

**Ed.S. Educational Leadership  
New Program Proposal  
Winthrop University**

**Additional Materials for**

**South Carolina Department of Education Review**

### III. South Carolina Department of Education Requirements

Description of how and when the new program will meet all state requirements as outlined in the Policy Guidelines for South Carolina Educator Preparation Units, including the following:

- A. **ADEPT** – Not Applicable
- B. **PADEPP** - The Educational Specialist program integrates the state standards for principal performance as defined in the *Program for Assisting, Developing, and Evaluating Principal Performance* in all course syllabi. All learner outcomes and assessments in each course are aligned to the PADEPP standards. Candidates will demonstrate knowledge and understanding of the standards and the performance criteria and translate these into everyday practice. The Performance Standards for South Carolina Principals (PADEPP) are directly aligned to the district level ELCC Standards and the ELCC SPA assessments and rubrics.
- C. **Education Economic Development Act (EEDA)** - An alignment matrix was prepared for each program to show where each of the EEDA concepts would be covered:

| EEDA Concept                      | Course Where Covered                               |
|-----------------------------------|--|
| Career Guidance                   | EDLD 702: Instructional Leadership and Supervision |
| Cluster of Study                  | EDLD 702: Instructional Leadership and Supervision |
| Elements of Career Guidance Model | EDLD 702: Instructional Leadership and Supervision |
| Diverse Learning Styles           | EDLD 702: Instructional Leadership and Supervision |
| Contextual Teaching               | EDLD 702: Instructional Leadership and Supervision |
| Cooperative Learning              | EDLD 702: Instructional Leadership and Supervision |
| Character Education               | EDLD 702: Instructional Leadership and Supervision |

- D. **South Carolina Standards of Conduct** - All candidates will be provided specific written information regarding the standards of conduct (based on S.C. Code Ann. 59-25-160, 59-25-530 and 20-7-945) required of South Carolina educators for initial licensure. The Standards of Conduct for South Carolina Educators will be introduced in EDLD 701 Advanced School Leadership and EDLD 711 Advanced School Law. Candidates will be assessed through reflective summaries.
- E. **South Carolina Safe School Climate Act** - The Educational Specialist program integrates the South Carolina Safe Schools Climate Act of 2006 (designed to prevent harassment, intimidation and bullying) in EDLD: 701 Advanced School Leadership. Candidates will be assessed through reflective summaries.
- F. **PreK-12 Academic Standards** – Not applicable

## **G. Admission Requirements (Advanced)**

The admission's criteria for the proposed Education Specialist program are as follows:

1. Three years of teaching experience and two years of school leadership experience
2. Possess an M.Ed. or equivalent in Educational Leadership with an overall GPA of 3.25
3. Possess licensure as a school principal
4. Completed application for graduate study at the university
5. Official transcripts of all undergraduate and graduate course work
6. Three letters of reference that address the candidates specific qualifications and dispositions
7. Completion of the entire selection process as determined by the university educational leadership faculty
8. Approval of the Winthrop University Educational Specialist Degree Selection Committee (includes partnership district representatives)
9. Acceptable GRE/MAT Scores

The screening process for the Ed.S Program will consist of but not be limited to the following:

1. Online assessment in leadership
2. Impromptu writing sample
3. In-basket activity involving leadership priority tasks
4. Role play addressing the Superintendent's responsibilities as a district leader
5. Personal interview with the Winthrop University Educational Specialist Degree Selection Committee

**H. Field and Clinical Experiences Required** – The Ed.S. in Educational Leadership program will include a three semester internship. The internships will occur in EDLD 721, 722, and 723: District Level Practicums I, II and III. These courses have been designed to meet the requirements for ELCC Standard 7 that candidates have opportunities for substantial experience, sustained experience, and a qualified on-site mentor. All candidates will complete a total of 55 District Leadership Activities that will address each of the ELCC District Level Leadership Standards. These activities will be in excess of 300 hours.

The details of the field experiences are outlined in course syllabi: EDLD 721, 722 and 723. The courses provide structured and significant opportunities for candidates to synthesize and apply the knowledge, and develop and practice district-level skills identified in the ELCC Standards 1-6 as well as provide opportunities for candidates to engage in self-assessment and reflection.

**I. Eligibility for Initial Certification (Assurance of Compliance)- Not Applicable**

## **J. Annual Reports (AACTE/CAEP and Title II)**

These reports are submitted at the unit level by the Associate Dean of the College of Education who oversees Assessment and Accreditation activities.

## **K. Commitment to Diversity Assurance**

All district-level candidates in the Educational Specialist Program must have experience in at least one of their field experiences or internships working with systems affecting student achievement whose demographics show evidence of diversity characterized by data on each of the following types of P-12 students:

- Male and female; and
- From different socioeconomic groups; and
- From at least two ethnic/racial groups (Ethnic/racial groups are those reported in the United States Census. They include: American Indian or Alaskan Native; Asian; Black, Non-Hispanic; Native Hawaiian or Other Pacific Islander; Hispanic; White, Non-Hispanic.); and
- English language learners; and
- With disabilities.

A “Field Experience and Internship Diversity Placement Information” form is completed by the candidate at the completion of each field experience and internship placement, and submitted to the Program Director of the Educational Leadership Program. The form is signed by the district-level candidate, the district-level supervisor and the university supervisor.

The program coordinator uses a table, “Candidate Diverse Field Experience and Internship Placement in P-12 Schools,” to monitor and verify that all candidates in the program have at least one experience working with each of the above mentioned types of P-12 students.

The unit’s conceptual framework: “*Advanced Core Professional Dispositions*,” includes eleven candidate proficiencies, as follows:

1. Advocates full and appropriate access to public education and human services for people with special needs and their families
2. Examines and makes appropriate professional decisions based on an advanced understanding of ethics and laws
3. Cares for and relates to students, families, and the larger learning community
4. Appreciates the value of using research to inform practice
5. Models life-long learning
6. Promotes an appreciation and understanding of diversity in families and society
7. Advocates for the development of individuals to their full potential
8. Respects and cooperates with others
9. Displays overall dispositions/behavior consistent with expectations of the profession
10. Believes that all students can learn
11. Works with students and colleagues in a fair and equitable manner

## **L. Professional Development Courses – Not applicable**

## **M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS – Not applicable**

## **N. Experimental or Innovative Programs Policy (Assurance of Compliance) - Not applicable**

- O. ISTE (National Educational Technology for Administrators (NETS.T) Standards Alignment-** The National Educational Technology Standards for Administrators are directly aligned to the ELCC Standards and Assessments 2-6. District-level candidates are introduced to the ISTE standards in EDLD 701 Advanced School Leadership.

#### **IV. ELCC SPA or Other National Specialized and/or Professional Association Standards**

##### **Section A: Context (Institutional/State policies that may influence application of standards)**

The Educational Specialist degree in Educational Leadership is designed to provide candidates with opportunities to study and apply theories, standards and practices in educational administration and to prepare them for district-level leadership positions in public and private districts. The ELCC Standards provide a framework for the program. Candidates seeking licensure after completing the degree requirements further develop, apply, and document their knowledge, performances and dispositions learned in the classroom through an extensive supervised school-based internship. Completing the degree, internship requirements, and a passing score on the PRAXIS II Educational Leadership: Administration and Supervision exam earns the candidate licensure as a school administrator in South Carolina.

The institutional policies of Winthrop University embrace both content and intent of the ELCC Standards for District-Level Administrators. The policies of the South Carolina Department of Education (D.O.E.) identify requirements for content examinations and field experiences that are in concert with the ELCC requirements. In accordance with the relationship between the South Carolina Department of Education and Winthrop University, the accreditation visit from the South Carolina DOE will be concurrent with the CAEP site visit. The only influence of state and institutional policies on the application of ELCC Standards is one of support and augmentation.

**Section B: List of Assessments (Completion of chart to reflect 6-8 assessments)**

| <b>Expected Student Learning Outcomes</b>   | <b>Name of Assessment</b>                            | <b>Type of Assessment</b>    | <b>When Administered</b>  |
|---|--|------------------------------|---|
| Assessment 1:<br>Content<br>ELCC Standards 1-6  | Comprehensive Exam<br>completion of core<br>courses. | Comprehensive<br>Examination | Completion of core<br>courses.  |
| Assessment 2:<br>Content<br>ELCC Standards 1-6  | Case Study   | Case Study                   | EDLD 703 Politics,<br>Policy and<br>Community<br>Relations in<br>Education                        |
| Assessment 3:<br>Professional Leadership<br>Skills in Instructional<br>Leadership<br>ELCC Standards 1 and 2   | District Entry Plan                                  | Project                      | EDLD 702<br>Instructional<br>Leadership,<br>Supervision, and<br>Program Evaluation                |
| Assessment 4:<br>Professional Leadership<br>Skills in a District Level<br>Internship Setting<br>ELCC Standards 1-6  | Supervisor Evaluations                               | Evaluations                  | EDLD 721, 722, and<br>723 (District Level<br>Practicums I-III)                                    |
| Assessment 5:<br>Professional Leadership<br>Skills that Support P-12<br>Student Learning<br>ELCC Standards 2, 4,<br>and 5   | Impact Evaluation                                    | Project                      | EDLD 702<br>Instructional<br>Leadership,<br>Supervision, and<br>Program Evaluation                |
| Assessment 6:<br>Professional Leadership<br>Skills in Organization<br>Management and<br>Community Relations<br>ELCC Standards 3 and 4<br>Assessment 7 (optional):<br>Exit Survey<br>ELCC Standard 7 | Facilities Plan<br><br>Exit Survey                   | Project<br><br>Survey        | EDLD 712 Facilities<br>Planning<br><br>3 months of<br>successful<br>completion of the<br>program. |

**Section C: Relationship of assessments to standards (completion of chart)**

Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

| Standard 1.0   | #1 | #2 | #3 | #4 | #5 | #6 |
|--|----|----|----|----|----|----|
| 1.1 Candidates understand and collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district                           | X  | X  | X  | X  |    |    |
| 1.2 Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals | X  | X  | X  | X  |    |    |
| 1.3 Candidates understand and can promote continual and sustainable district improvement   | X  | X  | X  | X  |    |    |
| 1.4 Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders  | X  | X  | X  | X  |    |    |

Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

| Standard 2.0  | #1 | #2 | #3 | #4 | #5 | #6 |
|---|----|----|----|----|----|----|
| 2.1 Candidates understand can advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students | X  | X  | X  | X  | X  |    |
| 2.2 Candidates understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional district program  | X  | X  | X  | X  | X  |    |
| 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity across the district   | X  | X  | X  | X  | X  |    |
| 2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district   | X  | X  | X  | X  | X  |    |

Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

| Standard 3.0   | #1 | #2 | #3 | #4 | #5 | #6 |
|--|----|----|----|----|----|----|
| 3.1 Candidates understand and can monitor and evaluate district management and operational systems   | X  | X  |    | X  |    | X  |
| 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district   | X  | X  |    | X  |    | X  |
| 3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district | X  | X  |    | X  |    | X  |
| 3.4 Candidates understand and can develop district capacity for distributed leadership   | X  | X  |    | X  |    | X  |
| 3.5 Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning                         | X  | X  |    | X  |    | X  |

Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation and use of the community’s diverse cultural, social and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

| Standard 4.0   | #1 | #2 | #3 | #4 | #5 | #6 |
|--|----|----|----|----|----|----|
| 4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment                | X  | X  |    | X  | X  | X  |
| 4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation and use of the community’s diverse cultural, social and intellectual resources throughout the district | X  | X  |    | X  | X  | X  |
| 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers   | X  | X  |    | X  | X  | X  |

|   |   |   |  |   |   |   |
|---|---|---|--|---|---|---|
| 4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners | X | X |  | X | X | X |
|---|---|---|--|---|---|---|

Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

| Standard 5   | #1 | #2 | #3 | #4 | #5 | #6 |
|--|----|----|----|----|----|----|
| 5.1 Candidates understand and can act with integrity and fairness to ensure a district systems of accountability for every student’s academic and social success       | X  | X  |    | X  | X  |    |
| 5.2 Candidates understand can model principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the district | X  | X  |    | X  | X  |    |
| 5.3 Candidates understand and can safeguard the values of democracy, equity and diversity within the district  | X  | X  |    | X  | X  |    |
| 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district   | X  | X  |    | X  | X  |    |
| 5.5 Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling                        | X  | X  |    | X  | X  |    |

Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context within the district through advocating for district students, families and caregivers; acting to influence local, district, state and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

| Standard 6.0  | #1 | #2 | #3 | #4 | #5 | #6 |
|---|----|----|----|----|----|----|
| 6.1 Candidates understand and can advocate for district students, families and caregivers   | X  | X  |    | X  |    |    |
| 6.2 Candidates understand and can act to influence local, district, state and national decisions affecting student learning in a district environment | X  | X  |    | X  |    |    |
| 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies        | X  | X  |    | X  |    |    |

Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

| Standard #7  | #1 | #2 | #3 | #4 | #5 | #6 | #7 |
|--|----|----|----|----|----|----|----|
| 7.1 Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences. |    |    |    | X  |    |    | X  |
| 7.2 Sustained Experience: Candidates are provided a six- month concentrated (9-12 hours per week) internship that includes field experiences within a district environment   |    |    |    | X  |    |    | X  |
| 7.3 Qualified On-Site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution  |    |    |    | X  |    |    | X  |

**Section D: Planned evidence for meeting standards (description of assessment its use, directions to candidates, the rubric or score guide and a discussion of any other evidence to be collected in support of the standards).**

The following are descriptions and rubrics of the assessments and their use in the Ed.S. in Educational Leadership Program. In addition, each assessment is aligned with specific ELCC Standards as cited in Section C: Relationship of Standards to assessments.

**Assessment #1**  
**Comprehensive Examination – ED.S.**

**Question 1:**

The school board expects you to move the district forward in an expedited manner:

- a. How do you promote continual and sustainable district improvement?
- b. What data sources would you use to identify district goals and create strong plans to achieve these?
- c. How would you evaluate the progress of these plans to insure that they are successful?
- d. How will you insure that the vision statement is reflected in the educational/fiscal/human resources programs of the school district?

| ELCC Standard Addressed | Target  | Acceptable  | Not Acceptable   |
|-------------------------|---|---|--|
| 1                       | <p>The candidate demonstrates superior understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows superior understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows superior understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows superior understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p> | <p>The candidate demonstrates an adequate understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows an adequate understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows an adequate understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows an adequate understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p> | <p>The candidate demonstrates minimal or no understanding and cannot promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows minimal or no understanding and cannot collect and use data to identify district goals, assess organizational effectiveness, or implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows minimal or no understanding and cannot evaluate district progress or revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows minimal or no understanding and cannot collaboratively develop, articulate, implement, or steward a shared district vision of learning for a school district. (1.1)</p> |

**Question 2:**

You have just taken a leadership role in a district with low test scores and weak teacher performance. How will you:

- a. Create a district culture and instructional program conducive to student learning?
- b. Evaluate the district curricular and instructional program?
- c. Develop a system of supervision of district instructional leaders?
- d. Insure that technology is being used to support district teaching and learning?

| ELCC Standard Addressed | Target   | Acceptable   | Not Acceptable  |
|-------------------------|--|--|---|
| 2                       | <p>Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates minimal or no ability to create or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4)</p> |

**Question 3:**

The school district has struggled with management issues. You have been charged with evaluating and improving the management structure in the school district. How will you address the following?

- a. District management and operational systems
- b. The use of human, fiscal and technological resources

- c. The current policies and procedures that address the welfare and safety of students and staff
- d. Distributed leadership capacity
- e. Allocation of time

| ELCC Standard Addressed | Target   | Acceptable  | Not Acceptable   |
|-------------------------|--|---|--|
| 3                       | <p>Candidate demonstrates a superior understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates a superior understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>Candidate demonstrates an adequate understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates an adequate understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>Candidate demonstrates little or no understanding of and is not able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates little or no understanding of and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> |

**Question 4:**

The Board has asked you to develop a plan for improving the community involvement in school district. Describe how you would address a system of collaboration with all district stakeholders.

| ELCC Standard Addressed | Target  | Acceptable   | Not Acceptable  |
|-------------------------|---|--|---|
| 4                       | <p>Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> | <p>Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> | <p>Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> |

|  |   |  |   |
|--|---|--|---|
|  | <p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> |
|--|---|--|---|

**Question 5:**

The school district has just been sued for alleged racial discrimination against a student and a teacher. The district has been charged by the court to develop and publish a policy that addresses the moral, legal, and ethical behavior of the board of education and administration. Describe what that policy would look like and what components would be present.

| ELCC Standard Addressed | Target  | Acceptable   | Not Acceptable  |
|-------------------------|---|--|---|
| 5                       | <p>Candidate demonstrates a superior understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. (5.1)</p> <p>Candidate demonstrates a superior understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates a superior understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates a superior understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates a superior understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> | <p>Candidate demonstrates an adequate understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. (5.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates an adequate understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> | <p>Candidate demonstrates little or no understanding of and is not able to act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. (5.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates little or no understanding of and is not able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> |

**Question 6:**

As a district leader how will you design and implement a system for contacting, informing and influencing the greater political, social and legal systems in the school district about emerging trends in education? Also address the school leader's impact on the economic and culture uniqueness of the district.

| ELCC Standard Addressed | Target  | Acceptable   | Not Acceptable   |
|-------------------------|---|--|--|
| 6                       | <p>Candidate demonstrates a superior understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates a superior understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates a superior understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p> | <p>Candidate demonstrates an adequate understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates an adequate understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates an adequate understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p> | <p>Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates little or no understanding of and cannot act to influence local, district, state, or national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates little or no understanding of and cannot anticipate or assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p> |

**Assessment #2 – Case Study**  
**Administered in EDLD 703 - Politics, Policy and Community Relations in Education**

**Assignment:**

You are the new Superintendent of the Winthrop School District and started in your position in January due to the resignation of the existing Superintendent who was alleged to have misappropriated school district funds. The school community, parents, Board of Education, and State Department of Education are all voicing concerns about the district’s well-being and future. There is a great deal of unrest with the employees of the school district as well, and rumors are circulating that there will be a reduction in force due to financial exigencies. The Board has asked you to develop and publish a public plan. This plan should address the Vision (ELCC 1), Instructional Program (ELCC 2), Financial/Personnel Management of the school district (ELCC 3), the community collaboration policies of the district (ELCC 4) and finally, address the measures that will be taken to address the concerns of the SCDOE (ELCC 6) and to make the stakeholders understand that the district is in good standing and will function at a high level of accountability (ELCC 5).

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>   | <b>Not Acceptable</b>  |
|--------------------------------|---|---|--|
| 1                              | <p>The candidate demonstrates superior understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows superior understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows superior understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows superior understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p> | <p>The candidate demonstrates an adequate understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows an adequate understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows an adequate understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows an adequate understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p> | <p>The candidate demonstrates minimal or no understanding and cannot promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows minimal or no understanding and cannot collect and use data to identify district goals, assess organizational effectiveness, or implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows minimal or no understanding and cannot evaluate district progress or revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows minimal or no understanding and cannot collaboratively develop, articulate, implement, or steward a shared district vision of learning for a school district. (1.1)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>  | <b>Not Acceptable</b>   |
|--------------------------------|--|--|---|
| 2                              | <p>Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates minimal or no ability to create or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>   | <b>Not Acceptable</b>  |
|--------------------------------|--|---|--|
| 3                              | <p>Candidate demonstrates a superior understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates a superior understanding of</p> | <p>Candidate demonstrates an adequate understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates an adequate understanding of</p> | <p>Candidate demonstrates little or no understanding and is not able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates little or no understanding of</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>  | <b>Not Acceptable</b>   |
|--------------------------------|--|--|---|
|                                | <p>and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>   | <b>Not Acceptable</b>   |
|--------------------------------|---|---|---|
| 4                              | <p>Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a</p> | <p>Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an</p> | <p>Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>   | <b>Not Acceptable</b>   |
|--------------------------------|---|---|---|
|                                | superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4) | adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4) | little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4) |

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>  | <b>Not Acceptable</b>   |
|--------------------------------|---|--|---|
| 5                              | <p>Candidate demonstrates a superior understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates a superior understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates a superior understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates a superior understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates a superior understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> | <p>Candidate demonstrates an adequate understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates an adequate understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> | <p>Candidate demonstrates little or no understanding of and is not able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates little or no understanding of and is not able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b> | <b>Acceptable</b> | <b>Not Acceptable</b> |
|--------------------------------|---------------|-------------------|-----------------------|
|--------------------------------|---------------|-------------------|-----------------------|

|          |   |  |  |
|----------|---|--|--|
| <p>6</p> | <p>Candidate demonstrates a superior understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates a superior understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates a superior understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p> | <p>Candidate demonstrates an adequate understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates an adequate understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates an adequate understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p> | <p>Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates little or no understanding of and cannot act to influence local, district, state, or national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates little or no understanding of and cannot anticipate or assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p> |
|----------|---|--|--|

**Assessment #3 – District Entry Plan  
Administered in EDLD 704 – Executive Leadership**

**Assignment:**

You are the new leader of the Winthrop School District. The Board of Education has asked you to develop and publish an entry plan that will describe the first 90 days of your Superintendency. In this entry plan you should address the following areas:

- a. The philosophy you have in regards to the district vision, district Goals, district improvement and district assessment. (ELCC 1)
- b. Your plan for improving the district culture, instructional programs, leadership, and technology. (ELCC 2)
- c. Your plan for improving the district’s community relations program, partnerships, and utilization of the community’s resources. (ELCC 4)
- d. Your plan to advocate for and improve the school district’s finances, facilities and safety. (ELCC 3)
- e. Your plan to advocate for and improve the school district’s political position advocating for support for emerging trends in education. (ELCC 6)

| ELCC Standard Addressed | Target  | Acceptable  | Not Acceptable   |
|-------------------------|---|---|--|
| 1                       | <p>The candidate demonstrates superior understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows superior understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows superior understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows superior understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p> | <p>The candidate demonstrates an adequate understanding and can promote continual and sustainable district improvement.</p> <p>The candidate shows an adequate understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.</p> <p>The candidate shows an adequate understanding and can evaluate district progress and revise district plans supported by district stakeholders.</p> <p>The candidate shows an adequate understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.</p> | <p>The candidate demonstrates minimal or no understanding and cannot promote continual and sustainable district improvement.</p> <p>The candidate shows minimal or no understanding and cannot collect and use data to identify district goals, assess organizational effectiveness, or implement district plans to achieve district goals.</p> <p>The candidate shows minimal or no understanding and cannot evaluate district progress or revise district plans supported by district stakeholders.</p> <p>The candidate shows minimal or no understanding and cannot collaboratively develop, articulate, implement, or steward a shared district vision of learning for a school district.</p> |

| ELCC Standard Addressed | Target   | Acceptable   | Not Acceptable  |
|-------------------------|--|--|---|
| 2                       | <p>Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates minimal or no ability to create or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>   | <b>Not Acceptable</b>   |
|--------------------------------|--|---|---|
| 3                              | <p>Candidate demonstrates a superior understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates a superior understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>Candidate demonstrates an adequate understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates an adequate understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>Candidate demonstrates little or no understanding and is not able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates little or no understanding of and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>   | <b>Not Acceptable</b>  |
|--------------------------------|--|---|--|
| 4                              | Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information | Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information | Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>   | <b>Not Acceptable</b>  |
|--------------------------------|--|---|--|
|                                | <p>pertinent to the improvement of the district’s educational environment. (4.1)</p> <p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>pertinent to the improvement of the district’s educational environment. (4.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>pertinent to the improvement of the district’s educational environment. (4.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>   | <b>Not Acceptable</b>  |
|--------------------------------|---|---|--|
| 6                              | <p>Candidate demonstrates a superior understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates a superior understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> | <p>Candidate demonstrates an adequate understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates an adequate understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> | <p>Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates little or no understanding of and cannot act to influence local, district, state, or national decisions affecting student learning in a district environment. (6.2)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>   | <b>Not Acceptable</b>  |
|--------------------------------|--|---|--|
|                                | Candidate demonstrates a superior understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3) | Candidate demonstrates an adequate understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3) | Candidate demonstrates little or no understanding of and cannot anticipate or assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3) |

**Assessment #4 – Practicum Activities  
EDLD 721 – 722 – 723 Practicums**

Activities (Sample)

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Probable Artifact</b>                                     |
|---------------------------|--|--|---|---|--|
| ELCC 1.1                  | The candidate will acquire their current school district’s mission and vision statement. Collaborate with the current superintendent/designee and discuss and revise the existing district vision. | The candidate shows superior understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1) | The candidate shows an adequate understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1) | The candidate shows minimal or no understanding and cannot collaboratively develop, articulate, implement, or steward a shared district vision of learning for a school district. (1.1) | Copy of the District’s revised mission and vision statement. |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Probable Artifact</b>                             |
|---------------------------|---|--|---|---|--|
| ELCC 1.2                  | The candidate will collect information from their current district including Resource Data, Student Achievement Data, Perception Data, and Demographic Data. The candidate will use this data to construct and evaluation process of the district’s strategic plan. | The candidate shows superior understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2) | The candidate shows an adequate understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2) | The candidate shows minimal or no understanding and cannot collect and use data to identify district goals, assess organizational effectiveness, or implement district plans to achieve district goals. (1.2) | Data sheets, and district strategic plan evaluation. |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>   | <b>Adequate</b>  | <b>Not Acceptable</b>   | <b>Probable Artifact</b>  |
|---------------------------|---|---|--|---|---|
| ELCC 1.3                  | The candidate will acquire their district’s professional development plan, and working with the Supt. /designee, make amendments and suggestions for improvement. The plan should focus on a plan of transformational change. | The candidate demonstrates superior understanding and can promote continual and sustainable district improvement. (1.3) | The candidate demonstrates an adequate understanding and can promote continual and sustainable district improvement. (1.3) | The candidate demonstrates minimal or no understanding and cannot promote continual and sustainable district improvement. (1.3) | District’s professional development plan after consultation and revision has taken place. |

| <b>Standard</b> | <b>Activity</b> | <b>Target</b> | <b>Adequate</b> | <b>Not</b> | <b>Probable</b> |
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| <b>Addressed</b> |  |   |  | <b>Acceptable</b>  | <b>Artifact</b>   |
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| ELCC 1.4         | The candidate will acquire the district's vision and mission statement and develop a method of evaluation. The evaluation should include the process that will be used to communicate the progress to the various district stakeholders. | The candidate shows superior understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4) | The candidate shows an adequate understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4) | The candidate shows minimal or no understanding and cannot evaluate district progress or revise district plans supported by district stakeholders. (1.4) | Mission and Vision Evaluation Plan and communication process. |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>  | <b>Not Acceptable</b>  | <b>Artifact</b>  |
|---------------------------|---|--|--|--|--|
| ELCC 2.1                  | The candidate will design, administer/gather results from a teacher survey assessing district culture; in particular, examine collaboration, trust, a personalized learning environment, and high expectations for students. The candidate will use this data to determine strengths and needs of the district. The data will be used to provide recommendations to the superintendent for improvement promoting the instructional program across the district. | Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1) | Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1) | Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1) | The survey, survey results, and list of strengths and needs of the district with recommendations for improvement |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>   | <b>Adequate</b>                                   | <b>Not Acceptable</b>                                  | <b>Artifact</b>                                       |
|---------------------------|---|---|---|--|---|
| ELCC 2.2                  | The candidate will select a school at each level (elementary, middle or high) and involve | Candidate demonstrates superior ability to create and | Candidate demonstrates adequate ability to create | Candidate demonstrates minimal or no ability to create | Audit results; Summary of recommendations shared with |

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|  | curriculum specialists and principals in an instructional/curricular audit. Results will be shared with the principal and discussion will include recommendations for growth/next steps. | evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2) | and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2) | or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2) | the principal. |
|--|--|---|---|--|----------------|

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>   | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>                                    |
|---------------------------|--|---|---|--|--|
| ELCC 2.3                  | Coach a principal, leadership team in a school to build the instructional leadership capacity in the school. | Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3) | Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3) | Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3) | Coaching journal; materials from coaching sessions |

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>   | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b>   |
|---------------------------|--|---|---|---|---|
| ELCC 2.4                  | Meet with district personnel to assess the effectiveness and appropriateness of district technologies supporting teaching and learning. Prioritize the needs found. Lead a discussion with a team of principals to strategize technology initiatives to move the district forward. | Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4) | Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4) | Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4) | Assessment findings; prioritized needs, summary of discussion with principals |

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b>  |
|---------------------------|--|--|---|---|--|
| ELCC 3.1                  | The candidate will develop S.M.A.R.T. goals for their home district's strategic plan. If no plan exists the candidate will analyze the districts processes and operations developing them into a strategic plan. | Candidate demonstrates a superior understanding of and is able to monitor and evaluate district management and operational | Candidate demonstrates an adequate understanding of and is able to monitor and evaluate district management | Candidate demonstrates little or no understanding and is not able to monitor and evaluate district management and operational | S.M.A.R.T. goals for the district's strategic plan and/or the development of a strategic plan that addresses the |

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|  |  | systems. (3.1) | and operational systems. (3.1) | systems. (3.1) | district's current processes and operations. |
|--|--|----------------|--------------------------------|----------------|--|

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b>                         |
|---------------------------|---|--|---|---|---|
| ELCC 3.2                  | The candidate will work with the Supt/designee in developing multi-year fiscal plan and annual budget aligned to the district's priorities and goals; | Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2) | Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2) | Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2) | Fiscal plan that covers multiple years. |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b>                           |
|---------------------------|---|--|---|---|---|
| ELCC 3.3                  | The candidate will acquire their home district's school emergency response plan and update as appropriate to current state and national safety standards. | Candidate demonstrates a superior understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3) | Candidate demonstrates an adequate understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3) | Candidate demonstrates little or no understanding of and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3) | Revised and updated district safety plan. |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b>                     |
|---------------------------|---|--|---|---|-------------------------------------|
| ELCC 3.4                  | The candidate will develop a district chain of command that emphasis leadership capabilities at various levels within the district. The chain of command should address how the administration involves personnel in the decision making process. | Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4) | Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4) | Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4) | District Chain of Command document. |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b> |
|---------------------------|---|--|---|---|-----------------|
| ELCC 3.5                  | The candidate will work with the Supt/designee in the development of the school calendar. | Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5) | Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5) | Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5) | School Calendar |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>   |
|---------------------------|---|--|---|--|---|
| ELCC 4.1                  | The candidate will use current, available data to identify one of the district's educational areas for improvement. The candidate will present the need to committees of both faculty and community members, providing details, sharing previous efforts for improvement, barriers, and a compelling case for community support. The candidate will conduct a work session where ideas are brainstormed and analyzed to determine vital behaviors that will make a positive impact. | Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1) | Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1) | Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1) | Justification of need based on data, presentation, work session notes and work products |

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>   | <b>Adequate</b>  | <b>Not Acceptable</b>   | <b>Artifact</b>   |
|---------------------------|--|---|--|---|---|
| ELCC 4.2                  | The candidate will identify and promote community resources that can be mobilized to make a positive impact working with the schools to support student learning. The community's diverse cultural, social, and intellectual resources will be promoted. | Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, | Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse | Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, | List of community resources; promotion strategies and tools for involvement across the district |

| <b>Standard Addressed</b> | <b>Activity</b> | <b>Target</b>   | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b> |
|---------------------------|-----------------|---|---|---|-----------------|
|                           |                 | social, and intellectual resources throughout the district. (4.2) | cultural, social, and intellectual resources throughout the district. (4.2) | social, and intellectual resources throughout the district. (4.2) |                 |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>   | <b>Adequate</b>  | <b>Not Acceptable</b>   | <b>Artifact</b>   |
|---------------------------|---|---|--|---|---|
| ELCC 4.3                  | The candidate will work with the superintendent to identify a controversial community issue affecting the school district's relationships with families and caregivers. Action steps will be identified to resolve the issue by involving parents in improvement efforts. The candidate will implement and evaluate the impact of these action steps. | Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3) | Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3) | Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3) | Description of controversial community issue; action steps to resolve issues; impact and evaluation of actions to resolve issue |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>  |
|---------------------------|---|--|---|--|--|
| ELCC 4.4                  | The candidate will attend community meetings (chamber meetings, business partners, faith interests, political constituents) with the superintendent. Follow-up work will be led by the candidate in order to strengthen productive relationships with community partners. | Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4) | Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4) | Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4) | Minutes/notes from community meetings; follow-up projects designed and implemented |

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| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>  |
|---------------------------|---|--|---|--|--|
| ELCC 5.1                  | The candidate will evaluate school board policy as it relates to practices that insure student academic and social success. | Candidate demonstrates a superior understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1) | Candidate demonstrates an adequate understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1) | Candidate demonstrates little or no understanding of and is not able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1) | Report on school district policy as it relates to practices that insure student academic and social success. |

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>     |
|---------------------------|--|--|---|--|---------------------|
| ELCC 5.2                  | The candidate working with the Supt./Designee will develop a public statement that addresses the ethical and moral leadership platform of which the school district functions. | Candidate demonstrates a superior understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2) | Candidate demonstrates an adequate understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2) | Candidate demonstrates little or no understanding of and is not able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2) | Leadership platform |

| <b>Standard Addressed</b> | <b>Activity</b>        | <b>Target</b> | <b>Adequate</b> | <b>Not Acceptable</b> | <b>Artifact</b> |
|---------------------------|------------------------|---------------|-----------------|-----------------------|-----------------|
| ELCC 5.3                  | The candidate, working | Candidate     | Candidate       | Candidate             | Board Policy    |

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|  | with the Supt. /Designee will examine, review and amend district employment policies as it relates to equity, democracy, and diversity. Specifically as it relates to the employment of minorities and other under-represented populations. | demonstrates a superior understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3) | demonstrates an adequate understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3) | demonstrates little or no understanding of and is not able to safeguard the values of democracy, equity, and diversity within the district. (5.3) | that relates to employment practices of minority and under-represented populations. |
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| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>   | <b>Adequate</b>  | <b>Not Acceptable</b>   | <b>Artifact</b>               |
|---------------------------|---|---|--|---|-------------------------------|
| ELCC 5.4                  | The candidate working with the Supt/Designee will evaluate or in some cases develop a district grievance procedure that is in place to handle educational dilemmas in an ethical, moral and legal manner. | Candidate demonstrates a superior understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4) | Candidate demonstrates an adequate understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4) | Candidate demonstrates little or no understanding of and is not able to evaluate the potential moral and legal consequences of decision making in the district. (5.4) | District grievance procedure. |

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>   |
|---------------------------|--|--|---|--|---|
| ELCC 5.5                  | The candidate working with the Supt/Designee will examine, revise or develop school board policies that ensure student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the district; | Candidate demonstrates a superior understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5) | Candidate demonstrates an adequate understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5) | Candidate demonstrates little or no understanding of and is not able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5) | Examples of school board policies that ensure student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the district; |

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>   | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b>                                      |
|---------------------------|--|---|---|---|--|
| ELCC 6.1                  | The candidate will attend a series of school board meetings with the superintendent. The candidate will assist the | Candidate demonstrates a superior understanding of and can advocate | Candidate demonstrates an adequate understanding of and can | Candidate demonstrates little or no understanding of and cannot | Notes from board meetings; Planning session minutes; |

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|  | superintendent in planning for these meetings and conducting follow-up tasks to advocate for the students and families in the district. | for district students, families, and caregivers. (6.1) | advocate for district students, families, and caregivers. (6.1) | advocate for district students, families, and caregivers. (6.1) | follow-up tasks conducted by intern. |
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| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>   | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>   |
|---------------------------|--|---|---|--|---|
| ELCC 6.2                  | The candidate will carefully monitor actions at the local district, state, and national decisions and their impact on the school district. Accompany the superintendent to events where these issues are addressed. Prepare documents, presentations, and/or press releases to inform the public of these decisions. | Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1) | Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1) | Candidate demonstrates little or no understanding of and cannot act to influence local, district, state, or national decisions affecting student learning in a district environment. (6.2) | Notes from meetings; documents, presentations, and/or press releases to inform the public |

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>  |
|---------------------------|--|--|---|--|--|
| ELCC 6.3                  | The candidate will anticipate and assess emerging trends and initiatives affecting the district. Working with district personnel and school administrators, the candidate will provide a work session where the issue is explored and strategies for addressing the trends can be collected and evaluated. | Candidate demonstrates a superior understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3) | Candidate demonstrates an adequate understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3) | Candidate demonstrates little or no understanding of and cannot anticipate or assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3) | Emerging issues and trends; notes from work session; products designed to address needs. |

**Assessment #5 – Impact Evaluation**  
**EDLD 702 Instructional Leadership, Supervision, and Program Evaluation**

**Assignment:**

Each student will gather data from an area school district where they are NOT employed. The candidate will make arrangements to meet with the Superintendent or designee to discuss program evaluation and impact. The candidate will acquire all necessary data to determine program effectiveness. The data will include but not be limited to Resource Data, Perception Data, Student Achievement Data, and Demographic Data. After analysis of this data the candidate will develop a Program Evaluation Plan for their current school district. This plan should include but not be limited to Culture and Best Practices (ELCC 2), Community Involvement and Collaboration (ELCC 4), and methodology that emphasize transparency, attention to diversity and cultural differences, and ethical communication with all stakeholders. (ELCC 5)

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>  | <b>Not Acceptable</b>   |
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| 2                              | <p>Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates minimal or no ability to create or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>   | <b>Not Acceptable</b>   |
|--------------------------------|---|---|---|
| 4                              | <p>Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment. (4.1)</p> <p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment. (4.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment. (4.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>  | <b>Not Acceptable</b>   |
|--------------------------------|--|--|---|
| 5                              | <p>Candidate demonstrates a superior understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. (5.1)</p> <p>Candidate demonstrates a superior understanding of and is able to model</p> | <p>Candidate demonstrates an adequate understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. (5.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to model</p> | <p>Candidate demonstrates little or no understanding of and is not able to act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. (5.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to model principles</p> |

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|  | <p>principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates a superior understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates a superior understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates a superior understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> | <p>principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates an adequate understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> | <p>of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates little or no understanding of and is not able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> |
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**Assessment #6 – Facilities Plan  
EDLD 712 Facilities Planning**

**Assignment:**

The candidate will be provided with a hypothetical school district and charged with the developed of district wide building plan. The candidate will include the following information in their plan. Data collection, population and growth data, student to teacher ratio, land acquisition, construction costs, community involvement, leadership delegation and responsibility, school board involvement, financing, long term and short term debt service, DOE involvement and regulation, and campaign strategies. In addition, the candidate will develop a contingency plan for the school district if the building plan is not accepted or is defeated by the voters. (ELCC Standards 3 & 4)

| <b>ELCC Standard Addressed</b> | <b>Target</b>            | <b>Acceptable</b>         | <b>Not Acceptable</b>         |
|--------------------------------|--------------------------|---------------------------|-------------------------------|
| 3                              | Candidate demonstrates a | Candidate demonstrates an | Candidate demonstrates little |

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>   | <b>Not Acceptable</b>   |
|--------------------------------|---|---|---|
|                                | <p>superior understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates a superior understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>adequate understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates an adequate understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>or no understanding and is not able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates little or no understanding of and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>  | <b>Not Acceptable</b>  |
|--------------------------------|--|--|--|
| 4                              | <p>Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse</p> | <p>Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse</p> | <p>Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>   | <b>Not Acceptable</b>   |
|--------------------------------|---|---|---|
|                                | <p>cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> |

**Assessment #7 – Exit Survey**  
**Within Three Months of Program Completion**

**Assignment/Assessment:**

The assessment will be administered to each candidate within 3 months of successful completion of the program. Data collected from this Exit Survey will be used to evaluate ELCC Standard 7, as well as provide specific feedback for program improvement and rigor. The following survey will be administered:

# Winthrop University EDLD ED.S. Exit Survey

## 1. EDLD ED.S. EXIT INTERVIEW

Please fill in the following information. The responses will be kept confidential. We are interested in your input so that we can continue to offer quality Educational Leadership Programs at Winthrop University.

### 1. Your Name: (Optional)

### 2. Your Address (Optional)

Street Address

City

State

Zip Code

### 3. Your E-Mail Address:(Optional)

### \*4. What is your gender?

Male

Female

### \*5. To which racial or ethnic group(s) do you most identify?

American Indian or  
Alaskan Native

Asian or Pacific  
Islander

Hispanic or Mexican  
American

Black or African  
American (Non-Hispanic)

White (Non-Hispanic)

### \*6. Have any of your family members attended Winthrop University?

Yes

No

### \*7. What is your residency status?

In State

Out of State

International

### \*8. Were you employed while you were working on your ED.S. degree in Educational Leadership?

Yes

No

## Winthrop University EDLD ED.S. Exit Survey

### 2. Page Two - EDLD ED.S. Exit Survey

Please indicate how much you agree or disagree with the following statements.

**\*9. I was treated with respect during my time in the Winthrop ED. S. Educational Leadership Program.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*10. Being in the ED.S. Program has increased my self-confidence.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*11. The Winthrop ED.S. Program has clear goals for its students.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*12. The Winthrop ED.S. Program has clear expectations for its students.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*13. Sufficient individual attention is paid to students in the ED.S. Program.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*14. Winthrop University's Educational Leadership Faculty provide high quality instruction.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*15. I was well informed about degree requirements early in my academic program.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*16. I was satisfied with the academic advice provided by my academic advisor.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*17. I believe that I have been fairly treated by the Winthrop University Educational Leadership Faculty.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*18. My grades reflect the amount of effort I put into my class work.**

Strongly Agree       Agree       Disagree       Strongly Disagree

## Winthrop University EDLD ED.S. Exit Survey

**\*19. Winthrop University has adequately prepared me to compete in the job market.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*20. I was prepared to use technology in my leadership role.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*21. Ethics and integrity were integrated into all of my ED.S. Classes.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*22. My presentation skills improved during the ED.S. program.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*23. I feel good about job opportunities in the field of Educational Leadership.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*24. Will you have a job upon graduation?**

Yes       No

**\*25. What position best describes your job at the BEGINNING of the ED.S. program.**

Classroom Teacher       Assistant Principal       Administrative Assistant for the Principal       Central Office Personnel       Counselor       Private Business Outside of Education       Athletic Director       Lead Teacher     

**\*26. Which best describes the position you will most likely have within a year upon completion of the program?**

Superintendent       Associate Superintendent       Assistant Superintendent       District Administrator       Principal       Assistant Principal       Curriculum Coordinator       Athletic Director

## Winthrop University EDLD ED.S. Exit Survey

### 3. The Courses

For the following questions please check your level of satisfaction with each of the following courses in the program.

**\*27. EDLD 701 - Advanced School District Leadership**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*28. EDLD 702 - Instructional Leadership, Supervision, and Program Evaluation**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*29. EDLD 703 - Politics, Policy and Community Relations in Education**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*30. EDLD 704 - Executive Leadership**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*31. EDLD 710 - School District Finance**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*32. EDLD 711 - Advanced School Law**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*33. EDLD 712 - Facilities Planning**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*34. EDLD 721 - District Level Practicum 1**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*35. EDLD 722 - District Level Practicum 2**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*36. EDLD 723 - District Level Practicum 3**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*37. EDLD 740 - Advanced Educational Research/Statistics 1**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**Winthrop University EDLD ED.S. Exit Survey**

**\*38. EDLD 741 - Advanced Educational Research/Statistics 2**

Very Satisfied

Satisfied

Unsatisfied

Very dissatisfied

Did Not Take

## Winthrop University EDLD ED.S. Exit Survey

### 4. The Internship

**\*39. Were the number of activities required in the practicums appropriate?**

Yes

No

**\*40. The practicum activities that you completed will be helpful to you when you become and educational leader.**

Strongly Agree

Agree

Disagree

Strongly Disagree

**\*41. I received adequate support from my Superintendent\* mentor.**

Strongly Agree

Agree

Disagree

Strongly Disagree

**\*42. I received adequate support from my University Supervisor.**

Strongly Agree

Agree

Disagree

Strongly Disagree

**\*43. What suggestions would you make to improve the Internship experience?**

**\*44. The program provided significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences. 7.1**

Strongly Agree

Agree

Disagree

Strongly Disagree

**\*45. Candidates are provided at least six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment. 7.2**

Strong Agree

Agree

Disagree

Strongly Disagree

## Winthrop University EDLD ED.S. Exit Survey

**\*46. An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution. 7.3**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**\*47. My mentors were provided information and support to guide me during the intern experience. (7.5.2)**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**\*48. I was able to apply skills and knowledge articulated in the ELCC standards as well as state and local standards for educational leaders.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**\*49. The practicum experiences were designed to accommodate my individual needs.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

## Winthrop University EDLD ED.S. Exit Survey

### 5. Conclusion

**\*50. I believe that the ED.S. courses were rigorous.**

Strongly Agree

Agree

Disagree

Strongly Disagree

**51. Are there any curriculum changes you would recommend?**

**\*52. Would you recommend the Winthrop ED.S. program to your colleagues?**

Yes

No

**\*53. Would you be willing to serve on an ED.S. Advisory Council?**

Yes

No

**54. If you could make any change in the ED.S. Program at Winthrop University, what would it be?**