Educational Leadership Development Academy Aspiring Leaders Program Cohort XIV 2013 – 2015

School of Leadership and Education Sciences
University of San Diego

Handbook for:
Candidates, University Supervisors, and Mentor Principals

Educational Leadership Development Academy
Aspiring Leaders Handbook

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Introduction

Leadership of an educational organization in the 21st century comes with incredible possibilities. The capability for teachers and students to connect on a global level to produce and share information and resources are redefining how teachers teach and how students learn. Enhanced creativity, more effective and frequent communication, deeper critical thinking opportunities, and multiple opportunities for collaboration on a global level are reshaping the educational environment.

Leadership and management styles must reflect the flexibility and openness required to implement evolving standards while still, of course, dealing with what Richard Elmore calls "the ritualistic tasks of organizing budgeting managing and dealing with disruptions inside and outside the system." The continuous mentoring and professional development of teachers and support for community members and students will be the hallmark of any successful educational leader.

As part of the Leadership Studies Department at the University of San Diego in the School of Leadership and Education Sciences (SOLES), the Educational Leadership Development Academy (ELDA) provides an integrated approach to leadership development that involves adult learning theory, mentoring relationships and reflective practice. Working closely with faculty and seasoned practitioners, you will develop your vision, values, and "leadership voice" to create school excellence. Course instruction is embedded within authentic workplace activities and is based on national and state standards.

The ELDA program has been recognized in several publications, including a study conducted by Linda darling Hammond in 2007. In this study, entitled "Preparing School Leaders for a Changing World", ELDA is recognized as an exemplary program that "produces well-prepared leaders who engage in effective practices." In February 2010, Secretary of Education, Arne Duncan cited three programs in the country that serve as models of school leadership preparation. The University of San Diego's Educational Leadership Development Academy (ELDA) was cited as one of the most effective and innovative school leadership programs in the nation.

We welcome you to the ELDA program.

ELDA Directors
Rose Linda Martinez, Ed.D. and Rich Thome

IMPORTANT NOTICE

This handbook serves as a supplement to the University of San Diego 2013-2015 *Graduate Bulletin*. Policies and procedures outlined in the *Graduate Bulletin* and in this handbook are applicable to all candidates who enter the ELDA program in the 2013-2014 academic year. The policies in this handbook and the School of Leadership and Education Sciences student policies are subject to change. Candidates will be informed of revision via email using a valid USD email address.

Forms discussed in this handbook will be available electronically on the SOLES website. On occasion, forms may be updated. Candidates will be informed of any updates via email using a valid USD email address.

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

Frequently Asked Questions

What is the main campus telephone number for USD?
(619) 260-4600. All USD phone numbers begin with 260.

How do I contact the Department Executive Assistant?
Email JoAnn Minor at joannm@sandiego.edu or call (619) 260-8839.

How do I register for classes?
The ELDA office will register you for all of your courses.

How do I find where my classroom is located?
Class schedules and locations may be found at usdssb.sandiego.edu/prod/usd_course_query.p_start

Do I need a USD email account?
Yes, all students must obtain a USD email account upon initial registration. This account will also allow you access to view your grades, class schedules, and pay your student bill online at my.sandiego.edu. It is very important to check your USD email account frequently as it is often the only way you will receive important class, program, and university information and updates.

How do I get questions answered about Financial Aid?
If you are receiving Financial Aid directly from SOLES (i.e.: SOLES Loan or SOLES Scholarship), contact the Dean's Office at (619) 260-7475.

Questions about Federal or other Financial Aid should be directed to the One Stop Student Center at (619) 260-2700, www.sandiego.edu/financialaid/, or in person at the Hahn University Center, Room 126.

How do I get billing questions answered?
All ELDA candidates can obtain student account information by logging in to their my.sandiego.edu account. Questions about your student account should be directed to the One Stop Student Center.

Where can I buy food on campus?
Food is sold in the following locations: Bert's Bistro in Mother Rosalie Hill Hall, La Paloma just outside of IPJ, Aroma's Coffee shop on the west side of Maher Hall, and Pavilion Dining in the Student Life Pavilion. There is also a fresh food market, Tu Mercado, in the Student Life Pavilion. For more information, please visit the Dining Services website: www.sandiego.edu/dining.

Parking at USD
You will need to purchase and display a valid USD parking permit at all times. Please refer to the Parking Services website for more information: www.sandiego.edu/parking

Important Contact Information

ELDA Administration and Staff

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School of Leadership and Education Sciences Administration
SOLES Receptionist   619-260-4538
Dean's Office   619-260-4540

USD Frequently Visited Departments
Bookstore   619-260-4551   www.usdbookstore.com
Campus Card   619-260-5999   www.sandiego.edu/campuscard
Campus Information/Operator   619-260-4600
Copley Library   619-260-4799   www.sandiego.edu/library
One Stop Student Center   619-260-2700   www.sandiego.edu/onestop
Parking   619-260-4518   www.sandiego.edu/parking
Public Safety   619-260-7777   www.sandiego.edu/safety
Writing Center   619-260-4783

SOLES   www.sandiego.edu/soles
Department of Leadership Studies   www.sandiego.edu/soles/departments/leadership-studies
ELDA   www.sandiego.edu/soles/centers-and-research/elda

Graduate Policies & Procedures Overview

Address Change
Students have the option to update their address via the My.SanDiego portal OneStop Services tab or in person by completing a [Change of Address](#) form. Failure to submit the updated information to the Registrar's Office will result in the student missing important deadlines and other extremely significant academic and administrative correspondence or announcements.

If you wish to be included on mailing lists after your graduation from the program, please do not forget to contact both the SOLES Alumni & External Relations Office at 619-260-4539 and the Alumni Relations office at 619-260-4819, or enroll online at www.sandiego.edu/alumni. Please make sure to always keep these offices updated about your current mailing address, phone number and e-mail address.

Change of Name
A student can download the [Change of Name](#) form directly from the Registrar's website. To change your name, you must inform the Registrar's Office in writing. No e-mail will be accepted. You must include a copy of a marriage license, divorce decree, or other official document. Whenever you file a change of name with the registrar, please also inform the ELDA office.

Attendance Policy
Since participation is integral to the learning process for all students, it is imperative that students attend every class. If a student is late to class or needs to leave class early, s/he must inform the instructor in advance. If the student cannot attend a class due to an emergency, s/he must contact the course instructor as soon as possible. If a student misses a class s/he has the obligation to make up any work that was missed, and to ask a colleague to collect any materials that were distributed in the class they missed.

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

Grading Policy
Students are assigned grades by each course instructor. Grades for the Practicum, LEAD 597/8P, are assigned by the University Supervisor. The grade for work done in the Practicum for semesters 2 and 3 is Pass/Fail/Incomplete. The grade for semester 4 will be a letter grade. The final decision for the grade to be awarded is made by the University Supervisor.

Credit and Grading System
A grade of less than "C-" is not acceptable for credit in a USD graduate program and the course in which the grade was earned will not count toward the degree. For more details about this and about repetition of courses, please refer to the *[Graduate Bulletin](#)*.

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

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

We encourage you to look into cost-effective alternatives to high-interest rate borrowings, for example Federal, Private, and Parent loans to fund the cost of tuition. If you need more information on financial aid options, please contact the USD Office of Financial Aid by email at usdofas@sandiego.edu or by phone at (619) 260-2700.

Email Address
Once you have created a USD username, that email address will be marked as preferred in the USD system and that is the only email address to which the University will send emails. Be sure to check your USD email account regularly, starting now. *Hint: you can forward your USD email to another account to ensure you won't miss anything.*

Student ID Cards
ID cards are used for identification, campus cash, can be linked to a US Bank account, etc. To obtain a Campus Card you must be currently registered for classes. Please bring with you a valid picture ID such as a driver's license or passport for identity verification. Campus Card Office is located in the University Center, Room 127. Hours and other information is available on their website: www.sandiego.edu/campuscard

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

To purchase a permit via your My.SanDiego account: One Stop Services tab, right column, below "Registration Tools", see the channel titled "My Campus Services - Parking, Campus Card, & more". Or you can purchase a permit via the Parking Services website: www.sandiego.edu/parking
Note: permits are mailed from an off-campus location, but a temporary permit will be emailed to your sandiego.edu email address, which you can print and display until your permanent permit arrives in the mail.

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

Students may secure a petition for a Leave of Absence from the Graduate Records website. It must be approved by the student's advisor, the ELDA Director, the Department Chair, and Associate Dean before being submitted to the Graduate Records Office for final processing.

Students who find it necessary to discontinue enrollment during a term may also petition for a leave of absence. In addition, however, they must officially withdraw from their courses by submitting a Notice of

[Withdrawal Form](#) in the Graduate Records Office within the approved timeframe. Otherwise, students will receive a failing grade. Please contact the ELDA Office (619) 260-8839 for guidance on how to withdraw or take a leave of absence.

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

Graduate Academic Calendar
The academic calendar is available to view at: www.sandiego.edu/academiccalendar

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

Policies for SOLES graduate students can be found at
www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies

ELDA Aspiring Leaders Course Sequence

Fall Semester (year 1)
LEAD 583: Special Topics: The Principalship I (1 unit)
LEAD 588: Diversity and the Preparation of School Leaders (2 units)
LEAD 597P: Practicum (2 units)

Intersession (year 1)
LEAD 551: Human Relations for Leaders (3 units)
Please note: LEAD 551 may also be taken during the Summer Intersession

Spring Semester (year 1)
LEAD 552: School Law for Aspiring Leaders (3 units)
EDUC 560: Technology for School Leaders (1 unit)
LEAD 597P: Practicum (1 unit)

Summer Intersession
LEAD 551: Human Relations for Leaders (3 units)
Only needed if not taken during Intersession (year 1)

Fall Semester (year 2)
LEAD 553: Instructional Leadership & Supervision (2 units)
LEAD 584: Special Topics: The Principalship II (1 unit)
LEAD 598P: Practicum (2 units)

Spring Semester (year 2)
LEAD 553/4: Instructional Leadership & Supervision (2 units)
LEAD 558: Leadership and the Dynamics of School Organization (3 units)
LEAD 598P: Practicum (1 unit)

TOTAL PROGRAM PLAN UNITS = 24

To review the ELDA course descriptions and outlines go to:
www.sandiego.edu/soles/programs/leadership_studies/course_descriptions/

ELDA coursework, fieldwork experiences, Leadership Outcomes for the Fieldwork Portfolio (see pages 32-34), the Educational Platform (see page 35), and semester evaluations (see page 31) are based on the California Professional Standards for School Educational Leaders (CPSELs).

California Professional Standards for School Educational Leaders can be found at:
www.ctc.ca.gov/educator-prep/ASC/ASC-CPSEL.pdf

ELDA Program Overview

Candidates will experience coursework aligned with and applied to their fieldwork.

- Problem based learning experiences are used to simulate leadership decision-making. (Example: design an action plan for your school, respond to parents who are concerned about school safety)
- Academic and theoretical content will be applied to fieldwork experiences (leadership theory, systems thinking, coaching, instructional leadership, school law, technology).
- Student learning will be guided using the *ELDA Conceptual Framework – The Observe Practice Lead Model* (see page 23)

Candidates will engage in fieldwork leadership experiences that are:

- Aligned with the California Professional Standards for Educational Leaders (CPSELs).
- Designed to provide eligibility to receive the California Preliminary Administrative Services Credential.

Candidates will participate in the ELDA fieldwork.

- Candidates will work with the site Mentor Principal and University Supervisor to plan, develop, and implement leadership experiences. These experiences can be carried out before/after school, on weekends, during vacations or other scheduled times.
- Candidates will be required to work a **minimum of 20 days per year (equivalent to 120 hours per year)** in fieldwork experiences under the supervision of a Mentor Principal with support from the University Supervisor. This time could be either during summer school if on a traditional school schedule or during inter-sessions if on a year-round school schedule. Mentor Principals will be selected by cooperating districts and ELDA Program staff. Placements will be made for each candidate.

Candidates will gain K–12 experiences by participating in a practicum at levels different from their own.

- During the two-year program, the candidate will experience a school site at a level different from their current experience, and where the school's ethnicity, demographics and social construct is different from their own.

Candidates will maintain an ongoing collection of work and develop a Fieldwork Portfolio which includes an Educational Platform.

- Artifacts will be collected relative to fieldwork which include meaningful leadership experiences related to CPSEL standards.
- Candidates will write structured reflections on their leadership experiences that will accompany each artifact, relative to the CPSEL standards (see page 38).
- The Educational Platform is a document that summarizes one's values, beliefs and philosophy about education (see page 35).

Candidates will participate in a Culminating Portfolio Presentation

- Candidates will participate in an oral defense of their Educational Platform and Fieldwork Portfolio to a panel of professional educators. They will be evaluated and receive feedback on their presentations.

Candidates will be supported by visits from the University Supervisor for coaching, feedback and documentation.

- Candidates will meet regularly with the Mentor Principal and University Supervisor.
- In the fieldwork, candidates will be observed while engaged in leadership work and will receive feedback.
- Growth over time in leadership abilities and skills attained will be emphasized, evaluated, and documented through the use of the *Rubric for Assessing Leadership Portfolio Skills and Outcomes* (see pages 24-30).

Candidates will attend Practicum Seminars (LEAD 597/8P) throughout the program. These are:

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

Candidate Practicum/Fieldwork/Portfolio Assessment.

- The *Rubric for Assessing Leadership Portfolio Skill and Outcomes* (see pages 24-30) will be used to assess the candidate and the Practicum/fieldwork/portfolio. Formative assessment will occur after the second, third and fourth semesters. Summative assessment will occur at the completion of the program. Candidates will be assessed using the rubric on a scale of 0-7.
- Operationalized use of FolioTek electronic portfolio system is required. All ELDA candidates will submit their portfolio reflections, artifacts and Practicum assessments to their review committee electronically for evaluation.

Candidates will develop leadership skills by applying knowledge gained by participating in professional development opportunities designed for site leaders:

- Attend ELDA's Spotlight on Education Speaker Series; presentations by leading educators and national consultants.
- Attend conferences and professional development presentations with the Mentor Principal as appropriate.
- As part of the ELDA training on instructional leadership, all candidates are required to attend an edTPA workshop. ELDA candidates' understanding of the teacher performance process will prepare the candidates for teacher hiring and evaluation responsibilities, and strong instructional leadership.

Candidates will participate in the World Educational Leadership Link (WELL) Project by:

- Interacting with individuals from at least one culture other than their own.
- Develop a deeper understanding of and learn to appreciate cultural differences and similarities.
- Commit to establishing and maintaining communication with an International Mentor.

ELDA Program Learning Outcomes

1. ELDA candidates will have developed a strong professional identity as an educational leader.

2. ELDA candidates will be competent in leading schools (public, private, charter) and establishing both quality and authentic relationships with diverse communities.

3. ELDA candidates will demonstrate understanding of the research in the field and employ evidence- based practice in instructional leadership, decision-making, assessment, and program evaluation.

4. ELDA candidates will use theories, models and evidence-based research to guide their professional practice.

5. ELDA candidates will understand the relevant laws and standards of professional practice.

6. ELDA candidates will demonstrate a professional code of ethics.

7. ELDA candidates will demonstrate an understanding of leadership principles and how they apply to school leadership practices.

8. ELDA candidates will demonstrate advocacy for social justice, equity and for the profession.

9. ELDA candidates will incorporate the use of technology into their practice.

10. ELDA candidates will experience and understand educational leadership practices worldwide.

Professional Dispositions
School of Leadership and Education Sciences Professional Education Unit

ELDA candidates preparing to work as educational leaders must know and demonstrate content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. The SOLES Professional Education Unit (PEU) adopted the ACE Conceptual Framework in 2004. The ACE Conceptual Framework emphasizes these three areas:

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

Candidates should demonstrate:
1) a belief that all individuals can learn and succeed, and
2) a commitment to reflection and critical inquiry.

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

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

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

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

ELDA candidates are assessed on these dispositions three (3) times during their program by the University Supervisor, at the beginning, mid- point and end of the program.

The ELDA Professional Dispositions Evaluation (see pages 36-37) will be completed online at:
http://usd.qualtrics.com/SE/?SID=SV_0Jm2uuoaXnU1FFH

The Culminating Activities

Fieldwork Portfolio

The purpose of the portfolio is to demonstrate professional growth over time, attainment of leadership standards, desired outcomes, and advanced skills. During the fieldwork, the candidate will collect artifacts reflective of their leadership abilities and write reflections on their experience relative to the artifact. The artifacts must be related to the CPSEL standards.

At the end of the program, the candidate will present their Fieldwork Portfolio to a panel of University faculty, school district personnel and educational professionals[*]. The portfolio will be evaluated using the *Leadership Outcomes for the ELDA Fieldwork Portfolio* (see pages 32-34). Critical feedback will be provided to the candidate and the reviewing panel will make further recommendations as necessary. Similar to a master's thesis, the ELDA candidate may be required to incorporate changes at the recommendation by the reviewing panel of the portfolio before the final submission for a grade. Upon portfolio completion and final submission, the candidate will be qualified to apply for the California Preliminary Administrative Services Credential.

The Educational Platform

The purpose of the Educational Platform (see page 35) is to provide educators with a vehicle to describe their core values and beliefs about the educational process and to clarify one's personal vision and commitment to education. Most importantly, the platform helps candidates determine if their actions are aligned with their espoused beliefs. Candidates develop their platform throughout the program, and it is presented as part of the Fieldwork Portfolio presentation. Many candidates use their Educational Platform to help them prepare for job interviews and to communicate their values to staff, parents, and members of the community at their school.

ELDA Coursework
Each ELDA course is a unique learning experience. Each course requires a reflective analysis or final paper. These will be included in the portfolio. (See Page 9 for the ELDA Couse Sequence)

[*]Only professional colleagues (ie: home school and mentor principals) are permitted to attend the portfolio presentation.

International Experience

All ELDA candidates are required to engage in an international experience as part of the program.

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

Through this experience it is expected that students will:

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

World Educational Leadership Link (WELL) Project

Part of ELDA's 21st century global learning initiatives includes the World Educational Leadership Link (WELL) Project. Today, perhaps more than ever before, we recognize as educational leaders that the problems challenging our efforts to support the academic achievement of all students is a global issue.

ELDA connects local school and district leaders with others around the world in order to enrich education, promote global citizenship, and build international trust and understanding. To achieve this goal we have outlined a pedagogical approach that is grounded in a framework for collaboration.

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

- Finding the right experienced educational leadership partner;
- Initiating and maintaining contact with the chosen international partner, using predictable and dependable communication links with the partner, using technologies such as Skype, WebEx, Adobe Connect, and other reliable online forum tools;
- Developing questions and conversation topics constructed around specific themes of mutual interest.

The collaborative framework will support the following learning objectives:

- Develop insight into education leadership in diverse economic, cultural, social, political and religious systems;
- Improve our understanding of the leadership skills and attributes needed to facilitate greater student success and school development;

- Contribute to the construction and support of an inquiry-based approach that deepens understanding about how to connect with global leadership practitioners;
- Provide an understanding of education and student success from the global perspective.

Collaborators involved in the WELL Project must be willing to:

- Devote time for connecting with their international partner through email, Skype, etc.;
- Share their experiences, successes and failures;
- Explore, learn and discover more about educational leadership practice from multiple perspectives;
- Explore new possibilities for student achievement.

What research contributions will be made?

Data collected on the WELL Project can contribute important information about the improvement and transformation of leadership practice into a broader global framework. It also makes possible the enrichment of understanding of cross-national leadership issues, perspectives and solutions to problems. Each pair will be asked to document:

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

Instructional Leadership
edTPA Performance Assessment for California Teachers

Education policy makers, practitioners, and the general public agree about the importance of improving teaching quality. It is one of the most direct and promising strategies for improving public education outcomes in the United States. However, existing federal, state and local policies for defining and measuring teacher quality rely almost exclusively on classroom observations by principals. These observations differentiate little among teachers and offer little useful feedback, and use teachers' course-taking records, plus paper-and-pencil tests of basic academic skills and disciplinary subject matter knowledge, which are poor predictors of later effectiveness in the classroom. It has become clear that new strategies for evaluating teacher competence and effectiveness are needed.

The American Association of Colleges of Teacher Education (AACTE) and Stanford University have formed a partnership to develop edTPA, a 25-state initiative involving more than 140 teacher preparation programs. Based on the highly successful Performance Assessment for California Teachers (PACT), edTPA measures what candidates actually do in the classroom to help ensure that candidates are prepared to effectively teach all students upon entry into the profession.

As part of the ELDA training on instructional leadership, all candidates are required to attend an edTPA workshop. ELDA candidates' understanding of the teacher performance process will prepare the candidates for teacher hiring and evaluation responsibilities, and strong instructional leadership.

For more information, please visit: edtpa.aacte.org

The Role of the ELDA Candidate

The candidate is expected to strive for excellence by fully engaging in the work of site instructional leaders, being focused, determined and reflective in her/his work, being an asset to the administrative team and school community, and pursue their academic scholarship with rigor.

Candidates will:

- Be responsible for their learning. Candidates will attend University classes and activities, participate in discussions, read all assigned material, meet all timelines, and be active and engaged learners.
- Establish collegial relationships with other candidates in the University cohort by respecting values and opinions.
- Candidates will explore their leadership style and develop a leadership *voice*, which includes characteristics of sensitivity, attentiveness, engagement, confidence, humility, and authenticity. Having strong leadership voice facilitates your ability to develop core leadership behaviors for the benefit of teaching and learning.
- Get to know staff, students and parents at their fieldwork sites, and establish an effective working relationship with all parties, while maintaining a professional attitude.
- Develop and expand the ability to be an open and honest communicator. Communicate proactively with the Mentor Principal, University Supervisor, ELDA Faculty members and ELDA Directors/Program staff if there are concerns.
- Be accountable for your actions and willing to listen and learn from constructive feedback.

The candidate will be evaluated on the ability to develop the skills necessary for site leadership. Evidence will be taken from site visitations and evaluations, University Supervisor and Mentor Principal evaluations, and successful completion of the ELDA Program courses, which includes completion of the Educational Platform and Fieldwork Portfolio.

Roles and Responsibilities of the ELDA Candidate
During the Apprenticeship

Roles and responsibilities of the ELDA candidate working in the Mentor Principal's school:

- You will apprentice a minimum of 20 days each school year (equivalent to 120 hours per year).
- You will work with your University Supervisor to gain K-12 experiences by participating in scheduled visits at school levels different from your own.
- You will keep a daily log of your experiences.
- You will create a "plan of action" describing leadership activities you will become involved in.
- You will collect artifacts and evidence for each leadership experience.
- You will write reflections for each leadership experience (t he artifacts/reflections will comprise the Fieldwork Portfolio).
- You will participate in all triad meetings during the 20-day apprenticeship each year. The triads include you (the candidate), the Mentor/Home School Principal and University Supervisor. The triads will be scheduled by the University Supervisor.
- The University Supervisor is responsible for the evaluation of the apprenticeship. The University Supervisor will complete a formal evaluation of your apprenticeship work at the end of the second, third and fourth semesters (see page 31).
- You will prepare for each triad meeting by completing the *ELDA Triad Meeting Record Sheet* (see page 40), parts 1 and 2, prior to your meeting.
- **As an ELDA candidate you will maintain strict confidentiality regarding issues related to students, parents, and staff members at the mentor's school.**
- Your work as an apprentice will contribute to your grade in LEAD 597/8P (the Practicum class).

The Role of the ELDA Mentor Principal

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

Modeling

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

Coaching, Analyzing, Reflecting, and Checking for Understanding

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

Other Responsibilities

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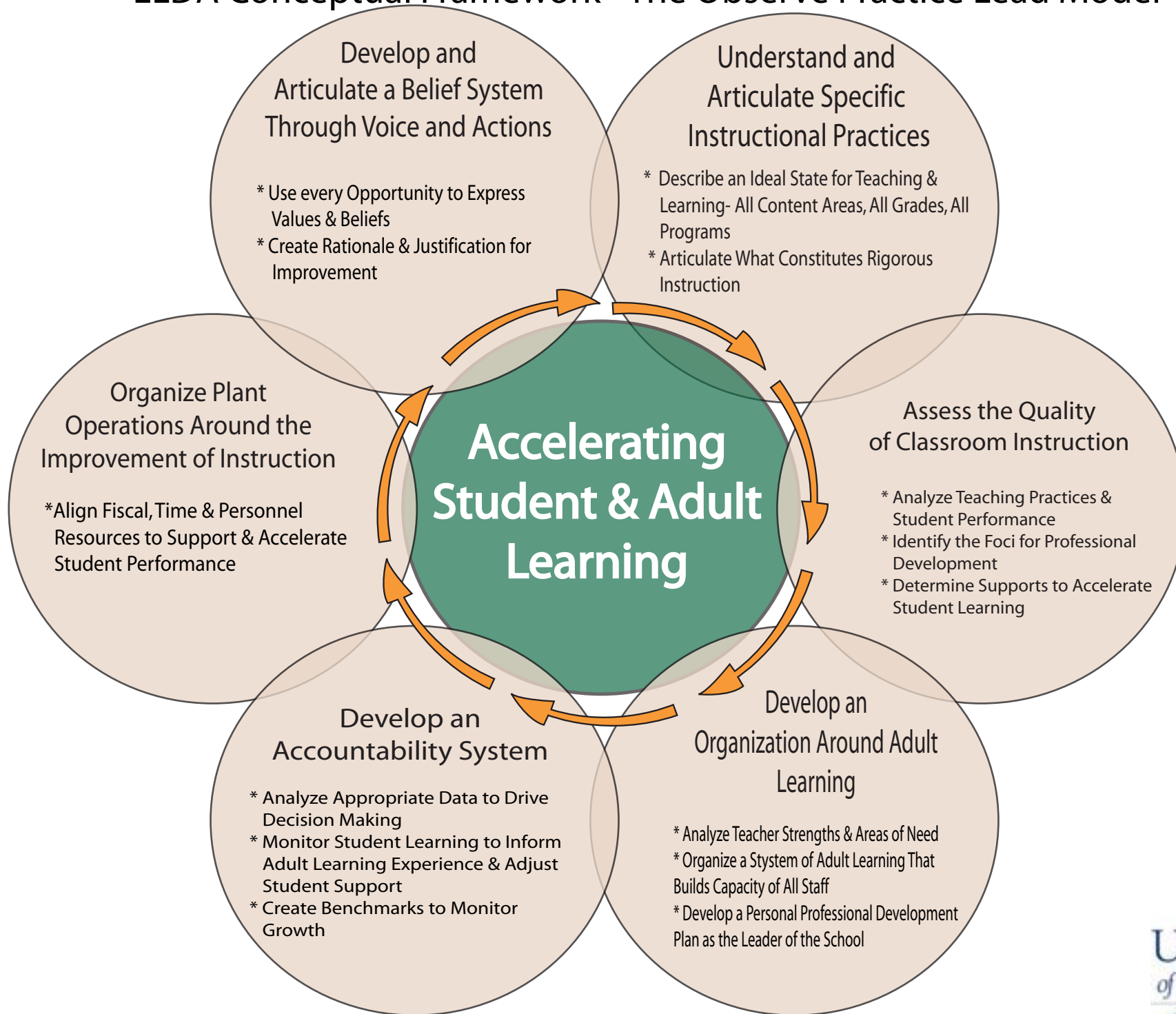
The Role of the ELDA University Supervisor

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

- Conduct a minimum of one Triad Meeting (ELDA candidate, Mentor Principal, and Supervisor) each semester.
- The first Triad Meeting should be scheduled prior to the twenty-day apprenticeship to plan experiences for the candidate.
- Using the *Rubric for Assessing Leadership Portfolio Skills and Outcomes* (see pages 24-30), the University Supervisor will guide the candidate to complete all CPSEL standards and activities using the *ELDA Conceptual Framework – The Observe Practice Lead Model* (see page 23). This may include supporting the candidate to <u>repeat</u> the experiences to assure higher quality of achievement.
- Review and provide input for the fieldwork experiences. Evaluate and comment upon the fieldwork experiences.
- Evaluate and provide feedback to the candidate with regard to successful development as an instructional leader. This includes professional attitudes, dispositions, ability to establish relationships, and ability to balance ELDA program requirements and coursework with the responsibilities of the site.
- Evaluate the candidate during semesters 2, 3 and 4 using the online ELDA Candidate Evaluation Form (see page 31 for examples).
- Observe and analyze the candidate's work with whole staff, small groups, with grade level groups, in department meetings, and with parent groups and provide feedback on leadership skills development. This may include the review of videotapes, agendas, parent letters, staff letters, and other artifacts.
- The evaluation is a collaboration between the Mentor Principal, University Supervisor and the ELDA candidate.
- Provide information for assigning a grade for the course (Pass/Fail/Incomplete at the end of year one, letter grade (A, B, C, etc.) at the end of year two).
- During the course of the school year, check in (either in person, via email or phone call) with the Mentor Principal to ensure the candidate is on track.
- Meet with the candidate(s), either individually or in small groups, throughout the semester to check in and guide performance.
- Review the candidate's portfolio artifacts and reflections and provide constructive feedback consistently throughout the two year program.
- Work with candidate to prepare for the Culminating Portfolio/Platform presentation.
- Attend the candidate's Culminating Portfolio/Platform oral presentation, and serve as a reviewer.

Appendices

ELDA Conceptual Framework - The Observe Practice Lead Model

Accelerating Student & Adult Learning

Develop and Articulate a Belief System Through Voice and Actions

* Use every Opportunity to Express Values & Beliefs
* Create Rationale & Justification for Improvement

Understand and Articulate Specific Instructional Practices

* Describe an Ideal State for Teaching & Learning- All Content Areas, All Grades, All Programs
* Articulate What Constitutes Rigorous Instruction

Organize Plant Operations Around the Improvement of Instruction

*Align Fiscal, Time & Personnel Resources to Support & Accelerate Student Performance

Assess the Quality of Classroom Instruction

* Analyze Teaching Practices & Student Performance
* Identify the Foci for Professional Development
* Determine Supports to Accelerate Student Learning

Develop an Accountability System

* Analyze Appropriate Data to Drive Decision Making
* Monitor Student Learning to Inform Adult Learning Experience & Adjust Student Support
* Create Benchmarks to Monitor Growth

Develop an Organization Around Adult Learning

* Analyze Teacher Strengths & Areas of Need
* Organize a Stystem of Adult Learning That Builds Capacity of All Staff
* Develop a Personal Professional Development Plan as the Leader of the School

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Rubric for Assessing Leadership Portfolio Skills and Outcomes
Standard 1

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

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

*Scores of 8-10 are reserved for Clear Credential administrative candidates

Rubric for Assessing Leadership Portfolio Skills and Outcomes
Standard 2

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

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

*Scores of 8-10 are reserved for Clear Credential administrative candidate

Rubric for Assessing Leadership Portfolio Skills and Outcomes
Standard 3

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

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

*Scores of 8-10 are reserved for Clear Credential administrative candidates

Rubric for Assessing Leadership Portfolio Skills and Outcomes
Standard 4

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

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

*Scores of 8-10 are reserved for Clear Credential administrative candidates

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Rubric for Assessing Leadership Portfolio Skills and Outcomes
Standard 5

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

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

*Scores of 8-10 are reserved for Clear Credential administrative candidate

Rubric for Assessing Leadership Portfolio Skills and Outcomes
Standard 6

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

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

*Scores of 8-10 are reserved for Clear Credential administrative candidates

Rubric for Assessing Leadership Portfolio Skills and Outcomes
Standard 7

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

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

*Scores of 8-10 are reserved for Clear Credential administrative candidates

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University of San Diego
School of Leadership and Education Sciences (SOLES)
Educational Leadership Development Academy (ELDA)
Candidate Evaluation of Leadership Skills/Outcomes for LEAD 597/8P
Preliminary Credential

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

Candidates are evaluated using the standards of: The California Professional Standards For Educational Leaders (CPSEL), The National Council For Accreditation of Teacher Education (NCATE), The Educational Leadership Constituent Council (ELCC), and The California Commission on Teacher Credentialing (CTC)

Standard 1: *A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (CPSEL 1, NCATE 1, ELCC 1, CTC 10)*

Standard 1.1: Candidate facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.

0-1 Points:	2-3 Points:	4-5 Points:	6-7 Points:
No plan to develop a vision for student achievement is evident	Plan for developing a vision for student achievement is vague, incomplete, or based on insufficient measures of student learning	Demonstrates the ability develop a vision for student achievement based on multiple measures of student learning	Demonstrates the ability to develop a vision for student achievement based on both qualitative and quantitative measures of student learning, and has begun to implement the vision through his or her work

0	1	2	3	4	5	6	7
○	○	○	○	○	○	○	○

Standard 1.2: Candidate communicates the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.

0-1 Points:	2-3 Points:	4-5 Points:	6-7 Points:
No plan to communicate the vision to the school community is evident	Vision is communicated to the school community, but no plans to engage the community in implementation of the vision are demonstrated	Demonstrates a plan to both communicate the vision and engage the school community in implementation of the vision	Demonstrates a structured process for engaging the school community in implementing the vision, and developing a long term plan based on the ideals of the vision

0	1	2	3	4	5	6	7
○	○	○	○	○	○	○	○

Please see rubrics for all seven standards and evaluation criteria.

Leadership Outcomes for the ELDA Fieldwork Portfolio

Standards	Behaviors (Students must have artifacts for all of the behaviors)
CPSEL Standard 1 **Facilitates the development of a shared vision of learning**	a. Describe to the school community, (ELAC, SSC, PTA, district, grade level or department) the vision at your present school. Describe how the vision is being implemented, how it is communicated, and identify and address any barriers to accomplishing the vision. Write a summary/narrative on the effectiveness of the implementation, and recommendations for improvement. b. Based on the analysis of student performance data, assist with the preparation of some aspect of the school budget that aligns fiscal, human and materials resources to support the learning of one major subgroup of students in line with the school vision. c. Using the influence of diversity to improve teaching and learning, design a professional development plan for a department or grade level that will accelerate the learning of a specific group of students. If possible, assist with the preparation, implementation, and/or evaluation of the professional development.
CPSEL Standard 2 **Advocates, nurtures and sustains a school culture and instructional program conducive to student learning and staff professional growth**	a. Use technological tools to monitor and evaluate a program that enhances the knowledge of each student as a learner and supports closing the achievement gap between sub-groups of students. (AVID, math, literacy programs or a classroom program) Analyze the results of the data and develop next steps to support closing the achievement gap. b. Conduct ongoing walkthroughs and informal visits with Supervising/Mentor Principal to determine student performance and the strengths and needs of classroom teachers. Use the observations to identify patterns, and design a professional development plan based on student needs, which might include a study group, staff conference, grade level/department conference, and individual conferences. If possible, implement and/or lead a professional development session. c. With the Supervising/Mentor Principal, and the agreement of a teacher, complete **two** structured coaching sessions (pre-conference, lesson observation, scripting, analyzing student learning, reflective questioning, and feedback in a post-conference). Provide recommendations for developing a strategy for improvement. d. Observe and analyze classroom instruction with the Supervising/Mentor Principal. Identify strengths and needs of the lessons. Write follow-up memos for the teacher/s detailing your observations and suggested next steps. Base your suggestions on the evidence of student learning. Share the memos with the Supervising/Mentor Principal for feedback.
CPSEL Standard 3 **Ensures management of the organization, operations, and resources for a safe, efficient and effective learning**	a. Work with staff to analyze data related to student referrals and research the current plan that addresses behavioral OR attendance issues. Research and analyze national trends of school-wide discipline or attendance programs dealing with dropouts, truancies, and excessive absences and learn how these issues are handled at the site. Work with the Supervising/Mentor Principal to revise or improve the school-wide discipline plan or attendance plan for presentation to staff, students, and

environment	parents. Write a narrative describing the revisions or improvements.
	b. Work with the Supervising/Mentor Principal to observe the process of the development of the master schedule of teacher and student assignments. Write a summary/narrative that tells how the development of the master schedule supports the school vision and philosophy.
	c. Work with the Supervising/Mentor principal to develop site emergency procedures (evacuation plan, disaster plan, etc.) and facilitate or lead one of these events.
	d. Review the teacher collective bargaining contract and analyze three to five contract articles that you feel help to foster a professional work environment that supports improving student achievement. Meet with your union representative and your site principal separately to discuss how they perceive the supports in the contract for a professional work environment to increase student achievement. In a summary/narrative, summarize your meetings and your findings and comment on any contract articles that you feel encourage or discourage a professional work environment that supports student achievement.
CPSEL Standard 4 **Collaborates with families and community members, responds to diverse community interest and needs, and mobilizes community resources**	a. Work with the counselor, nurse, or as a partnership liaison to contact community resources to provide enrichment opportunities for students and their families. In a narrative, document your efforts and highlight your successes to strengthen the school through the establishment of community, business, institutional, and civic partnerships.
	b. Design and/or participate in opportunities for parents and other members of the school community to increase their involvement in activities that focus on improving the learning environment (Parent Institute, Parent University, increase parent involvement in your own classroom, etc.). Incorporate information about family and community expectations into school decision-making activities.
	c. Develop and implement experiences to immerse yourself in a multi-cultural community (a culture that doesn't reflect your own culture). Write a narrative about the impact of this experience on you as an educator.
	d. Attend and participate in parent conferences with the Supervising/Mentor Principal. Write a summary/narrative about one meeting: (who were the participants? What was the issue/concern discussed? What was the outcome/solution? How did the outcome/solution result in an improvement of the situation?)
CPSEL Standard 5 **Models a personal code of ethics and develops professional leadership capacity**	a. Engage teachers, staff, parents or community members in a professional development conversation exploring the topic of social justice. Include in your reflective presentation such issues as race, gender, language, disability, sexual orientation, or other historically marginalizing factors which affect curriculum or classroom practice. Write a reflection detailing your experiences (topic outline, presentation notes, conversation summaries, outcomes and evaluations). Include a narrative on your personal leadership practices in relationship to fair and equitable education for all.
	b. Review district policies related to confidentiality with students, parents and staff. In a narrative, outline the steps an administrator would take to safeguard students including release of student information, allowing students to meet with police officers, CPS workers and others.

	c. Write a narrative on how an effective administrator models a personal code of ethics and develops personal professional leadership capacity. Explain how the personal code of ethics impacts leadership capacity and school culture/climate. d. Provide leadership for an educational meeting that includes some form of problem-solving or collaborative decision-making. Write a summary/narrative describing 1) the situation, 2) the stakeholders involved in the meeting, and 3) how you assisted in resolving the dilemma. e. In a summary/narrative, provide at least one example of decision-making, change or conflict management skills. Comment on your ability to use your personal skills and identify areas for growth.
CPSEL Standard 6 **Understands, responds to, and influences the larger political, social, economic, legal and cultural context**	a. Attend two board of education meetings (one in your school district and the second one outside your school district) and write a summary/narrative on how each of the following items are handled: distribution of agenda, recording of minutes, provision for hearing citizens, provision for securing superintendent's recommendations on items requiring action. Compare and contrast the differences between each meeting and describe how any policies presented benefit students and support the improvement of teaching and learning. If you work in a charter school or private school, attend a board meeting at your own school, and a board meeting in a public school district. b. Become a member of a school committee such as School Site Council, English Learners Advisory Council, department or grade level committee. Write a summary/narrative about the group and its influence on the learning community. How can the school maximize communication with the group? What suggestions can be made for improvement? c. Design, and if possible, present an introduction to staff or community for the opening of the school year, or the opening of a professional development activity that encourages and inspires others to higher levels of performance, commitment and motivation. Facilitate constructive conversations about how to improve student learning and achievement. d. Review school/district budget. Analyze items for equitable distribution of resources that support the improvement of teaching and learning for all students. Review funding formulas from federal, state, and local policy in your analysis. Reflect upon the question, would larger school budgets actually boost school improvement? Use research to justify your answer.

ELDA Standard 7
 	
An educational leader promotes the success of all students by leveraging technology knowledge and resources to provide the greatest benefit, and providing all students with a 21st century learning environment
	a. Develop a proposal that summarizes the benefits and limitations of implementing a specific technology into a school system. The proposal should evaluate the potential impact on learning in respect to the overall cost and be supported with experimental empirical peer-reviewed research. Research citations required.
	   1. Include a plan for implementation of the technology.
	   2. Include financial analysis, i.e.: cost per student, tax payer cost, grant cost.
	   3. Provide research-based discussion of the technology's influence on learning, including diverse learners and students with special needs.

The Educational Platform

Elements	Evidence
Philosophy of Education	• Provides insights into basic beliefs about purposes of education. • States the importance of schools to society. • Frames the foundation of the candidate's practice as well as the subsequent components of the plan.

Philosophy of Leadership	• Answers the question, "What constitutes effective, purposeful leaders?"
	• Contains belief statements about effective leadership and its impact on education:
	   o establishing clear, measureable goals, priorities
	   o areas of emphasis for the school including delegating and empowering others.

Vision for Learners	• The candidate articulates his/her beliefs about how children and adolescents learn. • The candidate provides insight on a leader's role in promoting learning for students and for staff.
Vision for Teachers	• There is evidence that the leader examines and shares his/her views on the role of teachers with respect to teaching students, working collaboratively toward a common vision, attending professional development. • The candidate articulates the role teachers have in the lives of their students and in the community. (How teachers should relates to students and others)

Vision for the Organization	• A discussion of the candidate's vision for the organization that demonstrates an idealistic, mental model of a future state of a school that is easily articulated and well understood.
	• The candidate understands the importance of standards that are relevant and achievable, which are articulated and well understood.
	• Within this component, the candidate has commented on how to accomplish establishing a vision for the organization referencing
	   o CLIMATE
	   o COMMUNITY
	   o COLLABORATION
	   o COMMUNICATION

Vision for Professional Growth	• The candidate provides insights about the impact of professional growth on student achievement and effective schools. • The candidate discusses his/her views on the significance of professional growth for him/herself and for the faculty. • The candidate states how professional growth needs for staff will be determined and addressed.

Method of Vision Attainment	• Evidence of a strategy chosen by the candidate for attaining a vision.
	• To move the organization toward the vision, the candidate has addressed the importance of:
	   o decision-making
	   o initiation of change and change management
	   o encouragement and support of others

University of San Diego
School of Leadership and Education Sciences (SOLES)
Educational Leadership Development Academy (ELDA)
Evaluation of Professional Dispositions

Please Complete the Following Information

Candidate's First Name

Candidate's Last Name

Evaluator's First Name

Evaluator's Last Name

Evaluator's Role

Please indicate at which point in the program this evaluation is being conducted.

Please select the semester of the evaluation.

Candidates' professional dispositions will be evaluated three times in the ELDA program: once at the beginning of the program of study, once at the midpoint, and once again at the completion of the program. Candidates will be evaluated using the following 5 point rubric scale:

0: Not Observed	1: Pre-Awareness	2: Awareness	3: Readiness	4: Deepening Capacity	5: Comprehensive Capacity
This option is reserved for the initial evaluation and only if the candidate did not have an adequate opportunity to demonstrate a particular disposition.	Awareness of this disposition has yet to surface.	Candidate shows beginning awareness of this disposition, and is willing to set goals to learn more about it in the context of work.	This disposition is developing in the candidate and can be recognized inconsistently in facets of his or her work	This disposition is recognized as important by the candidate, and experiences to deepen its understanding and manifestation are pursued.	The disposition is embodied and apparent in all levels of the candidate's work. It is a focal point for self-assessment and goal setting.

Academic Excellence, Critical Inquiry, and Reflection

	0: Not Observed	1: Pre-Awareness	2: Awareness	3: Readiness	4: Deepening Capacity	5: Comprehensive Capacity
1) While interacting with colleagues, the candidate demonstrates, through verbal or non-verbal observable behavior, the belief that all individuals can learn and succeed.	○	○	○	○	○	○
2) While interacting with community members, the candidate demonstrates, through verbal or non-verbal observable behavior, the belief that all individuals can learn and succeed.	○	○	○	○	○	○
3) While interacting with students' parents or family members, the candidate demonstrates, through verbal or non-verbal observable behavior, the belief that all individuals can learn and succeed.	○	○	○	○	○	○
4) While interacting with students, the candidate demonstrates, through verbal or non-verbal observable behavior, the belief that all individuals can learn and succeed.	○	○	○	○	○	○
5) The candidate places value in self-reflection, as evidenced by active engagement in reflective activities or critical analysis of one's practice.	○	○	○	○	○	○
6) The candidate places value in critical inquiry, as demonstrated by the use of higher order thinking skills applied to a wide array of investigative pursuits.	○	○	○	○	○	○
7) The candidate places value in academic excellence, as demonstrated through his/her persistence.	○	○	○	○	○	○
8) The candidate places value in academic excellence, as demonstrated by following through on commitments.	○	○	○	○	○	○

Community and Service

	0: Not Observed	1: Pre-Awareness	2: Awareness	3: Readiness	4: Deepening Capacity	5: Comprehensive Capacity
9) The candidate demonstrates "community" values, as evidence by the use of theory and practice to effectively collaborate with colleagues.	○	○	○	○	○	○
10) The candidate demonstrates "community" values, as evidence by the use of theory and practice to effectively collaborate with community members.	○	○	○	○	○	○
11) The candidate demonstrates "community" values, as evidence by the use of theory and practice to effectively collaborate with students' parents and family members.	○	○	○	○	○	○
12) The candidate demonstrates "community" values, as evidence by the use of theory and practice to effectively collaborate with students.	○	○	○	○	○	○
13) The candidate demonstrates belief in service, as evidence by engagement in professional and community related service activities.	○	○	○	○	○	○

Ethics, Values, and Diversity

	0: Not Observed	1: Pre-Awareness	2: Awareness	3: Readiness	4: Deepening Capacity	5: Comprehensive Capacity
14) The candidate places value in diversity, as evidenced by interactions with or decisions made relating to colleagues.	○	○	○	○	○	○
15) The candidate places value in diversity, as evidenced by interactions with or decisions made relating to community members.	○	○	○	○	○	○
16) The candidate places value in diversity, as evidenced by interactions with or decisions made relating to students' parents and family members.	○	○	○	○	○	○
17) The candidate places value in diversity, as evidenced by interactions with or decisions made relating to students.	○	○	○	○	○	○
18) The candidate advocates for social justice, as evidenced by verbal or non-verbal observable behavior.	○	○	○	○	○	○
19) The candidate adheres to the professional code of ethics, as evidenced by verbal or non-verbal observable behavior.	○	○	○	○	○	○
20) The candidate applies fairness in decision-making to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner, as evidenced in observable behavior of the candidate.	○	○	○	○	○	○
21) The candidate takes direction and feedback with a positive attitude.	○	○	○	○	○	○

22) Please comment about *areas of strength* regarding the candidate's dispostions at this point in the program:

23) Please comment about *areas for growth* regarding the candidate's dispostions at this point in the program:

ELDA Practicum/Fieldwork Portfolio Reflection Form

Name:

Date:

CPSEL Standard:

Behavior Element:

1. What did you do?
   - Briefly describe the experience, including setting and context.

2. What did you do as a leader?
   - Demonstrate and provide a description of your **leadership role** in this experience.
   - How did you inspire actions and get results?
   - What impact did your actions have on parents/staff/students/community members?

3. What did you learn?
   - How did your leadership develop by engaging in this experience?
   - How did you improve your leadership practice?
   - What critical questions do you have regarding this experience from a leadership perspective?

ELDA Triad Meeting Guiding Questions

Sample reflection questions focus on the work of developing principal leadership knowledge and skills. These questions can be used in the triad meetings with the University Supervisor, candidate and Mentor Principal:

Sample Leadership Reflection Questions for Candidates:

1. What skills have I attained and what experiences have I engaged in to attain them (organizationally and instructionally)?

2. What skills do I still need to improve and what actions should I take?

3. What new skills will I develop/enhance and how will I experience or acquire them?

Sample Instructional Leadership Reflection Questions for Candidates:

1. When I walk into a classroom do I know which students are making progress? Based on what I see, am I able to make recommendations for strategies for improvement?

2. When I walk into a classroom, am I able to identify elements of rigorous instruction?

3. In working with teachers, am I able to determine what is needed to improve their practice and how to support them?

Sample Reflection Questions for the Mentor Principal:

1. How have I assisted the candidate to improve their leadership practice?

2. How will I mentor the candidate so that s/he continues to develop his/her leadership skills and knowledge?

4. What has the candidate accomplished thus far? What are the next steps for the candidate?

ELDA Triad Meeting Record Sheet

ELDA Candidate:

Mentor Principal:

University Supervisor:

Date:

1. What has the candidate accomplished since the last visit? What CPSEL standard activities have been completed? (classroom visitations, feedback to teachers, led conferences or meetings, participated in IEP meetings, etc.) *To be completed by the candidate*

2. Which elements of the Observe Practice Lead Model for School Leadership did the candidate observe/practice/lead? For example: assessing the quality of classroom instruction, organizing operations around the improvement of instruction, articulating specific instructional practices. *To be completed by candidate and Mentor Principal.*

3. What are the proposed next steps and recommendations for the candidate? *To be completed by candidate, Mentor Principal and University Supervisor.*