

**University of Alaska Southeast
Educational Leadership Program
Principal**

**Intern and Mentor Handbook
2017-2018**

**Educational Leadership Program
University of Alaska Southeast, Juneau
Hendrickson Annex
11066 Auke Lake Way
Juneau, AK 99801**

**PUESIPVHIUJJTIBOECPPUBTSEBSEETEDJGJDBMMGPSUIEDPIPSUUIEJOGPSNBUIPO □
SEHBSEJOHUIEJOUESOTLJBOEBTTPDJBUFESETPOTJJCJMJUJETPGNEOUPSBOEJOUFSOIBW**

Table of Contents

Table of Contents	1
Introduction	2
Purpose	2
Standards Alignment.....	3
Internship Expectations, Roles and Responsibilities	3
The Intern.....	3
The Mentor	4
The University Supervisor	5
Internship Experience	6
Internship Log.....	7
Course Sequence.....	8
Portfolio Products	9
Intern Activity Bank.....	11
Mentor Evaluation of Intern.....	14
Appendices.....	20

Appendix A: Mission, Core Themes and Standards

- UAS Mission and Core Themes
- UAS School of Education Standards
- Alaska Administrator Standards
- Alaska Cultural Standards
- Alaska Professional Code of Ethics

Appendix B: 2011 ELCC Building Level Standards

**UAS Educational Leadership Program
ED 691 Fall and Spring
Internship in Educational Leadership**

Introduction

The focus of both the Fall and Spring internship courses is to provide real life experiences and the opportunity to work with a mentor principal. These courses are integrated and coupled with Curriculum Leadership I (ED638-Fall) and Curriculum Leadership II (ED639-Spring). Through these courses the learner experiences the annual cycle of building leadership.

The focus of the internship should be the application of leadership responsibilities within a school-based setting. This includes school year planning time plus about 5-10 hours per week for about 150 hours per semester, depending on the time spent before school begins and after students leave. Learners will debrief with their mentors weekly and meet on-line with cohort members once a week.

The internship experience should explore the daily challenges that building leaders face as they collaboratively move the school forward in an environment of complexity, ambiguity and rapid change. It combines the internship experience in the candidate's school and weekly instruction via distance technology.

Purpose of the Principal Internship

The purpose of the UAS Educational Leadership internship is to bridge the gap between theory and practice. The internship phase is the opportunity to apply, in a real-world setting, the student's coursework knowledge including relevant research and theoretical foundations.

Throughout the program of study, the intern strives to meet and/or exceed the proficiencies of the Educational Standards for School Building Leadership, as established by the Educational Leadership Constituent Council (ELCC, 2011). All requirements of the internship can be completed while students continue their employment as a teacher.

Principal internship field experience is required for an Alaska Type B Administrative Services credential. The field experience is documented through 300 hours of ELCC aligned activities.

Standards Alignment

The UAS Educational Leadership Program follows a set of high-level policy standards adopted by the National Policy Board for Educational Administration (NPBEA). These are known as the 2011 ELCC (Educational Leadership Constituent Council) Building Level standards, and comprise the backbone of the UAS Educational Leadership Program, helping to define the appropriate assessments and performance measures relative to educational leadership.

Appendix A: Figure A shows the alignment between the ELCC standards and the Standards for Alaska’s Administrators. The standards alignment provides the intern and the mentor with the connection between the ELCC standards (pre-service) and how they interface with the Alaska Administrator Standards (in-service).

Appendix A: Figure B shows the alignment between the National Educational Leadership Constituent Council (ELCC) Standards, the UAS School of Education Standards, the Alaska Administrator Standards, and the Alaska Cultural Standards.

Appendix B: displays the **2011 ELCC Building Level Standards**, elements, content knowledge, and professional leadership skills. Mentors will rate intern performance based on these standards.

Internship Expectations, Roles and Responsibilities

The Intern

The intern is expected to provide documentation that demonstrates performance of activities that meet the expectations of the Educational Leadership internship. The intern expectations are outlined below:

1. **Listen and learn.** The intern will have multiple opportunities to observe relationships, build leadership skill, and further their experience beyond any field experiences they may have experienced in their developmental coursework. Interns should often reflect on what they have observed and how those observations might guide their future actions. Listening and learning does not preclude exhibiting initiative and confidence; it extends the idea that modeling a growth mindset includes active listening and accepting feedback with an open mind and heart.

2. **Maintain professionalism within the policies and priorities of the district.** The intern will adhere to the Alaska Code of Ethics of the Educational Profession as a basis for all behaviors and interactions, and within the administrative regulations of their district. It is expected that the intern will observe change processes in action in their schools and may have philosophical differences with their mentor. The intern may even be subjected to staff and stakeholder concerns due to the change process. Viewing these challenges as an opportunity for deeper learning about change is vital for intern growth. The intern should communicate clearly and often about concerns in a private and professional manner with their mentor in order to learn and reflect.

3. **Maintain university requirements and submit all assignments on time.** The intern is responsible for providing evidence and documentation for program and certification requirements. Turning in assignments is equivalent to turning in reports once in the field, and should be treated as a priority in terms of meeting timelines.

4. **Facilitate site visits.** The intern will facilitate two site visits with their university supervisor and their mentor. Usually one in the fall and one in the spring. The site visits should include a meeting with the mentor, intern, and supervisor. The supervisor may meet with the mentor and intern separately during the fall visit. The university supervisor if invited will observe the intern at a staff meeting, hallway/lunch/recess supervision, working with parents, or staff or community in some manner, and/or other activities deemed appropriate.

5. **Be present, punctual, proactive, and positive.** The intern will be scheduling activities with the mentor and taking direction from the mentor. The expectation is that the intern will follow through in all activities without exception. Showing the ability to follow through can impact how an intern is assessed.

The Mentor

For the internship experience to be successful, good mentors are the key. Internships must be managed by professional practitioners who have the knowledge, time, and commitment to determine whether aspiring principals are engaged in a rich set of experiences that enable them to develop their leadership competencies.

Good mentors provide the regular feedback and coaching that will help interns transition from the role of classroom teacher (or other roles) to that of school leader. They know how to structure opportunities for interns to solve a range of school problems, first through observing and participating and then by actually leading teams in identifying, implementing and evaluating improvement interventions. Skillful mentoring helps interns shape beliefs —about whole-school change, students’ capacities to learn, relationships with staff and community members, and ethical leadership practices.

The mentor is expected to provide supervision, guidance, and assistance to the intern. The intern should experience, through observation and direct implementation, most of the leadership responsibilities of the mentor principal. The expectations of the mentor role are outlined below:

1. Planning, teaching, and reflecting on practice collaboratively with the candidates.
2. Providing informal assessment feedback regarding the candidates’ work using assessment forms aligned to the ELCC standards
3. Meet with the intern on a weekly basis.
4. Communicate the student’s role to the school faculty.

5. Modeling a variety of techniques and strategies, while sharing the wisdom of practice, providing constructive feedback, to support candidates' development of knowledge, skills, and dispositions school and/or district operations.
6. Assessing candidates' knowledge skills and dispositions through the end of program evaluation of internship practice. This evaluation takes place collaboratively with the university supervisor and the intern.
7. Providing frequent encouragement, constructive criticism, and recognition of success.
8. Understand the application of the ELCC Building Level Standards (appendix B). The mentor should review the intern's internship log and assist with identifying learning experiences within the intern year that can help meet as many standards as possible.
9. Perform a final evaluation of the intern. The final evaluation (page 14) is aligned with the ELCC standards.
10. Completing a mentor honorarium information form to receive an honorarium for services from the university, as a token of appreciation. In 2014-2015 the amount was \$150 per semester.
11. Providing time for and maintaining communication with the university supervisor/partner.

University Supervisor

The university supervisor is a facilitator whose primary purpose is to work collaboratively with the mentor principal to guide the learning experiences of the interns and to evaluate their growth and progress.

The university supervisor assumes responsibility for:

1. Being respectful of the extensive demands placed upon practicing administrators who mentor interns in addition to their regular responsibilities.
2. Providing pertinent materials to interns and building administrators.
3. Providing each intern and mentor with an orientation to the internship year, a projected observation schedule, and his/her specific expectations.
4. Collaborating regularly with the mentor administrator regarding the professional progress of the intern.
5. Scheduling conferences, as needed, with the intern to discuss issues and concerns.
6. Visiting each intern at least once each semester or as appropriate. The visit may be for planning, observation and evaluation, or generally monitoring the student's progress.
7. Working with the intern and the mentor to establish a tentative timeline for the intern to assume administrative responsibilities.
8. Arranging conferences with the mentor and the intern at appropriate times in the semester for the purpose of completing the appropriate evaluation tools.
9. Assisting the intern and/or mentor administrator in reaching solutions for problems that arise.

Internship Experience

The field experiences of the internship consist of several projects/assignments aligned with the *Elements* of the ELCC Standards for school building leadership (see page 9 – *Portfolio Products*). Candidates will develop a leadership portfolio built upon the projects/assignment with summaries and supporting artifacts demonstrating performance of the building level ELCC Standards.

Candidates work with principal mentors all year based on a schedule that you set collaboratively but it should involve a minimum of 150 hours per semester including time spent planning for the year and finalizing the year. This should average between five to ten hours a week on site.

There are key issues in which candidates should participate and co-lead. The most important in the fall and spring is the school improvement plan. The intern should be given the opportunity to be integrally involved and preferably lead in some way. He or she has spent considerable time becoming familiar with significant data from your school and the change process. They have also received training in the *Alaska Steps Toward Educational Progress and Partnership* (STEPP). Other areas include communication through school newsletters and social media, the budget, supervision/coaching a willing staff member, attending staff meetings, assisting with staff development, revising the crisis management plan, conferencing with stakeholders, etc.

FALL 2017 SEMESTER

The list below details the deliverables expected from intern leaders by the end of this Fall 2017 semester.

- Crisis management plan update
- Staff meeting agenda reflection
- School Improvement Plan (SIP) reflection
- Peer Coaching Plan (including a total of 2 observations)
- Communications with the school community using school newsletters or social media
- Budget or Budget development plan (depending on district timing)
- At least one professional growth responsibility

SPRING 2018 SEMESTER

The list below details the deliverables expected from intern leaders by the end of the Spring 2018 semester.

- Interdisciplinary Curriculum Unit (PCM)
- School Improvement Plan (Monitoring and Analysis)
- Peer Coaching Plan (spring semester includes 2 observations and Professional Growth Plan)
- Budget Reflection
- Service Learning Group Project

- Student Handbook Review
- Culturally Responsive Education Project
- Mentor/Intern Initiated Project
- Legislative Advocacy Trend Analysis Project

These will all become artifacts in their ELCC Standards-Based Portfolio. I have attached the 2011 ELCC Standards, which are the backbone of the UAS Ed Leadership Program.

Internship Log

The purpose of the internship log is to provide evidence of meeting minimal state requirements for certification, and that the hours provide evidence of meeting the ELCC standards in context, as well as a critical artifact of what an administrative year looks like. The goal is to amass hours across the standards as well as show a broad range of field experiences for an entire year.

A total of 150 hours per semester is required, equating to a total of 300 for the entire six-credit, two-semester/academic-year course. Teacher in charge hours, before and after school times, and conference hours are appropriate. Interns will submit an Excel spreadsheet log of hours identifying administrative tasks performed each semester.

A yearlong suggested activities bank is included in the appendices for reference and may be used by the intern to provide ideas for intern activities. The activity bank is purely for intern and mentor use.

The following ideas are ways to find time and the university supervisor will provide further guidance and clarification as needed. As always, make sure to follow contractual procedures, contractual obligations and mentor advice.

- Teacher in charge hours - substituting for the principal, or administrative designee for field trips, trainings or any activity where you are appointed the designee
- Administrative meetings, in-service trainings, state and/or national conferences
- Personal leave days or professional leave days or a combination
- Free periods of time - conference periods, lunch times; before and after school
- Evening activities, weekend activities
- Cancellation days (snow days, inclement weather days)
- Summer months, summer school, spring break
- Other holidays/vacation days when mentor is on duty

The task description in the spreadsheet should be brief, but detailed enough to illustrate the specific ELCC standard. Interns who serve as administrative designee for a day should break down the hours to reflect the standards addressed throughout the workday. The mentor should approve of the activity time.

Course Sequence: Please note this is a cohort model, which means that students move through the required course sequence together. Therefore, the courses are closely integrated and build on each other. This is a very time intensive, rigorous program. Students are advised not to over commit to other activities during the program such as coaching.

M.Ed. Educational Leadership Course Sequence
(36 total credits)

Summer (1) (Juneau Campus)		Credit
ED 627	Educational Research I	3
ED 637	Introduction to Educational Leadership	3
Fall (Distance)		
ED 638	Curriculum and Instructional Leadership I	3
ED 691	Internship in Educational Leadership	3
Spring (Distance)		
ED 639	Curriculum and Instructional Leadership II	3
ED 691	Internship in Educational Leadership	3
Summer (2) (Juneau Campus)		
ED 690	Educational Leadership II	9
ED 698	Portfolio	3

Exit Criteria includes: a comprehensive portfolio that provides evidence that the student meets all program goals/outcomes,

School of Education-UAS Educational Leadership Program Portfolio Products

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

Vision

1. **Educational Philosophy (R)**
2. **Leadership Philosophy (R)**
3. **School Improvement Plan (R)**
4. **Educational Leadership Mission and Vision Statements (R)**
Newsletter and Social Media (Vision Focus) (O)

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

School Culture and Student Learning

5. **Parallel Curriculum Model Unit (R)**
6. **Service Learning Unit (R)**
7. **Peer Coaching Professional Growth Project (R)**
8. **SIP Monitoring Analysis (R)**
9. **Learning Theory Presentation (R)**
10. **School Centered Analysis (R)**

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

Safe, Efficient, and Effective Learning Environment

11. **Budget Projects (R)**
12. **Crisis Management Plan (R)**
13. **Student Handbook Review (R)**

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

Collaboration and Community

14. Culturally Responsive Project (R)

15. Professional Development Plan and Analysis (R)

Key Communicators Survey (O)

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

Integrity, Fairness and Ethics

16. Final Papers Courses (R)

17. Final Papers Internships (R)

18. Ethics Reflection (R)

19. Legal Issue Presentation and Activity (R)

Digital Leadership Story (O)

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

Advocacy

20. Legislative Trend Analysis (R)

National Standards Analysis (O)

Digital Story (O)

R=Required

O=Optional

Intern Activity Bank

These are ideas for organizing the intern’s yearlong work. This bank is not exclusive and not all activities apply in the intern’s setting.

July- August

Handbooks, schedules, class assignments
Registration
Opening of year letters/ communication that go to students/ staff/ parents
Meet with bus drivers: How will support staff be involved with discipline
Find/ locate manuals- safety, HR, policy and procedures, Crisis Management Plans
Meeting schedules
Getting email/ computer accounts set up/ training on use
Establish committees
Student assignment and scheduling
Curriculum maps and teacher planning materials
School plan implementation schedule
Textbooks and materials
First staff meeting, agenda and handouts
Who to call for what list- school responsibility/ organizational chart
Busses: schedule off computer, tagging students, depot busses
Initial grade/ department level communications with staff or teams
Plan first communication to students and parents
Lockers
Textbooks
School usage/ Room assignments
Prepare building/ Cafeteria schedule
Plan for how to handle behavioral referrals
Get to know the school culture and procedures
Professional development planning for staff
Teacher evaluation update training
Student Orientations
Budget (review) and know process to manage budget and purchasing
Budget changes
Office staff- gets to know strengths and responsibilities
Meeting with staff, informally and individually
Look at test data
Prepare for the student enrollment counts (or lack of)
Assessment plan
Student behavior planning

Facility oversight
Safety planning
Grade-level/ team/ departmental meetings
Student transition activities
New teacher orientation and support planning

September – December

Organize and analyze test data results
Faculty meeting/ PD on data analysis
Schedule teacher observations
Work with teachers to develop/ monitor growth plans
Community events (Fall festivals/ open houses)
Make list- think about long/short plans
Advisory Council plan, projects, and policies
Needs assessments for next year’s planning
Oversee committee work
Behavior referral process
Special education process monitoring
Implement/ monitor assessment plan
Teacher observations, evaluations
Staff performance conferences
Facility oversight
Monitoring assessment plan
Student data analysis (failure/ attendance/ behavioral)
Grade/ team/ departmental meetings

January- May

Standardized testing prep
Budget
School planning process for next year
Staffing for next year
Analysis of student work
Registration of new students
Student assignment and budget projections
Managing time
Textbook Adoption process
Student Projections/ Building Space
End of year closure activities

Teacher close out of student records, etc.
Graduation and concluding ceremonies
Classroom walkthroughs
Student data analysis (failure/ attendance/ behavioral)
Teacher and staff evaluation
Personnel issues
Teacher assignment for next year
Student scheduling
Special education transition meetings, IEP meetings and RTI meetings
Elementary-middle-high transition activities
Preliminary test results
Monitoring implementation of school improvement plans

**UAS Ed Leadership Program
Mentor Assessment of Intern
Educational Leadership Policy Standards: ELLC 2011
2017-2018**

Candidate _____ University Supervisor _____

Date: _____ School/District _____

A view of growth over time. Please mark accordingly.

Scoring Rubric:

Points	Level	Description
1	Emerging	Does not meet standard, needs further development. Little if any evidence.
2	Met	Confident and meets expectations for standard. Adequate evidence.
3	Target	Exceeds expectation for standard elements. Needs little support, superior performance. Strong evidence.

ELCC BUILDING LEVEL STANDARDS

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

ELCC STANDARD ELEMENTS:

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Emerging _____ Met _____ Target _____ Not Observed _____

Comments:

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

ELCC STANDARD ELEMENTS:

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Emerging _____ Met _____ Target _____ Not Observed _____

Comments:

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

ELCC STANDARD ELEMENTS:

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Emerging _____ Met _____ Target _____ Not Observed _____

Comments:

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

ELCC STANDARD ELEMENTS:

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Emerging _____ Met _____ Target _____ Not Observed _____

Comments:

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

ELCC STANDARD ELEMENTS:

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Emerging _____ Met _____ Target _____ Not Observed _____

Comments:

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

ELCC STANDARD ELEMENTS:

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

Emerging _____ Met _____ Target _____ Not Observed _____

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Emerging _____ Met _____ Target _____ Not Observed _____

Comments:

Mentor Signature

Supervisor Signature

Date

Date

APPENDICES

APPENDIX A

Mission, Core Themes and Standards

- UAS Mission and Core Themes
http://www.uas.alaska.edu/UAS_StrategicPlan/core_themes/index.html
- UAS School of Education Standards
<http://www.uas.alaska.edu/education/index.html>
- Alaska Administrator Standards
<https://education.alaska.gov/standards/pdf/administrators.pdf>
- Alaska Cultural Standards
<http://ankn.uaf.edu/Publications/CulturalStandards.pdf>
- Alaska Professional Code of Ethics
<https://education.alaska.gov/teachercertification/20aac10.html>
- 2011 Education Leadership Constituent Council (ELCC) Building Level standards
<http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ=>



Figure A. Alignment between the ELCC standards and the Alaska Administrative Standards.

National Educational Leadership Constituent Council (ELCC) Standards Crosswalk with UAS SOE, Alaska Administrator and Alaska Cultural Standards	UAS SOE Standards	AK Admin Standards	AK Cultural Standards
ELCC Standard 1: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.			
1.1 Candidates understand & can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a district.	1	1	B
1.2 Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.	5	6	B
1.3 Candidates understand and can promote continual and sustainable district improvements.	6	1	A-D
1.4 Candidates understand and can evaluate district progress and revise district plans supported by school stakeholders.	5	1,7	C
ELCC Standard 2: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity of school staff; and promoting the leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.			
2.1 Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	6,7	2	B
2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.	4	3	D
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity across the district.	6	5	B
2.4 Candidates understand and can promote effective and appropriate technologies to support teaching and learning within the district.	9	3	A
ELCC Standard 3: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources through monitoring and evaluating district management and operational; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.			
3.1 Candidates understand and can monitor and evaluate district management and operational systems.	6	8	NA
3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district.	9	5	B,D
3.3 Candidates understand and can promote district level policies and procedures that protect the welfare and safety of students and staff across the district.	5	8	B
3.4 Candidates understand and can develop district capacity for distributed leadership.	6	2.a	B
3.5 Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.	2,3	2,3,4	A
ELCC Standard 4: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive school relationships with families and caregivers; and cultivating productive district relationships with community partners.			
4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.	7	7	B
4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.	7	9	B
4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	7	9-10	B

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.	7	9-10	B,C,D
ELCC Standard 5: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.			
5.1 Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.	8	4	D
5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.	8	1,7	NA
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.	8	8-9	NA
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.	8	8-9	NA
5.5 Candidates understand and promote social justice within the district to ensure that individual student needs inform all aspects of schooling.	8	8-10	NA
ELCC Standard 6: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt district-based leadership strategies.			
6.1 Candidates understand and can advocate for district students, families, and caregivers.	7	10	C,D
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning.	7	8-9	NA
6.3 Candidates understand, anticipate and assess emerging trends and initiatives in order to adapt district-based leadership strategies.	9	9	B

Figure B. Educational Leadership Standards Alignment Table

APPENDIX B

ELCC BUILDING-LEVEL STANDARDS – 2011

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

ELCC STANDARD ELEMENTS:

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Acceptable Candidate Performance for ELCC Building Level Leadership Standard 1.0	
ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ collaborative school visioning; ◆ theories relevant to building, articulating, implementing, and stewarding a school vision; ◆ methods for involving school stakeholders in the visioning process. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ design and support a collaborative process for developing and implementing a school vision; ◆ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ◆ develop a comprehensive plan for communicating the school vision to

	<p>appropriate school constituencies; ◆ formulate plans to steward school vision statements.</p>
<p>ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ the design and use of assessment data for learning; ◆ organizational effectiveness and learning strategies; ◆ tactical and strategic program planning; ◆ implementation and evaluation of school improvement processes; ◆ variables that affect student achievement. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ develop and use evidence-centered research strategies and strategic planning processes; ◆ create school-based strategic and tactical goals; ◆ collaboratively develop implementation plans to achieve those goals; ◆ develop a school improvement plan that aligns to district improvement plans.
<p>ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ continual and sustained improvement models and processes; ◆ school change processes for continual and sustainable improvement; ◆ role of professional learning in continual and sustainable school improvement. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ◆ design a transformational change plan at the school-building-level; ◆ design a comprehensive, building-level professional development program.
<p>ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p>	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5,</i></p>

<p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models. 	<p>#6)</p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ develop a school plan to monitor program development and implementation of school goals; ◆ construct an evaluation process to assess the effectiveness of school plans and programs; ◆ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.
--	---

ELCC BUILDING-LEVEL STANDARDS – 2011

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

ELCC STANDARD ELEMENTS:

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

<p>Acceptable Candidate Performance for ELCC Building Level Leadership Standard 2.0</p>
--

ELCC Standard Element 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

Content Knowledge

(Mostly likely to be met in Assessments #1, #2)

Programs provide evidence of candidate knowledge of

- ◆ theories on human development behavior, personalized learning environment, and motivation;
- ◆ school culture and ways it can be influenced to ensure student success.

Professional Leadership Skills

(Most likely to be met in Assessments #3, #4, #5, #6)

Programs provide evidence that candidates demonstrate skills required to

- ◆ collaborate with others to accomplish school improvement goals;
- ◆ incorporate cultural competence in development of programs, curriculum, and instructional practices;
- ◆ monitor school programs and activities to ensure personalized learning opportunities;
- ◆ recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices;
- ◆ facilitate the use of appropriate content-based learning materials and learning strategies;
- ◆ promote trust, equity, fairness, and respect among students, parents, and school staff.

ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

Content Knowledge

(Mostly likely to be met in Assessments #1, #2)

Programs provide evidence of candidate knowledge of

- ◆ curriculum development and instructional delivery theories;
- ◆ measures of teacher performance;
- ◆ multiple methods of evaluation, accountability systems, data collection, and analysis of evidence;
- ◆ school technology and information systems to support and monitor student

Professional Leadership Skills

(Most likely to be met in Assessments #3, #4, #5, #6)

Programs provide evidence that candidates demonstrate skills required to

- ◆ collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum;
- ◆ use evidence-centered research in making curricular and instructional decisions;
- ◆ interpret information and communicate

<p>learning.</p>	<p>progress toward achievement;</p> <ul style="list-style-type: none"> ◆ design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.
<p>ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ high-quality professional development for school staff and leaders; ◆ instructional leadership practices; ◆ leadership theory, change processes, and evaluation; ◆ standards for high-quality teacher, principal, and district practice. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ work collaboratively with school staff to improve teaching and learning; ◆ design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ◆ design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.
<p>ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ technology and its uses for instruction within the school; ◆ infrastructures for the ongoing support, review, and planning of instructional technology. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ use technologies for improved classroom instruction, student achievement, and continuous school improvement; ◆ monitor instructional practices within the school and provide assistance to teachers; ◆ use technology and performance

	management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.
--	---

ELCC BUILDING-LEVEL STANDARDS – 2011

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

ELCC STANDARD ELEMENTS:

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Acceptable Candidate Performance for ELCC Building Level Leadership Standard 3.0	
ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate school management and operational systems.	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p>	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p>

<ul style="list-style-type: none"> ◆ school management of organizational, operational, and legal resources; ◆ school management of marketing and public relations functions. 	<ul style="list-style-type: none"> ◆ analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; ◆ develop school operational policies and procedures; ◆ develop plans to implement and manage long-range plans for the school.
<p>ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ methods and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities; ◆ alignment of resources to building priorities and forecasting resource requirements for the school; ◆ technology and management systems. 	<p><i>Professional Skills (Assessments 3, 4, 5, 6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ develop multi-year fiscal plans and annual budgets aligned to the school’s priorities and goals; ◆ analyze a school’s budget and financial status; ◆ develop facility and space utilization plans for a school; ◆ project long-term resource needs of a school; ◆ use technology to manage school operational systems.
<p>ELCC Standard Element 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ school strategies supporting safe and secure learning environments including prevention, crisis management, and public relations; ◆ school strategies supporting student development of self-management, civic literacy, and positive leadership skills; ◆ school-based discipline management 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; ◆ plan an aligned building discipline management policies and plan; ◆ evaluate and implement discipline management plans.

policies and plans.	
ELCC Standard Element 3.4: Candidates understand and can develop school capacity for distributed leadership.	
<p><i>Content Knowledge</i> (Mostly likely to be met in Assessments #1, #2)</p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ the meaning of distributed leadership in a school environment and how to create and sustain it. 	<p><i>Professional Leadership Skills</i> (Most likely to be met in Assessments #3, #4, #5, #6)</p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ identify leadership capabilities of staff; ◆ model distributed leadership skills; ◆ involve school staff in decision making processes.
ELCC Standard Element 3.5: Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.	
<p><i>Content Knowledge</i> (Mostly likely to be met in Assessments #1, #2)</p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ supervision strategies that ensure that teachers maximize time spent on high-quality instruction and student learning; ◆ management theories on effective school time, priorities, and schedules. 	<p><i>Professional Leadership Skills</i> (Most likely to be met in Assessments #3, #4, #5, #6)</p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ develop school policies that protect time and schedules to maximize teacher instructional time and student learning; ◆ develop a school master schedule.

ELCC BUILDING-LEVEL STANDARDS – 2011

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

ELCC STANDARD ELEMENTS:

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Acceptable Candidate Performance for ELCC Building Level Leadership Standard 4.0	
ELCC Standard Element 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ collaboration and communication techniques to improve the school’s educational environment; ◆ information pertinent to the school’s educational environment. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; ◆ communicate information about the school within the community.
ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ identify and mobilize effective 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p>

<p>community resources;</p> <ul style="list-style-type: none"> ◆ school-based cultural competence; ◆ diverse cultural, social, and intellectual community resources. 	<ul style="list-style-type: none"> ◆ identify and use diverse community resources to improve school programs.
<p>ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ the needs of students, parents or caregivers; ◆ school organizational culture that promotes open communication with families and caregivers; ◆ school strategies for effective oral and written communication with families and caregivers; ◆ approaches to collaboration with families and caregivers. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ conduct needs assessments of families and caregivers; ◆ develop collaboration strategies for effective relationships with families and caregivers; ◆ involve families and caregivers in the decision-making processes at the school.
<p>ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ the needs of school community partners; ◆ school organizational culture that promotes open communication with community partners; ◆ school strategies for effective oral and written communication with community partners; ◆ collaboration methods to develop and sustain productive relationships with community partners. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ conduct needs assessment of community partners; ◆ develop effective relationships with a variety of community partners; ◆ involve community partners in the decision-making processes at the school;

--	--

ELCC BUILDING-LEVEL STANDARDS – 2011

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

ELCC STANDARD ELEMENTS:

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Acceptable Candidate Performance for ELCC Building Level Leadership Standard 5.0	
ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success.	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ practices demonstrating principles of 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ act with integrity and fairness in

<p>integrity and fairness;</p> <ul style="list-style-type: none"> ◆ federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice. 	<p>supporting school policies and staff practices that ensure every students' academic and social success;</p> <ul style="list-style-type: none"> ◆ create an infrastructure that helps to monitor and ensure equitable practices.
<p>ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ the basic principles of ethical behavior established by legal and professional organizations; ◆ the relationship between ethical behavior, school culture, and student achievement; ◆ the effect of ethical behavior on one's own leadership. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ formulate a school-level leadership platform grounded in ethical standards and practices; ◆ analyze leadership decisions in terms of established ethical practices.
<p>ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ democratic values, equity, and diversity. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; ◆ develop appropriate communication skills to advocate for democracy, equity, and diversity.
<p>ELCC Standard Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.</p>	
<p><i>Content Knowledge</i></p>	<p><i>Professional Leadership Skills</i></p>

<p><i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ moral and legal consequences of decision making in schools; ◆ strategies to prevent difficulties related to moral and legal issues. 	<p><i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ formulate sound school strategies to educational dilemmas; ◆ evaluate school strategies to prevent difficulties related to moral and legal issues.
<p>ELCC Standard Element 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ the relationship between social justice, school culture, and student achievement; ◆ theories of efficacy. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school; ◆ develop the resiliency to uphold core values and persist in the face of adversity.

ELCC BUILDING-LEVEL STANDARDS – 2011

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

ELCC STANDARD ELEMENTS:

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Acceptable Candidate Performance for ELCC Building Level Leadership Standard 6.0	
ELCC Standard Element 6.1: Candidates understand and can advocate for school students, families, and caregivers.	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ policies, laws, and regulations enacted by state, local, and federal authorities that affect schools; ◆ the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> ◆ analyze how law and policy is applied consistently, fairly and ethically within the school; ◆ advocate based on an analysis of the complex causes of poverty and other disadvantages; ◆ serve as a respectful spokesperson for students and families within the school.
ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ the larger political, social, economic, legal, and cultural context; ◆ ways that power and political skills can influence local, state, or federal decisions. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ advocate for school policies and programs that promote equitable learning opportunities and student success;

	<ul style="list-style-type: none"> ◆ communicate policies, laws, regulations, and procedures to appropriate school stakeholders.
<p>ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ future issues and trends that can affect schools (e.g., entrepreneurial approaches); ◆ contemporary and emerging leadership strategies to address trends. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ identify and anticipate emerging trends and issues likely to affect the school; ◆ adapt leadership strategies and practice to address emerging school issues.

ELCC BUILDING-LEVEL STANDARDS – 2011

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

ELCC STANDARD ELEMENTS:

ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership Building-Level Program Standards* through authentic, school-based leadership experiences.

ELCC 7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

ELCC 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.