Course Number EL 502
Course Title: Practicum for Licensure in Instructional Leadership
Course Term and Year – Licensure Cohort
Summer 2016
Course Credit Hour 3 hours

FACULTY:
Dr. James Myers (A0) Dr. Steve Davidson (M2) Dr. Stephen Wright (K0) TBA (P0)
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Dr. Tony Maxwell (B0) Evening
tony.maxwell@lmunet.edu

FACULTY/MENTORS: All candidates will have a qualified mentor assigned by the university. Mentors must have had successful careers as principals, supervisors, or both. Candidates will also have a school based advisor who helps select and monitor practicum activities. School based advisors must be practicing instructional leaders in the school system of employment of the candidate. Mentors will be trained using SREB mentoring training materials. The mentor will assist in developing, supporting and supervising the nine total hours of practicum credit which are required as part of the program. Requirements for the practicum are identified in three sequential courses beginning with IL 502. Non-licensure IL majors will not require a mentor and will register for EL 502.

CAEP Definition of Clinical Experience: “Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings”.

I. COURSE DESCRIPTION: This course focuses on supervised application of skills that approximate employment as a school principal.

II. COURSE OBJECTIVES: This course will link the classroom experience to the application of the skills and knowledge. Students will see theory become practice.

III. Textbook:

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

The administrative licensure program requires a total of 100 hours of clinical leadership experiences. Those experiences will include both seminar and individual assignments/experiences developed in cooperation with the student/mentor, and principal or school advising instructional leader and organized in the Instructional Leadership Clinical Experience Handbook. The activities related to each course in the program will be developed from, but not limited to, the list of suggested activities attached to this syllabus. Activities for each practicum shall have rigor and will equate to three hours of graduate credit. Seminars will be scheduled each semester to allow mentors, and cohort member candidates, to share experiences and to establish cooperative/supportive relationships.

In addition to the activities related to each course, candidates will spend a minimum of fifteen hours each semester assisting with supervisory duties. (Complete an activity summary of the complete experience.) See attached Instructional Leadership Clinical Experience Handbook for details. Documented hours for the entire practicum should not be less than 100 hours. A
comprehensive Practicum Licensure rubric that encompasses the entire field experience will be used to assess activities documented in the electronic portfolio by the mentor, faculty advisor, and school based Instructional Leader advisor at the end of the Licensure Program.

STUDENTS WILL BE REQUIRED TO DEVELOP AN ePORTFOLIO TO DOCUMENT ALL PRACTICUM EXPERIENCES.

V. METHODS OF INSTRUCTION: Field-based mentored leadership activities.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES
Incoming students must be computer literate and be able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the internet for communicating with instructors and accessing learning resources. Computer access must be available on a personal computer.

Turn-it-in
Portions of Research Project will be required to be submitted to Turn-It-In, the computer program designed for checking literature duplication. Submitting additional course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

LiveText
Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at http://college.livetext.com or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

Library Resources
The Carnegie-Vincent Library provides access to three outstanding databases in the Education field: ERIC, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; Professional Collection, a custom selection of more than 300 full text periodicals for educators covering the subject areas of “health and fitness, school law, drug and alcohol abuse, learning disabilities, sports, arts and humanities, social sciences, and psychology;” and ProQuest Education Journals database which contains access to 760 leading journals of which over 600 are in full-text. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. UNIVERSITY POLICIES:
STUDENTS WITH DISABILITIES POLICY: As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the ADA Coordinator, Dan Graves, with regard to required documentation and in order to make appropriate arrangements. Contact information: Grant Lee 104 dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The counseling offices are located in Grant Lee 102. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES can be found in the student handbook:
**COURSE EVALUATIONS:** In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

**OUTCOMES ASSESSMENT TESTING:** Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

**LMU’S INCLEMENT WEATHER POLICY** can be found at the following link to LMU’s website: [http://www.lmunet.edu/student-life/weather-cancellation-notification](http://www.lmunet.edu/student-life/weather-cancellation-notification). Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

**INSTRUCTIONAL CONTINUITY IN CASE OF CAMPUS CLOSURE:** Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

**FOR ALABAMA STUDENTS:**

Alabama Commission on Higher Education Disclaimer Statement

State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). [www.alsde.edu](http://www.alsde.edu)

**VIII. MISSION STATEMENTS:**

**LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT** can be found at the following link to LMU’s website: [http://www.lmunet.edu/about/mission.shtml](http://www.lmunet.edu/about/mission.shtml).

**CARTER & MOYERS SCHOOL OF EDUCATION MISSION STATEMENT:**
[HTTP://WWW.LMUNET.EDU/EDUCATION/ABOUT/UNIT%20CONCEPTUAL%20FRAMEWORK%202011.PDF](HTTP://WWW.LMUNET.EDU/EDUCATION/ABOUT/UNIT%20CONCEPTUAL%20FRAMEWORK%202011.PDF) (PAGE 6)

**CARTER & MOYERS GRADUATE SCHOOL OF EDUCATION MISSION STATEMENT:**
[HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF](HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF) (PAGE 11)

**INSTRUCTIONAL LEADERSHIP MISSION STATEMENT:**
[HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF](HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF) (PAGE 31)

**MED CG (SCHOOL AND MENTAL HEALTH COUNSELING) MISSION STATEMENT:**
[HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF](HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF) (PAGE 29)

**CURRICULUM AND INSTRUCTION MISSION STATEMENT:**
[HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF](HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF) (PAGE 32)

**EDUCATIONAL LEADERSHIP MISSION STATEMENT:**
[HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF](HTTP://WWW.LMUNET.EDU/EDUCATION/FINAL%20GRADUATE%20EDUCATION%20CATALOG.PDF)
IX. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

Candidate Outcome 1: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT
Candidates who complete the program are ethical leaders who facilitate professional practice that continually improves student learning by collaborating with internal and external stakeholders to develop, articulate, implement and communicate a clear, compelling vision for continuous improvement.
• TILS STANDARD A INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS LEARNING
• ELCC 1 CANDIDATES WHO COMPLETE THE PROGRAM ARE EDUCATIONAL LEADERS WHO HAVE KNOWLEDGE AND ABILITY TO PROVIDE THE SUCCESS OF ALL STUDENTS BY FACILITATING THE DEVELOPMENT, ARTICULATION, IMPLEMENTATION, AND STEWARDSHIP OF A SCHOOL OR DISTRICT VISION OF LEARNING.
• ISTE A 1 ENGAGE IN AN ONGOING PROCESS TO DEVELOP, IMPLEMENT, AND COMMUNICATE TECHNOLOGY INFUSED STRATEGIC PLANS ALIGNED WITH A SHARED VISION.

Candidate Outcome 2: Culture for Teaching and Learning
Candidates who complete the program are ethical leaders who apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning and collaboration, parental involvement, trust, and 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 the school environment.
• TILS B Culture for Teaching and Learning
• ELCC 2 Promote Positive School Culture
• ITSE A 2 Creating a digital age learning culture

Candidate Outcome 3: Professional Learning and Growth
Candidates who complete the program are ethical leaders who completely evaluate teacher effectiveness utilizing data sources, develop collaboratively professional learning and growth opportunities, and through modeling instill the philosophy of lifelong learning among all staff members.
• TILS A, C Instructional Leadership for Continuous School Improvement/ Professional Learning and Growth
• ELCC 2 Promote Positive school culture, supervision and professional development of personnel and the impact on the instructional program.
• ELCC 4 Evaluate teacher effectiveness with multiple data sources.

Candidate Outcome 4: Resource Management
Candidates who complete the program are ethical leaders who facilitate the development of a highly effective learning community through enlisting the support of diverse stakeholders and resources, which are aware of the school’s mission, vision, and goals and are involved in school improvement decisions; guided by district, state, and federal guidelines and accurate, transparent budgetary policies and procedures.
• TILS D Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
• ELCC 3 Manage resources
• ELCC 5 Acts ethically and respects rights of others
• ISTE 4 Systemic Improvement through effective use of information and technology resources.

Candidate Outcome 5: Educational Advocacy
Candidates who complete the program are ethical leaders who apply 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.
• TILS D Educational advocacy
• ELCC 4 Collaborates with Community and other Family Members.
• ELCC 6 Articulation of policies and laws.
• ISTE A 5 Digital Citizenship - Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.
KA# 1 - Submission of the following into the Portfolio

❖ Candidate’s philosophy of leadership
❖ Candidate’s vita
❖ Prepare a school Demographic Profile (form will be provided). Using CAEP diversity definition, detail how you address special needs of two of the groups, give results, and future growth interventions or services. (If you are in a non-school setting, see professor for adjustment of this requirement).
❖ Provide evidence of candidate’s knowledge of curriculum, instruction and assessment (if applicable).
❖ Statement of personal career goals and how the preparation program will assist the candidate in reaching those goals.
❖ Evidence that describes qualities of collaboration, cooperation and relationship building
❖ Plan for future professional development
❖ Demonstration of effective oral and written communication skills.
❖ Create your Philosophy of Leadership. You may want to analyze the belief statements in your school’s improvement plan, research beliefs, core values, and guiding principles from other schools and/or businesses to develop a set of personal beliefs, core values and guiding principles. Share the plan with faculty or other educators because your beliefs define who you are, both educationally and personally. Your Philosophy of Leadership is the decision-making foundation for the leader and the school. Decisions are based on philosophy and core values.

Assessment: EL 502 KA #1 Portfolio Formative Assessment

KA# 2 Complete assignment “A” below (based on your concentration interest) and submit to Portfolio:

A. Non-School based candidates’ alternate assignment (higher education personnel, etc.)

A leader promotes the success of the organization by facilitating the development, articulation, implementation, and stewardship of a vision, change, and improvement that is shared and supported by all stakeholders. This assignment requires skills in (1) setting organizational/educational direction, (2) teamwork, (3) sensitivity, (4) being results oriented, (5) organizational ability, and (6) good oral and written communication. Based on this premise, create a leadership plan for your organization that includes:

1. Vision/mission
2. Strategic plan
3. Use of data collection and analysis
4. Effective communication (including electronic communication)
5. Negotiation/consensus building
6. Collaborative decision making

❖ Prepare for an introduction to data analysis in this program.
❖ Meet with the principal, or leader in your school or organization, to discuss plans for the upcoming year. This should include a discussion of data from the previous year and the improvement or strategic plan for the coming year.
❖ Interview a decision maker in an agency/organization other than yours, that serves youth (e.g., juvenile court, children services, etc.) and reflect on how this person should be involved in your school or organization decisions.
❖ Write two goals for next year for your current position. Support each goal with one strategy that is new to you.
❖ Meet with the instructor monthly.

Assessment: EL KA #2 Organizational Leadership Study Rubric

X. Student Community Engagement: A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: http://www.lmunet.edu/student-life/student-service-initiative or contact the Associate Dean of Students, Elise Syoen, at Elise.Syoen@LMUnet.edu

PLAGIARISM

Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Publication Manual, 6th ed., pp.15-16). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences of ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s form and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or ignorance, is a severe infraction of the professional ethical code and can result in
expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual, pp. 174-179.

**CERTIFICATION OF AUTHORSHIP.** I certify that I am the author of this paper titled ________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

  Student’s Signature________________    Date ______________

(This statement must be included with all written assignments.

**XI.** THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.
TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS)

Standard A: Instructional Leadership for Continuous Improvement
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Indicators:
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students’ learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

Standard B: Culture for Teaching and Learning
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Indicators:
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

Standard C: Professional Learning and Growth
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Indicators:
1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.

Standard D: Resource Management
An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Indicators:
1. Strategically utilizes community resources and partners to support the school’s mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.
International Society for Technology Education (ISTE A) Standards for Administrators

1. **Visionary Leadership** - Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
   a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
   b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
   c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. **Digital Age Learning Culture** - Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
   a. Ensure instructional innovation focused on continuous improvement of digital-age learning
   b. Model and promote the frequent and effective use of technology for learning
   c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
   d. Ensure effective practice in the study of technology and its infusion across the curriculum
   e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. **Excellence in Professional Practice** - Educational Administrators promotes an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
   a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
   b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
   c. Promote and model effective communication and collaboration among stakeholders using digital age tools
   d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. **Systemic Improvement** - Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
   a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
   b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
   c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
   d. Establish and leverage strategic partnerships to support systemic improvement
   e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. **Digital Citizenship** - Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.
   a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
   b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
   c. Promote and model responsible social interactions related to the use of technology and information
   d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools
ELCC Standards

1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to provide the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning.
   1.1 Develop a Vision
   1.2 Articulate a Vision
   1.3 Implement a Vision
   1.4 Steward a Vision
   1.5 Promote Community Involvement in the Vision.

2.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
   2.1 Promote Positive School Culture
   2.2 Provide Effective Instructional Program
   2.3 Apply Best Practice to Student Learning
   2.4 Design Comprehensive Professional

3.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
   3.1 Manage the organization
   3.2 Manage Operations
   3.3 Manage Resources

4.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interest and needs, and mobilizing community resources.
   4.1 Collaborates With Community and Other Family Members
   4.2 Respond to Community Interests and Needs
   4.3 Mobilize Community Resources

5.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner.
   5.1 Acts with Integrity
   5.2 Acts Fairly
   5.3 Acts Ethically

6.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
   6.1 Understand the Larger Context
   6.2 Respond to the Larger Context
   6.3 Influence the Larger Context

7.0 Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
   7.1 Substantial
   7.2 Sustained
<table>
<thead>
<tr>
<th>Performance Assessment</th>
<th>Capstone (4.000 pts)</th>
<th>Milestone 2 (3.000 pts)</th>
<th>Milestone 1 (2.000 pts)</th>
<th>Benchmark (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate's vita (1.000, 12%)</strong>&lt;br&gt;ELCC 3</td>
<td>Candidate vita meets necessary experience, education, skills, and knowledge.</td>
<td>Candidate vita meets most of the necessary experience, education, skills, and knowledge.</td>
<td>Candidate vita meets some of the necessary experience, education, skills, and knowledge.</td>
<td>Candidate vita meets few of the necessary experience, education, skills, and knowledge.</td>
</tr>
<tr>
<td><strong>Leadership philosophy (1.000, 12%)</strong>&lt;br&gt;ISTE-1&lt;br&gt;ELCC -</td>
<td>Candidate philosophy demonstrates in-depth understanding of leadership philosophy</td>
<td>Candidate philosophy demonstrates satisfactory understanding of leadership philosophy</td>
<td>Candidate philosophy demonstrates minimal understanding of leadership philosophy</td>
<td>Candidate philosophy demonstrates no understanding of leadership philosophy</td>
</tr>
<tr>
<td><strong>Demographic Profile (1.000, 12%)</strong>&lt;br&gt;TILS D</td>
<td>Used CAEP diversity definition to detail how to address special needs of two of the groups, give results, and future growth interventions or services.</td>
<td>Used CAEP diversity definition to detail how to address special needs of two of the groups and give results.</td>
<td>Used CAEP diversity definition to detail how to address special needs.</td>
<td>Did not use CAEP diversity definition.</td>
</tr>
<tr>
<td><strong>Knowledge of curriculum, instruction, and assessment (1.000, 12%)</strong>&lt;br&gt;TILS C&lt;br&gt;ISTE 2,3,4,5</td>
<td>Candidate demonstrates in-depth knowledge of curriculum, instruction, and assessment.</td>
<td>Candidate demonstrates knowledge of curriculum, instruction, and assessment.</td>
<td>Candidate demonstrates some knowledge of curriculum, instruction, and assessment.</td>
<td>Candidate demonstrates little knowledge of curriculum, instruction, and assessment.</td>
</tr>
<tr>
<td><strong>Personal Statement (1.000, 12%)</strong>&lt;br&gt;TILS C</td>
<td>Candidate clearly defines career goals and how the preparation program would assist the candidate in reaching those goals.</td>
<td>Candidate adequately defines career goals and how the preparation program would assist the candidate in reaching those goals.</td>
<td>Candidate cannot or does not define career goals or how the preparation program would assist the candidate in reaching those goals.</td>
<td>Candidate cannot or does not define career goals and how the preparation program would assist the candidate in reaching those goals.</td>
</tr>
<tr>
<td><strong>Ability to Collaborate, Cooperate and Build Relationships</strong></td>
<td>Candidate's evidence clearly demonstrates qualities of collaboration, cooperation, and</td>
<td>Candidate's evidence lacks proof of one of the following qualities: collaboration,</td>
<td>Candidate's evidence lacks proof of two of the following qualities: collaboration,</td>
<td>Candidate's evidence lacks proof of all of the following qualities: collaboration, cooperation, or</td>
</tr>
</tbody>
</table>
### EL 502 KA #2 Organizational Leadership Studies

<table>
<thead>
<tr>
<th><strong>Curiosity</strong></th>
<th>4 Capstone (4 pts)</th>
<th>3 Milestones (3 pts)</th>
<th>2 Milestones (2 pts)</th>
<th>1 Benchmark (1 pt)</th>
</tr>
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<tbody>
<tr>
<td>TILS A</td>
<td>Explores a topic in depth yielding a rich awareness and/or little known information indicating intense interest in the subject.</td>
<td>Explores a topic in depth, yielding insight and/or information indicating interest in the subject.</td>
<td>Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.</td>
<td>Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.</td>
</tr>
<tr>
<td>ISTE 1,4</td>
<td></td>
<td></td>
<td></td>
<td>Completes required work.</td>
</tr>
<tr>
<td><strong>Initiative</strong></td>
<td>Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work and identifies opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work.</td>
</tr>
<tr>
<td>(1,000, 20%)</td>
<td>ISTE 1,4,5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TILS A</td>
<td>Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.</td>
<td>Beyond, classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.</td>
<td>Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.</td>
<td>Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.</td>
</tr>
<tr>
<td>ISTE 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Independance</strong></td>
<td>Makes explicit references to previous learning and applies in an innovative (new &amp; creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.</td>
</tr>
<tr>
<td>(1,000, 20%)</td>
<td>TILS A,C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTE 1,2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td>Reviews prior learning (past)</td>
<td>Reviews prior learning</td>
<td>Reviews prior learning</td>
<td>Reviews prior learning</td>
</tr>
<tr>
<td>(1,000, 20%)</td>
<td>TILS A,B,C,D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTE - 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELCC - 1,2,4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Capstone (4 pts)</td>
<td>3 Milestones (3 pts)</td>
<td>2 Milestones (2 pts)</td>
<td>1 Benchmark (1 pt)</td>
<td></td>
</tr>
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</tr>
<tr>
<td>experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity.</td>
<td>(past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.</td>
<td>experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.</td>
<td>(past experiences inside and outside of the classroom) at a surfact level, with out revealing clarified meaning or indicating a broader perspective about educational or life events.</td>
<td></td>
</tr>
</tbody>
</table>