program. S/he initiates professional dialogue with teachers around instructional goals and strategies. S/he may have begun to identify specific areas of belief/values for change and strategies for achieving change. S/he is beginning to deepen his/her understanding of what constitutes learning-rich environments for adults and how to create such environments.</p>	<p>The participant's communication with staff emphasizes the importance of supporting all students in achieving to high standards. The participant examines ways in which his/her own actions and communications influence shared values; s/he identifies and uses strategies to support needed changes in moving the school toward greater equity and professionalism. The participant engages in analyzing problem solving and reflecting in order to ensure that adult learning is of quality and meets specific staff needs. Adult learning becomes the culture of the school. The participant examines ways in which his/her own actions and communications influence shared values; s/he identifies and uses strategies to support needed changes in moving the school toward greater equity and professionalism.</p>	<p>The participant's actions ensure a focus on achieving high standards for all students. S/he ensures that decisions about instructional schedules, materials, pedagogy and assessment are responsive to students needs and to state and district learning expectations. The participant engages in analyzing, problem solving, collecting data, and reflecting in order to ensure that adult learning is of quality and meets specific staff needs. S/he creates a culture that embodies adult learning. His/her ability to analyze the quality of classroom instruction provides ongoing learning based on building capacity for individuals, small groups and large groups of staff.</p>

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment

Skills Developed: Organize plant operations around the improvement of instruction

1-3 Points	4-5 Points	6-7 Points	8-10 Points
<p>The participant has little or no understanding and commitment to creating and maintaining the school as a safe environment. S/he shows little knowledge of program and staff evaluation in compliance with district and state policy.. S/he has little or no knowledge of contractual and legal obligation. There is no evidence that the participant communicates expectations regarding issues of student behavior management, confidentiality, and privacy of information. There is little or no evidence that s/he has established her use of time so that s/he is continually working on an effective learning environment. There is little or no evidence that s/he directs others whom she oversees to ensure daily management of the organization.</p>	<p>The participant understands and is committed to creating and maintaining the school as a safe environment. S/he carries out program and staff evaluation in compliance with district and state policy. S/he exhibits some awareness of contractual and legal obligations. The participant has knowledge of expectations regarding issues of student behavior management, confidentiality and privacy of information. S/he is beginning to establish her use of time so that s/he is continually working on an effective learning environment by organizing his/her day in classrooms with staff. S/he is beginning to direct others whom she oversees to ensure daily management of the organization.</p>	<p>The participant implements a process that contributes to the maintenance of a safe, attractive school environment. S/he effectively carries out program and staff evaluation in compliance with district and state policy. S/he exercises responsibility in maintaining accurate knowledge of all contractual and legal obligations. The participant models and communicates expectations regarding issues of student behavior management, confidentiality and privacy of information. S/he may have established her use of time so that s/he is continually working on an effective learning environment by organizing his/her day in classrooms with staff. S/he has made progress in directing others whom she oversees to ensure daily management of the organization.</p>	<p>The participant continually implements a process that contributes to the maintenance of a safe, attractive and nurturing school environment. S/he is exemplary in carrying out program and staff evaluation in compliance with district and state policy. S/he is actively engaged in maintaining knowledge of all contractual and legal obligations. The participant models professional integrity regarding issues of student behavior management, confidentiality and privacy of information, and encourages others to do the same. His/her use of time is established so that s/he is continually working on an effective learning environment by organizing his/her day in classrooms with staff. S/he directs others whom she oversees to ensure daily management of the organization.</p>

Note: Some participants do not carry out evaluation activities, instead they perform this duty in tandem with their supervising principal

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Skills developed: Develop and articulate a belief system through voice and actions, Develop an Accountability System

1-3 Points	4-5 Points	6-7 Points	8-10 Points
<p>The participant demonstrates little or no knowledge of the importance of incorporating the goals and aspirations of diverse family and community members into the life of the school. There is little or no evidence that s/he is aware of the importance of establishing connections between the school and the community. There is little or no evidence that s/he has established any strategy for disseminating information to the school community. There is little or no evidence that s/he values partnerships between the school and other institutions. There is little or no evidence that s/he is aware of the needs of families and students. There is little or no evidence that s/he has identified areas in which students would benefit from the mobilization and leveraging of community support services.</p>	<p>The participant demonstrates knowledge of the importance of incorporating the goals and aspirations of diverse family and community members into the life of the school. S/he is aware of the importance of establishing connections between the school and the community. S/he establishes at least one regular strategy for disseminating information to the school community. Partnerships between the school and other institutions may exist at a preliminary level of engagement. The participant demonstrates awareness of the needs of families and students. S/he identifies areas in which students would benefit from the mobilization and leveraging of community support services, and provides appropriate information to families.</p>	<p>The participant works with staff to prioritize and address the needs, goals and aspirations of diverse family and community members into the life of the school. S/he has established meaningful connections between the school and the communities represented by diverse stakeholders. S/he develops some strategies to create linkage between the school and community. S/he works to identify opportunities for establishing partnerships that will contribute to the goals of the school. S/he works with staff to assess the needs of families and students. The participant establishes connections in which students would benefit from the mobilization and leveraging of community support services, and exhibits support for families and students in accessing needed services.</p>	<p>The participant implements a range of strategies to address the needs, goals and aspirations of diverse family and community members. S/he establishes connections between the school and the community, including all elements of a diverse population. The participant has established strong connections between the school and the community, with an established set of strategies for communicating about student results. S/he participates in networking and exploratory dialogue with potential partners, identifies promising opportunities, and works with staff to establish and implement partnership activities. S/he creates and maintains linkages between the school and a range of community service agencies. S/he ensures that families have knowledge about and access to a range a range of services that support student and family needs.</p>

Standard 5

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

Skills Developed: Characteristics of a Strong Leader, Creator and articulator of a vision, Possessor and Articulator of a Teachable Point of View, Learner, Teacher, On-going problem solver, User of Edge when needed, Self-Reflector

1-3 Points	4-5 Points	6-7 Points	8-10 Points
<p>There is little or no evidence that s/he is aware of the need to be an on going learner, teacher, problem solver, self reflector and articulator of the vision. There is little or no evidence that the participant demonstrates a fundamental understanding of decision-making processes and of the need to base decisions on pertinent information. There is little or no evidence that s/he communicates to teachers the importance of using data to inform practice. There is little or no evidence that s/he demonstrates commitment to professional growth by participation in professional development opportunities.</p>	<p>S/he is aware of the need to be an on-going learner, teacher, problem solver, self reflector and articulator of the vision The participant demonstrates a fundamental understanding of decision-making processes and of the need to base decisions on pertinent information. S/he communicates to teachers the importance of using hard and soft student data to inform practice. S/he identifies areas in which decisions and/or practice may not reflect relevant and/or current information. S/he demonstrates commitment to professional growth by regular participation in activities such as conferences professional development opportunities and professional reading.</p>	<p>.She demonstrates that s/he is an on-going learner, teacher, problem solver, self reflector and articulator of the vision The participant engages teachers in regularly examining student data and using the information as the basis for decisions about classroom practice. S/he demonstrates the use of hard and soft student data in site decisions about teaching and learning. S/he encourages and supports teachers in staying abreast of current information about teaching and learning with attention to the use of technology. The participant demonstrates the ability and willingness to examine his/her practice, identify needed areas of development and engage in appropriate learning opportunities in support of goals for growth. S/he consistently applies and models principles of ethical and professional behavior.</p>	<p>S/he consistently demonstrates that s/he is an on-going learner, teacher, problem solver, self reflector and articulator of the vision. The participant ensures that the professional culture of the school reflects a commitment to the use of hard and soft student data on an ongoing basis. S/he guides decision-making activities so that they reflect responsible and appropriate uses of data and other information. S/he works with staff to refine individual and collective capacity to use state of the art information and technology about standards-based teaching and learning. The participant models principles of reflective practice and continuous growth by acting as the principal learner in the school community. S/he communicates a set of professional values that is aligned with ethical concepts.</p>

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Skills Developed: Characteristics of a Strong Leader (Creator and Articulator of a vision, on-going problem solver)

1-3 Points	4-5 Points	6-7 Points	8-10 Points
<p>There is little or no evidence that the participant realizes that district, state and federal policy impacts the site and students. There is little or no evidence that s/he ensures compliance with policy and participates in local discussions about district policy and site practices. There is little or no evidence that s/he makes available information on district policies or responds appropriately to all stakeholders. There is little or no evidence that s/he engages the public in the events of the school so as to maintain a positive image. There is little or no evidence that the participant identifies areas in which public engagement requires strengthening. There is little or no evidence that s/he is aware of the need to be the articulator of the vision, nor is s/he aware of the importance of using student data to support the vision.</p>	<p>The participant realizes that district state and federal policy impacts the site and students. S/he ensures compliance with policy and participates in local discussions about district policy and site practices. S/he makes available information on district policies and expectations and responds appropriately to all stakeholders. S/he engages the public in events of the school so as to maintain a positive image. S/he may identify areas in which public engagement requires strengthening. S/he is aware of the need to be the articulator of the vision. S/he is aware of the importance of using student data to support the vision in interactions with all stakeholders.</p>	<p>The participant actively seeks policy information and anticipates the effect of policy proposals for all stakeholders. The participant establishes and implements regular means of communicating information with stakeholders and is beginning to represent herself/himself as the articulator of the vision. S/he uses student data to support the vision in interactions with all stakeholders. S/he participates in forums to provide information to stakeholders, and encourages the participation of other stakeholders.. S/he identifies areas in which to strengthen communication with stakeholders and takes positive action. S/he recognizes the challenges of positive public engagement across a range of interests and strategizes with others to improve relationships between the school and the public.</p>	<p>The participant maintains up to date knowledge and understanding of policy development at various levels, and uses this knowledge proactively. S/he seeks out opportunities and actively engages in a variety of forums to influence policy as the articulator of the vision. S/he uses student data to support the vision in interactions with all stakeholders. S/he provides stakeholders with timely useful understandable information related to site issues and policies. S/he uses interaction with stakeholders as opportunities to listen and inform, thereby building positive and open relationships. The participant encourages input from the public by facilitating access to key meetings and forums. S/he actively seeks out and responds professionally to public input in the interest of all children and in achieving school goals.</p>

Adapted from *WestEd (2003). Moving Leadership Standards into Everyday Work: Descriptions of Practice.*

Appendix B

Student Mid-Program Evaluation (End of Second Semester, End of Third Semester)

Educational Leadership Development Academy

(To be completed by University Supervisor with advisement of Supervising/Mentor Principal)

Date _____

Student Name _____

Supervising/Mentor Principal _____

University Supervisor _____

Average Score _____

Note: For the student's grade in EDLD 597P an average score of 5 will be a passing grade

Standard 1

To what degree has the student facilitated the development, articulation, implementation, and stewardship of a vision for learning that is shared and supported by the school community?

The student establishes and implements a structured process for engaging stakeholders in dialogue to support/enhance/facilitate the site vision.

Rating- 1 2 3 4 5 6 7 8 9 10

Evidence-

Standard 2

To what degree has the student advocated, nurtured, and sustained a school culture and instructional program conducive to student learning and staff professional growth?

The student assesses the quality of classroom instruction and the development of appropriate needed ongoing adult learning. His/her communication with staff emphasizes the importance of supporting all students in achieving high standards. The student engages in analyzing, problem solving and reflecting in order to ensure that adult learning is of quality and meets specific staff needs.

Rating- 1 2 3 4 5 6 7 8 9 10

Evidence-

Standard 3

To what degree has the student ensured the management of the organization, operations, and resources for a safe, efficient, and effective learning environment?

The student implements a process that contributes to the maintenance of a safe, attractive school environment. S/he effectively carries out program and staff evaluation in compliance with district and state policy. S/he exercises responsibility in maintaining accurate knowledge of all contractual and legal obligations. The student models and communicates expectations regarding issues of student behavior management, confidentiality and privacy of information. S/he may have established his/her use of time so that s/he is continually working on an effective learning environment by organizing his/her day in classroom with staff.

Note: Aspiring Leaders perform staff evaluation in tandem with the Supervising Principal.

Rating- 1 2 3 4 5 6 7 8 9 10

Evidence-

Standard 4

To what degree has the student collaborated with families and community members, responding to diverse community interests and needs, and mobilizing community resources?

The student has established meaningful connections between the school and the communities represented by diverse stakeholders. As the participant meets with parents and community his/her belief system is at the core of his/her discussions. S/he works to identify opportunities for establishing partnerships that will contribute to the goals of the school.

Note: for most students exposure to this standard is appropriate.

Rating-

1 2 3 4 5 6 7 8 9 10

Evidence-

Standard 5

To what degree has the student modeled a personal code of ethics and developed professional leadership capacity?

The student understands what good instruction entails and s/he supports the direction the school is taking. The student demonstrates that s/he is an on-going learner, teacher, problem solver, self reflector and articulator of the school's vision. The student demonstrates the ability and willingness to examine his/her practice, identifies needed areas of development and engages in appropriate learning opportunities in support of goals for growth. S/he consistently applies and models principles of ethical and professional behavior.

Rating-

1 2 3 4 5 6 7 8 9 10

Evidence-

Standard 6

To what degree has the student understood, responded to, and influenced the larger political, social, economic, legal and cultural context?

The student participates in forums to provide information to stakeholders, and encourages the participation of other stakeholders. S/he identifies areas in which to strengthen communication with stakeholders and takes positive action. S/he recognizes the challenges of positive public engagement across a range of interests and strategizes with others to improve relationships between the school and the public.

Note: For most students, exposure to this standard is appropriate.

Rating- 1 2 3 4 5 6 7 8 9 10

Evidence-

Average Score
(Total divided by 6) _____

Appendix C

Student Final Evaluation

Educational Leadership Development Academy

(To be completed by University Supervisor & Supervising Principal)

**Note: For the student's grade in EDLD 598P an average score of
1-3 = D, 4-5 = C, 6-7 = B, 8-10 = A**

Outcome 1. (CAPSL Standards 1, 4, and 5)

To what degree has the Student Demonstrated the Ability to Develop and Articulate a Belief System Through Voice and Actions: (Characteristics 1 and 2)

The student leaders will be able to develop and demonstrate their belief system (what they wish to accomplish and what they think is right for children) through their voice and actions. The student leaders will be able to articulate the vision to all stakeholders. The student leaders will communicate a set of professional values that is aligned with ethical concepts. Evidence of this ability may be observed during staff conferences, grade level and department meetings, parent and community meetings, during classroom visitations, giving feedback to individual teachers and during collaboration and communication with community and parent groups.

Rating-

1 2 3 4 5 6 7 8 9 10

Evidence-

Outcome 2. (CAPSL Standard 1)

To what degree has the Student Demonstrated the Ability to Understand and Articulate Specific Instructional Practices to Promote the Success of All Students: (Characteristics 2 and 4)

The student leaders will demonstrate that they have knowledge of specific programs, such as a balanced literacy and an inquiry based math program, what they should consist of, what best practice looks like and what yields success for students. They must be able to articulate the rationale for the specific program and the value added for how it will make a difference for their school. **The** student leaders will develop a belief system by using data and articulating specific instructional practices-the strength and weaknesses of the instructional practices and the relationship to raising the performance of subgroups. The student leaders will demonstrate their ability to understand and utilize the schools' budgets and resources to support the instructional program as well as successfully delegating and overseeing operational responsibilities that may erode instructional time

Rating- _____
1 2 3 4 5 6 7 8 9 10

Evidence-

Outcome 3. (CAPSL Standard 2)

To what degree has the Student Demonstrated the Ability to Assess the Quality of Classroom Instruction: (Characteristics 5, 6 and 7)

The student leaders will demonstrate analyzing, problem solving and reflecting on classroom instruction in order to ensure effective teaching and learning. The student leaders will demonstrate their commitment to adult learning by ensuring that adult learning becomes the culture of the school.

Rating- _____
1 2 3 4 5 6 7 8 9 10

Evidence-

Outcome 4. (CAPSL Standards 2, 5)

To what degree has the Student Demonstrated the Ability to Develop an Organization around Adult Learning: (all Characteristics 1 through 7)

The student leaders will be able to organize professional development to meet the needs of all of their teachers. This will be done through the building of capacity as they analyze instruction. They must then make judgments on what is seen to create a plan of action to organize continuous adult learning throughout the school. They must be aware of how each individual adult in their school learns best and be able to organize multiple opportunities in order to accomplish the goal.

The student leaders will demonstrate that they are ongoing learners, teachers, problem solvers, and articulators of the vision.

Rating- _____
1 2 3 4 5 6 7 8 9 10

Evidence-

Outcome 5. (CAPSL Standards 1,2,3)

To what degree has the Student Demonstrated the Ability to Develop and use an Accountability System: (Characteristics 1, 2, 5 and 6)

The student leaders will demonstrate their ability to develop a belief system by using hard and soft data, and articulating specific instructional practices. The student leaders will demonstrate their ability to analyze the quality of classroom instruction to provide ongoing learning for all of the adults in the building. The student leaders will develop their ability to evaluate their staff and give appropriate feedback both verbally and with written documentation to address areas of concern for instructional improvement.

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Rating- _____

1 2 3 4 5 6 7 8 9 10

Evidence-

Outcome 6. (CAPSL Standards 3, 6)

To what degree has the Student Demonstrated the Ability to Organize Plant Operations Around the Improvement of Instruction and Promoting the Success of All Students by Understanding and using the larger political context. (Characteristics 1,2,3,4,7)

The student leaders will seek out political social and economic forums where s/he can articulate the vision using student data to support the vision. The student will demonstrate that the school operates consistently within the parameters of agencies laws and policies. The student leaders will demonstrate that they have established their use of time so that they are continually working on an effective learning environment by organizing their day in classrooms

Rating-

1 2 3 4 5 6 7 8 9 10

Evidence-

Average Score

(Total divided by 6) _____