

**Educational Leadership  
Development Academy  
Aspiring Leaders Program  
Cohort XII 2011 – 2013**

School of Leadership and Education Sciences  
University of San Diego



**Handbook for:  
Students, University Supervisors, and Mentor Principals**

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# **Aspiring Leaders Handbook**

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# Introduction

The role of a school leader, while it has many facets, is to organize and manage a school that continually improves the performance of all of its students. In order to do that, leaders need skills never before required.

Leaders must be steeped in curriculum instruction and assessment in order to supervise a continuous improvement process that measures progress in raising student performance. Not only must school leaders perform what Richard Elmore calls the "ritualistic tasks of organizing, budgeting, managing, and dealing with disruptions inside and outside the system," today's instructional leaders must be able to mentor, teach, and provide appropriate professional development for teacher growth.

The Educational Leadership Development Academy provides a continuum of University coursework, learning, and reflective practice, designed to produce a pool of new, high quality instructional leaders. The program begins with Leaders Exploring Administrative Possibilities (LEAP), a program for those interested in exploring school leadership. The program for Aspiring Leaders provides coursework and a structured fieldwork experience to lead to the Preliminary Administrative Services Credential. Candidates take 24 units of coursework and participate in a 40-day apprenticeship over two years with an exemplary principal. In some cases, classroom teachers can be released from their assignment to apprentice full-time to an exemplary principal. The New Leaders Program leads to the Professional Administrative Services Credential for practicing administrators. This is an 18-month, twelve unit program. Students in the ELDA Program may earn credit toward the M.A. in Leadership Studies and/or Doctor of Philosophy degrees.

The University training provides an integrated approach to leadership development that involves adult learning theory, mentoring relationships and reflective practice, all of which yield the best preparation for educational leadership. In the ELDA courses, instruction is embedded within authentic workplace activities and is based upon national and state standards. The ELDA program has been recognized in many state and national publications, including a study conducted by Linda Darling-Hammond in 2007. In this study, entitled "Preparing School Leaders for a Changing World", ELDA is recognized as an exemplary program that "produces well-prepared leaders who engage in effective practices." In February 2010 Secretary of Education, Arne Duncan, cited three programs in the country that serve as models of school leadership preparation. The University of San Diego's Educational Leadership Development Academy (ELDA) was cited as one of the most effective and innovative school leadership programs in the nation.

We welcome you to the ELDA program.

ELDA Executive Directors  
Rose Martinez and Rich Thome

## **IMPORTANT NOTICE**

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This handbook serves as a supplement to the University of San Diego 2011-2013 *Graduate Bulletin*. Policies and procedures outlined in the *Graduate Bulletin* and in this handbook are applicable to all students who enter the program in the 2011-2012 academic year. The policies in this handbook and the SOLES student policies are subject to change. Students will be informed of revision via the ELDA Listserv via your USD email address.

Forms discussed in this handbook are available in the Leadership Studies office, in the School of Leadership and Education Sciences, or on line via our website. Completed forms should be returned to the Leadership Studies office. On occasion, forms may be updated.

Questions about procedures, forms, or other administrative matters should be addressed to the Leadership Studies office: 619-260-8839.

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## Frequently Asked Questions

### **1. What is the main campus telephone number for USD?**

(619) 260-4600. All USD phone numbers begin with 260.

### **2. How do I contact the Department Assistant?**

Email Jennifer Yebba at [jyebba@sandiego.edu](mailto:jyebba@sandiego.edu) or by calling (619) 260-2918.

### **3. How do I register for classes?**

The ELDA office will register you for all your courses.

### **4. How do I find where my classroom is located?**

Please refer to you the class schedule emailed to you or you can go online to <http://www.sandiego.edu/registrar/>. Click the link for *Class Schedules*, and follow the prompts.

### **5. Do I need a USD email account?**

Yes, all students should obtain a USD email account upon initial registration. This account will also allow you access to view your grades, class schedules and pay your student bill on line through MySanDiego.edu. It is very important to check your USD email account frequently because it is often the only way you will receive important class, program and university information and updates.

### **6. How do I get questions answered about Financial Aid?**

If you are receiving Financial Aid directly from SOLES (i.e.: SOLES Loan or SOLES scholarship) contact the Dean's office at (619) 260-7475.

Questions about federal or other Financial Aid should be directed to the One Stop Student Center at (619) 260-2700 or via their website: [http://www.sandiego.edu/financial\\_aid/](http://www.sandiego.edu/financial_aid/)

### **7. How do I get billing questions answered?**

All ELDA students can obtain student account information by logging into their [my.sandiego.edu](http://my.sandiego.edu) account. Questions about your student account should be directed to the One Stop Student Center. The One Stop is located on the bottom level of the Hahn University Center, room 126. Thirty minute parking is available adjacent to the center.

### **8. Where can I buy food on campus?**

Food is sold in the following locations: Bert's Bistro in Mother Rosalie Hill Hall, La Paloma, which is right outside of IPJ, Aroma's Coffee shop which is located on the west side at Maher Hall, and Pavilion Dining in the Student Life Pavilion. There is also a fresh food market, Tu Mercado, in the Student Life Pavilion. For more information via the Dining Services website: <http://www.sandiego.edu/dining/>

# Important Phone Numbers, Emails and Websites

## ELDA Administration and Staff

Rose Linda Martinez, Ed.D., ELDA Co-Director	260-4213	<a href="mailto:martinez@sandiego.edu">martinez@sandiego.edu</a>
Rich Thome, ELDA Co-Director	260-7839	<a href="mailto:thomer@sandiego.edu">thomer@sandiego.edu</a>
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Jennifer Yebba, Executive Assistant	260-2918	<a href="mailto:jyebba@sandiego.edu">jyebba@sandiego.edu</a>

## ELDA Faculty

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## University Supervisors

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Shirley Peterson		<a href="mailto:repete3@att.net">repete3@att.net</a>
Stephanie Pierce		<a href="mailto:stephanie.pierce@santeesd.net">stephanie.pierce@santeesd.net</a>
Roger Skerrett		<a href="mailto:skerrett45@gmail.com">skerrett45@gmail.com</a>

## Leadership Studies Faculty and Staff

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Pat Libby, M.S., Program Dir, Nonprofit	260-7782	<a href="mailto:plibby@sandiego.edu">plibby@sandiego.edu</a>
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Sr. Terri Monroe, Ed.D.	260-4291	<a href="mailto:tmonroe@sandiego.edu">tmonroe@sandiego.edu</a>
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Laura Stein, M.A., Assistant Dir., Nonprofit	260-7442	<a href="mailto:lbstein@sandiego.edu">lbstein@sandiego.edu</a>
Beth Garofalo, M.Ed., Assistant Director	260-7790	<a href="mailto:bethg@sandiego.edu">bethg@sandiego.edu</a>

## School of Leadership and Education Sciences

Receptionist	260-4538
Dean's Office	260-4540

### **USD Frequently Visited Departments**

Bookstore	260-4551	<a href="http://www.usdbookstore.com/">http://www.usdbookstore.com/</a>
Campus Information/Operator	260-4600	
Copley Library	260-6885	<a href="http://sally.sandiego.edu/">http://sally.sandiego.edu/</a>
Credentials (Andrea Estrada)	260-4821	<a href="mailto:andreaestrada@sandiego.edu">andreaestrada@sandiego.edu</a>
One Stop Student Center (Financial Aid, Student Accounts)	260-2700	<a href="mailto:onestop@sandiego.edu">onestop@sandiego.edu</a> or <a href="http://www.sandiego.edu/onestop">http://www.sandiego.edu/onestop</a>
Writing Center	260-4581	<a href="http://www.sandiego.edu/writingcenter">http://www.sandiego.edu/writingcenter</a>

Department Website: [http://www.sandiego.edu/soles/programs/leadership\\_studies](http://www.sandiego.edu/soles/programs/leadership_studies)

# ELDA Policies & Procedures

## Address Changes

A student has the option to update their address via the MySanDiego portal One Stop Services tab or in person by completing a **Change of Address** form. Failure to submit the updated information to the Registrar's office will result in the student missing important deadlines and other extremely significant academic and administrative correspondence or announcements.

If you wish to be included on the mailing lists after your graduation from the program, please do not forget to contact both the Leadership Studies office and the Alumni Relations office at 619-260-4819 or enroll on their website: <http://www.sandiego.edu/alumni/>. Please make sure to always keep these offices updated about your current mailing address, phone number and e-mail address.

## Change of Name:

A student may download the **Change of Name** form from the registrar's website. To change your name, you must inform the Registrar's Office in writing. No e-mail will be accepted. You must include a copy of a marriage license, divorce decree, or other official document. Whenever you file a change of name with the registrar, please also inform the department office by emailing [leadershipstudies@sandiego.edu](mailto:leadershipstudies@sandiego.edu)

## Attendance Policy

Since participation is integral to the learning process for all students, it is imperative that students attend every class. If a student is late to class or needs to leave class early, s/he must inform the instructor in advance. If a student misses a class s/he has the obligation to make up any work that was missed, and to ask a colleague to collect any materials that were distributed in the class they missed.

If a student's absences or late arrivals and early departures exceed 25 % of the total class time, and the missed time/work has not been made up, the student will fail the class (if a letter grade is given) or receive FAIL (if the class is a pass/fail class). If this occurs, the student will need to repeat the course (which may not be offered until the following year, thus issuance of the credential may be delayed). In addition, when the student re-registers for the class s/he will bear the full cost of tuition for that class. (Reminder: A graduate student's grade point average must stay at or above a 3.0).

If the student cannot attend a class due to an emergency, s/he must contact the course instructor.

## Grading Policy

Students are assigned grades by each course instructor. Grades for LEAD 583/4 Special Topics, are assigned by the ELDA Executive Director. Grades for the Practicum, LEAD 597/8P, are assigned by the University Supervisor.

## Credit and Grading System:

A grade of less than "C-" is not acceptable for credit in a USD graduate program and the course in which the grade was earned will not count toward the degree. For more details about this and about repetition of Courses, please refer to the Graduate Bulletin.



## Registration

Students will be registered for ELDA classes by the ELDA office based on the cohort schedule each semester.

## Tuition Payment Methods

In addition to electronic payment, cash and paper check payments are still accepted at the Cashier's Office.

We encourage you to look into cost-effective alternatives to high-interest rate borrowings, for example Federal, Private, and Parent loans to fund the cost of tuition. If you need more information on financial aid options, please contact the USD Office of Financial Aid by email at [usdofas@sandiego.edu](mailto:usdofas@sandiego.edu) or by phone at (619) 260-4514 or (800) 248-4873.

## Email Address

Once you have created a USD username, that email address will be marked as preferred in the USD system and that is the only email address to which the University will send emails. Be sure to check your USD email account regularly, starting now (for this distribution, I have emailed to both USD and personal emails that I have, to ensure you have fair warning about the use of the sandiego.edu address). *Hint: you can forward your USD email to another account to ensure you won't miss anything. Contact the helpdesk for assistance if necessary (619-260-7900)*

## Student ID Cards

ID cards are used for Identification, campus cash, can be linked US Bank account, etc...

To obtain a Campus Card you must be currently registered for classes. Please bring with you a valid picture ID such as a driver's license or a passport for identity verification. Campus Card office is located in the University Center, Room 127.

Hours and additional information available at their website:

<http://www.sandiego.edu/administration/businessadmin/campuscard/>

## Parking Permits

You must display a valid USD parking permit at all times while parking on campus. Please ensure that the permit is properly displayed with the entire permit number visible at all times.

Purchase online via your MySanDiego account. On the One Stop Services tab on the left column, below Registration, see the channel titled: **My Campus Services - Parking, Campus Card, & more**. Note: permits are mailed from an off-campus location, but a temporary permit will be emailed to your sandiego.edu email address, which you can print and display until your permanent permit arrives in the mail.

Summer passes are prorated from Spring term rates. Fall passes will go on sale in august – you'll receive an email to your MySanDiego address from parking services when they are available to purchase.

## **Leave of Absence/Withdrawal**

A leave of absence allows students in good academic standing to take time off and return to the University without applying for readmission. A leave of absence is usually granted. Leaves may be granted for up to one year but cannot be extended beyond a year.

Students may secure a petition for a leave of absence form from the Graduate Records website online. It must be approved by the student's advisor and the ELDA Executive Director, the Department Chair, and Associate Dean and be submitted to the Graduate Records Office for final processing.

Students who find it necessary to discontinue enrollment during a term may also petition for a leave of absence. In addition, however, they must officially withdraw from their courses by submitting a *Notice of Withdrawal* form in the Graduate Records Office within the approved deadline. Otherwise, students will receive a failing grade. Please contact the ELDA Office (619) 260-8839 for guidance on how to withdraw or take a leave of absence.

## **Schedule**

USD's schedule is a traditional school schedule. If you are assigned to a year-round school, you will be required to attend University classes on the traditional schedule.

## **Graduate Academic Calendar/Policies**

The academic calendar is available to view at: <http://www.sandiego.edu/academiccalendar/>

The academic calendar contains registration periods, fee payment, petition deadlines, start/end dates to the semesters, holidays and other pertinent calendar information. All graduate students are responsible to abide by the dates and deadlines set forth in the Academic Calendar.

**Policies for USD graduate students can be found at**

<http://www.sandiego.edu/soles/students/policies.php>

# Program Elements

**Students will work at their fieldwork sites under the direct supervision of the Mentor Principal**

**Students will experience coursework aligned with and applied to their fieldwork.**

- Problem based learning experiences are used to simulate leadership decision-making. (Example: design an action plan for your school, respond to parents who are concerned about school safety)

**Students will engage in fieldwork leadership experiences that are:**

- Aligned with the California Professional Standards for Education Leaders (CPSEL) standards. Additionally, students will collect artifacts for and reflect upon each leadership experience.

**Students will maintain an ongoing collection of work and develop an Educational Platform statement and a Fieldwork Portfolio.**

- Artifacts will be collected relative to fieldwork to include meaningful leadership experiences related to CPSEL standards.
- Students will write reflections on their leadership skill development that will accompany each artifact, and each course.
- The Educational Platform is a document that summarizes one's values, beliefs and philosophy about education.
- Students will present the Fieldwork Portfolio and Educational Platform to a group of critical friends as a culminating activity at the end of the program. Students will be evaluated and receive feedback on their presentations.

**Students will participate in the ELDA fieldwork.**

- Students will work with the site Mentor Principal and University Supervisor to plan, develop, and implement leadership experiences at their site. These experiences can be carried out before/after school, on weekends, or on release time that has been arranged with and approved by the site supervisor.
- Students will be required to work a minimum of 20 days per year in fieldwork experiences under the supervision of a Mentor Principal. This time could be either during summer school if the student is on a traditional school schedule or during inter-sessions if the student is on a year-round school schedule. Mentor Principals will be selected by cooperating districts and ELDA program staff. Placements will be made for each student. Students will work with the Mentor Principal and University Supervisor to plan, develop, and implement leadership experiences.

**Students will:**

- Attend USD **Spotlight Series on Education** presentations by leading educators and national consultants.
- Develop leadership skills by applying the knowledge gained by participating in professional development designed for site leaders.
- Attend conferences and professional development presentations with the Mentor Principal as appropriate.

**Students will gain K–12 experiences by participating in a scheduled visit at levels different from their own.**

- Aspiring Leaders will participate in a visit sometime during the two-year program to a site at a level different from the one in which they work, and where the school's ethnicity is different from their own. They will write a structured reflection on their visit.

**Students will become members of a cohort working with others in a collegial and interdependent setting.**

**Students will be supported by visits from the University Supervisor, and ELDA Director for coaching, feedback and documentation.**

- Students will meet regularly with the Mentor Principal and University Supervisor.
- In the fieldwork, students will be observed while engaged in leadership work and will receive feedback.
- Growth over time in leadership abilities and skills attained will be emphasized, evaluated, and documented through the use of the *Rubric for Assessing Leadership Skills/Outcomes for LEAD 597/8P* and the Practicum/Fieldwork Assessment.

**Students will attend Practicum Seminars throughout the program. These are:**

- Designed to provide students with opportunities to analyze their practice and reflect upon their strengths and areas of needed improvement.
- Opportunities for candid and open discussions with cohort members.

**Students will participate in a Culminating Activity**

- Students will participate in an oral defense of their Educational Platform and Fieldwork Portfolio to a panel of critical friends.

# Program Learning Outcomes

1. ELDA students will have developed a strong professional identity as an educational leader.
2. ELDA students will be competent in leading schools and establishing both quality and authentic relationships with diverse communities.
3. ELDA students will demonstrate understanding of the research in the field and employ evidence-based practice in instructional leadership, decision-making, assessment, and program evaluation.
4. ELDA students will use theories and models to guide their professional practice.
5. ELDA students will understand the relevant laws and standards of professional practice.
6. ELDA students will demonstrate a professional code of ethics.
7. ELDA students will demonstrate an understanding of leadership principles and how they apply to school leadership practices.
8. ELDA students will demonstrate advocacy for social justice, equity and for the profession.
9. ELDA students will incorporate the use of technology into their practice.
10. ELDA students will experience and understand educational leadership practices worldwide.

These learning outcomes are integrated throughout the program. While there might be one class that specifically speaks to a learning outcome, we aim to provide multiple contact points each learning outcome throughout the program.

# **The Culminating Activities**

## **Fieldwork Portfolio**

The purpose of the portfolio is to demonstrate professional growth over time. It serves as a demonstration of attainment of leadership standards, desired outcomes, and advanced skills. It is a celebration of efforts. During the fieldwork, students collect artifacts reflective of their leadership abilities and write reflections on their experience relative to the artifact. The artifacts must be related to the CPSEL standards. At the end of the program, students will present their Fieldwork Portfolio to a panel of University faculty, school district personnel and other critical friends. The portfolios will be scored on a rubric. Critical feedback will be provided for the candidate; view rubric for oral defense of fieldwork portfolio.

## **The Educational Platform**

The purpose of the Educational Platform is to provide educators with a vehicle to describe their core values and beliefs about the educational process and to provide personal insights. It can be used to facilitate communication of the student's values and belief system as a professional educator. Many students use their Educational Platform to help them prepare for job interviews and to communicate their values to staff, parents, and members of the community. Most importantly, the platform helps students determine if their actions are aligned with their espoused beliefs. Students develop their platform throughout the program, and they present it as part of the Fieldwork Portfolio presentation.

# The Role of the Student

*The student will fully engage in the work of site instructional leadership, be focused, determined and reflective in her/his work, and be an asset to the administrative team and school community.*

- The student will be evaluated on the ability to develop the skills necessary for site leadership. Evidence for this will be taken from site visitations, conversations with the Mentor Principal, and successful completion of the ELDA program, which includes completion of the Educational Platform and Fieldwork Portfolio.
- The student will maintain a professional attitude.
- Students will:
  1. Get to know staff, students and parents at their fieldwork sites, and establish an effective working relationship with all parties.
  2. Develop a leadership style and voice. They will use their leadership style and voice in a variety of situations. They will maintain sensitivity to those they are leading by seeking a balance between their needs and the needs of others.
  3. Develop and expand the ability to be an open and honest communicator. They will inform the Mentor Principal and University Supervisor of their strengths and areas of need and be willing to listen and learn from constructive criticism.
  4. Establish collegial relationships with other students in the University cohort by respecting values and opinions.
  5. Be responsible for their learning. Students will attend University classes, participate in discussions, read all assigned material, meet all timelines, be active learners, and communicate with instructors and ELDA Program staff if there are concerns.
  6. Prepare for triad meetings with University Supervisor and Mentor Principal. Complete sections 1 & 2 of the triad record form.

## **Roles and responsibilities of the ELDA Apprentice during the Apprenticeship**

Roles and responsibilities of ELDA apprentices working in the mentor principal's school:

- You will apprentice 20 days each school year. ELDA will pair you with a mentor principal
- You will work "teacher contract hours" during the apprenticeship except on those days when you arrive early or stay late to debrief with the mentor principal, attend a meeting with the mentor principal, etc.
- You will keep a daily log of your experiences
- You will create a "plan of action" describing activities you will become involved in
- You will collect artifacts and write the reflections for the artifacts as soon as possible. The artifacts/reflections will comprise the Fieldwork Portfolio
- Your work as an apprentice will contribute to your grade in LEAD 597/8P (the Practicum class).
- You will participate in three triads during the 20-day apprenticeship each year. The triads include you (the apprentice), the mentor principal and university supervisor. The triads will be scheduled by the university supervisor. The university supervisor will complete an evaluation of your apprenticeship work at the end of the second, third and fourth semesters. The grade for your work in the practicum for semesters 2 and 3 is Pass/Fail. The grade for your work in the practicum for semester 4 will be a letter grade. The final decision for the grade to be awarded is made by the university supervisor.
- You will have the triad record sheets (parts 1 and 2) completed and ready for the triad visits with the university supervisor. Your daily log will help you to complete parts 1 and 2.
- You will maintain strict confidentiality regarding issues related to students, parents, and staff members at the mentor's school.



# The Role of the Mentor Principal

*The Mentor Principal will model, coach, analyze, reflect and check for understanding to ensure there is transfer of learning so that leadership skills are effectively developed.*

## Modeling

- The Mentor Principal will ensure that the student has ample opportunities to learn, ask questions, and observe him/her. Opportunities include walkthroughs, observations, feedback sessions, staff conferences, parent meetings, conversations with support staff, budget conversations, study groups, grade level meetings, etc.
- The Mentor Principal and student will observe and analyze classroom practice. S/he will confer with and discuss how they would enable the teacher to improve.
- The Mentor Principal will “think aloud” so that the student can understand the thinking processes that go into instructional leadership decision making.

## Coaching, Analyzing, Reflecting, and Checking for Understanding

- The Mentor Principal will encourage, guide, and coach the student to take on increasing leadership roles. The student will observe, practice, and then lead selected leadership activities as appropriate.
- The Mentor Principal and the student will analyze classroom observations, note patterns or trends, and make decisions for next steps.
- The Mentor Principal will regularly reflect with the student on leadership skills and instructional practices to ensure continuous improvement in teaching and learning.
- The Mentor Principal will check for understanding as s/he observes the student in practice.

## Other Responsibilities

- The Mentor Principal and the University Supervisor will discuss with the student the grade for the practicum (LEAD 597/8P) based on observations and review of documentation of the student’s work. The final decision on the awarding of grades is the University Supervisor’s. The Mentor Principal will provide regular feedback to the student so that effective leadership development is reinforced or less than effective behaviors can be modified.
- In order to provide ongoing feedback and communication, the University Supervisor will meet regularly with the student and Mentor Principal to discuss the student’s progress in the fieldwork. The Mentor Principal, student, and University Supervisor will plan mutually agreed-upon next steps for the student.
- The Mentor Principal can expect the student to engage in the work of site instructional leadership, to be focused, determined, and reflective in her/his work, and to be an asset to the administrative team and school community. The Mentor Principal should communicate any concerns about the student’s performance, first directly to the student, and then directly to the University Supervisor if the concerns persist.

# The Role of the University Supervisor

*The role of the University Supervisor is to ensure that students are gaining the skills necessary to lead instructional improvement. The University Supervisor and the Mentor Principal will ensure that students experience a variety of leadership opportunities which will prepare them to effectively lead their own school. In order to accomplish this role, the University Supervisor will:*

- Visit each apprentice monthly to observe, analyze, and provide feedback, coaching and documentation as to the leadership experiences being attained. **See Rubric for Assessing Leadership Skills/Outcomes for LEAD 597/8P**, and the Practicum/ Fieldwork Assessment. This may include supporting the apprentice to repeat the experiences to assure higher quality of achievement based on the **Rubric for Assessing Leadership Skills/Outcomes for 597/8P**.
- Review and provide input for the Fieldwork Experiences. Evaluate and comment upon the Fieldwork experiences using the Practicum/Fieldwork Assessment.
- Visit classrooms with the apprentice and Mentor Principal to the extent possible, to calibrate observation of instruction. Observe the student giving feedback to teachers/staff for instructional improvement and provide feedback to apprentice.
- Evaluate and provide feedback to the apprentice with regard to successful development as an instructional leader. This includes professional attitudes, ability to establish relationships, and ability to balance ELDA program requirements and coursework with the responsibilities of the site.
- Observe and analyze the apprentice's work with whole staff, small groups, with grade level groups, in department meetings, with parent groups and provide feedback on the apprentice's leadership skills development. This could include the review of videotapes, agendas, parent letters, staff letters, etc.
- Evaluate, with the apprentice's and Mentor Principal's input, the apprentice's work in LEAD 597/8P. Provide information for assigning a grade for the course (Pass/Fail at the end of year one, letter grade at the end of year two).
- Set up a meeting with apprentice and mentor principal prior to the twenty-day apprenticeship to plan the experiences for the apprentice. Conduct three triad meetings during the twenty-day apprenticeship, to analyze the apprentice's work, provide feedback and documentation as to the apprentice's leadership development.
- Review the apprentice's portfolio artifacts and reflections and provide constructive feedback.
- Work with apprentice to prepare for the Culminating Portfolio/Platform presentation. Attend the apprentice's Culminating Portfolio/Platform presentation, and serve as a reviewer.

# ELDA Aspiring Leaders Coursework

**LEAD 551:** Human Relations for Leaders – 3 units

**LEAD 552:** School Law for Aspiring Leaders – 3 units

**LEAD 553/4:** Instructional Leadership & Supervision – 4 units

**LEAD 558:** School Leadership and Politics of Education – 3 units

**EDUC 560:** Technology for School Leaders – 1 unit

**LEAD 583/4:** Special Topics: The Principalship I and II – 2 units

**LEAD 588:** Diversity and the Preparation of School Leaders – 2 units

**LEAD 597P/598P:** Practicum – 6 units

To review the ELDA course descriptions and outlines go to:

[http://www.sandiego.edu/soles/programs/leadership\\_studies/course\\_descriptions/](http://www.sandiego.edu/soles/programs/leadership_studies/course_descriptions/)

The ELDA coursework, the fieldwork experiences, the fieldwork portfolio/educational platform rubric and the LEAD 597/9P semester evaluations are based on the California Standard for School Educational Leaders (CPSELs).

California Professional Standards for School Leaders can be found at:

[www.wested.org/online\\_pubs/cpsel\\_standards.pdf](http://www.wested.org/online_pubs/cpsel_standards.pdf)

# International Experience

Beginning in Fall 2008, all entering SOLES students are required to engage in an international experience as part of their degree requirements.

An international experience is defined as an opportunity for students to interact with individuals from at least one culture other than their own in a manner that fosters their personal and professional growth, promotes cultural understanding, and prepares them for working effectively with diverse communities.

Through this experience it is expected that students will:

- develop a deeper understanding of another culture
- appreciate cultural differences and similarities
- consider the gifts and challenges of a different culture
- understand the educational and practical implications of cultural diversity and globalization issues.

Candidates will work with the ELDA Executive Director and their University Supervisor to plan specific international experiences related to developing leadership skills

## World Educational Leadership Link (WELL) Project

Part of ELDA's 21st century global learning will include the World Educational Leadership Link (WELL) Project. Today, perhaps more than ever before, we recognize as educational leaders that the problems that challenge our efforts to support the academic achievement of all students is a global issue. To achieve this goal we have outlined a pedagogical approach that is grounded in a framework for collaboration.

Framework for Collaboration

- Each ELDA student would be paired with an experienced educational leader currently working in a school for an initial one-year commitment.
- Each ELDA student will be given the name and contact information for their partner and would initiate the conversation through email. Afterwards, SKYPE or other technological connections can be arranged. Dates, time, and frequency for communication will be decided jointly.
- Critical questions constructed around specific themes will be developed by the students throughout the year.
- Each pair of educational leaders will engage in dialogue regarding educational issues of mutual interest that they are facing.
- Each pair will provide periodic opinions, and evaluation of the communication/dialogue process aimed at continuous improvement and learning for the relationship.
- Language differences will be facilitated by electronic translators.

### **What can we learn from each other?**

The collaborative framework we propose will support the following learning objectives:

- Developing insights into educational leadership in a different country;
- Gain an improved understanding of the leadership skills and attributes needed to facilitate greater student success and school development;
- Contribute to the construction and support of an inquiry based educational approach that deepens understanding about how to connect with global practitioners;
- Analyze school leadership practice from multiple perspectives and political structures taking cultural context into account;
- Provide a conversational forum to examine the challenges and actions educational leaders could take in support of a 'social justice' agenda;
- Provide an understanding of education and student success from the perspective of another culture, language, and country.

### **What would be required?**

Collaborators involved in the WELL dialogue should be willing to make a commitment to the following:

- Commit the time for connecting with their international partner through email, etc. three times a month, approximately 1- 5 hours;
- Share their experiences, successes and failures;
- Learn and discover more about educational leadership practice from multiple perspectives;
- Explore new possibilities for student achievement;
- Engage in conversations that motivate creative and imaginative leadership practices;
- Participate in a research study that would examine the benefits and outcomes of this process.

### **What research contributions can be made?**

Data collected on the WELL project can contribute important information about the improvement of leadership practice. Participants in this collaboration can help to transform leadership practice into a broader global framework. It also makes possible the enrichment of understanding of cross-national leadership issues, perspectives and solutions to problems. Each pair would engage in reflective practice and be asked to document:

- Their learning about educational leadership as a result of their conversations with their international partner;
- Their reflections regarding the actual process of collaboration, the factors that challenged them and those that supported the relationship.

Documentation of this pedagogical approach will provide an important tool in our continuing efforts to connect our students internationally. By engaging in reflective practice, this project cannot only benefit individual participants, but has the potential to provide formative assessment data that could benefit future participants.

A **web site** based on the WELL project will be created as an international medium for the research and development of educational leadership practice. The site will host practical discussions of educational leadership across a range of approaches, cultures and contexts as they relate to ethical, political, epistemological and philosophical issues. It will also establish a forum for researchers and 'practitioner-researchers' to consider conceptual, methodological, and practical issues in a range of educational settings worldwide.

## **Performance Assessment for California Teachers (PACT) Training**

All ELDA candidates are required to become certified PACT assessors.

Elementary and secondary level student teachers and intern teachers are required to complete the teaching performance assessment (TPA) as part of their credentialing process. As part of the assessment, candidates need to submit for scoring anonymous samples of student work, student tests or other assessments, and a video of their teaching performance in a K-12 classroom. Trained and calibrated assessors who score candidate performance on each of the TPA tasks are typically education professionals such as university faculty, K-12 teachers, administrators, supervisors, mentors, and support providers, as well as retired faculty, teachers, and others. ELDA candidates' support in helping facilitate this process will prepare the candidates for teacher hiring and evaluation responsibilities, as well as contribute to a well-prepared teacher workforce.

# Professional Dispositions

## School of Leadership and Education Sciences Professional Education Unit

*Candidate dispositions:*

*Academic Excellence, Critical Inquiry, and Reflection:* candidates should demonstrate 1) a belief that all individuals can learn and succeed, and 2) a commitment to reflection and critical inquiry.

Credential candidates will demonstrate the knowledge and the ability to be an effective educational leader by applying effective strategies and techniques in their leadership tasks, by actively engaging in reflective activities, by critically analyzing their practice, and by applying higher order thinking skills to a wide array of investigative pursuits.

*Community and Service:* candidates should demonstrate 1) a willingness to collaborate with peers and members of the educational community, and 2) an appreciation for and willingness to form partnerships with parents/guardians and community agencies that serve children and youth.

Credential candidates will strive to create and support collaborative learning communities in their schools and their professional fields of practice by bridging theory and practice and engaging in community service.

*Ethics, Values, and Diversity:* candidates should demonstrate 1) respect for the value of diversity in a democratic society, and 2) a commitment to high professional and ethical standards.

Credential candidates will understand and adhere to the values and ethical codes of the university, of the schools they work in, and of the professional organizations to which they belong. They will support the creation of inclusive, unified, caring and democratic learning communities that value each individual regardless of background or ability, and they will equitably support student learning and optimal development.

## **Evaluation of Professional Dispositions**

### **School of Leadership and Education Sciences Professional Education Unit**

*Candidates' professional dispositions will be evaluated three times: once at the beginning of the program of study, once at the midpoint, and once again at the completion of the program. Candidates will be evaluated on the following scale:*

*Pre-Awareness:* Awareness of this disposition has yet to surface.

*Awareness:* Candidate shows beginning awareness of this disposition, and is willing to set goals to learn more about it in the context of work.

*Readiness:* This disposition is developing in the candidate and can be recognized inconsistently in facets of his or her work.

*Deepening Capacity:* This disposition is recognized as important by the candidate, and experiences to deepen its understanding and manifestation are pursued.

*Comprehensive Capacity:* The disposition is embodied and apparent in all levels of the candidate's work. It is a focal point for self-assessment and goal setting.

*Not Observed:* In the event that the evaluator does not feel that the candidate has not had adequate opportunity to demonstrate a particular disposition, this option should be selected. In general, this is only appropriate during the initial evaluation.

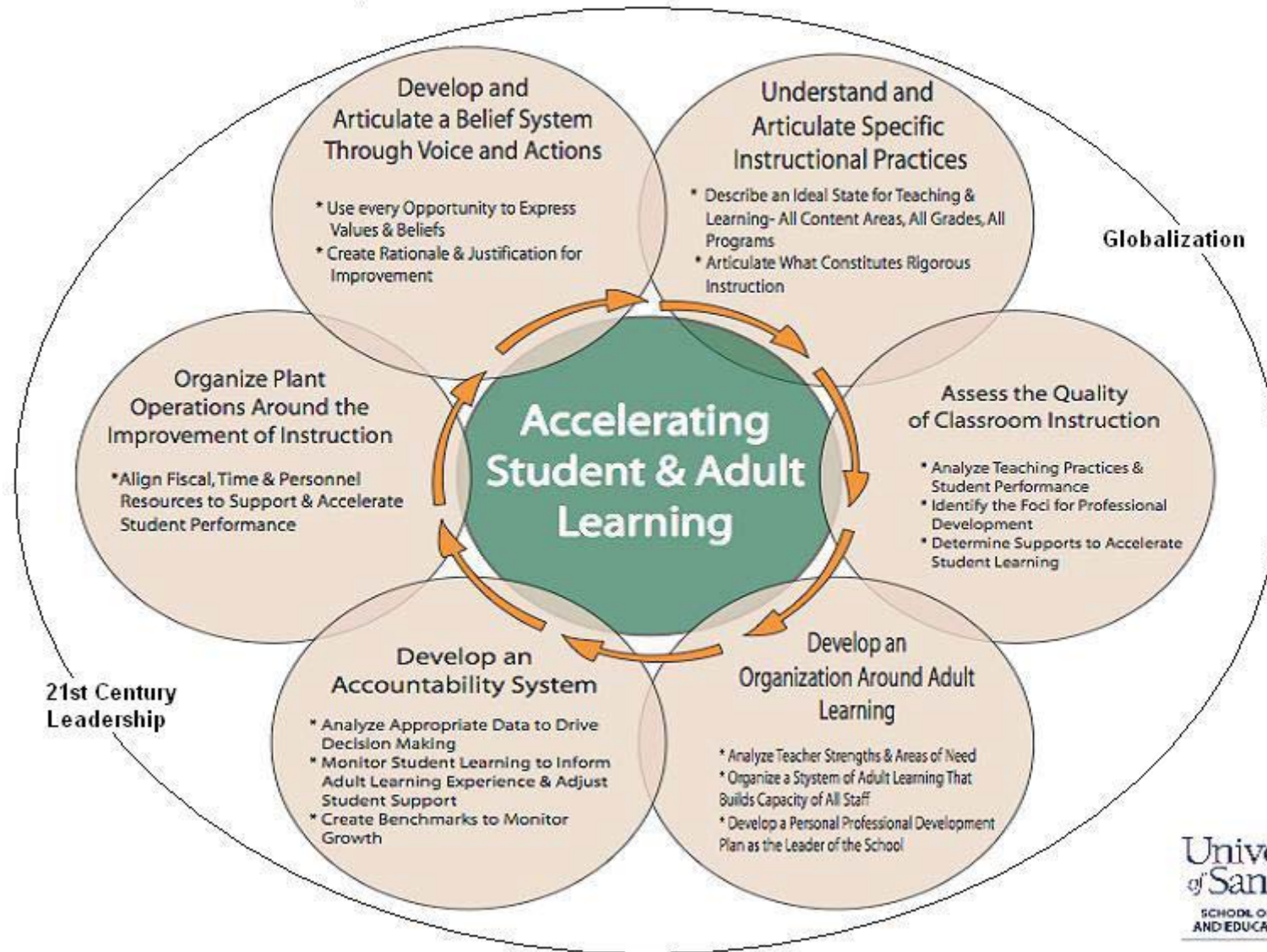
*The rubric for evaluation of the professional dispositions is included in the appendix, on pg. 55 of this handbook.*



## **Appendices**

<b>The ELDA Conceptual Framework</b>	<b>Page 31</b>
<b>Rubrics for Assessing Leadership Skills/Outcomes for LEAD 597/8P (Practicum)</b>	<b>Page 33</b>
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# ELDA Conceptual Framework - The Observe Practice Lead Model



# Rubric for Assessing Leadership Skills/Outcomes for LEAD 597/8 P

## 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.*

Preliminary Credential*				Clear Credential
0-1 points	2-3 points	4-5 points	6-7 points	8-10 points
No plan to develop a vision for student achievement is evident	Plan for developing a vision for student achievement is vague, incomplete, or based on insufficient measures of student learning	Demonstrates the ability to develop a vision for student achievement based on multiple measures of student learning	Demonstrates the ability to develop a vision for student achievement based on both qualitative and quantitative measures of student learning, and has begun to implement the vision through his or her work.	Has successfully implemented a vision for student achievement based on both qualitative and quantitative measures of student learning
No plan to communicate the vision to the school community is evident	Vision is communicated to the school community, but no plans to engage the community in implementation of the vision are demonstrated	Demonstrates a plan to both communicate the vision and engage the school community in implementation of the vision	Demonstrates a structured process for engaging the school community in implementing the vision, and developing a long term plan based on the ideals of the vision	Community is involved in maintaining and growing the vision. and a long-term plan is in process to promote the ideals of the vision
No evidence that diversity has been considered	Student and faculty diversity is acknowledged, but no plan to use diversity to improve teaching is evident	Demonstrates an understanding of diversity and how it can be used to improve teaching and learning	Demonstrates an understanding of diversity, and provides specific strategies for leveraging diversity to improve teaching and learning	Has shown the ability to leverage diversity to improve teaching and learning, and use a leadership position to develop these skills in others
No possible barriers to accomplishing the vision are identified	Some possible barriers to accomplishing the vision are identified, but plans for addressing barriers are either not present or inappropriate	Possible barriers to accomplishing the vision are identified, and plans for addressing barriers are present and appropriate	Possible barriers to accomplishing the vision are identified, and plans for addressing barriers are present, appropriate, and anticipate needs of differing contexts.	Has overcome many of the barriers preventing implementation of the vision, and has put strategies in place to overcome future obstacles
No plan to shape school programs and activities is evident	Plans to shape school programs activities are not consistent with the vision, or are only surface-level changes	Demonstrates a plan to shape school programs and activities that will ensure they are consistent with the vision	Demonstrates a plan to shape school programs and activities to ensure all programs and activities are integrated with and support the vision	Many school programs are integrated with the vision, and all programs support some ideals of the vision
No plan to marshal resources necessary to implement the vision is evident	Plans to marshal resources necessary to implement the vision are vague, or insufficient to allow successful implementation	Plans to marshal resources necessary to implement the vision are evident and address technology needs and the needs of diverse learners.	Plans to marshal resources necessary to implement the vision are evident, address technology needs and the needs of diverse learners, and anticipate the need to adapt to changes in technology and student demographics.	Mechanisms have been created to marshal the resources necessary to complete the implementation of the vision, and they have been shown to be effective

\*Truncated portfolio rubric for candidate portfolio evaluation to a 7-point scale (scores of 8-10 are to be reserved for Clear Credential administrative candidates).

# Rubric for Assessing Leadership Skills/Outcomes for LEAD 597/8 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.*

Preliminary Credential*				Clear Credential
0-1 points	2-3 points	4-5 points	6-7 points	8-10 points
No evidence of establishing a culture of high expectations is present	Evidence of establishing a culture of high expectations is limited, inconsistent, or not reflected in student work	Some evidence of establishing a culture of high expectations is present, and has potential to be reflected in student work	Coherent plan for establishing a culture of high expectations is present, including explanations of how it will be reflected in student work	School wide culture of high expectations has been created and the effects are evident in student work.
No consideration to equity, fairness, and respect is evident	Equity, fairness, and respect are mentioned, but no plan for promoting these ideals is presented	A plan to promote equity, fairness, and respect within the school community is present, but not all-encompassing	Plan to promote equity, fairness, and respect is detailed and addresses the needs of all student groups and subgroups.	A comprehensive plan for promoting equity, fairness, and respect has been implemented and has created a safe learning environment for all students
No facilitation of content-based learning materials or learning strategies is evident	Some content-based learning materials and strategies are mentioned, but are inappropriate or without variety	A plan to facilitate the use of content-based materials is present, but is vague, limited in scope, or does not include multiple assessment measures.	A plan to facilitate the use of various content-based materials is present, includes multiple assessment measures, and is sufficiently detailed to allow successful implementation	Extensive implementation of diverse, appropriate content-based materials and learning strategies has been established
No discussion of professional development is present	Professional development goals do not focus on improving student learning, or do not align with state standards	Professional development goals focus on improving student learning relative to the content standards, but no specific means of reaching those goals are stated	Professional development goals focus on improving student learning relative to the content standards, and means to achieve those goals are clearly stated	A professional development program has been implemented that supports the staff in improving student learning relative to the content standards.
Opportunities for members of the school community to develop skills in collaboration, leadership and responsibility are not evident	Opportunities for development and use of skills in collaboration, leadership, and responsibility are limited to certain members of the school community, or do not affect school culture or student learning	Opportunities for development and use of skills in collaboration, leadership, and responsibility are present, but infrequent or poorly integrated into the school culture.	Opportunities for development and use of skills in collaboration, leadership, and responsibility are present for all community members, and sufficiently integrated into the school culture to improve student learning.	Numerous opportunities for all members of the school community to develop and use skills in collaboration, leadership, and responsibility have been observed and are integrated into the school culture.
No system of accountability is evident	A plan for establishing a system of accountability is mentioned, but is impractical or unrelated to content standards.	Plan for establishing a system of accountability is present, but vaguely defined or insufficiently grounded in standards-based teaching, learning, and assessment.	Plan for establishing a system of accountability is both detailed and grounded in standards-based teaching, learning, and assessment.	A system of accountability grounded in standards-based teaching, learning, and assessment has been implemented and has proven successful.
No evidence of multiple or ongoing assessments is present	Plan for multiple or ongoing assessments to be used sporadically, but will not effectively monitor student learning	Plans for use of multiple assessments are present, but do not target all learning styles or do not always promote improvement in academic performance	Plans for use of multiple formative and summative assessments target all learning styles and promote continuous improvement of academic performance	Multiple and ongoing assessments are being used, and have been shown to improve the academic performance of each student

\*Truncated portfolio rubric for candidate portfolio evaluation to a 7-point scale (scores of 8-10 are to be reserved for Clear Credential administrative candidates).

# Rubric for Assessing Leadership Skills/Outcomes for LEAD 597/8 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.*

Preliminary Credential*				Clear Credential
0-1 points	2-3 points	4-5 points	6-7 points	8-10 points
No plan to monitor or evaluate programs and staff is evident	Plan to monitor and evaluate programs and staff is vague or impractical	Plan to monitor and evaluate programs and staff is present, but does not effectively cover all programs or staff members.	Plan to monitor and evaluate programs and staff is detailed, complete, and practical	Plan to monitor and evaluate programs and staff has been implemented and shown to be effective.
No plan for maintaining the school environment is evident	Plan for maintaining the school environment is vague, or dependent on reactionary methods	Plan for maintaining the school environment is detailed and proactive, but does not adequately consider student learning or staff professional growth	Plan for maintaining the school environment is detailed, proactive, and considers student learning and staff professional growth	School has been proactively maintained in a way that promotes student learning and staff professional growth over the long-term
No system for managing student behavior is evident	System for managing student behavior is inconsistent, incomplete, and/or not based on nurturing practices	System for managing student behavior is based on effective and nurturing practices, but does not prepare staff for all contingencies.	System for managing student behavior is detailed, complete, and based on effective and nurturing practices	System for managing student behavior is based on nurturing practices, and has been shown to be effective in school situations
School structures and processes are not in place or impede student learning	Plan to implement school structures and processes is present, but unrelated to the improvement of student learning.	Plan to implement school structures and processes to promote student learning is either vague or not based on best practices	Plan to implement school structures and processes to promote student learning is detailed and based on best practices.	School structures and processes are in place that have been shown to continuously support student learning and staff development.
No evidence of the use of problem-solving or decision-making techniques	Problem-solving and decision-making techniques are applied inconsistently or incorrectly	Problem-solving and decision-making techniques are used, but do not always effectively consider all factors	Problem-solving and decision-making techniques are used in a way that should effectively promote systems management and organizational development	Problem-solving and decision-making techniques are used in a way that has been effective in promoting systems management and organizational development within the school
No evidence that resources are used to support learning of all students	Plan to align resources does not effectively support student learning	Plan to align resources to support student learning does not include all resources or all student subgroups.	Plan to align fiscal, human, and material resources will support the learning of all student subgroups	Fiscal, human, and material resources have been aligned, and have been shown to effectively support learning of all student subgroups.
No plan for managing legal and contractual documents is evident	Plan to manage legal and contractual documents is incomplete, insecure, or does not preserve confidentiality	Plan to manage legal and contractual documents ensures security and confidentiality, but is disorganized or inefficient	Plan to manage legal and contractual documents ensures security and confidentiality, and promotes a professional work environment	Legal and contractual documents have been managed to ensure security and confidentiality, and promote a professional work environment

\*Truncated portfolio rubric for candidate portfolio evaluation to a 7-point scale (scores of 8-10 are to be reserved for Clear Credential administrative candidates).

# Rubric for Assessing Leadership Skills/Outcomes for LEAD 597/8 P

## 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.*

Preliminary Credential*				Clear Credential
0-1 points	2-3 points	4-5 points	6-7 points	8-10 points
No recognition of the goals and aspirations of diverse groups is evident	Goals and aspirations of diverse groups are misinterpreted or misunderstood	Goals and aspirations of diverse groups are recognized, but do not significantly effect decision making	Goals and aspirations of diverse groups are recognized, respected, and influence school policies	The school culture has been built around the goals and aspirations of the diverse groups within the school community
No evidence that the interests of diverse community stakeholders are considered	The interests of diverse community stakeholders are acknowledged, but can rarely influence school policies	The interests of diverse community stakeholders are to be considered, but are of secondary importance in decision making	Diverse community stakeholders will be able to help shape school policies and culture	Diverse community stakeholders have been encouraged to help shape the school policies, and their interests are integral to the school culture
Family and community expectations are not evident in school decision making	Family and community expectations are incorporated into school decision making infrequently or in a haphazard way.	Family and community expectations are a factor that is considered in most school decisions and activities	Family and community expectations are an important factor in all school decisions and activities	Family and community expectations have been an important factor in all decisions affecting the development of the school within the community
No evidence of community or civic partnerships is present	Plan to establish community, business, institutional, and civic partnerships is impractical or will not lead to strengthening of the school	Plan to establish community, business, institutional, and civic partnerships should lead to strengthening of the school, but lacks detail or focus.	Plan to establish community, business, institutional, and civic partnerships is detailed and will lead to strengthening of the school community	The school has been strengthened by numerous well-established community, business, institutional, and civic partnerships
No evidence that informations about the school will be communicated in any predictable way	Planned system of communication between the school and community is unpredictable or irregular	Planned system communication between the school and community is regular and predictable, but uses limited media	Planned system of communication between the school and community is regular, predictable, and will use a variety of media	A regular, predictable system of communication between the school and community has been established, and uses a variety of media
No plan to make use of community support services is evident	Plan to leverage community support services is impractical or will not support the success of all student subgroups	Plan to leverage community support services should support the success of all student subgroups, but lacks detail or focus	Plan to leverage community support services is detailed and will support the success of all student subgroups	Community support services have been leveraged on a regular basis to support the success of all student subgroups

\*Truncated portfolio rubric for candidate portfolio evaluation to a 7-point scale (scores of 8-10 are to be reserved for Clear Credential administrative candidates).

# Rubric for Assessing Leadership Skills/Outcomes for LEAD 597/8 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.*

Preliminary Credential*				Clear Credential
0-1 points	2-3 points	4-5 points	6-7 points	8-10 points
No attempt to model personal or professional ethics or integrity is evident	Inconsistent in modeling personal ethics and integrity	Models personal ethics and integrity the majority of the time, but is inconsistent in expecting the same from others	Models personal ethics and integrity at all times, and expects the same from others	Established reputation for modeling personal ethics and integrity has produced the same behavior in others
No effort to protect the rights or confidentiality of students or staff is evident	Plan to protect the rights and confidentiality of students and staff is flawed or impractical	Plan to protect the rights and confidentiality of students and staff is not specific or not comprehensive	Plan to protect the rights and confidentiality of students and staff is comprehensive and practical	Has established policies and practices that have effectively protected the rights and confidentiality of students and staff
No plan for use of the influence of office is evident, or influence is planned to be used for personal gain	Plan to use the influence of office shows a misunderstanding of the office, or would not lead to enhancement of the educational program	Plan to use the influence of office is vague, or may not effectively enhance the educational program	Plan to use the influence of office is specific and will enhance the educational program	Influence of office has been used regularly to enhance the educational program in measurable ways
No evidence that decisions will be made based on relevant data or research.	Decisions are made based on data and research not directly relevant to the issue	Strategy for decision making includes some consideration of relevant data or research	Strategy for decision making includes careful consideration of relevant data and research	All significant decisions have been made after careful consideration of relevant data and research
No knowledge of the standards-based curriculum is evident	Some knowledge of the standards-based curriculum is evident, but is not used to articulate programs throughout the grades	Knowledge of the standards-based curriculum is thorough, but efforts to use it to articulate programs throughout the grades are inconsistent or ineffective	Knowledge of the standards-based curriculum is thorough and detailed, and will be used to articulate programs throughout the grades	Knowledge of the standards-based curriculum is thorough and detailed, and has been used to integrate and articulate programs throughout all grade levels
Skills in decision-making, problem-solving, change management, planning, conflict management, and evaluation are not evident	Skills in decision-making, problem-solving, change management, planning, conflict management, and evaluation are under-developed or under-utilized	Skills in decision-making, problem-solving, change management, planning, conflict management, and evaluation are present but not always applied to their best effect	Skills in decision-making, problem-solving, change management, planning, conflict management, and evaluation are well-developed and applied effectively in addressing school problems and conflicts	Skills in decision-making, problem-solving, change management, planning, conflict management, and evaluation have been demonstrated, and have been regularly applied to resolve problems and conflicts that have affected the school
No evidence of reflection on personal leadership practices is present	Reflection on personal leadership practices lacks depth and/or does not recognize their influence on others	Reflection on personal leadership practices and their influence on others is inconsistent or does not inform change in leadership practices	Reflection on personal leadership practices and their influence on others is used to evaluate and change personal leadership practices	Regular reflection on personal leadership practices has led to an understanding of their influence on others, and has informed changes in leadership practice
No evidence of personal or professional development	No plan for personal or professional development is present, so development only occurs in reaction to a problem or conflict	Plan for personal and professional development is present, but vague or unfocused	Specific, detailed plan for personal and professional development within the leadership role is present	Significant personal and professional development has been evident during time spent in a leadership role
No attempt to encourage or inspire others is evident	Attempts to inspire or encourage others are insincere or ineffective	Occasionally encourages and inspires others to strive for higher levels of performance, commitment, and motivation	Regularly encourages and inspires others to strive for higher levels of performance, commitment, and motivation	Inspiration and encouragement has on numerous occasions enabled others to reach higher levels of performance, commitment, and motivation

\*Truncated portfolio rubric for candidate portfolio evaluation to a 7-point scale (scores of 8-10 are to be reserved for Clear Credential administrative candidates).

# Rubric for Assessing Leadership Skills/Outcomes for LEAD 597/8 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.*

Preliminary Credential*				Clear Credential
0-1 points	2-3 points	4-5 points	6-7 points	8-10 points
No plan to work with the governing board or local leaders is evident	Plan to work with the governing board and local leaders is adversarial or impractical, and will not influence policies	Plan to work with the governing board and local leaders is vague or unfocused, and may not influence policies to improve teaching and learning	Plan to work with the governing board and local leaders is specific and goal-oriented, and should influence policies that can improve teaching and learning	Successfully worked with the governing board and local leaders to influence policies that made measurable improvement to teaching and learning
No plan to influence public policies is evident	Plan to support public policies that ensure the equitable distribution of resources is adversarial or impractical	Plan to support public policies that ensure the equitable distribution of resources is vague or unfocused	Plan to support public policies that ensure the equitable distribution of resources is specific, focused, and goal-oriented	Successfully supported and implemented public policies that ensured the equitable distribution of resources
No plan to ensure the school operates within the parameters of federal, state, and local laws is evident	Plan to ensure the school operates within the parameters of federal, state, and local laws shows a misunderstanding of relevant laws, or a lack of adequate compliance	Plan to ensure the school operates within the parameters of federal, state, and local laws shows an understanding of the relevant laws, but the details of compliance may be vague or misapplied	Plan to ensure the school operates within the parameters of federal, state, and local laws shows a comprehensive understanding of relevant laws and detailed policies to ensure compliance	School has been successfully operating within the parameters of federal, state, and local laws
No plan to generate support for the school from key decision-makers in the community is evident	Plan to generate support for the school from key decision-makers in the community is adversarial or impractical	Plan to generate support for the school from key decision-makers in the community is vague or unfocused	Plan to generate support for the school from key decision-makers in the community is specific, detailed and goal-oriented	Regular two-way communication with key decision-makers in the community has led to consistent support for the school
No plan to collect accurate records of school performance is evident	Plan to collect accurate records of school performance is incomplete, insecure, or impractical	Plan to collect accurate records of school performance is vague or inconsistent	Plan to collect accurate records of school performance is specific and detailed	Accurate, organized records of school performance have been collected and reported
No evidence of viewing oneself as a leader or member of a team is present	Views oneself as a leader of the team of school staff or as a member of the team of school community members, but has no specific strengths or contributions to bring to those roles	Views oneself as a leader of the team of school staff, and as a member of the team of school community members, but contributions made through those roles are inconsistent or redundant	Views oneself as a leader of the team of school staff, and as a member of the team of school community members, and has specific strengths and contributions to bring to those roles	Has established oneself as an effective leader of the team of school staff, and as a valuable member of the team of school community members
No plan to open the school to the public is evident	Plans to open the school to the public is implemented reluctantly, or with no desire to engage the community in conversations about improving student learning and achievement	Plans to open the school to the public are welcome, but conversations about improving student learning and achievement designed to be one-sided	Plans to open the school to the public is driven by enthusiasm and a desire to engage the community in conversations about improving student learning and achievement	School has been open to the public on numerous occasions to facilitate conversations about improving student learning and achievement

\*Truncated portfolio rubric for candidate portfolio evaluation to a 7-point scale (scores of 8-10 are to be reserved for Clear Credential administrative candidates).



# Rubric for Assessing Leadership Skills/Outcomes for LEAD 597/8 P

## Standard 7

*A school administrator is an educational leader who promotes the success of all students by leveraging technology knowledge and resources to provide the greatest benefit, and providing all students with a 21st century learning environment.*

Preliminary Credential*				Clear Credential
0-1 points	2-3 points	4-5 points	6-7 points	8-10 points
Frequent errors in spelling, grammar, and punctuation APA style is unstructured, randomly applied, or contains multiple errors	Occasional errors in grammar and punctuation; few spelling errors evident APA style is inconsistently applied with multiple errors	Minimal errors in grammar and punctuation; no spelling errors APA style is consistent, structured, and with minimal errors	Error-free; paper reflects thorough proofreading for spelling and grammar APA style is consistent and accurate	Error-free; paper reflects thorough proofreading for spelling and grammar Headings and paragraphing reinforce the organizational structure Polished to meet standards for publication
Research has minimal breadth and depth Research sources are not peer-reviewed Research cited is not empirical Research cited is not relevant Presents statements unsupported by research	Research has limited breadth and depth Some sources are peer-reviewed Some research cited is empirical Some research cited is relevant Presents statements unsupported by research	Research has some breadth and depth Most sources are peer-reviewed Most research cited is empirical Most research cited is relevant Some statements are supported by research	Research has appropriate breadth and depth Nearly all sources are peer-reviewed Nearly all research cited is empirical Nearly all research cited is relevant Statements are nearly all supported by data or research	Research has exceptional breadth and depth, and includes first-hand on-site empirical results All sources are peer-reviewed All research cited is empirical All research cited is relevant All statements are supported by data or research
No useful financial analysis is presented	Financial analysis includes a qualitative discussion of the investment (including cost per student, taxpayer costs, and grant costs), plus an accurate, detailed analysis of one of the following: a) Fixed cost b) Variable cost c) Return on investment d) Opportunity cost	Financial analysis includes a qualitative discussion of the investment (including cost per student, taxpayer costs, and grant costs), plus an accurate, detailed analysis of two of the following: a) Fixed cost b) Variable cost c) Return on investment d) Opportunity cost	Financial analysis includes a qualitative discussion of the investment (including cost per student, taxpayer costs, and grant costs), plus an accurate, detailed analysis of three of the following: a) Fixed cost b) Variable cost c) Return on investment d) Opportunity cost	Financial analysis includes a qualitative discussion of the investment (including cost per student, taxpayer costs, and grant costs), plus an accurate, detailed analysis of all of the following: a) Fixed cost b) Variable cost c) Return on investment d) Opportunity cost
No background or implementation plan for the technology is presented	Minimal discussion of the technology's influence on learning Plan for maintaining the technology Rough plan for implementation of the technology Minimal discussion of the rationale for implementation	Research-based discussion of the technology's influence on learning Plan for maintaining the technology Plan for implementation of the technology Research-based discussion of the rationale for implementation	Detailed research-based discussion of the technology's influence on learning, including diverse learners and students with special needs Plan for maintaining the technology Detailed plan for implementation of the technology Research-based discussion of the rationale for implementation, including diverse learners and students with special needs	Detailed research-based discussion of the technology's influence on learning, including the use of empirical data collected on-site Plan for maintaining the technology Detailed plan for implementation of the technology Research-based discussion of the rationale for implementation, including the use of empirical data collected on-site

\*Truncated portfolio rubric for candidate portfolio evaluation to a 7-point scale (scores of 8-10 are to be reserved for Clear Credential administrative candidates)

**Student Evaluation**  
**Educational Leadership Development Academy**

To be discussed by Student, University Supervisor & Mentor Principal  
Grades will be assigned by University Supervisor

Semester: 2 3 4

Date \_\_\_\_\_

Student Name \_\_\_\_\_

Mentor Principal \_\_\_\_\_

University Supervisor \_\_\_\_\_

Average Score \_\_\_\_\_

**Note:** For the student's grade in LEAD 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.

**Rate student for each of the 6 aspects of standard 1 (see rubric):**

**Rating-1 2 3 4 5 6 7**

**Rating-1 2 3 4 5 6 7**

**Rating-1 2 3 4 5 6 7**

**Rating-1 2 3 4 5 6 7**

**Rating-1 2 3 4 5 6 7**

**Rating-1 2 3 4 5 6 7**

Evidence/Comments-

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Average Score for Standard 1: \_\_\_\_\_

**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.

**Rate student for each of the 7 aspects of standard 2 (see rubric):**

**Rating-1 2 3 4 5 6 7**

**Rating-1 2 3 4 5 6 7**

**Rating-1 2 3 4 5 6 7**

**Rating-1 2 3 4 5 6 7**

**Rating-1 2 3 4 5 6 7**

**Rating-1 2 3 4 5 6 7**

**Rating-1 2 3 4 5 6 7**

Evidence/Comments-

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Average Score for Standard 2: \_\_\_\_\_

**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 Mentor Principal.**

**Rate student for each of the 7 aspects of standard 3 (see rubric):**

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Evidence/Comments-

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Average Score for Standard 3: \_\_\_\_

**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 candidates exposure to this standard is appropriate.**

**Rate student for each of the 6 aspects of standard 4 (see rubric):**

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Evidence/Comments-

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Average Score for Standard 4: \_\_\_\_

**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.

**Rate student for each of the 9 aspects of standard 5 (see rubric):**

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Evidence/Comments-

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Average Score for Standard 5: \_\_\_\_

**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 candidates, exposure to this standard is appropriate.**

**Rate student for each of the 7 aspects of standard 6 (see rubric):**

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Evidence/Comments-

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Average Score for Standard 6: \_\_\_\_

**Standard 7**

Applies technology to enhance professional practice and to increase own productivity and that of others.  
Rate student for each of the 5 aspects of standard 7 (see rubric):

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Rating-1 2 3 4 5 6 7

Evidence/Comments-

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Average Score for Standard 7: \_\_\_\_\_

Average Score: \_\_\_\_\_  
(Total divided by 7)

## **EDUCATIONAL LEADERSHIP DEVELOPMENT ACADEMY**

### **LEAD 597/8P Practicum/Fieldwork Assessment**

The ELDA Fieldwork is housed in the course LEAD 597/8P Practicum. It is expected that every candidate will observe, practice and lead educational leadership activities all four semesters as part of the Practicum.

At an initial meeting, candidates will work with the site Mentor Principal and University Supervisor to plan and develop leadership fieldwork experiences at their site. These experiences can be carried out before/after school, on weekends, or on release time that has been arranged with and approved by the site supervisor.

University Supervisors will meet monthly with each candidate, and every two months in a triad with the candidate and the Mentor Principal. At these meetings, the University Supervisor will discuss, review and analyze the quality of the leadership experiences that the candidate has implemented/experienced, coach the candidate, and provide guidance and feedback for the candidate's continuing fieldwork. This may include supporting the candidate to repeat the experience to assure higher quality of achievement based on the Rubric for Assessing Leadership Skills/Outcomes for 597/8P. The University Supervisor will also schedule time to observe the candidate, assess the candidate's performance, and provide feedback on the Practicum Fieldwork Assessment document. The University Supervisor, with the assistance of the student and Mentor Principal will complete the Triad Record form.

University Supervisors will meet three times in a triad with the candidate and the Mentor Principal. At these meetings, the University Supervisor will discuss, review and analyze the leadership experiences that the candidate has implemented/experienced, coach the candidate, assess the candidate, and provide guidance for the candidate's fieldwork. The Triad Record Form will be completed at these meetings. Candidates will observe the Mentor Principal leading professional development, staff meetings, parent meetings, etc. Candidates will practice leadership activities, and finally, to the extent possible, candidates will lead activities under the supervision of the Mentor Principal.

The Rubric for Assessing Leadership Skills/Outcomes for 597/8P will be used as a reference to assess the candidate, and the Practicum Fieldwork Assessment document. Formative Assessment will occur after the second, third and fourth semesters. Summative assessment will occur at the completion of the program. Candidates will present, to a panel of peers, supervisors and faculty the Fieldwork Portfolio and Educational Platform with artifacts (collected from the fieldwork experiences) and reflections as examples of their acquisition of knowledge and leadership skills throughout the program. Candidates will be assessed using the Educational Platform/Fieldwork Portfolio Rubric.

Operationalized use of Foliotek electronic portfolio system will be required. All ELDA students will to submit their portfolio reflections, artifacts and practicum assessments to their review committee electronically for evaluation.

**Culminating Portfolio/Platform Presentation  
 Rubric for Oral Defense of the Fieldwork Portfolio  
 Preliminary Administrative Services Credential Program  
 Educational Leadership Development Academy**

Candidate's Name \_\_\_\_\_ Date \_\_\_\_\_

Assessor \_\_\_\_\_

Average Score \_\_\_\_\_ (Total Score ÷ 8)

**Directions:** Rate each individual standard on a 1-10 scale

**Score:** 1-3 = Does not meet criteria (behaviors)

4-7 = Meets Criteria

<b>CPSEL Standards</b>	<b>Behaviors (Students must have artifacts for all of the behaviors)</b>	<b>Rating</b>
<p><b>Standard 1</b></p> <p>Facilitates the development of a shared vision of learning</p>	<p>a. Describe to the school community, (ELAC, SSC, PTA, district, grade level or department) the vision at your present school. Describe how the vision is being implemented, how it is communicated, and what barriers exist to the implementation. Write a summary/narrative on the effectiveness of the implementation, and recommendations for improvement.</p> <p>b. Based on the analysis of student performance data, leverage and marshal sufficient resources, including technology, to implement and support the learning of one major subgroup of students in line with the vision.</p> <p>c. Design a professional development plan for a department or grade level that will accelerate the learning of a specific group of students. If possible, assist with the preparation, implementation, and/or evaluation of the professional development</p> <p>d. Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.</p>	

<b>CPSEL Standards</b>	<b>Behaviors (Students must have artifacts for all of the behaviors)</b>	<b>Rating</b>
<p><b>Standard 2</b></p> <p>Advocates, nurtures and sustains a school culture and instructional program conducive to student learning and staff professional growth</p>	<ul style="list-style-type: none"> <li>a. Use technological tools to monitor and evaluate a program that enhances the knowledge of each student as a learner and supports closing the achievement gap between sub-groups of students. (AVID, math, literacy programs or a classroom program) Analyze the results of the data and develop next steps to support closing the achievement gap.</li> <li>b. Conduct ongoing walkthroughs and informal visits with Mentor Principal to determine student performance and the strengths and needs of classroom teachers. Use the observations to identify patterns, and design a professional development plan based on student needs, which might include a study group, staff conference, grade level/department conference, and individual conferences. If possible, implement and/or lead a professional development session.</li> <li>c. With the Mentor Principal, and the agreement of the teachers, complete two classroom observations including a pre-conference, lesson observation, scripting, analyzing student learning and providing feedback in a post-conference.</li> <li>d. Observe and analyze classroom instruction with the Mentor Principal. Identify strengths and needs of the lessons. Write follow-up memos for the teacher/s detailing your observations and suggested next steps. Base your suggestions on the evidence of student learning. Share the memos with the Mentor Principal for feedback.</li> </ul>	



<b>CPSEL Standards</b>	<b>Behaviors (Students must have artifacts for all of the behaviors)</b>	<b>Rating</b>
<p><b>Standard 3</b></p> <p>Ensures management of the organization, operations, and resources for a safe, efficient and effective learning environment</p>	<ul style="list-style-type: none"> <li>a. Work with staff to analyze data related to student referrals and research the current plan that addresses behavioral OR attendance issues. Research and analyze national trends of school-wide discipline or attendance programs dealing with dropouts, truancies, and excessive absences and learn how these issues are handled at the site. Work with the Mentor Principal to revise or improve the school-wide discipline plan or attendance plan for presentation to staff, students, and parents. Write a narrative describing the revisions or improvements.</li> <li>b. Work with the Mentor Principal to observe the process of the development of the master schedule of teacher and student assignments. Write a summary/narrative that tells how the development of the master schedule supports the school vision and philosophy.</li> <li>c. Work with the Mentor principal to develop site emergency procedures (evacuation plan, disaster plan, etc.) and facilitate or lead one of these events.</li> <li>d. Review the teacher collective bargaining contract and analyze three to five contract articles that you feel help to foster a professional work environment that supports improving student achievement. Meet with your union representative and your site principal separately to discuss how they perceive the supports in the contract for a professional work environment to increase student achievement. In a summary/narrative, summarize your meetings and your findings and comment on any contract articles that you feel encourage or discourage a professional work environment that supports student achievement.</li> </ul>	

<b>CPSEL Standards</b>	<b>Behaviors</b> <b>(Students must have artifacts for all of the behaviors)</b>	<b>Rating</b>
<b>Standard 4</b>  Collaborates with families and community members, responds to diverse community interest and needs, and mobilizes community resources	<ul style="list-style-type: none"> <li>a. Work with the counselor, nurse, or as a partnership liaison to contact community resources to provide enrichment opportunities for students and their families. In a narrative, document your efforts and highlight your successes.</li> <li>b. Design and/or participate in opportunities for parents and other members of the school community to increase their involvement in activities that focus on improving the learning environment (Parent Institute, Parent University, increase parent involvement in your own classroom, etc.)</li> <li>c. Develop and implement experiences to immerse yourself in a multi-cultural community (a culture that doesn't reflect your own culture). Write a narrative about the impact of this experience on you as an educator.</li> <li>d. Attend and participate in parent conferences with the Mentor Principal. Write a summary/narrative about one meeting: (who were the participants? What was the issue/concern discussed? What was the outcome/solution? How did the outcome/solution result in an improvement of the situation?)</li> </ul>	
<b>Standard 5</b>  Models a personal code of ethics and develops professional leadership capacity	<ul style="list-style-type: none"> <li>a. Review district policies related to confidentiality with students parents and staff. In a narrative, outline the steps an administrator would take to safeguard students including release of student information, allowing students to meet with police officers, CPS workers and others.</li> <li>b. Design, and if possible, introduce an opening to staff or community for the opening of the school year, or the opening of a professional development activity that encourages and inspires others to higher levels of performance, commitment and motivation, and connects your values and personal code of ethics to the content being taught. Video recording is an option for demonstration of this behavior.</li> <li>c. Write a narrative on how an effective administrator models a personal code of ethics and develops personal professional leadership capacity. Explain how the personal code of ethics impacts leadership capacity and school culture/climate.</li> </ul>	

<b>CPSEL Standards</b>	<b>Behaviors</b> <b>(Students must have artifacts for all of the behaviors)</b>	<b>Rating</b>
<p><b>Standard 6</b></p> <p>Understands, responds to, and influences the larger political, social, economic, legal and cultural context</p>	<ul style="list-style-type: none"> <li>a. Attend two board of education meetings (one in your school district and the second one outside your school district) and write a summary/narrative on how each of the following items are handled: Distribution of Agenda, Recording of minutes, Provision for hearing citizens, Provision for securing superintendent’s recommendations on items requiring action. Compare and contrast the differences between each meeting. If you work in a charter school or private school, attend a board meeting at your own school, and a board meeting in a public school district.</li> <li>b. Become a member of a school committee such as School Site Council, English Learners Advisory Council, department or grade level committee. Write a summary/narrative about the group and its influence on the learning community. How can the school maximize communication with the group? What suggestions can be made for improvement?</li> <li>c. Provide leadership for an educational meeting that includes some form of problem-solving or collaborative decision-making. Write a summary/narrative describing 1) the situation, 2) the stakeholders involved in the meeting, and 3) how you assisted in resolving the dilemma.</li> <li>d. In a summary/narrative, provide at least one example of your personal skills in change management or conflict management. Comment on your ability to use your personal skills and identify areas of growth.</li> </ul>	<p><b>Standard 6</b></p> <p>Understands, responds to, and influences the larger political, social, economic, legal and cultural context</p>

<b>CPSEL Standards</b>	<b>Behaviors</b> <b>(Students must have artifacts for all of the behaviors)</b>	<b>Rating</b>
<p><b>Standard 7</b></p> <p>A school administrator is an educational leader who promotes the success of all students by leveraging technology knowledge and resources to provide the greatest benefit, and providing all students with a 21st century learning environment</p>	<p>a. Develop a proposal that summarizes the benefits and limitations of implementing a specific technology into a school system. The proposal should evaluate the potential impact on learning in respect to the overall cost and be supported with experimental empirical peer-reviewed research.</p>	

Platform	Elements	Rating
<p><b>Educational Platform</b></p>	<p>Introduction</p> <ul style="list-style-type: none"> <li>• <i>Philosophy of Education:</i> This component provides insights into basic beliefs about the purposes of education and the importance of schools to society, forming the foundation not only for the leader’s practice but also for subsequent components of the platform.</li> <li>• <i>Philosophy of Leadership:</i> What the leader believes about effective leadership and its impact is stated here. Questions such as “What constitutes effective, purposeful leadership?” and “How is effective, purposeful leadership sustained?” are addressed.</li> <li>• <i>Vision for Learners:</i> An in-depth analysis of what the leader believes about how children or adolescents learn and about his or her role in promoting learning is essential to the development of this component.</li> <li>• <i>Vision for Teachers:</i> Here the leader examines and shares his or her views on teachers; that is, what it means to be a teacher, what a teacher’s role is in lives of children in the classroom and within the campus community, and how teachers should relate to students and others.</li> <li>• <i>Vision for the Organization:</i> A discussion of the leader’s vision for the organization is important because this provides an image of what the leader thinks the district or campus should be or could be. Within this component, the leader should comment on the following, including the purposes of accomplishing these effectively.</li> </ul> <p>Climate Community Collaboration Communication</p> <ul style="list-style-type: none"> <li>• <i>Vision for Professional Growth:</i> This section details how the leader feels about the impact of professional growth on student achievement and effective schools. Here, the leader discusses his or her views on the significance of professional development for himself or herself and for the faculty as well as how professional growth needs will be determined and addressed.</li> </ul> <ul style="list-style-type: none"> <li>• <i>Method of Vision Attainment:</i> Without a strategy for obtaining the</li> </ul>	

	<p>vision, visions are merely cryptic illusions. In discussing how her or she will move the organization toward the vision, the leader will need to address the following:</p> <p>Decision making  Encouragement, initiation, and facilitation of change  Support during change  (Adapted from Brown and Irby, 2000)</p>	
<p><b>Coursework Reflections</b></p>	<p>Each course is a unique and special learning experience for every participant. There should be a sense of self-evaluation in which you impose your own standards of excellence on your performance in each course. That performance might be in the degree to which:</p> <ul style="list-style-type: none"> <li>• you understood the information presented in the course</li> <li>• your educational leadership skills were enhanced in the course</li> <li>• you were able to expand your knowledge in areas of leadership that you previously had little understanding of.</li> </ul> <p>Your introspective assessment adds value to your portfolio.</p>	

## Evaluation of Professional Dispositions

### School of Leadership and Education Sciences Professional Education Unit

Candidate: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Semester/ Year: \_\_\_\_\_ Time of Evaluation: Initial \_\_\_\_ Midpoint \_\_\_\_ End \_\_\_\_

Candidate's Program: \_\_\_\_\_

Dispositions	Pre-Awareness	Awareness	Readiness	Deepening Capacity	Comprehensive Capacity	Not Observed
<b><i>Academic Excellence, Critical Inquiry, and Reflection</i></b>						
Believes that all individuals can learn and succeed.						
Effectively self-reflects.						
Applies critical inquiry.						
Persists.						
Follows through on commitments.						
<b><i>Community and Service</i></b>						
Collaborates effectively with peers.						
Collaborates effectively with members of the community.						
Collaborates effectively with families of students.						
Collaborates effectively with students.						
Engages in service activities.						
<b><i>Ethics, Values and Diversity</i></b>						
Values diversity.						
Advocates for social justice.						
Adheres to the professional code of ethics.						
Applies fairness in decision-making.						
Takes direction and feedback with a positive attitude.						

**Comments:**

## LEAD 597/598P Practicum/Fieldwork Reflection Form

Name \_\_\_\_\_ Date \_\_\_\_\_

CPSEL Standard:

Experience (what did you do?):

Which bullet does the experience address?

What did you do as a leader to address the bullet in the standard? (What impact did your actions have for parents/staff/students?)

How did you grow in leadership by engaging in this experience? (What did you learn?)



# Triad Meeting Guiding Questions

Sample questions to ask to focus on the work of developing leadership knowledge skills. To be used in the triad meetings with University Supervisor, student and Mentor Principal:

## Questions for Students:

1. What skills have I attained and what experiences have I engaged in to attain them (organizationally and instructionally)?
2. What skills do I still need to work on and how will I attain them?
3. What new skills will I develop/enhance and how will I experience or acquire them?
4. When I walk into a classroom do I know which students are making progress? Based on what I see, am I able to make judgments as to what to do next?
5. In teaching adults, have I been able to determine which structures to use? What do teachers need as supports?
6. Am I clear about what I want to accomplish when I walk in a classroom or hold a meeting? What do the teachers need from me? Are they clear about what they are to do next? (If the teacher is unclear, perhaps I have been unclear.)

## Questions for the Mentor Principal:

1. What coaching has gone on since the last triad meeting to develop the problem solving skills of the student?
2. When I work with the student, do I know what I want to accomplish? How will I guide my questions to accomplish this?
3. How will I coach the student so that s/he continues to learn what is needed?
4. What are the next steps for the student?

# Educational Leadership Development Academy

## Triad Record Sheet

Student \_\_\_\_\_ Mentor Principal \_\_\_\_\_

Date \_\_\_\_\_

1. What has the student accomplished since the last visit? (Classroom visitations, feedback to teachers, led conferences or meetings, participated in IEP meetings, etc.) *Completed by the student*

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2. Which elements of the OPL Model for School Leadership did the student observe/practice/lead? *Completed by student and Mentor Principal.*

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3. What are the proposed next steps for the student? *Completed by student, Mentor Principal and University Supervisor.*

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### Signatures:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Mentor Principal

\_\_\_\_\_  
University Supervisor