Internship in Elementary/Secondary

in Educational Leadership

EDAS 5906/5916

South Carolina

Mission

Southern Wesleyan University is a private, Christian, non-profit institution and is affiliated with The Wesleyan Church. The university is governed by a Board of Trustees and seeks to accomplish the following institutional mission:

To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge , love and hope as they serve Jesus Christ and others.

The School of Education Mission

"Educators who demonstrate scholarship within a Christian ethic of care"

Conceptual Framework

As scholars who demonstrate a Christian ethic of care through their actions, teachers [leaders] should exhibit a professional demeanor. As professional educators, they clarify objectives, ideas, and thoughts. They define the values that give direction to their lives and teaching. Individuals define themselves and their surroundings according to their attitudes, beliefs, and values (Rubin, 1985). As a consequence of living out what they know and what they believe, they instill confidence in others who may choose to follow. These individuals set the standards for the profession and give it direction. Guided by their attitudes, beliefs, and values, individuals with a clear sense of direction can change the climate of a school. Leadership candidates who demonstrate competence in meeting the requirements of the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) performance standards, as well as Interstate New Teacher Assessment and Support Consortium (INTASC) Principle 10 (constituent relations), and the Educational Leadership Constituent Council (ELCC) standards can impact the school environment in a way that demonstrates the belief in the worth of each individual, the belief that all children can learn, and the belief that effective teaching can impact learning outcomes. Those whose leadership practices are aligned with the ELCC Standards and the School of Education's dispositions Principle 11 (a Christian ethic of care) can similarly influence the field of education within the context of their unique positions.

These elements – service to others, sensitivity to learners, reflective practice, and professional leadership – also permeate the conceptual framework as specific dispositions relating to a Christian ethic of care to self, learners, colleagues, and community. As Southern Wesleyan prepares teacher candidates to assume pivotal roles in America's public schools, the elements of the conceptual framework have been linked to the principles established by the Interstate School Leaders Licensure Consortium (ISLLC) and ELCC

Standards. A leadership candidate's performance during internship is assessed using South Carolina's assessment standards as found in PADEPP. These standards are aligned with the ELCC Principles.

Teaching and Learning at Southern Wesleyan University

As educators, we view teaching and learning as a complex endeavor relying upon what we know about how the human brain functions, how students develop cognitively, and how to arrange learning experiences accordingly. However, teaching is not formulaic or unproblematic. Teachers cannot view the learning process solely as an applied science because it is also a social practice. Human beings bring all sorts of emotional, psychosocial, and spiritual issues with them into the learning experience, which often cannot easily be identified or understood. For that reason, teaching is much like a dance between the applied science and the social practice—it is an art form that requires preparation, reflection, adeptness, practice, and prayer. This syllabus will help faculty and candidates as they engage in the complex learning enterprise.

Connection to the Mission of Southern Wesleyan University

This syllabus is designed to assist instructors as they create an "excellent learning experience that promotes intellectual inquiry, fosters spiritual growth, equips for service, and mobilizes leaders whose lives transform their world…" As such, it should target not only the important things for candidates to know and be able to do in their chosen fields, but it should be intentional about helping candidates to develop deep understandings that will endure and the ability to critique their own assumptions, beliefs, and values.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.

NCATE
The Standard of Excellence
in Teacher Preparation
**An NCATE Accredited
Institution**

Internship in Elementary/Secondary Administration
EDAS 5906/5916

Course Description

EDAS 5906 Internship in Elementary Education Administration (6 credits)
Students will complete an internship in schools at the elementary level for elementary certification. This will include a field experience (60 hours) and seminars. This course should be taken as the last course in degree program.

Or

EDAS 5916 Internship in Secondary Education Administration (6 credits)
Students will complete an internship in schools at the secondary level for secondary certification. This will include a field experience (60 hours) and seminars. This course should be taken as last course in degree program. The course taken will determine the certification area, either elementary or secondary.

Enduring Understandings
Upon successful completion of this course, each candidate will understand that
- leading a school requires a principal to build and maintain meaningful relationships with students, parents, the community, and the district.
- networking, communicating, and collaborating with other administrators are important functions that help administrators to learn new ideas, access resources and receive support.
- being an administrator of a school is a complex, multifaceted endeavor requiring continual critical reflection of one's theoretical approaches and practical applications.

Course Prerequisites

This course should be taken as the last course in the degree program.

Course Learning Outcomes

Important Knowledge and Skills
Upon successful completion of this course, each candidate will know how to
- use effective collaboration techniques to involve stakeholders.
- use strategies to foster integrity, fairness, and ethical behavior in the school culture by modeling these traits in leadership.
- recognize the importance of collaboration with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.
- assess faculty strengths and opportunities to plan for school and individual faculty professional growth.
- assess his/her strengths and opportunities to plan for personal professional growth.

Correlation Matrix

SWU Administration Standards	ELCC Standards And Sub-standards	PADEPP Standards And Sub-standards	SWU Learning Outcomes
A school administrator is an educational leader who fosters the success of all students by:			
demonstrating scholarship within a Christian ethic of care.	5.1,5.2,5.3,7	1 and 7	10
leading the development and alignment of the organization, curriculum, instruction, and assessment that enhance teaching and learning.	1.1,1.2, 1.4,1.5,7	2	10
managing the school organization, its operations, and resources for a safe, efficient and effective learning environment.	2.2, 3.1,3.3,7	3	10
advocating, nurturing, and sustaining a positive school climate.	2.1,7	4	10
collaborating effectively with stakeholders.	4.1,4.2,4.3,7	5 and 7	10
demonstrating integrity, fairness, and ethical behavior.	5.1,5.2,5.3,7	1 and 7	10
understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	6.1,6.2,6.3,7	6	10
demonstrating interpersonal skills that encourage effective interaction with stakeholders	2.4,7	8 and 9	10

| and address their needs and concerns.

collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.	2.4,7	8 and 9	
using available resources and opportunities for his/her own professional growth.	2.4,7	8 and 9	10

- For a list of all the ELCC standards, consult
  http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf
- For a list of all the ISLLC standards, consult
  http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf
- For a list of all the SC PADEPP standards, consult
  http://ed.sc.gov/agency/Educator-Quality-and-Leadership/Leadership/old/pd/documents/adeppstandardsandcriteria.pdf
- For a list of all SWULOs, please refer to the graduate student catalog.

Course Learning Assignments and Assessments

Grading Guidelines

Assignments	Percentages
Assignments for e-Portfolio	50%
Internship	25%
Participation	10%
Readings and Articles	15%
Total	**100%**

Assignments for Portfolio - 50%

This assignment for the Chalk and Wire e-portfolio will comprise 50% of the grade. The assignments will derive from the 12-week internship in the school. The assignments include:

Vision Analysis Paper
Each candidate will write a two- to three-page paper which summarizes the vision of the candidate's school and an analysis of how the vision is being met at the school, how the stakeholders are involved, and how progress towards the vision is being accomplished.

PowerPoint for School Success
Each candidate will give a presentation on "Schools That Succeed: New Directions for (name) School." The candidate will develop an outline of the talk using PowerPoint. He/she will be sure to conceptualize the kind of environment and workplace he/she envisions and why it is important. Also, the candidate will include a plan of how he/she will lead the school in this new direction; this should be a comprehensive outline.

Community Needs Survey
Each candidate will develop a community needs survey using a Likert Scale to determine how the school can best meet the needs of the school population. The candidate must develop the survey, administer it, and analyze the results. The project should be 5-10 pages in length. The survey should address community demographics, community involvement in school leadership, educational service gaps, barriers to educational services, and ways for community members to participate in the school community.

Strategy Paper
Each candidate will develop a strategy paper based on his/her previous strategic action plan. The candidate will work first with a simulated School Improvement Council to examine sample strategic action plans. The simulated group will examine school data and develop strategic action plans based on the data. The components of the strategic action plan will include measurable performance goals; actions, strategies, and interventions; estimated costs, funding sources and resources; responsible individuals; and means of evaluation with artifacts.

Professional Development Plan
Each candidate will develop a personal professional development plan that reflects the candidate's needs and the needs of his/her school. These needs will be reflected in the Community Needs Survey. The paper should be 2-3 pages in length.

Plan of Action for Improvement
Each candidate will imagine meeting in a post-conference with a teacher named Ms. Jones, during which it is agreed that she should expand her teaching repertoire. In a learning team, during class, the team will use a graphic organizer to detail the steps that one would use to help Ms. Jones expand her pedagogical techniques. Next, the candidate should take the graphic organizer and expand it to a Plan of Action for Improvement. The Plan of Action should be completed in two pages.

Internship - 25%

The candidate will participate in a 12-week internship under the supervision of a Cooperating Supervisor in a school setting with a minimum of 9 hours per week. This internship will be the culminating experience in the Master in Administration and Supervision program. During this experience, the candidate will record the field experience activities and reflect weekly on the activities, conduct an interview with designated school personnel on specific school organization topics, and research the school profile. All these components will be uploaded to Chalk and Wire.

Class Participation - 10%

Class participation is a significant component of this course, not only in terms of a grade but also its success in terms of what the candidate will take from it. The rubric attached to this syllabus outlines the expectations for class participation. In order to participate meaningfully, candidates should read the assigned material and come to class ready to discuss, raise questions, and contribute insightful commentary on the issues under discussion.

Readings and Articles - 15%

Each candidate will complete assigned readings each week. In the forum which will be posted on MyCampus, candidates will reflect on the reading in a brief entry approximately 1 page in length. The statement will reflect the candidate's understanding of the material, the questions that were raised in the readings, and/or the insights gained. Each candidate will then respond to at least one other candidate's post in one paragraph.

Grade Equivalency Table

Percentage Value	New Designation of Grades	Numeric value for GPA
100-96	A	4.0 – 3.9
95-93	A-	3.7
92-90	B+	3.4
89-87	B	3.0
86-84	B-	2.7
83-81	C+	2.4
80-78	C	2.0
77-75	C-	1.7
74-73	D+	1.4
72-70	D	1.0
Below 70	F	0.0

WRITTEN REPORT GUIDELINES

The following guidelines should be used for written reports submitted by individuals or learning teams:

- The length of the report will be determined by the faculty member.
- The report should be typed, double-spaced, front side only, in Times New Roman 12 point font. Titles, etc., can be in a larger font size.
- Candidates must follow APA format for proper grammar, spelling, sentence/paragraph structure, and footnote or endnote structure. All cases are to be written in the third person as a professional paper.
- A cover sheet should include the candidate's name, course number, the report title, faculty member's name, and the date submitted. A hardback cover for the report is not required.
- Titles for each section may be used if the candidate desires.
- The learning team report is to
  - outline and discuss the relevant issues/problems underlying the topic, including historical comments if desired.
  - present opposing/alternative views concerning the issues.
  - generate creative solutions that are original, not someone else's.
  - present the learning team's synthesis or proposed position concerning the issue in a logical manner.
  - contain accurate and complete data.
    - The report is not to consist of separate papers put together to make one larger report. Instead, it should represent the results of the learning team's research and thinking together about the issue and coming to conclusions concerning possible solutions. Obviously, individuals in the team will be given specific tasks by the learning team.
    - Each learning team member is to participate in the preparation and presentation of the report.

ORAL PRESENTATION GUIDELINES

The following guidelines should be used for oral presentations by learning teams or individuals:

- The length of the presentation(s) will be determined by the faculty member. For learning team presentations, each member of the team will participate. The team will always ask for questions when the full presentation is complete and allow additional time for questions. One mark of a good presentation is that it adheres to the allocated time.
- Individual portions of the learning team presentations will vary in length. Each member should complete his/her individual part of the presentation within the allotted time.
- Presentations should not be read to the audience. Candidates should use key words as an outline of the subject and then present key words on transparencies, the class chalkboard, flip charts, or PowerPoint.
- Charts, graphs, and drawings get attention and are usually better understood than text or text-style printed material.
- In this course (and all others), oral presentations are used to sell the audience on the report.
- The following is a list of factors that are important when making a presentation.
  1. Quality of presentation
     a. Eye contact
     b. Expression
     c. Use of notes
     d. Proper diction
     e. Clear and audible speech
  2. Quality of argument
     a. Validity of the arguments
     b. Evidence of research/knowledge
     c. Forcefulness
  3. Appearance
  4. Enthusiasm

TEXTBOOK

DiPaola, M.F. & Hoy, W.K. (2008). *Principals improving instruction: Supervision, evaluation, and professional development*. Boston: Pearson Education, Inc.

Additional Materials
Membership in ASCD
Chalk and Wire Account
Jump drive

TECHNOLOGY REQUIREMENT

In EDAS 5906/5916, various technologies are integrated into the course for the purpose of demonstrating to candidates how Promethean/Smart Boards, PowerPoint, the Internet, audio CD, video DVD, VHS clips, and online information exchange can be incorporated into the curriculum. Candidates are in turn encouraged to use available technology in their presentations. Further, candidates are also expected to understand in an integrative way how blogs can be used to share information and encourage the exchange of ideas among groups of individuals.

To be successful in this course, all participants are expected to have access to a reliable Internet connection, an updated Internet browser (preferably Internet Explorer or Firefox), a PDF reader, a Flash

Player, and Microsoft Office. Participants will also need access to a computer that has speakers, a sound card, and a video card capable of 800 x 600 pixel resolution.

In addition, MyCampus and SWU e-mail are the primary tools for class communication, assignments, handouts, etc. Therefore, all participants must have access to MyCampus and SWU e-mail. Participants are expected to access the MyCampus course site and SWU e-mail on a daily basis.

While it is important to maintain good communication with your instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

SWU is not responsible for and does not provide technical support for home computers. However, if you need to reach technical support personnel, please send an e-mail to helpdesk@swu.edu or call 864.644.5050.

EDAS 5906/5916 – SESSION ONE

Objectives	Assignments/Assessments

Essential Question
What are the most important characteristics of an instructional leader in the 21st century?
 	
Objectives
Each candidate will be able to
• lead a school by building and maintaining meaningful relationships with students, parents, the community, and the district.
• understand that networking, communicating, and collaborating with other administrators are important functions that help administrators to learn new ideas, access resources and receive support.
• understand that being an administrator of a school is a complex, multifaceted endeavor requiring continual critical reflection of one's theoretical approaches and practical applications.
	Prior to Session One, each candidate will
	1. read Ch. 1-2 in *Principals Improving Instruction,* discuss the readings in the forum in MyCampus, and respond to one other member of the class.
	2. develop a working understanding of the following terms and their relationships to each other and leadership:
	   a. Hallinger and Murphy's Model
	   b. Murphy's Model
	   c. Patterson's Model
	   d. Weber's Model
	   e. Synthesized Model of Instructional Leadership
	   f. Distributive Leadership—School Improvement Council, Site Based Management
	3. look at his/her school setting and imagine being the new principal. He/she should develop a Vision Analysis Paper. The paper should not exceed two to three pages typed. The paper should summarize the vision of the school and include an analysis of how the vision is being met, how the stakeholders are involved, and how progress is being made to implement the vision. (Look at the analysis you developed in EDAS 5224 as a beginning point.) This paper should be uploaded to Chalk and Wire and submitted to the instructor before Session One. Each student will also discuss his/her findings in a group setting with his/her learning team before and during class.
	
	During Session One, each candidate will
	1. review the assigned chapters.
	2. discuss role of the principal as the main instructional leader in the school.
	3. discuss the findings in the Analysis Paper on the Vision Statement in his/her school as it relates to the instructional leader. Each candidate will upload the Analysis Paper on Chalk and Wire and submit it for evaluation.
	
	Learning Team Activities
	The class will be divided into random groups for the following activities, and each team will share results with the whole class after each question. Each learning team will:

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1. answer the following questions:
   - What is your reaction to the implementation of state standards and No Child Left Behind?
   - Has your classroom instructional practice changed?
   - Have your principal's supervisory and/or evaluation procedures changed?
   - What is the merit of these changes?
   - How has the community reacted to the legislation and subsequent changes?
   - Have the changes produced a more efficient and effective learning environment? If so, how? If not, why?

2. answer the following questions:
   - What is your view of distributive leadership?
   - How does your principal provide opportunities for teacher to engage in leadership activities?
   - Do you believe that teachers know enough to take the initiative in helping colleagues improve their teaching?
   - Think of a teacher in your school who is an instructional leader. How does this teacher provide instructional leadership?
   - Are you ready to be an instructional leader as a teacher and later as a principal? Why?
   - Describe our principal as a supervisor. How often does he/she observe your classroom?
   - What is the routine when a visit is made?
   - To what extent do you discuss teaching styles? Classroom management? The achievement levels of students? Student learning? Plans to improve learning in your classroom?
   - To what extent is the visit just a ritual? How helpful are the suggestions? Give some examples.
   - If you were the principal, what would you emulate and what would you do differently? Remember there are different leadership styles so we are not being critical of the supervisors.

4. discuss the requirements for the internship (Appendix A) and the signed papers to be submitted; discuss artifacts—photos, programs, etc.

5. discuss the requirements for the Community Needs Survey which will be turned in later. The project needs to be started now so it can be completed and turned in during Session Eleven.

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6. upload the signed Internship form to Chalk and Wire. Each candidate may begin his/her Activity Log Form and reflections which are to be placed in Chalk and Wire and submitted for evaluation.
7. Assign Leaning Teams to discuss the assignments via email or Google Groups outside class.

8. upload a copy of the PRAXIS II test ticket to Chalk and Wire.
9. Make sure that you are in the correct course: EDAS 5906 Internship for Elementary Administration (designated for Elementary certification) EDAS 5916 Internship for Secondary Administration (designated for Secondary certification)

Submit the following material requesting certification:
Certification and Program Completion
Candidates must sit for the Praxis II test 0411 in Administration & Supervision (http://www.ets.org/s/praxis/pdf/0411.pdf). This is a South Carolina licensure requirement http://www.scteachers.org/ cert/Certpdf/ required_examinations.pdf).
Candidates are counseled to take this examination after the EDAS 5714 portion of the program. **It is required that you report these scores to Southern Wesleyan University.** Please make sure to request an electronic score report be sent to Southern Wesleyan when you register for the exam.

Once candidates have completed course work and passed the Praxis II exam, it is time to apply for state certification. To complete the certification process, candidates must:

- Send a letter to the Dean of the School of Education, Southern Wesleyan, Central, SC, requesting certification. This letter MUST include the level of certification sought.
- Complete the top portion of the South Carolina verification of college preparation form and include with the letter to the Dean.
- Submit a copy of Praxis II test 411 scores to the University (this may be done electronically) by ETS.

	• Submit a change of action form to the state department of education.
	• Submit an official copy of your Southern Wesleyan transcript to the State Department of Education.

EDAS 5906/5916 – SESSION TWO

Objectives	Assignments/Assessments

Essential Question
What would be the most effective leadership style for your school setting? Why?
 	
Objectives
Each candidate will be able to
• develop a comprehensive view of educational leadership.
• provide an opportunity to analyze the scope of activities related to the role of principal.
	<u>Prior</u> to Session Two, each candidate will
	1. read Ch. 3 in *Principals Improving Instruction*; read and prepare to discuss the following in class: King, K. & Gurian, M. (2006, September). Teaching to the minds of boys. *Educational Leadership*. 64(1), pp. 55-61. http://www.ascd.org/publications/educational_leadership/sept06/vol64/num01/Teaching_to_the_Minds_of_Boys.aspx
	Each candidate will discuss the readings in the forum in MyCampus and respond to one other member of the class.
	
	2. develop a working understanding of the following terms and their relationships to each other and leadership:
	  a. Formal Structure of an organization
	  b. Hierarchy of Authority
	  c. Centralization
	  d. Impersonality
	  e. Division of Labor
	  f. Specialization
	  g. Informal Structure of an Organization
	
	3. imagine that he/she has been hired as the new principal of his/her school and complete/answer the following:
	• The Parent Teacher Organization is going to introduce you during "Meet the Principal" night which has been publicized for weeks. You will give a presentation on "Schools That Succeed: New Directions for (name) School." Develop an outline of your talk using PowerPoint. Be sure to conceptualize the kind of environment and workplace you envision and why it is important. Also, include how you will lead the school in this new direction. This should be a comprehensive outline.
	• The PowerPoint will be uploaded to Chalk and Wire as a component of your e-portfolio and submitted to the instructor.
	• Discuss your findings in a group setting with your learning team before class and during class. Use the groups assigned in class.
	• Upload your Activity Log with the reflection to Chalk and Wire.

During Session Two, each candidate will
1. review the assigned chapters and article.
2. discuss the "Schools That Succeed: New Directions for (name) School" relative to the evaluations used in the individual school settings.
3. discuss the internships; collect the signed sheets; see if there are only problems that need to be addressed.

Learning Team Activities
The class will be divided into random groups for the following activities, and each team will share results with the whole class after each question. Each learning team will answer the following:

a. Conceptualize the organizational structure present at your school. How would your school structure fit into the table below? What strategies would make your school structure more enabling?

Enabling and Hindering School Organizational Structures		
	Features of an Enabling School Structure	Features of a Hindering School Structure
Formalization		
Centralization		
Impersonality		
Division of Labor		
Specialization		

Adapted from DiPaola, Table 3.1, p. 39.

b. All organizations have an informal structure as well as a formal structure. What is the informal structure at your school? Keep in mind the Hierarchy of Cliques, the Division of Cliques, Specialization of Relations, Personalities, Unofficial Procedures, Grapevine, and Informal Leaders. Does the principal acknowledge and utilize the informal structure as well as the informal leaders? Does the informal structure support or hinder the leadership?

c. School climate is extremely important to the performance and achievement in a school.

	What is your assessment of your school climate? What are the conditions used for the basis of this assessment? If you were the "new principal" at your school, what steps would you take to change the perception of the school climate? How would you do to have teachers accept responsibility to generate some of the changes, i.e. poor discipline, low test scores, major teacher attrition, low parent involvement in the school?

EDAS 5906/5916 – SESSION THREE

Objectives	Assignments/Assessments
Essential Questions How can principals use data to create a new paradigm for supervision to improve student performance? **Objectives** Each candidate will be able to • understand leading a school requires a principal to build and maintain meaningful relationships with students, parents, the community, and the district. • understand networking, communicating, and collaborating with other administrators are important functions that help administrators learn new ideas, access resources, and receive support. • understand being an administrator of a school is a complex, multifaceted endeavor requiring continual critical reflection of one's theoretical approaches and practical applications.	**Prior to Session Three, each candidate will** 1. read Ch. 4-A in *Principals Improving Instruction*; read and prepare to discuss in class: Tell, C. (2001, February). Appreciating good teaching—a conversation with Lee Shulman. *Educational Leadership.* 58 (5) pp. 6-11. http://www.ascd.org/publications/educational_leadership/feb01/vol58/num05/Appreciating_Good_Teaching%E2%80%94A_Conversation_with_Lee_Shulman.aspx Each candidate will discuss the readings in the forum in MyCampus and respond to one other member of the class. 2. develop a working understanding of the following terms and their relationships to each other and leadership: a. Social Systems b. Environment—Transformation Process c. Structured Relationships d. Informal Supervision Process e. Systems Model of Supervision f. Classroom Social System g. Effectiveness of Performance h. Congruence Perspective 3. imagine that he/she has been hired as the new principal of his/her school and complete/answer the following: • You need to grasp some of the problems as well as the strengths in the academic performance of the school. In order to do this you must conduct a needs assessment using student test scores data for the past three years. Go to the South Carolina Department of Education site http://ed.sc.gov and access your school's School Report. • Prepare a School Profile of no more than two pages detailing the data that you will use to implement strategies over the next three years to improve the teacher instruction. This is also a part of the assignment for the internship. • Upload the School Profile paper and your reflection on your internship to Chalk and Wire.

	During Session Three, each candidate will 1. review the assigned chapters and the article. 2. discuss the School Profile Papers relative to the individual school settings. 3. discuss the internships; address any problems. **Learning Team Activities** The class will be divided into random groups for the following activities, and each team will share results with the whole class after each question. Each learning team will answer the following: 1. Faculty morale is often an elusive, but always a vital component of the success of any school. How would you motivate your teachers as the chief educational leader? How would you assist the first year teachers so they would be willing to return to teaching for the second and third year; the ADEPT year teachers; the continuing contract teachers up for Goal Based Evaluation? 2. Instructional time is valued and treasured in the busy school day. How would you, as the chief educational leader, protect instructional time in the classroom from the point of view of the teacher and from the entire school view? What are some "robbers" of instructional time in your school setting? 3. As the chief instruction leader, you want to develop a climate of collaboration for increasing student performance. What are some steps that you can take to involve all the stakeholders in the plan to help the academic performance of all the students in the school—teachers, parents, students? How can you involve teachers in planning for professional development to increase student performance? How can teachers increase classroom efficiency? How can parents be a viable component in raising the academic achievement of all students? How can you get students "onboard"?

EDAS 5906/5916 – SESSION FOUR

Objectives	Assignments/Assessments

Essential Question
How can principals create a new paradigm for supervision to improve student performance?
 	
Objectives
Each candidate will be able to
• understand leading a school requires a principal to build a repertoire of evaluation skills.
• understand that evaluation must be based on collected and analyzed data.
	<u>Prior</u> to Session Four, each candidate will
	1. read Ch. 5 in *Principals Improving Instruction*; read the following: Haycock, K. (2001, March). Closing the Achievement Gap. *Educational Leadership*. 58 (6) pp. 6-11. http://www.ascd.org/publications/educational_leadership/mar01/vol58/num06/Closing_the_Achievement_Gap.aspx Discuss the readings in the forum in MyCampus. Respond to one other member of the class.
	
	2. develop a working understanding of the following terms and their relationships to each other and leadership:
	  a. Clinical Supervision
	  b. Collegial Supervision
	  c. Diagnostic Cycle
	  d. Developing Action Plans
	  e. Identify and Diagnose the Causes of Problems
	  f. Supervisory Process
	  g. Alternatives, Consequences, and Implement Action Plans
	
	3. imagine that he/she has been hired as the new principal of your school and complete/answer the following:
	
	  • Use the data from your School Profile and your interview with your cooperating administrator to help prepare a Strategy Paper of no more than two pages detailing your strategies supported by data that you will implement over the next three years to improve the teacher effectiveness and the student performance.
	
	  • The Strategy Paper and your reflections on your Internship will be uploaded to Chalk and Wire and submitted to the instructor. Be sure to upload your interview with your cooperating administrator.
	
	  • Discuss your findings in a group setting with your learning team before class and during class.

- Complete the Activity Log and the reflection in Chalk and Wire.

- Begin thinking about the Professional Development Plan based on needs seen in the Strategy Paper.

During Session Four, each candidate will
1. review the assigned chapters and the article.
2. discuss the Strategy Paper in pairs; group the candidates in pairs to critique each other's Strategy Paper; rotate the candidates at least twice so the candidates will have two critiques of their plans.

Learning Team Activities
The class will be divided into random groups for the following activities, and each team will share results with the whole class after each question. Each learning team will answer the following:

1. Which model is currently being used? Which model of supervision would work better in your school setting—collegial, diagnostic, or clinical supervision? Justify your answer.

2. The old model of the principal leader was individual who gave out mandates. What are the basic skills sets needed for the new model of the principal leader? What skills must the 21st century principal need to interact with the faculty to affect meaningful change for school improvement? How would the principal build a collaborative supervisory team that included teachers?

3. Use the table and DiPaola, Table 5.1, p. 98 to examine the six pairs of elements in the Model for Classroom Supervision to analyze the elements of harmony and conflict in your classroom setting. Determine how well the elements fit together. Is there additional information that would influence the fit of the elements? Would you evaluate this table as accurate? Would your principal evaluate this table as being accurate?

EDAS 5906/5916 – SESSION FIVE

Objectives	Assignments/Assessments

Essential Questions
How is data used to drive decisions regarding professional development to help faculty as they strive to raise academic performance for all students?
 	
Objectives
Each candidate will be able to
• develop a comprehensive view of educational leadership.
• understand evaluation theory in terms of practice.
• experience conducting administrative responsibilities based on results.
• view the school as a part of the total system.
• develop a global view of the decision-making process in relationship to evaluation of data.
• cultivate an ethical interpretation and treatment of the confidentiality of all data.
	Prior to Session Five, each candidate will
	1. read Ch. 6 in *Principals Improving Instruction*; read and prepare to discuss in class: Roland, B. (2006, March). Improving Relationships Within the Schoolhouse. *Educational Leadership*. 63(6), pp. 8-31. http://www.ascd.org/publications/educational_leadership/mar06/vol63/num06/Improving_Relationships_Within_the_Schoolhouse.aspx Each candidate will discuss the readings in the forum in MyCampus and respond to one other member of the class.
	
	2. develop a working understanding of the following terms and their relationships to each other and leadership:
	  a. Instructional Strategies—graphic organizers, student engagement, continuous assessment, differentiation of instruction
	  b. Sense of Efficacy
	  c. Diagnostic Cycle
	  d. Nondirective Supervisory Behavior
	  e. Directive Control Supervision
	  f. Directive Informational
	  g. Collaborative Supervision
	  h. Differentiated Supervision
	  i. Developmental Supervision
	  j. Walk Through Observations
	
	3. imagine that he/she has been hired as the new principal of your school and complete/answer the following:
	  • Develop a professional development plan based on data and on teacher observations for a first year teacher who has problems with classroom management and aligning the standards, instruction, and assessment.
	  • In order to do this you must conduct a needs assessment using student test scores data for the past year.
	  • Use the data from your Strategy Paper and teacher observations (you should be observing instruction by now) to help prepare a Professional Development outline detailing steps in collaborating with the teacher and possible professional development activities for the next academic year to help correct the

deficiencies.

- Discuss this graphic organizer in groups. The Professional Development Plan will be turned in during Session Seven.
- Upload your reflections on your internship to Chalk and Wire and submit them to the instructor.
- Discuss your findings in a group setting with your learning team before class and during class.

During Session Five, each candidate will
1. Review the assigned chapters and the article.
2. Lead the class in a discussion the Professional Development Graphic Organizer.

Learning Team Activities
The class will be divided into random groups for the following activities, and each team will share results with the whole class after each question. Each learning team will answer the following:

1. Review some situations where your school principal worked with teachers to improve effectiveness. You can even use some of your own experiences. How did your school principal work with the teacher to improve student outcomes? Are there other methods that could be use? Justify your answer.

2. Using your school situation, think about how often your principal or your assistant principal visit the classrooms. How long are the visits? Is there a uniform observation sheet that is used? Did you have a follow-up conference regarding the visit? Was the data available to help you improve instruction?

3. After reviewing this chapter, what type of classroom observation practices would you use? Would you use a different type of observation sheet—how often, length of time, type of feedback? Why or why not? Would you differentiate your classroom observation practices for different teachers—first year, ADEPT teachers, continuing contract teachers? Why or why not?

EDAS 5906/5916 – SESSION SIX

Objectives	Assignments/Assessments
Essential Questions What is my progress in the internship? How am I moving toward certification? **Objectives** Each candidate will be able to • define individual progress in the program. • articulate individual career goals.	**Prior to Session Six, each candidate will** 1. schedule advising appointments during this session with the instructor. 2. upload the Activity Log and the Reflection on his/her internship to Chalk and Wire. **During Session Six, each candidate will** 1. meet for individual advising with the instructor. 2. articulate to the instructor any strengths and/or opportunities for growth for the candidate.

EDAS 5906/5916 – SESSION SEVEN

Objectives	Assignments

Essential Question
How would you plan an effective professional development model in your school setting?
 	
Objectives
Each candidate will be able to
• develop a comprehensive view of educational leadership.
• evaluate theory in terms of practice.
• conduct administrative responsibilities based on results.
• view the school as a part of the total system.
• understand decision-making process in relationship to evaluation of data.
• develop a correct interpretation of the code of ethics in regard to all data.
	Prior to Session Seven, each candidate will
	1. read Ch.7 in *Principals Improving Instruction*; read and prepare to discuss in class: Wiggins, G. and McTighe, J. (2006, March). Examining the teaching life. *Educational Leadership*. 63(6), pp. 25-29. http://www.ascd.org/publications/educational_leadership/mar06/vol63/num06/Examining_the_Teaching_Life.aspx Discuss the readings in the forum in MyCampus. Respond to one other member of the class.
	
	2. develop a working understanding of the following terms and their relationships to each other and leadership:
	    a. Professional Development
	    b. Characteristics of Effective Professional Development
	    c. Barriers to Effective Professional Development
	    d. Evaluation of Professional Development
	    e. NCLB Mandates for Professional Development
	
	3. use the data from his/her School ProfilePaper and teacher observations (each candidate should be observing instruction by now) to help prepare a Professional Development Plan detailing steps in collaborating with the teacher and possible professional development activities for the next academic year to help correct the deficiencies. This paper should be no more than two pages. The Professional Development Plan and the candidate's reflections on the Internship will be uploaded to Chalk and Wire and submitted to the instructor. The candidate will also discuss his/her findings in a group setting with the learning team before class and during class.
	
	During Session Seven, each candidate will
	1. review the assigned chapters and the article.
	2. discuss the Professional Development Plan in groups of three or four. The group should critique each other's plans.
	
	Learning Team Activities:
	The class will be divided into random groups for the following activities, and each team will share results with the whole class after each question. Each learning team will answer the following:

1. Think of some professional development activities that you have attended in your school or your district? Select two that were highly effective and two that were not effective. What were the characteristics of the highly effective professional development activities? What were the characteristics of the professional development activities? Did the effective professional development impact your classroom instruction? How? Was there any follow-up to the effective professional development?

2. Consider the two professional development activities that you listed as effective and the two that you considered ineffective? Look at the characteristics of Effective Professional Development and evaluate the four experiences in terms of the characteristics and the Barriers of Professional Development.

Characteristics of Effective PD	Barriers to Effective PD
Improves content knowledge and teaching skills	Interesting topic but irrelevant
Clarifies understanding	Activities based on location rather than content
Adequate time and resources	Insufficient background provided for the program
Ongoing and continuous	One-shot deal
Demonstrates collegial supervision and collaboration	Lack of time for the Professional Development
Evaluation provides for its own effectiveness	Lack of resources for the Professional Development
Aligned with school program	Lack of follow-up
Variety of different formats	
Accommodates diversity and encourages equity	
Based on learning data	

Adapted from DiPoala.

3. Consider the two professional development activities that you listed as effective and the two that you considered ineffective? Look at the NCLB mandates for Professional Development and evaluate the four experiences in terms of these mandates. Do the professional development activities demonstrate at least four of the characteristics? How?

EDAS 5906/5916 – SESSION EIGHT

Objectives	Assignments/Assessments
Essential Questions Why is a repertoire of effective evaluation strategies important for an effective leader to use in a school setting a necessity? **Objectives** Each candidate will be able to • develop a comprehensive view of educational leadership. • understand evaluation theory in terms of practice. • conduct administrative responsibilities based on results. • learn to view the school as a part of the total system. • experience the decision-making process in relationship to evaluation of data. • develop a correct interpretation of the code of ethics concerning all data.	**Prior to Session Eight, each candidate will** 1. read Ch. 8-9 in *Principals Improving Instruction*; read Hess, M. (2009, January). The new stupid. *Educational Leadership*. 66(4), pp. 12-17. http://www.ascd.org/publications/educational_leadership/dec08/vol66/num04/The_New_Stupid.aspx Discuss the readings in the forum in MyCampus. Respond to one other member of the class. 2. develop a working understanding of the following terms and their relationships to each other and leadership: 　a.　Evaluation Cycle 　b.　Propriety Standards 　c.　Utility Standards 　d.　Feasibility Standards 　e.　Accuracy Standards 　f.　Evaluation Models 　g.　Data Sources for Performance Reviews 　h.　Differentiated Development Evaluation 　i.　Role Conflicts 　j.　Legal Evaluation Systems 　k.　Criteria for Evaluation 　l.　Communication of Satisfaction and Dissatisfaction 　m.　Remediation Plans—Fair, ethical and legal 3. imagine that he/she is the second year principal of the school and complete/answer the following: You note that Mr. Smith, a tenured teacher, with ten years of successful teaching experience is using worksheets a good deal of the time in his classroom. There are indications that the students are not actively engaged, and the calls from parents indicate that their children are not learning. Teachers on the team are also complaining that Mr. Smith is not carrying his fair share of the team responsibilities. 　• Using a graphic organizer, detail the steps that you would use in supervising, observing, collecting data, conducting pre-observation meetings and post-observation meeting, and designing the Performance Improvement Plan. The Performance Improvement Plan itself should be completed in one page. The analysis should be completed on the next one or two pages. You will work on this plan as a team in class. 　• Upload your reflections on your internship to

Chalk and Wire and submit them to the instructor. The Activity Log and the Reflection will be included in Chalk and Wire.

- Discuss your findings in a group setting with your learning team before class and during class.

During Session Eight, each candidate will
1. Review the assigned chapters and the article.
2. Complete the Performance Improvement Plan in groups of three or four. The group should critique each other's plans.

Learning Team Activities
The class will be divided into random groups for the following activities, and each team will share results with the whole class after each question. Each learning team will answer the following:

1. What type of evaluation instrument does your district use? Can you bring a copy for this session? What are the main characteristics of the evaluation instrument? Does the instrument meet the standards of fairness, reliability, and ethical evaluation? Why or why not? Are expectations clearly delineated? How? Can improvements be made to this instrument? How?

2. Think about the evaluation process used in your district. Evaluate the instrument in terms of the Proprietary, Utility, Feasibility, and Accuracy Standards. Use a table

3. Consider the logistics of the evaluation process in your school. Who has the primary responsibility of evaluation in your school? Is it only one person? How are first year teachers evaluated? ADEPT teachers? Veteran teachers? Are veteran teachers observed as often as first year teachers? Is there a process for remediation of a teacher who needs assistance? What is the process in your district?

EDAS 5906/5916 – SESSION NINE

Objectives	Assignments/Assessments

Essential Questions
Why is it important for an effective leader to assist a teacher to change his/her pedagogical techniques in a series of steps?
 	
Objectives
Each candidate will be able to
• understand leading a school requires a principal to build a repertoire of evaluation skills.
• see that evaluation must be based on collected and analyzed data.
• understand evaluation is a repetitive process that must be conducted on a regular basis.
• make program adjustments and improvements must be based on the collection and evaluation of pertinent data.
	Prior to Session Nine, each candidate will
	1. read Ch. 10 in *Principals Improving Instruction;* read and prepare to discuss in class: Brodesky, A, Gross, F., McTighe, A., and Palmer, A. (2007, February). Improving instruction or students with learning needs: a model for collaboration. *Educational Leadership*. 64(5). http://www.ascd.org/publications/educational_leadership/feb07/vol64/num05/A_Model_for_Collaboration.aspx Discuss the readings in the forum in MyCampus.
	
	2. develop a working understanding of the following terms and their relationships to each other and leadership:
	  a. Core Teaching Tasks
	  b. Essential Planning Elements
	  c. Instructional Objectives
	  d. Affective Domain
	  e. Psychomotor Domain
	  f. Constructivism Perspective
	  g. Characteristics of Effective Teaching
	  h. Structuring, Soliciting, Reacting Skills
	  i. Direct Instruction
	  j. Manipulatives, Models, and Multiple Representations
	  k. Cooperative Learning
	  l. Measuring Student Engagement
	  m. Classroom Routines
	  n. Student-teacher Verbal Interaction
	
	3. imagine that he/she is a third year principal of his/her school and complete/answer the following: You note that Ms. Jones, an ADEPT teacher, with good teaching techniques is using directive in her classroom. There are indications that the students are not actively engaged, and you are concerned. You have observed the class to determine and to collect data on actual teacher-student interaction. You meet in a post-conference with Ms. Jones, and you both agree that she should expand her teaching repertoire. You will work on this assignment in Learning Teams during Session Nine.
	    • Use a graphic organizer to detail the steps that you would use to help Ms. Jones expand her pedagogical techniques. The graphic organizer for Curriculum Plan itself should be completed one page. The analysis

	should be completed on the next one or two pages. Work on this assignment in groups. • Upload your reflections on your Internship to Chalk and Wire and submit them to the instructor. • Discuss your findings in a group setting with your learning team before class and during class. **During Session Nine, each candidate will** 1. Review the assigned chapters and the article. 2. Complete the Curriculum Plan in groups of three or four. The group should critique each other's curriculum plans. **Learning Team Activities** The class will be divided into random groups for the following activities, and each team will share results with the whole class after each question. Each learning team will answer the following: 1. Do your teachers have to turn in either lesson plans or unit plans at your school? Is this a good practice? Why or why not? Who has to review the plans? Are responses made to the lesson plans? Are the responses informative? Do teachers have to align the plans, instruction, and assessment with South Carolina standards? What happens if they do not do so? 2. In your school, how do the teachers assess student progress? Should you use formative and summative assessment both? Do you use pre-testing and post-testing? Is Measure of Academic Progress (MAP) testing used? What type of testing is used for the high school exit exam and the End of Course tests? How is the data from these assessments used to improve instruction? Do the teachers have training in how to use the data? How do the teachers differentiate instruction based on the assessment data? 3. In light of NCLB, instruction time becomes even more vital to the success of the students as well as the school. Prepare a graphic organize detailing strategies that you can use as a principal to protect instructional time. How many are employed by the administration at your school? Do you feel comfortable suggesting some of these strategies to your administration?

EDAS 5906/5916 – SESSION TEN

Objectives	Assignments/Assessments
Essential Questions What is my progress in the internship? How am I moving toward certification? What are my future goals as an administrator? **Objectives** Each candidate will be able to • define individual progress in the program. • articulate individual career goals.	**Prior to Session Ten, each candidate will** 1. schedule advising appointments during this session with the instructor. 2. Begin working on the Plan of Action. **During Session Ten, each candidate will** 1. meet for individual advising with the instructor. 2. articulate any strengths and/or opportunities for growth for the candidate.

EDAS 5906/5916 – SESSION ELEVEN

Objectives	Assignments/Assessments
Essential Question Why is it important for an effective leader to assist a teacher to change his/her pedagogical techniques in a series of steps? **Objectives** Each candidate will be able to • understand leading a school requires a principal to build a repertoire of evaluation skills. • understand that evaluation must be based on collected and analyzed data. • conduct evaluation that is a repetitive process that must be conducted on a regular basis. • create program adjustments and improvements based on the collection and evaluation of pertinent data.	**<u>Prior</u> to Session Eleven, each candidate will** 1. read Ch. 11 in *Principals Improving Instruction*; read the following: Gutsky, T. (2002, March). Does it make a difference? Evaluating professional development. *Educational Leadership*. 59 (6) pp. 45-51. http://www.ascd.org/publications/educational_leadership/mar02/vol59/num06/Does_It_Make_a_Difference%C2%A2_Evaluating_Professional_Development.aspx Discuss the readings in the forum in MyCampus. 2. develop a working understanding of the following terms and their relationships to each other and leadership: a. Steps of Diagnostic Cycle and Classroom Performance b. Model for Classroom Supervision c. Social System and Teacher Performance d. Identifying Performance Problems e. Plan of Action 3. answer/complete the following: Remember that in the last session you created a Performance Improvement Plan in a graphic organizer for Ms. Jones, an ADEPT teacher with good teaching techniques, who has some classroom management issues in her classroom. There are indications that her students are not actively engaged, and you are concerned. You have observed the class to determine actual teacher-student interaction and to collect data. You meet in a post-conference with Ms. Jones, and you both agree that she should expand her teaching repertoire. • In a learning team, during class, use a graphic organizer to detail the steps that you would use to help Ms. Jones expand her pedagogical techniques. • Take the graphic organizer and expand it to a Plan of Action for Improvement. The Plan of Action should be completed in two pages. • Upload the Plan of Action and your reflections on your Internship to Chalk and Wire and submit them to the instructor. • Upload the Community Needs Survey.

- Discuss your findings in a group setting with your learning team before class and during class.

During Session Eleven, each candidate will
1. review the assigned chapters and the article.
2. discuss the Plan of Action for Improvement in groups of three or four. The group should critique each other's Plan of Action for Improvement.

Learning Team Activities
The class will be divided into random groups for the following activities, and each team will share results with the whole class after each question. Each learning team will answer the following:

1. How do you prepare for your classes? How are your classes structured? What types of questions do you ask your students? What types of assessments do you use?

2. How do you maintain discipline in your classroom? Do you have a Discipline Plan? If so, what is your plan? A colleague is having troubles with disruptive students in all the classes. The colleague has approached you for help. What advice would you give the colleague? How could you help the colleague with a Discipline Plan? Remember your own strategies might not work for your colleague. You might have to research creative ways to approach discipline.

3. Create a discipline plan. You and your colleague have determined a Discipline Plan. What are three changes that you would like to observe in the classroom climate, in the students' behavior, in the teacher's behavior. Justify these changes in behavior as to why they could create a climate more conducive to learning.

EDAS 5906/5916 – SESSION TWELVE

Objectives	Assignments/Assessments

Essential Questions
What are the skills required for a principal to be a successful leader in the 21st century?
 	
Objective
Each candidate will be able to articulate the Learning Outcomes for the Administration and Supervision program.
	<u>**Prior** to Session Twelve, each candidate will</u>
	1. read Ch. 12 in *Principals Improving Instruction;* discuss the readings in the forum in MyCampus.
	
	2. develop a working understanding of the following terms and their relationships to each other and leadership:
	   • Professional Development Plan
	   • Safety and Learning Environment
	   • Professionalism Domain
	
	3. make sure that all the documents needed for the Internship e-Portfolio have been uploaded to Chalk and Wire for Evaluation.
	
	4. collect signed evaluation forms Cooperating Supervisors.
	
	<u>During</u> Session Twelve, each candidate will
	1. review the assigned chapters.
	2. discuss the Intern e-Portfolios in Chalk and Wire. Submit the following material requesting certification:
	   Certification and Program Completion
	Candidates must sit for the Praxis II test 0411 in Administration & Supervision (http://www.ets.org/s/praxis/pdf/0411.pdf). This is a South Carolina licensure requirement http://www.scteachers.org/ cert/Certpdf/ required_examinations.pdf).
	Candidates are counseled to take this examination after the EDAS 5714 portion of the program. **It is required that you report these scores to Southern Wesleyan University.** <u>Please make sure to request an electronic score report be sent to Southern Wesleyan when you register for the exam.</u>
	
	Once candidates have completed course work and passed the Praxis II exam, it is time to apply for state certification. To complete the certification process, candidates must:
	
	   • Send a letter to the Dean of the School of Education, Southern Wesleyan, Central, SC, 29630 requesting certification. This letter MUST include the level of certification sought.
	   • Complete the top portion of the South Carolina verification of college preparation form and

	include with the letter to the Dean. • Submit a copy of Praxis II test 411 scores to the University (this may be done electronically) by ETS. • Submit a change of action form to the State Department of Education. • Submit an official copy of your Southern Wesleyan transcript to the State Department of Education.

Course Policies and Miscellaneous Information

Attendance Policy

Face to face sessions are held once a week for four hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office.

Attendance in distance learning courses is based on the completion of at least one designated assignment by the due date/time posted within the course site for each session. Distance learning activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Classroom attendance will be taken in class by the instructor. Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than **25%** of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit**.** Any student who misses more than 25% of the sessions for any course shall receive a grade of F or No Credit for that course and shall be required to repeat the course at their expense.

Academic Integrity

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (candidates, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a candidate has cheated, that candidate should voluntarily come forward and confess. If the candidate does so, the penalty is a failing grade of F on the work involved. If the candidate admits guilt only after being confronted, the penalty is both a grade of F on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a candidate has cheated and the candidate does not admit the offense, the faculty member may assess a grade of NC or F for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each candidate and faculty member to properly follow the Modern Language Association (MLA) or the American Psychological Association (APA) style of documentation to avoid plagiarism. Any candidate found guilty of plagiarism or fabrication will receive a grade of F as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

Accommodations for Candidates with Disabilities

Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," at http://mycampus.swu.edu . Any student desiring accommodations must send the request and all documentation to the Student Services Coordinator at the learning center where he/she attends classes. The Student Services Coordinator will forward the materials to Martha Mishoe (mmishoe@swu.edu), Coordinator of Student Learning Services for Southern Wesleyan University.

Appendix A

Practicum/Internship Experiences

Introduction

The administrator/supervisor internship experiences are intended to provide administrator/supervisor candidates with opportunities to test and to apply the knowledge, skills, and dispositions acquired in conjunction with their academic experiences. Under the guidance and supervision of an experienced Coordinator of Field Experiences for Administrator Candidates (CFE)—one for the upstate area and one for the low country area—the professor for the corresponding course, and the Cooperating Administrator (CA), administrator candidates further develop and refine their skills in real administration and supervision situations within the guidelines established by the South Carolina Department of Education.

In brief, the administration and supervision internship experiences represent real-world interaction that enhances academic scholarship. The administration and supervision internship experiences are designed to provide the candidate with the following:

- an opportunity to apply administration/supervision theories in practical situations;
- an opportunity for additional observation and study of leadership in school conditions;
- an opportunity to participate in actual school situations for extended periods to refine understanding of the many complexities of an administrator/supervisor's role;
- a laboratory for the testing of ideas and for the gaining of a perception of the real world of administration/supervision;
- a time for personal self-assessment, reflection and objective evaluation;
- a time of transition from the role of candidate to that of a professional in which the professional becomes responsible for the educational growth of the students;
- the overall confidence necessary to be successful as an administrator/supervisor;
- an opportunity to refine the essential knowledge, skills and dispositions a candidate will need as an administrator/supervisor;
- an opportunity to become familiar with the SC PADEPP standards, the ADEPT standards, and the ELCC standards and their corresponding assessments; and
- an opportunity to become familiar with South Carolina K-12 Academic Standards and their importance.

Goals of the Administrator Program

Administrator and supervisory internship experiences encompass activities where the knowledge, skills, and dispositions acquired through academic studies are applied in school situations. The goal is to provide administrator/supervisor candidates with the opportunity for personal self-assessment, reflection, and the achievement of professional competence in administration/supervision.

Internship experiences are designed to provide the candidate with the following experience and information:

- Planning and implementing curriculum and instruction;
- Managing the school learning environment;
- Interacting with the school community using a variety of teaching methodologies;
- Learning authentic assessment strategies and opportunities to evaluate students' cognitive, affective and psychomotor growth;
- Using South Carolina PADEPP, ELCC, the ADEPT standards, and corresponding assessments;
- Examining South Carolina academic standards for K-12;

- Investigating opportunities for involvement in the community and in the professional and extracurricular life of the school;
- Exploring diversity in the school settings;
- Developing a program of self-reflection for continuing professional growth.

Assignments, Site Selection, Internship Experience Team Assignments
1. The candidate will obtain approval from the school district(s) or other sponsoring institution(s) to do an internship experience in these settings. This step requires two endorsements: 1) the endorsement of a cooperating administrator who will become the intern's supervising site administrator and, 2) the endorsement of the appropriate school administrator who authorizes the internship to take place within the particular organizational framework.

2. For the Internship Experience Portfolio, the candidate will, in cooperation with the school administrator, complete and submit an internship portfolio for each internship experience, which will include the following:

Reflections
Candidates will maintain an electronic journal in which they reflect on tasks/activities completed for the ELCC standards addressed in the course. In the reflection, candidates will explain the task, how they went about completing the task, and the importance of the task as it relates to the day-to-day management/operations of the school. Each week of the internship experience the candidate will submit a reflection for one of the ELCC standards addressed in the particular course.

School Profile
Candidates will compile and submit a one-page school profile that explains the demographics of the school.

Interview School Administrator(s)
Candidates will arrange to interview a school administrator paying particularly close attention to the daily operations/management issues encountered. The interview will be summarized in an APA-formatted paper with a length of no more than two to three double-spaced typed pages. This paper will be uploaded and submitted to the instructor. Candidates are encouraged to include photographs in the portfolio.

Internship Activity Record
Candidates will complete the Principal Intern Activities Record and submit it at the conclusion of the internship experience.

Site Selection
In selecting internship experience sites, the CFE (Coordinator of Field Experiences) and the course professor, in cooperation with the candidate, place considerable importance on the availability and cooperation of a certified principal who is qualified to assume the role of cooperating administrator. One criterion in approving an internship experience is the quality of the cooperating administrator and his/her commitment to providing a quality experience. Other criteria include the area of concentration that the candidate desires (elementary or secondary) and the diversity in the school and the CA. Each cooperating administrator will provide regular feedback to the candidate. The candidate is also encouraged to seek feedback from school site faculty and staff personnel.

Diversity

In selecting internship experience sites, the CFE and the course professor, in cooperation with the candidate, place considerable importance on diversity. **The candidate will shadow in a Title 1 school for at least 6 hours during each internship experience and for at least 6 hours during the final internship.** The CA and the course professor must approve the school setting.

Internship Experience Team

There are numerous people involved in a successful internship experience. These include the candidate, Cooperating Administrators (CA), the course professor, and others such as mentors, peers within the course sessions, and those with whom the candidate is working at the intern sites. Below is a description of the responsibilities for the candidate, CA, and the course professor.

The Internship Team

The team is comprised of three members: the administrative/supervisory candidate, the cooperating administrator, and the course professor.

The Administrative/Supervisor Candidate

The administrative candidate is responsible for gaining experience and competency in a variety of administrative areas. These areas derive from standards set by the Educational Leadership Constituency Council (ELCC) and the South Carolina PADEPP. The particular tasks undertaken in each administrative area are reviewed by the cooperating administrator, the course professor, and the university supervisor to ensure a broad base of intern experience.

The Cooperating Administrator (CA)

The role of the cooperating administrator is critical for a successful internship experience. The CA will work closely with the candidate in establishing goals, planning for diverse and valuable experiences, and discussing growth and needed areas of development throughout the course of the field experience. In addition to assessing the internship, the CA is crucial for providing access, providing resources, supporting accomplishments, and offering recommendations. Two areas in which the CA will assist are in setting a regularly scheduled time for discussion and feedback and in providing time for the intern to reflect meaningfully upon the experiences. The role of cooperating administrator goes beyond the boundaries of teaching, leading, and supervising. It is also one of mentoring. Mentors offer the candidate a collegial long-term commitment to personal and professional growth.

Course Professor

The university course professor is responsible for assessing the quality of the candidate's internship experiences, in conjunction with the CA. The university professor teaches the course content with those courses that have an internship experience and assists the intern in strategies to apply the content to the real-world applications.

INTERNSHIP REQUIREMENTS

1. The candidate will secure approval from the local district for assignment. An agreement form with the appropriate signatures will be returned to the course professor supervisor. No internship can officially begin until this form is signed by the appropriate school official(s) and returned to the course professor.
2. The candidate will attend ALL scheduled course meetings.
3. The candidate will achieve an overall GPA of 3.0.
4. The candidate will keep a record of his/her activities that entails a brief description of the task involved, the date, the beginning and ending time, and the amount of time involved (expressed in fractions of an hour, ex. 2.25). The record is to be turned in to the course professor no later than the last course meeting. This record of activities will also be included in the e-portfolio. The cooperating school administrator will certify the record of activities.

5. The internship experience activities will be completed during the coordinating course unless approval is received from the university professor for additional time to complete the requirements.
6. The candidate will complete any additional requirements outlined by his or her university supervisor.
7. Internship activities should focus on ELCC elements 1 through 7. Candidates will develop and complete activities and reflections that demonstrate competency in EACH of these elements.

Administrative/Supervisory Candidate Responsibilities

The candidate will
1. contact the Cooperating Administrator (CA) and the course professor prior to the internship experience. The candidate needs to schedule a meeting with the CA before the beginning of each internship experience. The requirements are in place to
    o   open lines of communication between candidate, professor, and CA before the start of the candidate administrative experience.
    o   help establish a common understanding of the roles and responsibilities.
    o   cooperatively establish professional goals for the candidate administrative experiences that are clearly understood by the supervisors and the candidate.
    o   have a solid understanding of the CA's school, administrative style, the school district, community, and the students.
    During the initial meeting, the candidate will
    o   be professional, courteous, and sensitive to the time constraints faced by the CA.
    o   obtain the CA's number and the number of the school office.
2. view administrative internship as a temporary experience as an administrative staff member whose role and conduct are guided by the rules, policies, and professional code of conduct of full-time staff members. Administrative candidates will meet assigned responsibilities in a manner consistent with building/district staff and faculty. Lateness, unexcused or excessive absence, failure to observe safety procedures, lack of initiative, inappropriate dress or conduct, poor human relation skills, and negligence will be viewed as grounds for withdrawing and/or failing the administrative/supervisory program.
3. provide evidence of willingness to work, enthusiasm for the assignment, and basic knowledge of administrative/supervisory techniques.
4. strive for open communication. Regular meetings will be arranged and set aside for this purpose.
5. participate in school functions, faculty and PTO meetings, parent-teacher conferences, open house activities, site-based committee meetings, new assessments, new graduation requirements, etc.
6. remember internship experiences are for 9-12 hours per week during EDAS 5224, 5424, or 5714. The final internship experiences will also be 9-12 hours for a total of 90-100 hours during EDAS 5906 or 5916.
7. remember that an administrator/supervision candidate must achieve an overall rating of 3.0 on the internship experience. Failure to achieve an overall rating of a 3.0 will result in the candidate having to complete a plan of action with the School of Education and being placed on academic probation.

Supervision and Evaluation
Supervision of administrator/supervisor candidates is an important part of the internship experience. The candidate is observed by the CA on a regular, ongoing basis. To this end, the CA and the candidate will meet and discuss the manner in which the candidate will be supervised and, as importantly, discuss the criteria which will be considered during the evaluation.

The Pre-Conference
The purpose of the pre-conference is to set the stage for the observation. The professor and CA work with the candidate in identifying the variables to be assessed and the instruments to be used.

The Observation
The observation is the arranged time when the CA observes the candidate. The reflections and the activities records will be uploaded and submitted in Chalk and Wire to be assessed by the professor. The results of these written comments will form the basis for the post-conference.

The Post-Conference
The CA and the professor assess the candidate and will discuss evidence of the candidate's strengths and/or areas for continued growth with the candidate.

Administrator Candidate Self-Evaluation
Self-evaluation and reflection are essential for a successful administrative career. Administrator/supervisor candidates will incorporate checklists, Principal Intern Activities Record, SC PADEPP and ELCC standards, and audio or videotaping as effective means of data collection, and subsequent self-evaluation and reflection. In addition, administrator candidates will evaluate and provide evidence of their impact on student learning. This evidence will be placed on Chalk and Wire in an e-portfolio.

Appendix B

On-Site Administrative Approval Form
Administrator/Supervisor Practicum/Internship

Academic Year: _____ Semester: _____

Practicum/Internship Experience Information:

Candidate Name: _____ Practicum/Internship Position: _____

Home Phone: _____ E-Mail Address: _____

School Name: _____ School Phone: _____

School Address: _____ City, Zip: _____

Statement of Confidentiality: I understand that during the course of events associated with the intern experiences, I may be privy to confidential information. I understand that such information may not be shared and further communicated without permission. Any breech of laws and regulations concerning issues of confidentiality may result in my receiving a failing grade in the internship experience.

_____
Signature of Candidate   Date

I have reviewed the requirements for completion of the internship and will provide the candidate with opportunities and assistance necessary to fulfill those requirements.

_____
School / District Cooperating Administrator   Date

The applicant is granted permission to do the internship under the supervision of Southern Wesleyan University and the Administrator designated above.

_____
School / District Official   Date

Upon completion, the candidate will scan and save this form as a .pdf file. This will allow him/her to upload this form to his/her electronic portfolio in Chalk and Wire and submit it to the Course Instructor and the Field Experience Coordinator.

Appendix C

Practicum/Internship Record

NAME: _____

DATE: _____

ADMINISTRATION LEVEL: _____

COOPERATING ADMINISTRATOR: _____

UNIVERSITY PROFESSOR: _____

This form may be used as a draft to record administrative and supervisory activities and time spent on activities completed during the internship. All activities must be uploaded and submitted in Chalk and Wire weekly with a reflection.

All activities must directly relate to the content of EDAS 5224 Organizational Development in Schools.

All the elements must be addressed during the field experience. Some activities may satisfy more than one standard. In such events, list them in both places. At the end of the experience, reflect on your field experience and submit the reflection in Chalk and Wire.

ELCC Standard Standards	Activity	E=Elementary M=Middle H=High School (indicate one)	Total time Spent (in hours)
ELCC Standard 1 A building-level education leader promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, create and implement plans to achieve school goals, and promote organizational learning; promote continuous and sustainable improvement; and monitor and evaluate progress and revise plans that is supported by all stakeholders**.**			

ELCC Standard 2 A building-level education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning built on collaboration, trust, and a personalized learning environment with high expectations for students; creating, monitoring, and evaluating a comprehensive rigorous and coherent curricular and instructional program; developing and supervising the instructional and leadership capacity of staff to maximize time spent on quality instruction; and promoting the use of the most effective and appropriate technologies to support teaching and learning.			
ELCC Standard 3 A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.			

ELCC Standard 4 A building-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 on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.			
ELCC Standard 5 A building-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 school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.			

ELCC Standard 6 A building-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 through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.			

Appendix D   Interview Rubric for EDAS 5906/5916

Directions for candidate: interview administrators to discuss different aspects of administration and supervision. Explain that all personal identifying information is confidential and that if at any time they would like to stop the interview or ask you to not use any part of their response, you will stop the interview and delete their response from your records, in accordance with their request. Change the name of the interviewee before the work is turned in or shared with the class. Demographic information you should collect is their age, gender, and level of education.

Sample Interview Questions
- What is the vision statement of the school? How does the vision affect the Improvement Plan? Did you consider any different vision statement? What options did you consider?
- What role does research play in the strategic planning for the school? Does the planning affect your leadership style?
- How do you involve the stakeholders?
- What is the value of a positive school climate? How does good public relations impact planning?
- Do laws and politics impact the school planning?

When you have completed the interview, you should prepare a report that first documents the interview transcript and then provides a 2-3 page report of common threads or differences you found in your visionary leadership and school improvement interview.

ELCC Standards	Advanced	Proficient	Basic	Below Basic
Description and documentation of workplace	Workplace and vision is clearly described and documented; evidence of thoughtful interview is given; ongoing, insightful analysis is provided.	Workplace and vision is described and documented; evidence of interview as support is given; analysis is provided.	Workplace and vision somewhat is described and/or documented; some evidence of interview is present; some analysis is provided.	Workplace and vision are neither described nor documented; little or no evidence of interview is given; little or no analysis is provided.
Insightful and ongoing analysis of school leadership and environment Connections made to course text, readings, class discussions	Analysis and interview are insightfully analyzed; strong connections are made to course text, readings, and class discussions.	Analysis and interview are analyzed; connections are made to course text, readings, and class discussions.	Analysis and interview are somewhat analyzed; some connections made to course text, readings, and class discussions.	No analysis is provided; few or no connections are made to course text, readings, and class discussions.
Demonstrates ability to apply leadership skills learned from authentic workplace	Analysis of interview makes thoughtful connections to visionary leadership and lessons about leadership.	Analysis of interview makes connections to visionary leadership and lessons about leadership.	Analysis of interview is connected to visionary leadership and lessons about leadership.	No connections are made to visionary leadership and lessons about leadership.
Topic presented with clarity Interactive discussion on topic with peers	Topic is presented thoroughly in the interview; excellent discussion is fostered.	Topic is presented in the interview; good discussion is fostered.	Topic is somewhat presented; some discussion on topic is evident.	Presentation only. Content is offered with no discussion.
Mechanics	Report is error free; clearly and professionally written.	Report is error free for the most part with only 1 or 2 errors; clearly written for the most part.	Report has three to four spelling, grammar and/or mechanical errors.	Report has some spelling, grammar and/or mechanical errors.

Appendix E

Vision Analysis Rubric

ELCC STANDARD 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.				
ELCC 1.1 **Develop a Vision** **PADEPP 1 Vision**	Advanced	Proficient	Basic	Below Basic
	There is excellent evidence with all essential components through this project that the candidates understand and implement ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements.	There is good evidence with three essential components through this project that the candidates understand ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements.	There is adequate evidence with two essential components through this project that the candidates understand ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements.	There is little evidence through this project that the candidates understand ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements.

	Advanced	Proficient	Basic	Below Basic
ELCC 1.3 Continuous Improvement **PADEPP 1 Vision**	There is excellent evidence with all essential components through this project that the candidates can ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders..	There is good evidence with thee essential components through this project that the candidates can ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders	There is adequate evidence with two-essential components through this project that the candidates can ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders	There is little evidence through this project that the candidates can ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders
Monitor, Evaluate, and Revise **PADEPP 1 Vision**	There is excellent evidence through this project that the candidate understands and can implement ♦effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. ♦program evaluation models.	There is good evidence through this project that the candidate understands ♦effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. ♦program evaluation models.	There is good evidence of some applications of the components through this project that the candidate understands ♦effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. ♦program evaluation models.	There is little evidence through this project that the candidate understands ♦effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. ♦program evaluation models.
Communicating the Vision Statement as Related to	The candidate demonstrates at a high level of	The candidate demonstrates an explicit ability to	The candidate demonstrates basic ability to use	The candidate fails to demonstrate the ability to use the skills

Instruction	proficiency the ability to use the skills needed to communicate effectively regarding the vision statement and the relationship to instruction and can make need adjustments	use the skills needed to communicate effectively regarding the vision statement and the relationship to instruction.	the skills needed to communicate effectively regarding the vision statement, but does not always shows the relationship to instruction.	needed to communicate effectively regarding the vision statement and the relationship to instruction.

Appendix F

Rubric for PowerPoint				
ELCC Standard 2.0: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
ELCC 2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations PADEPP 2 and 3	Advanced Candidate demonstrated at a high level of proficiency the ability to assess the elements of school culture and ways it can be influenced to ensure student success and to apply it in the school setting.	Proficient Candidate demonstrated at an explicit level of proficiency the ability to assess the elements of school culture and ways it can be influenced to ensure student success.	Basic Candidate demonstrated at a basic level of proficiency the ability to assess the elements of school culture, but could not always apply it in ways to influence and ensure student success.	Below Basic Candidate failed to demonstrate the ability to assess the elements of school culture and ways it can be influenced to ensure student success.
ELCC 2.2 Create a personalized and motivating learning environment for students PADEPP 2, 3 and 4	Advanced Candidate demonstrated at a high level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process while applying these elements to the school setting.	Proficient Candidate demonstrated at an explicit level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process.	Basic Candidate demonstrated at a basic level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process. Sometimes the relationship is not clearly defined.	Below Basic Candidate failed to demonstrate the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process.
ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.				

ELCC 3.1 Monitor and evaluate the management and operational systems PADEPP 5, 8 and 9	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated at a high level of proficiency the ability to understand methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations. This understanding is clearly applied to the school setting.	Candidate demonstrated the explicit ability to understand methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations.	Candidate demonstrated the basic ability to understand methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations. Evaluation is not always explicitly present.	Candidate failed to understand methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations.

ELCC Standard 4.0: A building-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 on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1 Collect and analyze data and information pertinent to the educational environment PADEPP 5, 8 and 9	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated at a high level of proficiency an ability to use the collection and analysis of data and information pertinent to the school educational environment. This understanding is clearly evident and applied to the school setting.	Candidate demonstrated the explicit ability to use the collection and analysis of data and information pertinent to the school educational environment.	Candidate demonstrated the basic ability to use the collection and analysis of data and information pertinent to the school educational environment. Use of the analysis is not always explicitly evident.	Candidate failed to demonstrate the ability to use the collection and analysis of data and information pertinent to the school educational environment.

4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources PADEPP 5, 8 and 9	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated at a high level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources and relates to the school and local community.	Candidate demonstrated at an explicit level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources.	Candidate demonstrated at a basic level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources. Connections and use of community resources is not always evident.	Candidate failed to demonstrate cultural competency and an understanding of the diverse cultural, social and intellectual community resources.

4.3 Build and sustain positive relationships with families and caregivers PADEPP 5, 8 and 9	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated at a high level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers. Application to the school setting is clearly and consistently evident.	Candidate demonstrated at an explicit level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers with some application to the school setting	Candidate demonstrated at a basic level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers. Occasional applications are made to the school setting.	Candidate failed to demonstrate at a minimal level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.
4.4 Build and sustain productive relationships with community partners PADEPP 5, 8 and 9	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated at a high level of proficiency an understanding of and ability to build and sustain positive relationships with community partners. Strategies are consistently offered for community building.	Candidate demonstrated at an explicit level of proficiency an understanding of and ability to build and sustain positive relationships with community partners. Some strategies are offered.	Candidate demonstrated at a basic level of proficiency an understanding of and ability to build and sustain positive relationships with community partners.	Candidate failed to demonstrate at a minimal level of proficiency an understanding of and ability to build and sustain positive relationships with community partners.
PowerPoint	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated at a high level of proficiency the ability to use technology to create a presentation to convey important concepts.	Candidate demonstrated the explicit ability to use technology to create a presentation to convey important concepts.	Candidate demonstrated basic ability to use technology to create a presentation to convey important concepts.	Candidate failed to demonstrate the ability to use technology to create a presentation to convey important concepts.

Appendix G

Forum Rubric

	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Total
Ideas and Content ELCC Standard 5.2 Effective Communication Conceptual Framework Reflection	The ideas expressed are not original, often confused, and are not connected to discussions around the ethical question posed.	The ideas expressed are not necessarily original, and are not usually connected to discussions around the ethical question posed.	The candidate expresses some original ideas. The majority of ideas are related to ethical leadership, more specifically to educational leadership.	The candidate has many original ideas and expresses them clearly. The great majority of ideas are related to ethical leadership or more specifically to educational leadership.	

Post Frequency	The post frequency is well below course expectations.	The post frequency is slightly below average.	The post frequency is slightly above average.	The post frequency greatly exceeds course expectations.	
Writing Quality **Conceptual Framework Scholarship**	Posts are of very poor quality. There is little to no evidence of reading other information in order to form new meaning of the topics at hand.	Posts show a below average, overly casual writing style with a lack of attention to style. The candidate pays little attention to other reading and mostly regurgitates previous personal views.	Posts show above average writing style. The content demonstrates that the candidate reads moderately, and attempts to synthesize information and form new meaning.	Posts are well written, and are characterized by elements of a strong writing style. The content demonstrates that the candidate is well read, synthesizes learned content and constructs new meaning.	
Community **Conceptual Framework Technology**	The education leadership candidate does not show evidence in any participation in the blogging community, or the course community, through the use of weblogs.	The education leadership candidate rarely participated in the blogging community. Most, if not all, participation was limited to the weblogs of other classmates.	The education leadership candidate participated moderately in the blogging community. There was some evidence of out-of-class participation.	The education leadership candidate participated actively in the blogging community via comments on other weblogs, and citing others in their research and writing.	
Use of Enhancements **Conceptual Framework Technology**	The education leadership candidate did nothing to enhance or personalize the weblog space.	There is very little evidence of multimedia enhancement, and the candidate's blog is primarily text-based.	The education leadership candidate enhanced his/her weblog to some extent using video, audio, images or other add-ons.	The education leadership candidate greatly enhanced his/her weblog space using video, audio, images or other add-ons.	
				Final (Sum/4)	

Candidate _____

Assessor's Signature _____ Date_____

Appendix H

Participation Rubric

	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
Degree to which student integrates course readings into classroom participation	often cites from readings; uses readings to support points; always articulates fit of readings with topic at hand	occasionally cites from readings; sometimes uses readings to support points; often articulates fit of readings with topic at hand	rarely able to cite from readings; rarely uses readings to support points; occasionally articulates fit of readings with topic at hand	unable to cite from readings; cannot use readings to support points; cannot articulate fit of readings with topic at hand
Interaction/ participation in classroom discussions	always a willing participant; responds frequently to questions; routinely volunteers point of view	often a willing participant; responds occasionally to questions; occasionally volunteers point of view	occasionally a willing participant; able to respond to direct questions; rarely volunteers point of view	never a willing participant; never able to respond to questions; never volunteers point of view
Interaction/ participation in classroom learning activities	always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view	often a willing participant; acts appropriately during role plays, etc.; responds occasionally to questions; occasionally volunteers point of view	a willing participant, but occasionally acts inappropriately during role plays, etc.; able to respond to direct questions; but rarely volunteers point of view	never a willing participant, often acts inappropriately during role plays, etc.; never able to respond to direct questions; never volunteers point of view
Demonstration of professional attitude and demeanor	always demonstrates commitment through thorough preparation; always arrives on time; often solicits instructor's perspective outside class	rarely unprepared; rarely arrives late; occasionally solicits instructor's perspective outside class	sometimes unprepared; occasionally arrives late; rarely solicits instructor's perspective outside class	rarely prepared; often arrives late; never solicits instructor's perspective outside class

Appendix I

Rubric for Community Needs Survey

ELCC Standard 2.0: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.							
1-ELCC 1.4 Monitor, Evaluate and Revise PADEPP 1 Vision	Advanced		Proficient		Basic		Below Basic
	Candidate demonstrated at a high level of proficiency the ability to consistently use effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals.		Candidate demonstrated an explicit ability to mostly understand and use effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals.		Candidate demonstrated a basic ability to use effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals.		Candidate failed to demonstrate effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals.
ELCC 2.1 Nurture and Sustain Positive School Culture PADEPP 2 and 3	Advanced		Proficient		Basic		Below Basic
	Candidate demonstrated at a high level of proficiency the ability to assess the elements of school culture and consistently demonstrate ways it can be influenced to ensure student success.		Candidate demonstrated an explicit ability to assess the elements of school culture and generally demonstrate ways it can be influenced to ensure student success.		Candidate demonstrated a basic ability to assess the elements of school culture. Candidate could not always show ways it can be influenced to ensure student success.		Candidate failed to demonstrate the ability to assess the elements of school culture and ways it can be influenced to ensure student success.
ELCC 2.3 Apply Best Practices To student Learning PADEPP 2, 3 and 4	Advanced		Proficient		Basic		Below Basic
	Candidate demonstrated at a high level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process. Strategies were consistently offered for the school setting.		Candidate demonstrated at an explicit level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process. Some strategies were offered for the school setting.		Candidate demonstrated at a basic level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process.		Candidate failed to demonstrate the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process.

ELCC 2.4 **Promote the use of the most effective and appropriate technologies to support teaching and learning PADEPP 2, 3 and 4**	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated at a high level of proficiency the ability to use technology as pedagogical and administrative tools. Strategies were offered consistently to involve faculty.	Candidate demonstrated an explicit ability to use technology as pedagogical and administrative tools. Some strategies were offered to involve faculty.	Candidate demonstrated a basic ability to use technology as pedagogical and administrative tools. An occasional strategy was offered to involve faculty.	Candidate failed to demonstrate the ability to use technology as pedagogical and administrative tools.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC 3.2 **Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources PADEPP 3**	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated at a high level of proficiency the ability to use. methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations. Applications were consistently made for the school setting.	Candidate demonstrated an explicit ability to use methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations. Some applications were made for the school setting.	Candidate demonstrated a basic ability to use methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations. Occasional applications were made for the school setting.	Candidate failed to demonstrate the ability to use methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations

ELCC Standard 4.0: A building-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 on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

	Advanced	Proficient	Basic	Below Basic
ELCC 4.1 Collect and analyze data and information pertinent to the educational environment PADEPP 5, 8 and 9	Candidate demonstrated at a high level of proficiency an ability to use the collection and analysis of data and information pertinent to the school educational environment. Consistent connections were made between the data and strategies.	Candidate demonstrated an explicit ability to use the collection and analysis of data and information pertinent to the school educational environment. Some connections were made between the data and strategies.	Candidate demonstrated a basic ability to use the collection and analysis of data and information pertinent to the school educational environment. Occasional connections were made between the data and strategies.	Candidate failed to demonstrate the ability to use the collection and analysis of data and information pertinent to the school educational environment.
4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources PADEPP 5, 8 and 9	Candidate demonstrated at a high level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources and relates to the school and local community.	Candidate demonstrated at an explicit level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources.	Candidate demonstrated at a basic level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources. Connections and use of community resources is not always evident, but is implied.	Candidate failed to demonstrate cultural competency and an understanding of the diverse cultural, social and intellectual community resources.
4.3 Build and sustain positive relationships with families and caregivers PADEPP 5, 8 and 9	Candidate demonstrated at a high level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers. Application to the school setting is clearly and consistently evident.	Candidate demonstrated at an explicit level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers with some application to the school setting.	Candidate demonstrated at a basic level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers. Occasional applications are made to the school setting.	Candidate failed to demonstrate at a minimal level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.
Survey	All elements of an effective survey were present.	One effective survey element was missing.	Two effective survey elements were missing.	An effective survey element was not administered, and three or more elements were missing.

Mechanics	Advanced	Proficient	Basic	Below Basic
	There were no grammatical, spelling or punctuation errors	There were almost no grammatical, spelling, or punctuation errors (1 or 2).	There were a few grammatical, spelling, or punctuation errors (3-4).	There were many grammatical, spelling, or punctuation errors (more than 4).

Appendix J
Strategy Paper Rubric

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

	Advanced	Proficient	Basic	Below Basic
ELCC 2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations PADEPP 2 and 3	Candidate demonstrated at a high level of proficiency the ability to assess the elements of school culture and ways it can be consistently use to demonstrate influences to ensure student success.	Candidate demonstrated at an explicit level of proficiency the ability to assess the elements of school culture and ways it can be influenced to ensure student success.	Candidate demonstrated at a basic level of proficiency the ability to assess the elements of school culture. Candidate could not always show ways it can be influenced to ensure student success.	Candidate failed to demonstrate the ability to assess the elements of school culture and ways it can be influenced to ensure student success.
ELCC 2.2 Create a personalized and motivating learning environment for students PADEPP 2, 3 and 4	Candidate demonstrated at a high level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process. Strategies were consistently offered for the school setting.	Candidate demonstrated at an explicit level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process. Some applications were made for the school setting.	Candidate demonstrated at a basic level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process. Occasional applications were made for the school setting.	Candidate failed to demonstrate the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process.
ELCC 2.3 Supervise Instruction PADEPP 2, 3	Candidate demonstrated at a high level of proficiency the ability to supervise strategies that ensure	Candidate demonstrated at an explicit level of proficiency the ability to supervise strategies that	Candidate demonstrated at a basic level of proficiency the ability to supervise strategies that ensure teachers are	Candidate failed to demonstrate the ability to ensure teachers are demonstrating research

and 4	teachers are demonstrating research based professional practices. .	ensure teachers are aware of and generally demonstrate research based professional practices.	aware of research based professional practices.	based professional practices.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC 3.2 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources PADEPP 3	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated at a high level of proficiency the ability to use methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations. Application is consistently made to the school setting.	Candidate demonstrated at an explicit level the ability to use methods and procedures for managing the school's resources, including human resource development. and procedures for managing the school's operations. Application is generally made to school setting.	Candidate demonstrated at a basic level the ability to use methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations. Procedures were not always clear.	Candidate failed to use methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations

ELCC Standard 4.0: A building-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 on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC 4.2 Promote understanding, appreciation,	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated at a high level of proficiency cultural competency and an	Candidate demonstrated at an explicit level of proficiency cultural	Candidate demonstrated at a basic level of proficiency cultural competency and an	Candidate failed to demonstrate cultural competency and an

and use of the community's diverse cultural, social, and intellectual resources PADEPP 5, 8 and 9	understanding of the diverse cultural, social and intellectual community resources and relates to the school and local community.	competency and an understanding of the diverse cultural, social and intellectual community resources.	understanding of the diverse cultural, social and intellectual community resources. Connections and use of community resources is not always clearly evident, but is implied.	understanding of the diverse cultural, social and intellectual community resources.
ELCC 4.3 Build and sustain positive relationships with families and caregivers PADEPP 5, 8 and 9	Advanced Candidate demonstrated at a high level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers. Application to the school setting is clearly and consistently evident.	Proficient Candidate demonstrated at an explicit level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers with some application to the school setting.	Basic Candidate demonstrated at a basic level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers. Occasional applications are made to the school setting.	Below Basic Candidate failed to demonstrate at a minimal level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.

ELCC Standard 5.0: A building-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 school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC 5.2 Model principles of self-awareness, reflective practice, transparency, and ethical behavior	Advanced Candidate consistently demonstrated a depth of understanding for making and explaining decisions based upon ethical and legal principles.	Proficient Candidate, using relevant sources, made and explained decisions based upon ethical and legal principles.	Basic Candidate made and explained decisions based upon ethical and legal principles.	Below Basic Candidate failed to make or explain decisions based upon ethical and legal principles.

PADEPP 6				
ELCC 5.3 Safeguard the values of democracy, equity, and diversity PADEPP 1, 6, and 7	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated a depth of understanding of the ethical rationale for decisions regarding the ability to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others.	Candidate understood the ethical rationale for action that demonstrates the ability to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others.	Candidate understood his/her responsibility to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others.	Candidate lacked an understanding of the ethical issues related to the ability to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others.

ELCC Standard 6.0: A building-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 through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC 6.1 Advocate for children, families, and caregivers PADEPP 6	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated a high level of proficiency as an informed and conscientious consumer of policies, laws and regulations enacted by state, local and federal authorities that affect schools, especially those targeted to improve educational and social opportunities.	Candidate demonstrated an explicit level of proficiency as an informed consumer of policies, laws and regulations enacted by state, local and federal authorities that affect schools, especially those targeted to improve educational and social opportunities.	Candidate demonstrated a basic level of proficiency as an informed consumer of policies, laws and regulations enacted by state, local and federal authorities that affect schools.	Candidate acted as an uninformed consumer of policies, laws and regulations enacted by state, local and federal authorities that affect schools, especially those targeted to improve educational and social opportunities.
ELCC 6.2 Act to influence local, district, state, and national decisions affecting	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated at a high level of proficiency the ability to understand the larger political, social, legal, and cultural context and knowledge of how to consistently use power and	Candidate demonstrated an explicit ability to understand the larger political, social, legal, and cultural context and knowledge of how to use power and political skills to influence local, state, and	Candidate demonstrated a basic ability to understand the larger political, social, legal, and cultural context and knowledge of how to use power and political skills to influence local, state, but	Candidate failed to demonstrate the ability to understand the larger political, social, legal, and cultural context and knowledge of how to use power and political skills to

student learning PADEPP 6	political skills to influence local, state, and federal decisions.	federal decisions.	not federal decisions.	influence local, state, and federal decisions.
Mechanics	Advanced	Proficient	Basic	Below Basic
	There were no grammatical, spelling or punctuation errors.	There were almost no grammatical, spelling, or punctuation errors (1 or 2).	There were a few grammatical, spelling, or punctuation errors (3-4).	There were many grammatical, spelling, or punctuation errors (more than 4).

Appendix K Professional Development Plan

<table>
<tr><td colspan="5" align="center">Professional Development Plan</td></tr>
<tr><td colspan="5">ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.</td></tr>
<tr><td></td><td align="center">Advanced</td><td align="center">Proficient</td><td align="center">Basic</td><td align="center">Below Basic</td></tr>
<tr>
<td>ELCC 2.1 Promote Positive School Culture PADEPP 2 and 3</td>
<td>Candidate demonstrated at a high level of proficiency the ability to assess school culture using multiple methods and implement context appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.</td>
<td>Candidate demonstrated an explicit ability to assess school culture using multiple methods and implement context appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.</td>
<td>Candidate demonstrated a basic ability to assess school culture using multiple methods and implement context appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.</td>
<td>Candidate failed to demonstrate the ability to assess school culture using multiple methods and implement context appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.</td>
</tr>
<tr><td></td><td align="center">Advanced</td><td align="center">Proficient</td><td align="center">Basic</td><td align="center">Below Basic</td></tr>
<tr>
<td>ELCC 2.2 Apply Best Practices To Student Learning PADEPP 2, 3 and 4</td>
<td>Candidate demonstrated at a high level of proficiency the ability to assist school personnel in understanding and applying best practices for student learning. Strategies are consistently applied to the school situation.</td>
<td>Candidate demonstrated an explicit ability to assist school personnel in understanding and applying best practices for student learning. Strategies are mostly applied to the school situation.</td>
<td>Candidate demonstrated a basic ability to assist school personnel in understanding and applying best practices for student learning.</td>
<td>Candidate failed to demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.</td>
</tr>
<tr><td>ELCC 2.3 Design</td><td align="center">Advanced</td><td align="center">Proficient</td><td align="center">Basic</td><td align="center">Below Basic</td></tr>
<tr>
<td></td>
<td>Candidate demonstrated at a</td>
<td>Candidate demonstrated an</td>
<td>Candidate demonstrated a</td>
<td>Candidate failed to</td>
</tr>
</table>

Comp Prof Growth Plans PADEPP 2, 3 and 4	high level of proficiency the ability to implement well planned, context-appropriate professional development programs consistently based on reflective practice and research on student learning consistent with the school vision and goals.	explicit ability to implement well-planned, context appropriate professional development programs mostly based on reflective practice and research on student learning consistent with the school vision and goals.	basic ability to implement well-planned, context appropriate professional development programs occasionally based on reflective practice and research on student learning consistent with the school vision and goals.	demonstrate the ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

	Advanced	Proficient	Basic	Below Basic
ELCC 3.2 Manage Operations **PADEPP 3**	Candidate demonstrated at a high level of proficiency the ability to consistently involve staff in conducting operations and setting priorities using appropriate and effective needs assessments, research based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.	Candidate demonstrated an explicit ability to mostly involve staff in conducting operations and setting priorities using appropriate and effective needs assessments, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.	Candidate demonstrated a basic ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessments, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.	Candidate failed to demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessments, research based data, and group process skills to build consensus, communicate and resolve conflicts in order to align resources with the organizational vision.

ELCC Standard 4.0: A building-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 on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding,

appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.2 Respond To Community Interests and Needs PADEPP 5, 8 and 9	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated at a high level of proficiency active involvement within the community, including interactions with individuals and groups with conflicting perspectives. Applications are consistently made to the school setting.	Candidate demonstrated an active involvement within the community, including interactions with individuals and groups with conflicting perspectives. Applications are mostly made to the school setting.	Candidate demonstrated a basic involvement within the community, including interactions with individuals and groups with conflicting perspectives. Applications are occasionally made to the school setting.	Candidate failed to demonstrate an active involvement within the community, including interactions with individuals and groups with conflicting perspectives.

4.2 Mobilize Community Resources PADEPP 5, 8 and 9	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated at a high level of proficiency an understanding of and ability to use community resources, consistently including youth services, to support student achievement, solve school problems, and achieve school goals.	Candidate demonstrated an explicit understanding of and ability to use community resources, mostly including youth services, to support student achievement, solve school problems, and achieve school goals. .	Candidate demonstrated a basic understanding of and ability to use community resources, however, does not always include youth services, to support student achievement, solve school problems, and achieve school goals.	Candidate failed to demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. Candidate failed to demonstrate how to use school resources and social service agencies to serve the community. .

ELCC Standard 5.0: A building-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 school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC 5.1	Advanced	Proficient	Basic	Below Basic

Acts with Integrity PADEPP 1, 6, and 7	Candidate consistently demonstrated with a high level of proficiency respect for the rights of others with regard to confidentiality and dignity and how to engage in honest interactions.	Candidate mostly demonstrated an explicit respect for the rights of others with regard to confidentiality and dignity and how to engage in honest interactions.	Candidate demonstrated a basic respect for the rights of others with regard to confidentiality and dignity and how to engage in honest interactions—did not always engage all parties in the interaction	Candidate failed to demonstrate respect for the rights of others with regard to confidentiality and dignity and how to engage in honest interactions.
ELCC 5.2 Acts Fairly **PADEPP 1, 6, and 7**	Advanced	Proficient	Basic	Below Basic
	Candidate consistently demonstrated at a high level of proficiency the ability to combine impartiality, sensitivity to student diversity and ethical considerations in their interactions with others.	Candidate mostly demonstrated an explicit ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	Candidate demonstrated a basic ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others—did not always involve all parties in the interaction	Candidate failed to demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
ELCC 5.3 Acts Ethically **PADEPP 1, 6, and 7**	Advanced	Proficient	Basic	Below Basic
	Candidate consistently demonstrated at a high level of proficiency how to make and explain decisions based upon ethical and legal principles.	Candidate mostly demonstrated an explicit ability to make and explain decisions based upon ethical and legal principles.	Candidate demonstrated a basic ability to make and explain decisions based upon ethical and legal principles.	Candidate failed to demonstrate how to make and explain decisions based upon ethical and legal principles.

ELCC Standard 6.0: A building-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 through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC 6.1 Understand Larger Context PADEPP 6	Advanced	Proficient	Basic	Below Basic
	Candidate consistently demonstrated at a high level of proficiency an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.	Candidate mostly demonstrated an explicit understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.	Candidate demonstrated a basic understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.	Candidate failed to demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.
ELCC 6.2 Influence the Larger Context PADEPP 6	Advanced	Proficient	Basic	
	Candidate consistently demonstrated at a high level of proficiency the ability to apply understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.	Candidate mostly demonstrated how to apply an explicit understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.	Candidate demonstrated how to apply a basic understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families—sometimes did not connect all elements	

Appendix L

Plan of Action for Improvement

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

ELCC 2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations PADEPP 2 and 3 LO 3	Advanced	Proficient	Basic	Below Basic
	Candidate consistently demonstrated at a high level of proficiency the ability to assess the elements of school culture and ways it can be influenced to ensure student success.	Candidate mostly demonstrated at an explicit level of proficiency the ability to assess the elements of school culture and ways it can be influenced to ensure student success.	Candidate demonstrated at a basic level of proficiency the ability to assess the elements of school culture and ways it can be influenced to ensure student success--did not always assess all elements.	Candidate failed to demonstrate the ability to assess the elements of school culture and ways it can be influenced to ensure student success.

ELCC 2.2 **Create a personalized and motivating learning environment for students** **PADEPP 2, 3 and 4** **LO 3**	Advanced	Proficient	Basic	Below Basic
	Candidate consistently demonstrated at a high level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process.	Candidate mostly demonstrated at an explicit level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process.	Candidate demonstrated at a basic level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process.	Candidate failed to demonstrate the ability the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process.

ELCC 2.3 Supervise Instruction **PADEPP 2, 3 and 4**	Advanced	Proficient	Basic	Below Basic
	Candidate consistently demonstrated at a high level of proficiency the	Candidate mostly demonstrated at an explicit level of proficiency the	Candidate demonstrated at a basic level of proficiency the ability to supervise	Candidate failed to demonstrate the ability to

LO 3	ability to supervise strategies that ensure teachers are demonstrating research based professional practices.	ability tosupervise strategies that ensure teachers are demonstrating research based professional practices.	strategies that ensure teachers are demonstrating best professional practices.	supervise strategies that ensure teachers are demonstrating research based professional practices.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC 3.2 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources **PADEPP 3**	Advanced	Proficient	Basic	Below Basic
	Candidate consistently demonstrated at a high level of proficiency the ability to use methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations. Strategies were applied in the school setting.	Candidate mostly demonstrated an explicit ability to use methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations. Strategies were applied in the school setting.	Candidate demonstrated a basic ability to use methods and procedures for managing the school's resources, including human resource development methods and procedures for managing the school's operations-- connections were not always made to the school setting.	Candidate failed to use methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations.

ELCC Standard 4.0: A building-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 on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC 4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources PADEPP 5, 8 and 9	Advanced	Proficient	Basic	Below Basic
	Candidate consistently demonstrated at a high level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources.	Candidate mostly demonstrated at an explicit level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources.	Candidate demonstrated at a basic level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources.	Candidate failed to demonstrate cultural competency and an understanding of the diverse cultural, social and intellectual community resources.
ELCC 4.3 Build and sustain positive relationships with families and caregivers LO 9 and 10 PADEPP 5, 8 and 9	Advanced	Proficient	Basic	Below Basic
	Candidate consistently demonstrated at a high level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.	Candidate mostly demonstrated at an explicit level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.	Candidate demonstrated at a basic level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.	Candidate failed to demonstrate at a minimal level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.

ELCC Standard 5.0: A building-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 on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC 5.2 Model principles of self-awareness, reflective practice, transparency, and ethical behavior PADEPP 6 LO 1 and 8	Advanced	Proficient	Basic	Below Basic
	The candidate demonstrated a depth of understanding for making and explaining decisions based upon ethical and legal principles.	The candidate, using relevant sources, made and explained decisions based upon ethical and legal principles.	The candidate made and explained decisions based upon ethical and legal principles.	The candidate failed to make or explain decisions based upon ethical and legal principles.
ELCC 5.3 Safeguard the values of democracy, equity, and diversity	Advanced	Proficient	Basic	Below Basic
	The candidate demonstrated a depth of understanding of the	The candidate understood the ethical rationale for action that demonstrates	The candidate understood his/her responsibility to combine impartiality,	The candidate lacked an understanding of the ethical issues related to

PADEPP 1, 6, and 7	ethical rationale for decisions regarding the ability to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others.	the ability to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others.	sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others.	the ability to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others.

ELCC Standard 6.0: A building-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 through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

| ELCC 6.1 Advocate for children, families, and caregivers

PADEPP 6	Advanced	Proficient	Basic	Below Basic
	Candidate consistently demonstrated a high level of proficiency as an informed consumer of policies, laws and regulations enacted by state, local and federal authorities that affect schools, especially those targeted to improve educational and social opportunities.	Candidate mostly demonstrated an explicit level of proficiency as an informed consumer of policies, laws and regulations enacted by state, local and federal authorities that affect schools, especially those targeted to improve educational and social opportunities.	Candidate demonstrated a basic level of proficiency as an informed consumer of policies, laws and regulations enacted by state, local and federal authorities that affect schools, especially those targeted to improve educational and social opportunities-did not always make connections with all authorities.	Candidate acted as an uninformed consumer of policies, laws and regulations enacted by state, local and federal authorities that affect schools, especially those targeted to improve educational and social opportunities.
ELCC 6.2 Act to influence local, district, state, and national decisions affecting student learning

PADEPP 6

LO 8 | Advanced | Proficient | Basic | Below Basic |
| | Candidate consistently demonstrated at a high level of proficiency the ability to understand the larger political, social, legal, and cultural context and knowledge of how to use power and political | Candidate mostly demonstrated an explicit ability to understand the larger political, social, legal, and cultural context and knowledge of how to use power and political skills to influence local, | Candidate demonstrated a basic ability to understand the larger political, social, legal, and cultural context and knowledge of how to use power and political skills to influence local, state, but not federal | Candidate failed to demonstrate the ability to understand the larger political, social, legal, and cultural context and knowledge of how to use power and political skills to influence local, state, and |

	skills to influence local, state, and federal decisions.	state, and federal decisions.	decisions-did not always see the relevance of cultural context.	federal decisions.
Mechanics	Advanced	Proficient	Basic	Below Basic
	There were no grammatical, spelling or punctuation errors.	There were almost no grammatical, spelling, or punctuation errors (1-2).	There were a few grammatical, spelling, or punctuation errors (3-4).	There were many grammatical, spelling, or punctuation errors (more than 4).

Appendix M

Cooperating Administrator Assessment
EDAS 5906/5916 Internship

Administrator Candidate _____ ID # _____

Assessor _____ School _____

Instructional Level _____ Total Field Hours _____

Assessor's Signature _____ Date_____

ELCC STANDARD 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.				
	Advanced	Proficient	Basic	Below Basic
ELCC 1.3 Continuous Improvement **PADEPP 1 Vision** **LO 2**	There is excellent evidence through this project that the candidate understands ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional development program.	There is good evidence with two essential components through this project that the candidate understands ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional	There is basic evidence with three essential components through this project that the candidate understands ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional	There is little evidence with all essential components through this project that the candidate understands ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional

	program	program.	program.

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

	Advanced	Proficient	Basic	Below Basic
ELCC 2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations PADEPP 2 and 3	Candidate consistently demonstrated at a high level of proficiency the ability to assess the elements of school culture and ways it can be influenced to ensure student success.	Candidate mostly demonstrated at an explicit level of proficiency the ability to assess the elements of school culture and ways it can be influenced to ensure student success.	Candidate demonstrated at a basic level the ability to assess the elements of school culture and ways it can be influenced to ensure student success.	Candidate failed to demonstrate the ability to assess the elements of school culture and ways it can be influenced to ensure student success.

	Advanced	Proficient	Basic	Below Basic
ELCC 2.2 Create a personalized and motivating learning environment for students **PADEPP 2, 3 and 4** **LO 3 and 5**	Candidate consistently demonstrated at a high level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process.	Candidate mostly demonstrated at an explicit level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process.	Candidate demonstrated at a basic level the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process—connections were not always made between theory and practice.	Candidate did not demonstrate the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process.

ELCC 2.3 Supervise Instruction PADEPP 2, 3 and 4 LO 3	Advanced	Proficient	Basic	Below Basic
	Candidate consistently demonstrated at a high level of proficiency the ability to supervise strategies that ensure teachers are demonstrating research based professional practices. Application was always seen in the school setting.	Candidate mostly demonstrated at an explicit level of proficiency the ability to supervise strategies that ensure teachers are demonstrating research based professional practices. Application was generally seen in the school setting.	Candidate demonstrated at a basic level of proficiency the ability to supervise strategies that ensure teachers are demonstrating research based professional practices.	Candidate failed to demonstrate the ability to supervise strategies that ensure teachers are demonstrating research based professional practices.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC 3.2 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources PADEPP 3 LO 4	Advanced	Proficient	Basic	Below Basic
	Candidate consistently demonstrated at a high level of proficiency the ability to use methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations. Application was always seen in the school setting.	Candidate mostly demonstrated at an explicit level of proficiency the ability to use methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations. Application generally was seen in the school setting.	Candidate demonstrated at a basic level of proficiency the ability to use methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations.	Candidate failed to demonstrate the ability to use methods and procedures for managing the school's resources, including human resource development and procedures for managing the school's operations.

ELCC Standard 4.0: A building-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 on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding,

appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources **PADEPP 5, 8 and 9** **LO 9**	Advanced	Proficient	Basic	Below Basic
	Candidate consistently demonstrated at a high level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources.	Candidate mostly demonstrated at an explicit level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources.	Candidate demonstrated at a basic level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources.	Candidate failed to demonstrate cultural competency and an understanding of the diverse cultural, social and intellectual community resources.
4.3 Build and sustain positive relationships with families and caregivers **PADEPP 5, 8 and 9** **LO 6 and 10**	Advanced	Proficient	Basic	Below Basic
	Candidate consistently demonstrated at a high level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.	Candidate mostly demonstrated at an explicit level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.	Candidate demonstrated at a basic level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers—more efforts need to made to sustain relationships.	Candidate failed to demonstrate at a minimal level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.

ELCC Standard 5.0: A building-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 school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC 5.2 Model principles of	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated a	Candidate, used relevant	Candidate made and	Candidate failed to make or

self-awareness, reflective practice, transparency, and ethical behavior PADEPP 6 **LO 1 and 7**	depth of understanding for making and explaining decisions based upon ethical and legal principles.	sources, made and explained decisions based upon ethical and legal principles.	explained decisions based upon ethical and legal principles.	explain decisions based upon ethical and legal principles.
ELCC 5.3 Safeguard the values of democracy, equity, and diversity **PADEPP 1, 6, and 7**	Advanced Candidate demonstrated a depth of understanding of the ethical rationale for decisions regarding the ability to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others.	Proficient Candidate understood the ethical rationale for action that demonstrates the ability to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others.	Basic Candidate understood his/her responsibility to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others.	Below Basic Candidate lacked an understanding of the ethical issues related to the ability to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others.
ELCC 5.4 Consider and evaluate the potential moral and legal consequences of decision-making **PADEPP 1, 6, and 7**	Advanced Candidate consistently demonstrated at a high level of proficiency how to make and explain decisions based upon democratic values, equity, and diversity.	Proficient Candidate mostly demonstrated at an explicit level of proficiency the ability to make and explain decisions based upon democratic values, equity, and diversity.	Basic Candidate demonstrated at a basic level of proficiency the ability to make and explain decisions based upon democratic values, equity, and diversity—explanations were not always made.	Below Basic Candidate failed to demonstrate how to make and explain decisions based upon democratic values, equity, and diversity.

LO 1 and 8				
ELCC Standard 6.0: A building-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 through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.				
ELCC 6.1 Advocate for children, families, and caregivers. **Connections made to course text, readings, class discussions PADEPP 6 LO 7**	Advanced Candidate consistently acted at a high level of proficiency as an informed consumer advocate for children, families, and caregivers.	Proficient Candidate mostly acted at an explicit level of proficiency as an informed consumer advocate for children, families, and caregivers.	Basic Candidate acted at a basic level of proficiency as an informed consumer advocate for children, families, and caregivers.	Below Basic Candidate failed to act as an informed consumer advocate for children, families, and caregivers.
ELCC 6.3 Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies **PADEPP 6** **LO 11**	Advanced Candidate consistently demonstrated at a high level of proficiency the ability to promote, assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.	Proficient Candidate mostly demonstrated at an explicit level of proficiency the ability to promote, assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.	Basic Candidate demonstrated at a basic level of proficiency the ability to promote, assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.	Below Basic Candidate failed to demonstrate the ability to promote, assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

Appendix M

Internship Reflection and Activity Log Rubric

Competency	Advanced 4 Points	Proficient 3 Points	Basic 2 Point	Unsatisfactory 1 Points	Score
Competency 1: Reflection	Reflection provides excellent context for meeting the standard.	Reflection provides good context for meeting the standard.	Reflection provides adequate context for meeting the standard	Reflection does not provide context for meeting the standard.	
Competency 2 ELCC Standards based internship	Reflection demonstrated an excellent context for candidate to reflect on authentic school-level responsibilities that increase over time in amount and complexity and involve direct interaction with staff, students, parents, and school community leaders	Reflection provides good context for candidate to reflect on authentic school-level responsibilities that increase over time in amount and complexity and involve direct interaction with staff, students, parents, and school community leaders	Reflection provides adequate context for candidate to reflect on authentic school-level responsibilities that increase over time in amount and complexity and involve direct interaction with staff, students, parents, and school community leaders	Reflection does not provide context for candidate to reflect on authentic school-level responsibilities that increase over time in amount and complexity and involve direct interaction with staff, students, parents, and school community leaders	
Competency 3 Log Components: 1. Hours on Activity 2. Date 3. Academic Level 4. Administrator 5. Supervisor	Does not list all five components of the log.	List the academic level and hours spent on the activity.	List the academic level, hours spent on the activity and two other components.	List all five log components.	
Competency 4	Well written in a very	Written in an organized	Written in an	Written in an	

| Written Presentation | organized fashion. It contains correct grammar, punctuation, and spelling and has a quality professional appearance. | fashion. It contains correct grammar, punctuation, and spelling and has a professional appearance. | unorganized fashion. It contains correct grammar, punctuation, and spelling. | unorganized fashion. It contains incorrect grammar, punctuation, and spelling. | |

Appendix N

Welcome to Rickman Library

www.swu.edu/library

Need help? Please contact us! We are always happy to assist you in finding whatever information you need.

Our website will help you
1. learn about the Rickman Library and library services.
2. locate and request the materials you need.
3. access research materials such as books, periodicals, etc.
4. evaluate the materials that you find both through the library and on the web.

FIND BOOKS, SCORES, DVDs, & MORE

SWUcat — Items in Rickman Library

PASCALcat — Items in SC Academic Libraries

FIND ARTICLES AND E-JOURNALS

Databases A-Z
Databases by Subject
Full text journal finder

REFERENCE & RESEARCH

Research Guides
Video: Intro to Rickman Library
Interlibrary Loan (ILL)
Citing Sources
Evaluating Websites

AGS STUDENTS

Library Services & Resources for AGS Students

ASK A SWU LIBRARIAN

SWU Librarian is online.

Hi! Can we help you? Note: if the light is green, we are here. If you do not get a response right away, be patient, as we may be assisting another patron. You may also email questions to library@swu.edu.

Your Name: aimguest53316693

Get your own WIMZI widget

SPECIAL COLLECTIONS

Evatt Heritage Center & Archives
Faith Clayton Genealogy Room

QUICK LINKS

► About Us
► Hours
► Renew Items
► MySWUcat
► Contact us
► Community Members
► For Faculty

FIND BOOKS, DVDs AND MORE

Click on SWUcat to search the Rickman Library catalog, then request books to be mailed to your home. Click on PASCALcat to search the statewide catalog, then request books to be sent to an academic library near you for pick up and return.

FIND ARTICLES AND E-JOURNALS

Use the tools here to search our databases for scholarly, magazine, and newspaper articles, and more.

REFERENCE AND RESEARCH

Explore tools created by SWU librarians to familiarize you with the library and help you with your research.

LIBRARY SERVICES & RESOURCES FOR AGS STUDENTS

Find information about the library specifically related to your degree program and/or courses.

ASK A SWU LIBRARIAN

We are generally open until 11PM Monday-Thursdays, 1-6PM Saturdays, and 6-10PM Sundays. (hours will be subject to change in the summer—see our website for the most up-to-date info) During our open hours, you can call us at 864-644-5060 or chat live with us on our website. Email us at library@swu.edu anytime!

Updated January 2012

Appendix O

Turnitin.com Directions

Turnitin is the world's leading academic plagiarism prevention solution & digital assessment tool. It helps educators and students take full advantage of the internet's educational potential.

Students should follow the steps listed below to access and submit an assignment.
1) Go to **www.turnitin.com**.

2) Click "create a user profile" in the upper right-hand corner of the screen.
   You will need to provide the following information:
   * a valid email address
   * a 6-12 digit password
   * your name, country, and state
   * type of user (student)
   * your agreement to the user license

3) Once profile is set, click "start class enrollment wizard" in the lower right-hand corner of the screen.

4) When enrollment wizard begins, you will need to enter a **Class ID** number and **Class Enrollment Password**. This information is different for each specific class and should be obtained from your instructor.

5) When the class information opens, find the appropriate assignment and press the submit button adjacent to it. Next, you will browse your hard drive or portable memory device for the file to submit. Select the file and submit.

   (Note: Assignments must be submitted by the day they are due or you lose your ability to submit the assignment.)

If you have any problems with using Turnitin, you can access a student tutorial using the **Student Help** button at the top of the page or contact **Martha Mishoe** at **644-5036**.

February 2011

Appendix P

Instructions for Using Smarthinking

Smarthinking offers FREE online tutoring 24 hours a day, 7 days a week. You can connect with a highly qualified tutor in a live, interactive whiteboard environment to get help with writing, math, statistics, accounting, economics, biology, chemistry, physics, and more.

Note: To create your FREE account in Smarthinking, you must access MyCampus and follow the steps below.

Getting Started

1. Log on to https://mycampus.swu.edu.
2. Click on the **Tutoring** icon under Candidate Links to go to the Center for Transformational Learning (**CTL**) page.
3. Click the **Smarthinking** link in the blue sidebar on the left-hand side of the page.
4. Click on **New Smarthinking Web link** in the box on the bottom right-hand side of the screen.
5. When the Smarthinking page opens, create a personal account with your own login and password.
6. Use this login and password whenever you want to access Smarthinking.
7. Once you have created your own account, you may go directly to www.smarthinking.com.

Additional Information

There are many tutoring options available on the Smarthinking Website. Each option has a "Tell Me How" feature. Use the dropdown menu next to each option to choose what you would like to do.

The "Submit your writing" option provides detailed feedback on your writing assignments. Assistance is available for all types of writing from a simple paragraph to a research paper. Use the dropdown menu to choose the appropriate option for your submission. Documents must be in a .doc, .rtf, or .txt format to upload. A tutor will read your paper and will send feedback to your Smarthinking inbox within 24 hours. Please note that the tutors will not edit or rewrite a paper for you.

If you need help using Smarthinking, click on the **SMARTHINKING Candidate Handbook** in the Customer Support & FAQ area of your homepage or contact Customer Support at support@smarthinking.com or (888) 430-7429 ext. 1 (Monday-Friday, 8am – 6pm ET). For on campus help, call Martha Mishoe at (864) 644-5036.

January 2011

SOUTHERN WESLEYAN UNIVERSITY

Appendix Q
LEARNING TEAM EVALUATION FORM

NOTE: This form is to be completed by each team member in confidence. The instructor should also maintain confidentiality.

Date:_____ Cohort:_____

EVALUATION SCALE

5 – EXCELLENT   4 – GOOD   3 – SATISFACTORY   2 – FAIR   1- POOR

Please use the scale above to record the most appropriate number for the criteria below that best represents the extent to which each learning team member:

(2) Actively participated in and contributed to the activities of outlining and completing the team project. This includes but is not limited to participating in the initial discussion of launching the project, contributing creative ideas to enhance the project, and staying on task to complete the project.

(3) Prepared materials as assigned and in a timely manner.

(4) Participated in a positive manner with other team members while displaying a cooperative team spirit and providing support to ensure their success.

(5) Participated in class with all responsibilities fulfilled in regard to learning team activities/project.

(6) How would you evaluate the overall contribution of each team member?

(1)	(2)	(3)	(4)	(5)	(6)
Name	Actively Participated in and Contributed to Learning Team Activities	Prepared Materials	Demonstrated Voluntary Cooperation	Fulfilled Responsibility in Class	Overall Evaluation
1.					
2.					
3.					
4.					
5.					
Your name:					

Criteria	Add any comments you may have regarding the evaluations in the appropriate section.
2	
3	
4	
5	
6	

(These forms should be collected by the instructor and used in student evaluations.)   January 2010