



# SCHOOL *of* EDUCATION

---

BUFFALO STATE • The State University of New York

## **Educational Leadership Program**

### **Certificate of Advanced Studies**

*School Building Leader Certification*

*School Building Leader / School District Leader Certification*

## **Candidate Handbook**

1<sup>st</sup> Edition - Spring 2017

## ***Introduction***

The Educational Leadership programs enable students to pursue graduate studies in school administration through two different programs: a Certificate of Advanced Studies (CAS) leading to School Building Leader certification and a CAS leading to combined School Building/School District Leader certifications.

Both programs provide graduates with the leadership qualities that are essential for success as school administrators. In addition to preparing candidates to attain New York State certification as a School Building and/or School District administrator, critical knowledge, skills, and dispositions for effective leadership in a variety of settings will be developed. Candidates in the leadership programs will experience coursework that develop two essential areas: Character and Capability.

There are two unique aspects of this program that provide cutting edge learning, setting the program apart from other Educational Leadership programs. Candidates engage in creative problem solving facilitation coursework to effectively lead innovations in educational systems. Additionally, the Educational Leadership Program is framed using learning from the renowned Franklin Covey organization. This principle-based leadership development process helps build sustainable advantages: leaders at every level who model integrity, trustworthiness, and personal effectiveness and who are also able to apply frameworks and tools to engage others to achieve important goals of the organization. More detail about this component of the programs will be described later in this handbook.

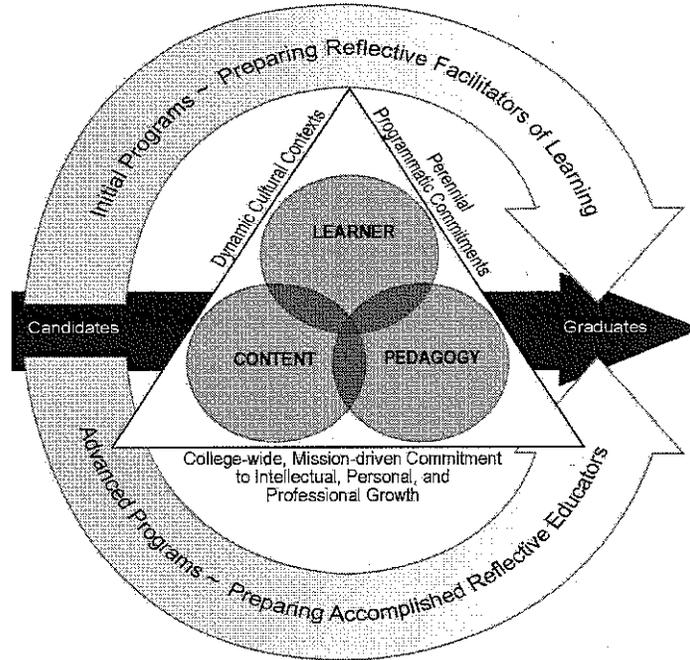
The Educational Leadership programs provide expert mentorship experiences in two ways. An onsite mentor at a building or district office who has been vetted through an established process is assigned to each new candidate upon acceptance to the program. Additionally an outside mentor will be identified who has expertise that will support the candidate and serve as a sounding board to issues as they arise. More detail about this component of the programs will be described later in the handbook.

The two programs have a common set of core courses and shared electives. The required core courses provide a foundation in leadership integrated with internship experiences and theoretical understandings. Descriptions of each course as well as a suggested sequence of courses can be found in this handbook.

## Table of Contents

School of Education Conceptual Framework	Page 4
Educational Leadership Conceptual Framework	Page 5
Educational Leadership Program Professional and Pedagogical Knowledge, Skills, and Dispositions	Page 7
NELP Standards	Page 8
Course Descriptions	Page 25
Suggested Course Sequence	Page 28
Mentoring Component	Page 30
Franklin Covey Workshops	Page 31
Field Experiences	Page 32
Internship	Page 33
Advisement	Page 63
TaskStream	Page 63
Graduation Requirements & Certification Process	Page 63

## School of Education Conceptual Framework



### Elements

The model of the Teacher Education Unit (TEU) Conceptual Framework graphically represents both initial and advanced level **program values and outcomes**. **The framework, at the basic level, consists of three major components-- the Content, the Learner, and the Pedagogy (CLOP)**. These components are examined in conjunction with four influencing **contexts: Technology use, effective Reflection, Diverse learning environments, and appropriate Dispositions in all circumstances (TRoDD)**. Additionally, for EDL program candidates, the context of **Research** is also included. **These elements are interrelated and integrated to prepare teacher candidates to assume roles as reflective facilitators of learning (initial programs) through coursework and experiences in each component of the model or reflective facilitator of learning (advanced programs) who couple knowledge and skills to exemplify those qualities and dispositions that characterize effective teachers.**

## Candidate Dispositions

Buffalo State Teacher Candidates and Leadership Candidates must demonstrate the following dispositions. These dispositions are introduced early in the program, monitored throughout the program and assessed at the end of the program.

Candidates are:

1. **Professional:** Ethical (follow New York State Code of Ethics), honest, maintain a professional appearance, utilize appropriate technologies and pedagogies
2. **Reliable and Dependable:** Punctual, organized, meet deadlines, demonstrate thorough knowledge of content, attend to tasks without prompting
3. **Respectful:** student-centered, maintain confidentiality, use culturally-relevant curricula fostering higher-order thinking skills
4. **Committed to Student Learning:** empathetic, embrace diversity, seek to learn from peers, stay current with content, and demonstrate a belief that all students can learn
5. **Reflective:** open to learning, receptive to feedback, and adjust performance, assess effectively, tailor instruction to student needs, listen effectively
6. **Enthusiastic:** show initiative, creative problem solvers, willing to take risks, energetic, and open to new ideas.
7. **Collaborative:** work well with peers, faculty and mentors, willing to share ideas, tactful and seek appropriate leadership roles.

## Educational Leadership Conceptual Framework

The conceptual framework guides Educational Leadership program experiences and clinical internships. Three principles evident throughout the leadership experiences and internships are

1. A commitment to dynamic cultural contexts
2. A reflective model in the preparation of school leaders
3. A commitment to diversity

*Dynamic Cultural Contexts:*

Our unique location in Western New York and the Buffalo/Niagara Region affords candidates a wide variety of field experiences and internship opportunities. The clinical internships are implemented at two different sites: urban, rural or suburban. Candidates have experiences at both the building and district levels. Within the field experiences (EDL 702), candidates experience settings across the region for three continuous semesters. (5 sites x 3 semesters). The 15 experiences allow candidates first-hand knowledge of diverse school populations. All internship experiences begin at program initiation and are field-based.

*Accomplished Reflective Leaders:*

All leadership and internship experiences are geared toward intellectual, personal, and professional growth. To this end, a reflective model that includes an experiential, field-based project in each required course, creation of a personal rubric and action plan related to the National Leadership Standards, and maintenance of a personal log that includes standards-based reflections are used. Candidates create a rubric for self-evaluation and an action plan for improvement. This rubric and action plan is utilized throughout the leadership experiences and internship activities as a reflective learning tool to evaluate personal, intellectual, and professional growth.

*Diversity:*

An important program feature that influences leadership experiences and the internship is our commitment to diversity. The commitment is realized through a respect for all students, a belief that all students can learn, and the development of the professional knowledge and skills that enable candidates to work effectively with diverse student populations, their families, and teachers and staff having diverse backgrounds and orientations. Each candidate has structured, planned, and supervised leadership experiences in districts with diverse student populations. Throughout the program, a commitment to diversity prevails. The strength of this commitment is embedded in the curriculum, performance-based activities, assessment tools that evaluate the candidate's performance, and in placements at internship sites. Candidates are provided with opportunities to work in area schools with diverse student and teacher populations with respect to race, ethnicity, language, culture, socio-economic status, academic achievement levels, and religion.

## **Educational Leadership Program Professional and Pedagogical Knowledge, Skills, and Dispositions**

Upon graduation from the program, candidates will be successful in applying the following professional and pedagogical knowledge, skills, and dispositions.

1. Facilitate the development and implementation of a school vision of learning.
2. Promote a positive school culture.
3. Effectively manage the school organization.
4. Act ethically and with integrity.
5. Understand and influence the larger educational context.

## NELP Standards

### (National Educational Leadership Standards)

A historic shift is happening in the field of educational leadership. Policy makers, parents and other constituents of PK-12 schools are increasingly holding education leaders accountable for the academic success and personal well-being of every student. No longer is it enough to manage school finances, maintain a spotless and safe building and keep the busses running on time. Education leaders must also provide clear evidence that the children in their care are being better prepared for college, careers and life.

The school principal is not the only one feeling the pressure of increased expectations. Today, education leadership is a collaborative effort distributed among a number of professionals in schools and districts. School-level leaders include administrators, teacher leaders and department chairs. District leaders hold positions such as superintendents, curriculum supervisors, talent management specialists, assessment directors and professional development providers. Their titles may vary, but they are all charged with the same fundamental challenge: support every student's learning and development.

Clear and consistent leadership standards can assist all educational stakeholders in understanding these expectations. Over the last three years the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA), with financial support from the Wallace Foundation, have led a significant effort to revise the national standards that guide preparation and practice for educational leaders in the United States. Rooted in both research and effective practice, these standards provide a framework for understanding how to best prepare, support and evaluate education leaders in their efforts to help every child reach his or her fullest potential.

Changing school conditions, shifting school populations, increased expectations for student learning, and expanding knowledge on effective leadership have created new challenges and expectations for educational leaders. Clear and consistent leadership standards can assist all educational stakeholders in understanding these expectations. Over the last three years the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA) have led a significant effort to revise standards that guide preparation and practice for educational leaders in the United States.

In November of 2015 the [Professional Standards for Educational Leaders \(PSEL\)](#) were approved by the NPBEA. These standards, which were formerly known as the ISLLC standards, articulate the knowledge and skills expected of school leaders. The PSEL Standards will be adopted or adapted by many states to guide policies concerning the practice and improvement of educational leaders (e.g., licensure, evaluation and professional learning policies). In December of 2015, a committee comprised of essential stakeholder communities from across the country was convened to develop a set of leadership preparation standards that align to the PSEL. These preparation standards, formerly known as the Educational Leadership Constituent Council or ELCC standards, have been renamed the National Educational Leadership Preparation (NELP) standards and will be used to guide program design, accreditation review, and state program approval.

While aligned to the PSEL standards, the NELP standards serve a different purpose and provide greater specificity around performance expectations for beginning level building and district leaders. Whereas the PSEL standards define educational leadership broadly, the NELP standards specify what novice leaders and program graduates should know and be able to do as a result of their completion of a high quality educational leadership preparation program. Like the ELCC

standards that preceded them, the NELP standards were developed specifically with the principalship and the superintendency in mind and will be used to review educational leadership programs through the Council for the Accreditation of Educator Preparation (CAEP) advanced program review process. There is one set of NELP standards for candidates preparing to become principals and a second set of standards for candidates seeking to become superintendents.

The following pages list the standards for both the school building and district leader levels.

## ***School Building Level Standards –***

### **Standard One: Mission, Vision, and Core Values**

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, develop and advocate for a data-informed mission, vision and strategic plan that reflects a core set of educational values, includes a coherent and complementary system of academic and social supports and services, and engages staff and school community members in developing, implementing and evaluating a continuous, responsive, sustainable, data-informed school improvement process.

#### **Component 1.1 (MISSION AND VISION)**

Program completers understand and demonstrate the capacity to lead, advocate for, and implement a collaboratively developed and data-informed mission, vision and strategic plan that supports continuous school improvement.

#### **Component 1.2 (VALUES)**

Program completers understand and demonstrate the capacity to articulate, advocate, model, and cultivate a set of core values, which emphasize equity, democracy, diversity, inclusiveness, community, commitment, and trust, that provide a foundation for a positive school culture, mission and vision.

#### **Component 1.3 (COHERENT SYSTEM)**

Program completers understand and demonstrate the capacity to collaborate with staff, families and other members of the school community in designing, implementing, evaluating, and refining coherent and complementary systems of academic and social supports and services to achieve the mission, vision and core values of the school.

#### **Component 1.4 (IMPROVEMENT)**

Program completers understand change processes and demonstrate the capacity to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-informed school improvement process to achieve the mission, vision and core values of the school.

## Standard Two: Ethics and Professional Norms

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to enact professional ethics and norms of integrity, fairness, transparency, trust, collaboration, perseverance, self-awareness, reflection, life-long learning and continuous improvement in their actions, decision making, management of resources and relationships; and to consider ethical dilemmas, moral and legal consequences, and potential conflicts between individual and group rights in their decision making processes.

### Component 2.1 (PROFESSIONAL NORMS)

Program completers understand and demonstrate the capacity to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, self-awareness, reflection, life-long learning and continuous improvement in their actions, decision making, management of resources and relationships with others.

### Component 2.2 (ETHICAL BEHAVIOR)

Program completers understand professional ethics and demonstrate the capacity to model ethical behavior in their personal conduct, relationships with others, decision-making, responses to unethical or unprofessional actions, and stewardship of the school's resources.

### Component 2.3 (PROFESSIONAL JUDGEMENT)

Program completers understand and demonstrate the capacity to consider ethical dilemmas, moral and legal consequences, and potential conflicts between individual and group rights in their decision making processes.

## Standard Three: Equity

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to shape and maintain a safe, caring, healthy, inclusive and responsive school environment; to develop, implement, and evaluate equitable guidelines, procedures and decisions; to ensure that each student has equitable access to resources, relationships, opportunities and supports necessary for success; and to support the development of responsive and equitable practices among teachers and staff.

### Component 3.1 (SUPPORTIVE SCHOOL COMMUNITY)

Program completers understand and demonstrate the capacity to shape and maintain a safe, caring, healthy, inclusive and responsive school environment that embraces the belief that all students can learn at high levels, fosters supportive relationships, and monitors and addresses individual and institutional biases to ensure each student and adult is treated fairly, respectfully, in a responsive manner.

### Component 3.2 (EQUITABLE PROCEDURES)

Program completers understand and demonstrate the capacity to develop, implement, and evaluate equitable guidelines, procedures and decisions that ensure each student and adult is treated fairly, respectfully, and with an understanding of culture and context.

### Component 3.3 (EQUITABLE ACCESS)

Program completers understand and demonstrate the capacity to ensure that each student has equitable access to effective teachers, positive relationships with peers and adults, learning opportunities, social and behavioral support, accommodations and interventions, a quality library and learning materials, technology, and other resources necessary for success.

### Component 3.4 (RESPONSIVE PRACTICE)

Program completers understand and demonstrate the capacity to support the development of responsive and equitable practices among teachers and staff, including the ability to recognize, respect and employ each student's strengths, diversity and culture as assets for teaching and learning and to recognize and redress biases, marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, religion, and disability or special status.

## Standard Four: Learning and Instruction

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, reflect high expectations, and align with academic standards; to promote challenging, engaging and equitable instructional practice; to develop and implement curricular resource and support systems that effectively and efficiently utilize time, technologies, instructional spaces, staffing, data, professional development, and lead a technically, developmentally and culturally appropriate system that supports student progress and instructional improvement.

### Component 4.1 (LEARNING SYSTEM)

Program completers understand and demonstrate the capacity to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards, and promote academic success, career readiness, innovation and social emotional well-being for each student.

### Component 4.2 (INSTRUCTIONAL PRACTICE)

Program completers understand and demonstrate the capacity to promote challenging, engaging and equitable instructional practice consistent learning theory and research on special populations, child development, learning, and effective teaching.

### Component 4.3 (CURRICULUM SUPPORTS)

Program completers understand and demonstrate the capacity to develop and implement curricular resource and support systems that effectively and efficiently utilize time, technologies, instructional spaces, data, staffing, professional development, and communication to support equitable access to learning for each student, including linguistically diverse students and those with special needs.

### Component 4.4 (ASSESSMENT SYSTEM)

Program completers understand and demonstrate the capacity to lead a technically, developmentally and culturally appropriate system of formative and summative assessment and data collection, management, analysis, and use to monitor and provide feedback on student progress and for instructional improvement.

## Standard Five: Community and External Leadership

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in strengthening student learning in and out of school; to participate in regular and effective two-way communication with families, community members, feeder and connecting schools, and the district central office; to build and sustain partnerships that value and access the resources of diverse families, communities and other sectors; and to advocate for the needs and priorities of the school, district, students, families, the community and the profession.

### Component 5.1 (ENGAGEMENT)

Program completers understand and demonstrate the capacity to engage families, community members, and school personnel in strengthening student learning in and out of school.

### Component 5.2 (COMMUNICATION)

Program completers understand and demonstrate the capacity to participate in regular and effective two-way communication with families, community members, feeder and connecting schools, and the district central office.

### Component 5.3 (PARTNERSHIPS)

Program completers understand and demonstrate the capacity to build and sustain partnerships that value and access the cultural, social, intellectual and political resources of diverse families, communities and public and private sectors for the benefit of school improvement and student development.

### Component 5.4 (ADVOCACY)

Program completers understand the implications of larger social, cultural, economic, legal, and political interests, changes and expectations and demonstrate the capacity to advocate for the needs and priorities of the school, district, students, families, the community and the profession.

## **Standard Six: Operations and Management**

**Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary** to develop, monitor, and evaluate school management, governance, and operation systems that support each student's learning needs and promote the mission and vision of the school; to seek, acquire, and manage fiscal, physical, technological, data, and other resources; to develop and coordinate communication systems that gather and deliver actionable information; and to interpret, apply and adhere to applicable laws, rights, policies, and regulations.

### **Component 6.1 (MANAGEMENT AND OPERATION SYSTEMS)**

Program completers understand and demonstrate the capacity to develop, monitor, and evaluate school management, governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

### **Component 6.2 (DATA AND RESOURCES)**

Program completers understand and demonstrate the capacity to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capacity and community, and family engagement.

### **Component 6.3 (COMMUNICATION SYSTEMS)**

Program completers understand and demonstrate the capacity to develop and coordinate communication systems that gather and deliver actionable information for student learning, school improvement, and community engagement and enhance understanding.

### **Component 6.4 (LEGAL COMPLIANCE)**

Program completers understand and demonstrate the capacity to interpret, apply and adhere to applicable laws, rights, policies, and regulations to promote student and adult safety and success.

## Standard Seven: Building Professional Capacity

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to lead a professional capacity management system that recruits, hires, and supports, develops, and retains effective, caring and diverse educational personnel; to create leadership pathways for effective succession; to develop and sustain an empowering professional culture and shared commitments to school improvement and the education of the whole child; to develop workplace conditions that promote employee collaboration, leadership, well-being, learning and growth; and to implement research-anchored systems of supervision, support and evaluation that promote professional learning, leadership, and commitment to continuous school improvement.

### Component 7.1 (PROFESSIONAL CAPACITY MANAGEMENT)

Program completers understand and have the capacity to lead a professional capacity management system that recruits, hires, and supports, professionally develops, and retains effective, caring and diverse educational personnel and creates leadership pathways for effective succession.

### Component 7.2 (PROFESSIONAL CULTURE)

Program completers understand and have the capacity to develop and sustain a positive professional culture of inquiry, collaboration, innovation and shared-leadership that empowers school staff with collective responsibility for enacting professional norms as they collaboratively work to achieve the school's shared vision, continuous school improvement and objectives pertaining to the education of the whole child.

### Component 7.3 (CONDITIONS)

Program completers understand and have the capacity to develop workplace conditions that promote employee collaboration, leadership, well-being, and professional learning and growth.

### Component 7.4 (SUPERVISION AND EVALUATION)

Program completers understand and have the capacity to implement research-anchored systems of supervision, support and evaluation that provide actionable feedback about instruction and other professional practices, promoting professional learning, leadership, and commitment to continuous school improvement.

## Standard Eight: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings, and provides candidates with coherent, authentic and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1-7 in ways that approximate the full range of responsibilities required of building level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

## ***School District Leaders Standards –***

### Standard One: Mission, Vision, and Core Values

**Candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary** to lead and implement a collaboratively developed, data-informed, shared mission and vision for the school district focused on the academic success and overall well-being of each student and all personnel in the district; to articulate, model and cultivate core values that define the district's culture and stress the imperative of child-centered education, high expectations and student support; and to lead district staff and community members in district-wide improvement efforts that achieve the mission, vision and core values of the district

#### **Component 1.1 (MISSION AND VISION)**

Program completers understand and demonstrate the capacity to lead a collaboratively developed, data-informed, shared mission and vision for the school district focused on the academic success and overall well-being of each student and all personnel in the district.

#### **Component 1.2 (CORE VALUES)**

Program completers understand and demonstrate the capacity to articulate and model core values that define the district's culture and stress the imperative of child-centered education, high expectations and student support, equity, democracy, community, inclusiveness, caring, and trust.

#### **Component 1.3 (IMPROVEMENT)**

Program completers understand change processes and demonstrate the capacity to lead district staff and community members in developing, implementing, and evaluating continuous, strategic, aligned, sustainable, and evidence-based district-wide improvement that supports schools in their efforts to achieve the mission, vision and core values of the district.

## **Standard Two: Ethics and Professionalism**

**Candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to enact professional ethics and norms of integrity, fairness, transparency, trust, collaboration, perseverance, self-awareness, reflection, life-long learning and continuous improvement in their actions, decision making, management of resources and relationships; to work through ethical dilemmas and model ethical behavior; and to develop and sustain a positive professional culture that empowers teachers, leaders and other district personnel with collective responsibility for enacting professional and ethical norms as they collaboratively work to achieve the district's shared vision, goals, and objectives.**

### **Component 2.1 (PROFESSIONAL NORMS)**

Program completers understand and demonstrate the capacity to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, self-awareness, reflection, learning and continuous improvement in their actions, decision-making and relationships with others.

### **Component 2.2 (ETHICAL BEHAVIOR)**

Program completers understand professional ethics and demonstrate the capacity to work through ethical dilemmas and model ethical behavior in their personal conduct, relationships with others, decision-making, responses to unethical or unprofessional actions, and stewardship of the district's resources.

### **Component 2.3 (PROFESSIONAL CULTURE)**

Program completers understand and have the capacity to develop and sustain a positive professional culture that empowers teachers, leaders and other district personnel with collective responsibility for enacting professional and ethical norms as they collaboratively work to achieve the district's shared vision, goals, and objectives.

## **Standard Three: Equity and Cultural Leadership**

**Candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to shape and maintain a safe, caring, healthy, inclusive and responsive district culture; to develop, implement, and evaluate cohesive and equitable district policies and systems; to ensure that each student in the district has equitable access to safe and nurturing schools, social and behavioral support, and academic resources necessary for success; and to support the development of responsive and equitable practices among leaders, teachers and other staff members in the district.**

### **Component 3.1 (INCLUSIVE CULTURE)**

Program completers understand and demonstrate the capacity to shape and maintain a safe, caring, healthy, inclusive, and responsive district culture that embraces the belief that all students can learn at high levels, fosters supportive relationships, and provides coherent systems of academic, social and professional learning supports, services, activities, and accommodations that meet the full range of needs of students, families and staff across the district.

### **Component 3.2 (EQUITABLE TREATMENT)**

Program completers understand and demonstrate the capacity to develop, implement, and evaluate cohesive and equitable district policies and systems to ensure that each student and adult is treated fairly, respectfully, and with an understanding of culture and context.

### **Component 3.3 (EQUITABLE ACCESS)**

Program completers understand and demonstrate the capacity to ensure that each student in the district has equitable access to safe and nurturing schools, social and behavioral support, and academic resources such as strong leadership, effective teachers, libraries, technology, and other learning opportunities necessary for success.

### **Component 3.4 (CULTURALLY AND INDIVIDUALLY RESPONSIVE PRACTICE)**

Program completers understand and demonstrate the capacity to support the development of responsive and equitable practices among leaders, teachers and other staff members in the district including the ability to recognize, respect and employ each student's strengths, diversity and culture as assets for teaching and learning and to recognize and alter biases, marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, religion, and disability or special status.

## **Standard Four: Instructional Leadership**

**Candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary** to analyze and manage district-wide use of coherent and technically appropriate systems of curriculum, instruction, assessment, student services, and instructional resources; to develop systems of support, coaching and professional development for principals and other school and district leaders to promote challenging, engaging and equitable instructional practice; to develop and implement curricular resource and support systems that effectively and efficiently utilize district; and to develop and lead a technically, developmentally and culturally appropriate system of assessment and data collection, management, analysis, and use to monitor and provide feedback for continuous school and district improvement.

### **Component 4.1 (INSTRUCTIONAL SYSTEM)**

Program completers understand and demonstrate the capacity to analyze and manage district-wide use of coherent and technically appropriate systems of curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for student learning, align with academic standards across grade levels, and promote academic success, career readiness and social emotional well-being for each student.

### **Component 4.2 (DEVELOPING INSTRUCTIONAL LEADERSHIP)**

Program completers understand and demonstrate the capacity to develop systems of support, coaching and professional development for principals and other school and district leaders to promote challenging, engaging and equitable instructional practice consistent with learning theory and research on special populations, child development, learning, and effective teaching.

### **Component 4.3 (CURRICULUM SUPPORTS)**

Program completers understand and demonstrate the capacity to develop and implement curricular resource and support systems that effectively and efficiently utilize time, technologies, instructional spaces, assessments, staffing, professional development, and communication to support continuous school and district improvement.

### **Component 4.4 (ASSESSMENT SYSTEM)**

Program completers understand and demonstrate the capacity to develop and lead a technically, developmentally and culturally appropriate system of assessment and data collection, management, analysis, and use to monitor and provide feedback for continuous school and district improvement.

## Standard Five: Community and External Leadership

Candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to engage families, community, public, private, and non-profit sectors in meaningful ways to support student learning and achieve the mission and vision of the district; to create and sustain partnerships with diverse communities and public, other sectors; to engage in regular, effective, and culturally appropriate two-way communication with families and the community; and to represent the district and engage various stakeholders in building an appreciation of the overall context in which decisions are made in the service of student learning and development.

### Component 5.1 (COMMUNITY ENGAGEMENT)

Program completers understand and demonstrate the capacity to engage families, community, public, private, and non-profit sectors in meaningful ways to support student learning and achieve the mission and vision of the district.

### Component 5.2 (PARTNERSHIPS)

Program completers understand and demonstrate the capacity to create and sustain partnerships with diverse communities and public, private and non-profit sectors that foster student learning and development and recognize and celebrate school and community improvement.

### Component 5.3 (TWO-WAY COMMUNICATION)

Program completers understand and demonstrate the capacity to engage in regular, effective, and culturally appropriate two-way communication with families, community members and other stakeholders to develop an understanding of the diverse interests, needs and resources of the school community in the service of student development and educational improvement.

### Component 5.4 (REPRESENTATION)

Program completers understand and demonstrate the capacity to represent the district and engage various stakeholders in building an appreciation of the overall context in which decisions are made in the service of student learning and development.

## **Standard Six: Management and Operations**

**Candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary** to lead, manage and adapt the district's administration, management, governance, finance, and operations systems; to seek, acquire, manage and align fiscal, human, physical, technological, data, and other resources to support district goals; to lead the growth of individual and collective capacity through systems of hiring, retention, development, and supervision of school/district personnel; to develop pathways for effective leadership development and succession; to use research-anchored systems of leadership supervision, evaluation, feedback and support; and to develop, implement and evaluate effective, equitable and cohesive policies and procedures that promote success and protect the welfare and safety of students and staff across the district.

### **Component 6.1 (MANAGING SYSTEMS)**

Program completers understand and demonstrate the capacity to lead and manage the district's systems, including: administration, management, governance, finance, and operations to promote the mission and vision of the district.

### **Component 6.2 (RESOURCES)**

Program completers understand and demonstrate the capacity to seek, acquire, manage and align fiscal resources, human resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capacity and community, and family engagement.

### **Component 6.3 PROFESSIONAL CAPACITY**

Program completers understand and demonstrate the capacity to lead the growth of individual and collective capacity through systems of hiring, retention, development, and supervision of school/district personnel, to foster pathways for effective leadership development and succession, and to use research-anchored systems of leadership supervision, evaluation, feedback and support to improve leadership practice.

### **Component 6.4 (POLICIES AND PROCEDURES)**

Program completers understand and demonstrate the capacity to develop, implement and evaluate effective, equitable and cohesive policies and procedures that promote success and protect the welfare and safety of students and staff across the district.

## Standard Seven: Policy, Governance and Advocacy

Candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to: to foster a respectful and responsive relationship with the District's Board of education; to lead and manage effective systems for district governance that engage multiple stakeholder groups; to interpret, engage in decision making around, and appropriately respond to district, state and national policy, laws, rules and regulations; and to engage in educational policy conversations at the local state and national level, and demonstrate the capacity to advocate for and communicate about the needs and priorities of the district, students, families, the community and the profession.

### Component 7.1 (BOARD RELATIONS)

Program completers understand and demonstrate the capacity to foster a respectful and responsive relationship with the District's Board of education focused on achieving the shared mission and vision of the district.

### Component 7.2 (DISTRICT GOVERNANCE)

Program completers understand and demonstrate the capacity to lead and manage effective systems for district governance that engage multiple stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

### Component 7.3 (LEGAL AND POLICY)

Program completers understand and demonstrate the capacity to interpret, engage in decision making around, and appropriately respond to district, state and national policy, laws, rules and regulations.

### Component 7.4 (ADVOCACY)

Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes and expectations and engage in educational policy conversations at the local state and national level, and demonstrate the capacity to advocate for and communicate about the needs and priorities of the district, students, families, the community and the profession.

## **Standard Eight: Internship and Clinical Practice**

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engage candidates in multiple and diverse district settings, and provides candidates with coherent, authentic and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1-7 in ways that approximate the full range of responsibilities required of district level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

# EDL Program Requirements & Course Descriptions

## **Program Requirements for Building & District Certification**

1. A minimum GPA of 3.0 (4.0 scale) is required to remain in the program. Coursework (including transfer credit) and field and internship experiences must be completed within six years of the date of enrollment in the program.
2. A maximum of 6 credit hours of independent study may be included in the program.
3. After the successful completion of EDL 703 (Educational Leadership Internship, a 3-credit course), students may enroll in EDL 705 (School District Internship, a 2-credit course) At the completion of each internship experience, a letter grade of S (Satisfactory) or U (Unsatisfactory) is awarded.
4. All coursework must receive a minimum grade of C to meet program requirements.
5. A maximum of 12 graduate credits may be transferred upon approval. Only grades of B or better will be accepted as transfer credit.

## **Required Courses 35 credits**

EDL 552 Public School Law  
EDL 559 Principles of Creative Problem Solving  
EDL 606 School-Community Relations  
EDL 607 Site-Based Leadership  
EDL 612 School Business Management and Finance  
EDL 630 Curriculum Leadership  
EDL 631 Supervision of Teaching  
EDL 683 Facilitation of Group Problem Solving  
EDL 702 Field Experiences  
EDL 703 Educational Leadership Internship (SBL)  
EDL 704 Seminar in Educational Change  
EDL 705 School District Leader Internship (2 credits)

## **Elective Courses 3 credits**

*Select one course from the following list*

EDL 500 Multicultural Education  
EDL 560 Methods, Theories, and Models of Creative Learning  
EDL 590 Advanced School Law (course by contract)  
EDL 602 Administration of Special Education Programs  
EDL 608 Administration of Programs for the Young Child  
EDL 652 Special Education School Law  
EDL 706 Problems in Leadership  
EDL 707 Computer Applications in Education Administration  
EDL 714 Personnel Administration in Schools

## **Total Required Credit Hours 38 credits**

All courses are 3 credit hours unless otherwise indicated.

## **Course Descriptions – Required Courses**

**EDL 552- Public School Law** - Foundations of public school law; legal problems arising out of the operation of the public school system; New York State education law; selected cases from state and federal courts; common law principles.

**EDL 559 – Principles in Creative Problem Solving** - Theory and application of the Creative Problem Solving (CPS) process; practice in both individual and group uses for either personal or professional contexts; group work and active participation are expected.

**EDL 606 – School-Community Relations** - Educational relevance of involving the greater community (parents, neighborhoods, businesses, etc.) to enhance and support student achievement; organizational relationships between schools within and outside school districts; power; multicultural awareness; major opinion leaders; vision and mission articulation; interpersonal skills. Students construct a databased school-community relations plan.

**EDL 607 – Site-Based Leadership** - Principles of school administration and leadership; the changing role of site leadership as it relates to the dominant themes of leadership, change, shared decision making, school characteristics, standards-based education, and student achievement.

**EDL 612 – School Business Management and Finance** - School district business management functions and financing; accounting, reporting, and auditing; program budgeting systems; investments and debt service; purchasing, inventory, and insurance; sources of income; Civil Service law and personnel; collective negotiations; auxiliary services.

**EDL 630 – Curriculum Leadership** - Educational leader's role in the design, implementation, and evaluation of curriculum, focusing on the principles of curriculum leadership; needs assessment, school improvement, curriculum alignment, and evaluation; leadership roles in curricular decision making are examined in relationship to current research.

**EDL 631 – Supervision of Teaching** - Principles of supervision: classroom observation; evaluating teaching; effect of teachers' purposes and research on choice of subject matter and teaching procedures; teacher-pupil relationships; group and individual conferences; induction of new teachers; inter-visitation; demonstration teaching; teachers' meetings; bulletins; workshops; evaluation of programs.

**EDL 683 – Facilitation of Group Problem Solving** - Prerequisite: EDL/CRS 559. Prerequisite: CRS 559. Advanced strategies for leading small groups through the Creative Problem-Solving (CPS) process; mastery of facilitation techniques and skills. Students receive expert feedback on their facilitation skills as they apply creative strategies to real issues. Examines conceptual relationships between facilitation and change leadership; develops basic change leadership skills.

**EDL 702 – Field Experiences** - A sequence of three 1-credit courses (upon entry into the EDL program, students are required to register for EDL 702 for three terms) designed to engage students in field experiences from the time they enter the EDL/C.A.S. program. Common core field experiences, Saturday sessions, student teacher supervision, and special involvement days. Students receive a grade upon completion of each field experience.

**EDL 703 – Educational Leadership Internship (SBL)** - An ongoing experience in three different pre-K-12 or community education locations and with three different field supervisors. Internship/field experiences commonly begin in the student's school/district and include two summer experiences: one in a central office, the other in a school when students are in session (e.g., summer school). Students are encouraged to complete one internship in an urban school district and at least one internship in a nonurban setting. Fall or spring terms do not have stated hour requirements. The entire internship, field experiences (EDL 702), and common core experiences should total 1,300 hours. Students enroll in EDL 703 at the end of their program, preferably after 24 credit hours have been completed. Students are encouraged to begin field and internship experiences upon admission to the program. Confer with the program adviser for details.

**EDL 704 – Seminar in Educational Change** - Issues in pre-K-12 educational leadership, change, and policy; functions of theories, practices, and philosophies in problem solving, decision making, group collaboration, and facilitation. Site-based action research project required.

**EDL 705 – School District Leader Internship (2 cr.)** - Prerequisite: EDL703 or Instructor permission An ongoing experience in a school district level (Central Office) location with a field supervisor. Candidates are encouraged to complete experiences in an urban school district as well as a nonurban setting. All activities are logged and matched to standards for school district leaders. The entire school district internship should total 500 hours.

### ***Course Descriptions – Elective Courses***

**EDL 500 – Multicultural Education** - Cultural foundations of education; application of relevant findings of the social sciences to problems and issues of education in culturally plural (multiethnic) settings.

**EDL 560 – Foundations of Creative Learning** - Theory and research on the discipline of creative studies: developing awareness and understanding of basic principles and select definitions, models, and theories; practical application in a variety of contexts. Group interaction, discussion, and project work.

**EDL 590 – Independent Study**

**EDL 597 – Special Topics**

**EDL 602 – Administration of Special Education Programs** - Aspects of educational leadership necessary to formulate, organize, implement, and evaluate high-quality public school programs and services for students with special needs.

**EDL 608 – Administration of Programs for the Young Child** - Role of the administrator in developing an educational environment for young children: organization, management, equipment, parent involvement, and curriculum appropriate to the developmental needs of the young and his or her family.

**EDL 610 – Methods of Adult Education** - Principles, practices, evaluation, and practical application of adult learning across the full spectrum of settings in which adult education is conducted.

**EDL 640 – Conflict Resolution and Peaceable Schools** - Conflict resolution in the public school context; foundations of peacemaking; emotional intelligence; teaching tolerance; cooperative learning. Presents a model for incorporating peaceable schools curricula into existing school programs.

**EDL 652 – Special Education School Law** - Laws, regulations, policy, and court cases influencing special education; due process and equal protection guarantees; Individualized Education Plan (IEP) development; Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1973.

**EDL 686 – Seminar in Inner-City Education** - Nature and scope of education in the inner city: social research informing public policy on education of minorities; culture of minority children and the inner-city school; roles of the teacher and the administrator; curriculum development and the needs of inner-city students; quest for educational equity; community/parent involvement.

**EDL 706 – Problems in Leadership** - Problems and solutions in educational leadership, organizational change, human resource development, and school-community relations.

**EDL 707 – Computer Applications in Education Administration** - Recent advances in cybernetic systems as effective tools to improve instruction, organization, and administration of education. Laboratory experiences emphasize effective use of data-processing systems rather than technical aspects of programming.

**EDL 714 – Personnel Administration in Schools** - Concepts of human resource administration and problems related to personnel programs, policies, and procedures; related goals of organization and management to goals and welfare of staff members.

**EDL 715 – School Administration and Research** - A study of research as applied to school administration; major sources and review of research; individual project and administrative problem solving; proposal writing and administration.

## Suggested Course Sequence

Semester #	2 – Year Plan <sup>1,2</sup>	3 – Year Plan <sup>1,2</sup>
1	EDL 606 or 607 (3cr.)	EDL 606 or 607 (3cr.)
	EDL 559 or 502 (3 cr.)	EDL 702 (1cr.)
	EDL 702 (1cr.)	
2	EDL 607 or 606 (3cr.)	EDL 607 or 606 (3cr.)
	EDL 552 or 559 (3cr.)	ED: 702 (1cr.)
	EDL 702 (1cr.)	
Summer	EDL 683 (3cr.)	EDL 559 (3cr.)
	EDL 703 (3cr.) <sup>3</sup>	EDL 703 (3cr.) <sup>3</sup>
	EDL 702 (1cr.)	
3	EDL 630 or 631 (3cr.)	EDL 552 (3cr.)
	EDL 612 (3cr.)	EDL 702 (1cr.)
	EDL 705 (2cr.) <sup>3</sup>	
4	EDL 631 or 630 (3cr.)	EDL 612 (3cr.)
	EDL 704 (3cr.)	EDL 683 (3cr.)
	NYS SBL Exam	
Summer	Elective	Elective
	NYS SDL Exam	EDL 705 (2cr.) <sup>3</sup>
5		EDL 630 or 631 (3cr.)
		EDL 704 (3cr.)
6		EDL 631 or 630 (3cr.)
		NYS SBL Exam
Summer		NYS SDL Exam

<sup>1</sup>These are suggestions only. The EDL program is not a cohort program. When necessary, candidates may “take a break” of a semester or more. Graduate School regulations require that coursework be completed within six years. Please confer with your program advisor twice a year. Please confer with the course offerings as some courses are offered only one semester per year.

<sup>2</sup> Successful completion of both the NYS SBL exam and the SDL exam are required prior to being graduated from the EDL Combined CAS program. The exams are offered 4 times a year. Although the exams may be taken anytime during the program, we advise completing the vast majority of coursework prior to taking either exam.

<sup>3</sup> EDL 703 (Building-level internship) may be enrolled in any semester, but EDL 703 must be prior to EDL 705. Candidates are strongly encouraged to begin gathering EDL 703 and EDL 705 experiences as soon as they enter the EDL program. EDL 703 requires 800 hours of experiences at the building level; EDL 705 requires 500 hours at the district level.

## Mentoring Component

An important component of the Educational Leadership program is the addition of mentoring, so as to provide aspiring educational leaders with support, encouragement, guidance, decision making skills, "critical friends", and courageous leadership opportunities.

Included in the components of the EDL program is the assignment of a mentor to each candidate upon entrance to the program. The mentors are veteran school administrators who have many years of experience as a principal, central office administrator, or superintendent. The mentor will meet with you on a regular basis throughout the program. They will also work with you during your first year as an administrator following graduation.

All Educational Leadership students are expected to attend monthly mentoring meetings. Mentors will continue mentoring students throughout their years here and into the first year of their administrative career. Key program components include research based professional readings, discussions involving current issues in education, collaborative decision-making and sharing of ideas, as well as creatively problem solving real world issues. In addition, sessions are devoted to administrative assessments, resume writing, interview skills and personal reflections.

## Franklin Covey Workshops

The Buffalo State Educational Leadership Program will help you develop leadership qualities that are essential for success. Along with preparing you to attain NYS certification as a School Building and/or School District Administrator, you will develop critical knowledge and skills to help you become an effective school leader. Candidates will experience classes that help you develop in two essential areas. Character – your ability for personal and interpersonal effectiveness and Capabilities – your ability to achieve sustainable results.

Candidates will engage with cutting edge learning from the renowned Franklin Covey organization in their coursework. The Franklin Covey organization has long earned its accolades for helping all levels of organizations with its “Lead Myself, Lead My Team, Lead the Organization,” system of personal empowerment. “This principle-based leadership development process helps you build both sustainable advantages: leaders at every level who model integrity, trustworthiness and personal effectiveness, and who are able to apply frameworks and tools to engage others to achieve the most important goals of your organization.”

The Buffalo State School of Education is proud to be a partner with Franklin Covey in bringing these experiences to the EDL program. Candidates will develop an effective mind-set, skill-set, and tool-set as they engage with this content during their studies as described below.

1. *Student Orientation*: An introduction to leadership traits through the “**4 Imperatives of Great Leaders Module**.”
2. *EDL 607, Site-Based Leadership*: An introduction to the 7 Habits of Highly Effective People through the “**7 Habits Foundations**” workshop.
3. *EDL 606, School and Community Relations*: An in-depth study of the effective components needed to become a great educational leader through the “**Principal’s Academy**” workshop.
4. *EDL 631, Supervision of Teaching*: An introduction to the importance of a positive environment through the “**Inspiring Trust Module**.”
5. *EDL 630, Curriculum Leadership*: An exploration of “The Leader in Me/LEAD” process and its implementation in schools today through the “**Rethinking Leadership**” workshop.
6. *EDL 704*: An in-depth exploration of the 7 Habits of Highly Effective People through the “**7 Habits Signature**” workshop.

## **Field Experiences**

Field Experiences (EDL 702) is a one-credit-hour class required for three semesters. The class meets on Saturdays from 9:00-1:00, five times per semester. Classes meet primarily off-campus in area schools or other locations (e.g., police units, juvenile detention facilities, family crisis organizations). Major intentions of the classes are to network with area education and agency leaders and to network with other EDL students. Additionally, there are "common experiences" each EDL student is expected to engage in and write-ups of the common experiences. Each semester's schedule and locations/topics are announced a week before the semester or during the first two weeks of the semester.

## Internship

For the Combined program (SBL + SDL) the internship requirement is 1300 hours and engagement in a series of "common experiences." Documentation includes maintaining a log of hours and activities, write-ups of the common experiences, letters from the on-site supervisors, and an evaluation by the on-site supervisors. Typically EDL students are expected to engage in internship experiences at their present work location (school or agency), plus one full-time summer location (6-8 weeks, 6-8 hours/day), plus one half-time summer location. Typically one of the summer experiences is in a school district office and the other summer experience is in another school where students attend summer school. Also, it is suggested that one internship location be in an urban area and one be in a non-urban area, but there is some flexibility with this suggestion. The college internship faculty member meets at the school sites at least twice a year with the student and the on-site mentor.

For the Building-only program, the internship is 800 hours and does not include a district-office experience. Students are encouraged to talk with the program advisor about the advantages and disadvantages of pursuing the building-only program.

EDL 703 is a three-credit-hour class for the Building Internship. EDL 705 is a two-credit-hour class for the District Internship.

College policy against discrimination and sexual harassment. This policy extends to students (candidates) engaged in off-campus activities (e.g., internship activities) which are a part of the course or the EDL/CAS Program.

*It is the policy of Buffalo State to provide an employment and educational environment free from invidious discrimination on the basis of age, race, color, religion, national origin, gender, sexual orientation, disability, marital or veteran's status.*

*It shall be a violation of this policy for any agent, student or employee of Buffalo State to discriminate on the basis of age, race, color, religion, national origin, gender, sexual orientation, disability, marital or veteran's status against any individual with respect to the terms of employment, education, or benefits of any program or activity at Buffalo State.*

If at any time a candidate believes he/she have been subjected to discrimination or sexual harassment while a student in this or any class, or a candidate in the EDL/CAS Program (and in any of the required activities, including internship and field experiences), notify the instructor, the program coordinator, the department chair, the Dean of the School of Education, or the BSC President's Senior Advisor on Equity and Diversity for assistance.

The following document is a component of the School Building Level Internship and is completed by the mentor.

<p>SUNY Buffalo State</p> <p>SBL Internship</p> <p>Mentor Evaluation</p>	<p>This form may be submitted on paper or electronically to: <a href="mailto:LoehrPW@BuffaloState.edu">LoehrPW@BuffaloState.edu</a> or Peter Loehr, Ph.D. Bacon 302 SUNY Buffalo State 1300 Elmwood Avenue Buffalo, NY 14222</p>	<p>Date completed:</p> <p>_____</p>
--	--	-------------------------------------

[CAEP SBL Internship Evaluation – Full, Jan 2017]

**Instructions to Mentor:** \_\_\_\_\_ **/s/** \_\_\_\_\_

**Name of SBL Candidate:** \_\_\_\_\_

Thank you for working with this Buffalo State Ed Leadership candidate. Real-world internship experiences are exceedingly significant to prepare effective educational leaders. By being the mentor to this candidate you are touching the future.

SBL candidates are required to demonstrate proficiency in standards put forth by the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA). The National Educational Leadership Preparation (NELP) Standards for School Building Leaders establish criteria for candidate success as a School Building Leader.

The SBL internship is comprised of tasks and experiences designed to develop well-rounded School Building Leaders. Each of these experiences can be linked to one or more NELP standard elements. Using the form below, the primary mentor (that is, usually the SBL candidate's principal) should rate the proficiency of the candidate's performance using the criteria set forth in this form. Candidates are rated as Unacceptable (U), Acceptable (A), or Target (T). The totality of all evaluations will provide a summative assessment that demonstrates that the candidate is ready to lead. It may be helpful to discuss these criteria with the SBL candidate for his/her experiences with these.

The SBL candidate cannot receive a grade for the Building-Level internship until this evaluation is received, and a log of 800 hours of leadership-relevant activities, Common Experience write-ups and reflections, regular on-site visits, etc.

Using the identified task/experience, mentors should consider the underlying NELP standard elements when rating the SBL candidate. In order to pass this internship evaluation, candidates must be rated as Acceptable (A) or Target (T) in 85% of the elements. Mentors may consider

observed actions, feedback from other school personnel, or the candidate’s written or verbal reflections in their evaluation. Some experiences are linked to more than one standard element but the criteria should be considered separately. Some elements are linked to more than one experience so the most appropriate experience for the criteria should be considered.

<b>Standard One: Mission, Vision, and Core Values</b>			
<p>Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to collaboratively lead, develop and advocate for a data-informed mission, vision and strategic plan that reflects a core set of educational values, includes a coherent and complementary system of academic and social supports and services, and engages staff and school community members in developing implementing, and evaluating a continuous, responsive, sustainable, data-informed school improvement process.</p>			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 1.1 Mission and Vision</b>	<p>Candidate does not demonstrate the capability to steward a school mission by doing at least two of the following:</p> <ul style="list-style-type: none"> <li>• Linking school data to mission and vision</li> <li>• Advocating for changes to mission based on data</li> <li>• Developing plans to implement the school mission and vision</li> <li>• Work collaboratively in the mission and vision development process</li> </ul>	<p>Candidate demonstrates the capability to steward a school mission by doing at least two of the following:</p> <ul style="list-style-type: none"> <li>• Linking school data to mission and vision</li> <li>• Advocating for changes to mission based on data</li> <li>• Developing plans to implement the school mission and vision</li> <li>• Work collaboratively in the mission and vision development process</li> </ul>	<p>Candidate demonstrates the capability to steward a school mission by doing all of the following:</p> <ul style="list-style-type: none"> <li>• Linking school data to mission and vision</li> <li>• Advocating for changes to mission based on data</li> <li>• Developing plans to implement the school mission and vision</li> <li>• Work collaboratively in the mission and vision development process</li> </ul>
<p>Element 1.1 Task: Work with principal to plan for changes for the coming school year. Create a vision, plan for a new reality, work to implement.</p>			<p><b>Rating (U, A, or T) =</b></p>
<p>Comments:</p>			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 1.2 Values</b>	<p>Candidate does not demonstrate the ability to influence the school’s culture by doing at least 2 of the following:</p> <ul style="list-style-type: none"> <li>• Articulate core values to all school constituencies</li> <li>• Advocate that core values be integrated</li> </ul>	<p>Candidate demonstrates the ability to influence the school’s culture by doing at least 2 of the following:</p> <ul style="list-style-type: none"> <li>• Articulate core values to all school constituencies</li> <li>• Advocate that core values be integrated into all aspects of</li> </ul>	<p>Candidate demonstrates the ability to influence the school’s culture by doing all of the following:</p> <ul style="list-style-type: none"> <li>• Articulate core values to all school constituencies</li> <li>• Advocate that core values be integrated into all aspects of</li> </ul>

	into all aspects of school operations <ul style="list-style-type: none"> <li>Model core values in professional behavior</li> <li>Cultivate core values in faculty and staff through feedback and professional development.</li> </ul>	school operations <ul style="list-style-type: none"> <li>Model core values in professional behavior</li> <li>Cultivate core values in faculty and staff through feedback and professional development.</li> </ul>	school operations <ul style="list-style-type: none"> <li>Model core values in professional behavior</li> <li>Cultivate core values in faculty and staff through feedback and professional development.</li> </ul>
--	---	---	---

Element 1.2 Task: Form an on-going work group to read, study, learn, and discuss visioning for the school as it pertains to the school's core values. **Rating =**

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 1.3: Coherent System</b>	Candidate does not demonstrate the capability to support students by building, maintaining, and evaluating at least 2 of the following: <ul style="list-style-type: none"> <li>Academic Supports</li> <li>Social Supports</li> <li>Collaborative relationships with staff, families, and other community members</li> </ul>	Candidate demonstrates the capability to support students by building, maintaining, and evaluating at least 2 of the following: <ul style="list-style-type: none"> <li>Academic Supports</li> <li>Social Supports</li> <li>Collaborative relationships with staff, families, and other community members</li> </ul>	Candidate demonstrates the capability to support students by building, maintaining, and evaluating all of the following: <ul style="list-style-type: none"> <li>Academic Supports</li> <li>Social Supports</li> <li>Collaborative relationships with staff, families, and other community members</li> </ul>

Element 1.3 Task(s): Engage in the day-to-day activities of school administration: Student discipline, student counseling, student-parent-teacher conferencing, bus duty, attendance, facility issues, etc. **Rating =**

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 1.4: Improvement</b>	Candidate does not demonstrate the capability to steward school improvement by doing two of the following: <ul style="list-style-type: none"> <li>Engaging staff and community members in the improvement plan development process</li> <li>Establish a system to evaluate the effectiveness of the improvement plan</li> <li>Use school-based data to identify</li> </ul>	Candidate demonstrates the capability to steward school improvement by doing two of the following: <ul style="list-style-type: none"> <li>Engaging staff and community members in the improvement plan development process</li> <li>Establish a system to evaluate the effectiveness of the improvement plan</li> <li>Use school-based data to identify improvements that</li> </ul>	Candidate demonstrates the capability to steward school improvement by doing all of the following: <ul style="list-style-type: none"> <li>Engaging staff and community members in the improvement plan development process</li> <li>Establish a system to evaluate the effectiveness of the improvement plan</li> <li>Use school-based data to identify improvements that</li> </ul>

	improvements that are connected to and further the mission of the school	are connected to and further the mission of the school	are connected to and further the mission of the school
Element 1.4 Task: Lead a school improvement project group.			<b>Rating =</b>
Comments:			

<p><b>Standard Two: Ethics and Professional Norms</b>  Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying knowledge, skills, and commitments necessary to enact professional ethics and norms of integrity, fairness, transparency, trust, collaboration, perseverance, self-awareness, reflection, lifelong learning and continuous improvement in their actions, decision making, management of resources and relationships; and to consider ethical dilemmas, moral and legal consequences, and potential conflicts between individual and group rights in their decision making processes.</p>			
Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 2.1: Professional Norms</b>	Candidate does not demonstrate the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following: <ul style="list-style-type: none"> <li>• Integrity and fairness</li> <li>• Transparency and trust</li> <li>• Collaboration</li> <li>• Perseverance</li> <li>• Learning and continuous improvement</li> </ul>	Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following: <ul style="list-style-type: none"> <li>• Integrity and fairness</li> <li>• Transparency and trust</li> <li>• Collaboration</li> <li>• Perseverance</li> <li>• Learning and continuous improvement</li> </ul>	Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including all of the following: <ul style="list-style-type: none"> <li>• Integrity and fairness</li> <li>• Transparency and trust</li> <li>• Collaboration</li> <li>• Perseverance</li> <li>• Learning and continuous improvement</li> </ul>
Element 2.1 Task: Participate in conflict resolution (teacher-student, teacher-teacher, employee-employee, teacher-parent, teacher-administrator, etc)			<b>Rating =</b>
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 2.2: Ethical Behavior</b>	Candidate does not demonstrate the capability to model ethical behavior	Candidate demonstrates the capability to model ethical behavior in at least	Candidate demonstrates the capability to model ethical behavior in all of

	in at least 3 of the following: <ul style="list-style-type: none"> <li>● Personal conduct</li> <li>● Relationships with others</li> <li>● Decision-making</li> <li>● Response to unethical actions</li> <li>● Stewardship of the school's resources</li> </ul>	3 of the following: <ul style="list-style-type: none"> <li>● Personal conduct</li> <li>● Relationships with others</li> <li>● Decision-making</li> <li>● Response to unethical actions</li> <li>● Stewardship of the school's resources</li> </ul>	the following: <ul style="list-style-type: none"> <li>● Personal conduct</li> <li>● Relationships with others</li> <li>● Decision-making</li> <li>● Response to unethical actions</li> <li>● Stewardship of the school's resources</li> </ul>
Element 2.2 Task: Take charge of a building program for an extended period of time in consultation with your mentor. Read, discuss, reflect on issues of educational ethics and morality.			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 2.3: Professional Judgement</b>	Candidate does not demonstrate the capability to consider at least 2 of the following: <ul style="list-style-type: none"> <li>● Ethical dilemmas</li> <li>● Moral and legal consequences</li> <li>● Potential conflicts between individuals and group rights</li> </ul>	Candidate demonstrates the capability to consider at least 2 of the following: <ul style="list-style-type: none"> <li>● Ethical dilemmas</li> <li>● Moral and legal consequences</li> <li>● Potential conflicts between individuals and group rights</li> </ul>	Candidate demonstrates the capability to consider all of the following: <ul style="list-style-type: none"> <li>● Ethical dilemmas</li> <li>● Moral and legal consequences</li> <li>● Potential conflicts between individuals and group rights</li> </ul>
Element 2.3 Task: Develop a professional network to identify benchmarks for school values and for professional support and development.			<b>Rating =</b>
Comments:			

<b>Standard Three: Equity and Cultural Leadership</b>			
Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to shape and maintain a safe, caring, healthy, inclusive and responsive school environment; to develop, implement, and evaluate equitable guidelines, procedures and decisions; to ensure that each student has equitable access to resources, relationships, opportunities and supports necessary for success; and to support the development of responsive and equitable practices among teachers and staff.			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 3.1: Supportive School Community</b>	Candidate does not demonstrate the capability	Candidate demonstrates the capability to build and	Candidate demonstrates the capability to build and

	<p>to build and maintain a school culture that does at least two of the following:</p> <ul style="list-style-type: none"> <li>Ensures each student and family is treated fairly</li> <li>Ensures that dealings are free from bias</li> <li>Ensures that each student and family is treated respectfully</li> </ul>	<p>maintain a school culture that does at least two of the following:</p> <ul style="list-style-type: none"> <li>Ensures each student and family is treated fairly</li> <li>Ensures that dealings are free from bias</li> <li>Ensures that each student and family is treated respectfully</li> </ul>	<p>maintain a school culture that does all of the following:</p> <ul style="list-style-type: none"> <li>Ensures each student and family is treated fairly</li> <li>Ensures that dealings are free from bias</li> <li>Ensures that each student and family is treated respectfully</li> </ul>
--	--	---	--

Element 3.1 Task: Work on a school initiative dealing with bullying prevention. Work to identify and implement prevention procedures. **Rating =**

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 3.2: Equitable Procedures</b>	<p>Candidate does not demonstrate the capability to ensure stakeholders are treated fairly, respectfully with an understanding of culture and context in at least two of the following ways:</p> <ul style="list-style-type: none"> <li>Develop guidelines</li> <li>Implement guidelines</li> <li>Evaluate guidelines, procedures, and decisions</li> </ul>	<p>Candidate demonstrates the capability to ensure stakeholders are treated fairly, respectfully with an understanding of culture and context in at least two of the following ways:</p> <ul style="list-style-type: none"> <li>Develop guidelines</li> <li>Implement guidelines</li> <li>Evaluate guidelines, procedures, and decisions</li> </ul>	<p>Candidate demonstrates the capability to ensure stakeholders are treated fairly, respectfully with an understanding of culture and context in all of the following ways:</p> <ul style="list-style-type: none"> <li>Develop guidelines</li> <li>Implement guidelines</li> <li>Evaluate guidelines, procedures, and decisions</li> </ul>

Element 3.2 Task: Read, discuss, and reflect on issues of educational ethics and morality. **Rating =**

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 3.3: Equitable Access</b>	<p>Candidate does not demonstrate the capability to ensure that students have at least three of the following:</p> <ul style="list-style-type: none"> <li>Access to effective teachers</li> <li>Access to learning opportunities</li> <li>Academic, social, behavioral, and other supports</li> <li>Accommodations and interventions</li> <li>A quality library and learning materials and</li> </ul>	<p>Candidate demonstrates the capability to ensure that students have at least three of the following:</p> <ul style="list-style-type: none"> <li>Access to effective teachers</li> <li>Access to learning opportunities</li> <li>Academic, social, behavioral, and other supports</li> <li>Accommodations and interventions</li> <li>A quality library and learning materials and technology</li> </ul>	<p>Candidate demonstrates the capability to ensure that students have all of the following:</p> <ul style="list-style-type: none"> <li>Access to effective teachers</li> <li>Access to learning opportunities</li> <li>Academic, social, behavioral, and other supports</li> <li>Accommodations and interventions</li> <li>A quality library and learning materials and technology</li> </ul>

	technology		
Element 3.3 Task: Participate in special education determinations and placements. Participate in annual reviews and oversee the change process for IEPs and 504 Plans.			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 3.4: Responsive Practice</b>	Candidate does not demonstrate the capability to support development of responsive practices among teachers and staff so they can recognize at least two of the following: <ul style="list-style-type: none"> <li>Recognize institutional bias</li> <li>Confront institutional bias</li> <li>Alter institutional bias</li> </ul>	Candidate demonstrates the capability to support development of responsive practices among teachers and staff so they can recognize at least two of the following: <ul style="list-style-type: none"> <li>Recognize institutional bias</li> <li>Confront institutional bias</li> <li>Alter institutional bias</li> </ul>	Candidate demonstrates the capability to support development of responsive practices among teachers and staff so they can recognize all of the following: <ul style="list-style-type: none"> <li>Recognize institutional bias</li> <li>Confront institutional bias</li> <li>Alter institutional bias</li> </ul>
Element 3.4 Task: Read, discuss, and reflect on issues of educational ethics and morality.			<b>Rating =</b>
Comments:			

<p><b>Standard Four: Instructional Leadership</b></p> <p>Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, reflect high expectations, and align with academic standards, to promote challenging, engaging and equitable instructional practice; to develop and implement curricular resource and support systems that effectively and efficiently utilize time, technologies, instructional spaces, staffing, data, professional development, and lead a technically, developmentally and culturally appropriate system that supports student progress and instructional program.</p>			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 4.1: Learning System</b>	Candidate does not demonstrate the capability to develop, align, and implement curriculum, instruction, and assessment that meet at	Candidate demonstrates the capability to develop, align, and implement curriculum, instruction, and assessment that meet at least 3 of the following:	Candidate demonstrates the capability to develop, align, and implement curriculum, instruction, and assessment that meet all of the following:

	least 3 of the following: <ul style="list-style-type: none"> <li>• Responsive to student needs</li> <li>• Embody high expectations for student learning</li> <li>• Align with academic standards within and across grade levels</li> <li>• Promote academic success of students</li> <li>• Promote emotional well-being of students</li> </ul>	<ul style="list-style-type: none"> <li>• Responsive to student needs</li> <li>• Embody high expectations for student learning</li> <li>• Align with academic standards within and across grade levels</li> <li>• Promote academic success of students</li> <li>• Promote emotional well-being of students</li> </ul>	<ul style="list-style-type: none"> <li>• Responsive to student needs</li> <li>• Embody high expectations for student learning</li> <li>• Align with academic standards within and across grade levels</li> <li>• Promote academic success of students</li> <li>• Promote emotional well-being of students</li> </ul>
--	--	--	--

Element 4.1 Task: Participate in building curriculum development and change.	<b>Rating =</b>
--	-----------------

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 4.2: Instructional Practices</b>	Candidate does not demonstrate the capability to promote challenging and engaging instructional practice consistent with at least 2 of the following: <ul style="list-style-type: none"> <li>• Knowledge of learning theory</li> <li>• Knowledge of child development</li> <li>• Knowledge of effective pedagogy</li> </ul>	Candidate demonstrates the capability to promote challenging and engaging instructional practice consistent with at least 2 of the following: <ul style="list-style-type: none"> <li>• Knowledge of learning theory</li> <li>• Knowledge of child development</li> <li>• Knowledge of effective pedagogy</li> </ul>	Candidate demonstrates the capability to promote challenging and engaging instructional practice consistent with all of the following: <ul style="list-style-type: none"> <li>• Knowledge of learning theory</li> <li>• Knowledge of child development</li> <li>• Knowledge of effective pedagogy</li> </ul>

Element 4.2 Task: Cultivate knowledge of current educational research to support instruction.	<b>Rating =</b>
---	-----------------

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 4.3 Curriculum Supports</b>	Candidate does not demonstrate the capability to employ at least 2 of the following learning supports: <ul style="list-style-type: none"> <li>• Technologies</li> <li>• Staffing</li> <li>• Professional Development</li> <li>• Structures and communication to support equitable access to learning</li> </ul>	Candidate demonstrates the capability to employ at least 2 of the following learning supports: <ul style="list-style-type: none"> <li>• Technologies</li> <li>• Staffing</li> <li>• Professional Development</li> <li>• Structures and communication to support equitable access to learning</li> </ul>	Candidate demonstrates the capability to employ all of the following learning supports: <ul style="list-style-type: none"> <li>• Technologies</li> <li>• Staffing</li> <li>• Professional Development</li> <li>• Structures and communication to support equitable access to learning</li> </ul>

Element 4.3 Task: Participate in curriculum development and change.			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 4.4: Assessment System</b>	Candidate does not demonstrate the capability to employ technically appropriate system of assessment for at least 2 of the following: <ul style="list-style-type: none"> <li>• Data collection and management</li> <li>• Data analysis</li> <li>• Use of data to monitor student progress</li> <li>• Use of data to improve instruction</li> </ul>	Candidate demonstrates the capability to employ technically appropriate system of assessment for at least 2 of the following: <ul style="list-style-type: none"> <li>• Data collection and management</li> <li>• Data analysis</li> <li>• Use of data to monitor student progress</li> <li>• Use of data to improve instruction</li> </ul>	Candidate demonstrates the capability to employ technically appropriate system of assessment for all of the following: <ul style="list-style-type: none"> <li>• Data collection and management</li> <li>• Data analysis</li> <li>• Use of data to monitor student progress</li> <li>• Use of data to improve instruction</li> </ul>
Element 4.4 Task: Conduct an action research project that involves experimentation, data collection, analysis, and recommendation.			<b>Rating =</b>
Comments:			

<p><b>Standard Five: Community and External Leadership</b></p> <p>Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in strengthening student learning in and out of school; to participate in regular and effective two-way communication with families, community members, feeder and connecting schools, and the district central office; to build and sustain partnerships that value and access the resources of diverse families, communities and other sectors; and to advocate for the needs and priorities of the school, district, student, families, the community and the profession.</p>			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 5.1: Engagement</b>	Candidate does not demonstrate the capability to engage at least two of the following groups in strengthening student learning in and out of school: <ul style="list-style-type: none"> <li>• Families</li> <li>• Community</li> <li>• School Personnel</li> </ul>	Candidate demonstrates the capability to engage at least two of the following groups in strengthening student learning in and out of school: <ul style="list-style-type: none"> <li>• Families</li> <li>• Community</li> <li>• School Personnel</li> </ul>	Candidate demonstrates the capability to engage all of the following groups in strengthening student learning in and out of school: <ul style="list-style-type: none"> <li>• Families</li> <li>• Community</li> <li>• School Personnel</li> </ul>

Element 5.1 Task: Review/revise student handbook, faculty handbook, substitute teacher handbook, family newsletters			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 5.2: Communication</b>	Candidate does not demonstrate the capability to maintain two-way communication with at least two of the following: <ul style="list-style-type: none"> <li>• Families</li> <li>• Community</li> <li>• Feeder and connecting schools</li> <li>• District central office</li> </ul>	Candidate demonstrates the capability to maintain two-way communication with at least two of the following: <ul style="list-style-type: none"> <li>• Families</li> <li>• Community</li> <li>• Feeder and connecting schools</li> <li>• District central office</li> </ul>	Candidate demonstrates the capability to maintain two-way communication with both of the following: <ul style="list-style-type: none"> <li>• Families</li> <li>• Community</li> <li>• Feeder and connecting schools</li> <li>• District central office</li> </ul>
Element 5.2 Task: Write various materials (memos to employees, parents, central office administrators, newsletters, etc)			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 5.3: Partnerships</b>	Candidate does not demonstrate the capability to build and sustain partnerships in order to benefit school improvement and student development that value at least 2 of the following resources: <ul style="list-style-type: none"> <li>• Cultural</li> <li>• Social</li> <li>• Intellectual</li> <li>• Political</li> </ul>	Candidate demonstrates the capability to build and sustain partnerships in order to benefit school improvement and student development that value at least 2 of the following resources: <ul style="list-style-type: none"> <li>• Cultural</li> <li>• Social</li> <li>• Intellectual</li> <li>• Political</li> </ul>	Candidate demonstrates the capability to build and sustain partnerships in order to benefit school improvement and student development that value all of the following resources: <ul style="list-style-type: none"> <li>• Cultural</li> <li>• Social</li> <li>• Intellectual</li> <li>• Political</li> </ul>
Element 5.3 Task: Join a committee or taskforce for an initiative that involves internal and external constituencies.			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 5.4: Advocacy</b>	Candidate does not demonstrate the capability to advocate for the needs and priorities of at least 3 of the following groups: <ul style="list-style-type: none"> <li>• School</li> <li>• District</li> </ul>	Candidate demonstrates the capability to advocate for the needs and priorities of at least 3 of the following groups: <ul style="list-style-type: none"> <li>• School</li> <li>• District</li> </ul>	Candidate demonstrates the capability to advocate for the needs and priorities of all of the following groups: <ul style="list-style-type: none"> <li>• School</li> <li>• District</li> </ul>

	<ul style="list-style-type: none"> <li>• Students</li> <li>• Families</li> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Families</li> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Families</li> <li>• Community</li> </ul>
Element 5.4 Task: Get involved in the school budget process. Participate in the planning, setting, marketing, allocating, dispersing, etc.)			<b>Rating =</b>
Comments:			

**Standard Six: Operations and Management**

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to develop, monitor, and evaluate school management, governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school; to seek, acquire, and manage fiscal, physical, technological, data, and other resources; to develop and coordinate communication systems that gather and deliver actionable information; and to interpret, apply and adhere to applicable laws, rights, policies, and regulations.

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 6.1: Management and Operation Systems</b>	Candidate does not demonstrate capability to do at least 2 of the following to support each student’s learning needs: <ul style="list-style-type: none"> <li>• Develop school management and operation system</li> <li>• Monitor school management and operation system</li> <li>• Evaluate school management and operation system</li> </ul>	Candidate demonstrates capability to do at least 2 of the following to support each student’s learning needs: <ul style="list-style-type: none"> <li>• Develop school management and operation system</li> <li>• Monitor school management and operation system</li> <li>• Evaluate school management and operation system</li> </ul>	Candidate demonstrates capability to do all of the following to support each student’s learning needs: <ul style="list-style-type: none"> <li>• Develop school management and operation system</li> <li>• Monitor school management and operation system</li> <li>• Evaluate school management and operation system</li> </ul>
Element 6.1 Task: Assist with the opening and closing of a school, taking the lead in aspects at the discretion of your mentor.			<b>Rating =</b>
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 6.2: Data and Resources</b>	Candidate does not demonstrate the capability to cultivate at least two of the following resources to support student learning,	Candidate demonstrates the capability to cultivate at least two of the following resources to support student learning,	Candidate demonstrates the capability to cultivate all of the following resources to support student learning, collective

	collective professional capability, and community and family engagement: <ul style="list-style-type: none"> <li>• Seek, acquire, and manage fiscal resources</li> <li>• Seek, acquire, and manage physical resources</li> <li>• Seek, acquire, and manage technological resources and data</li> </ul>	collective professional capability, and community and family engagement: <ul style="list-style-type: none"> <li>• Seek, acquire, and manage fiscal resources</li> <li>• Seek, acquire, and manage physical resources</li> <li>• Seek, acquire, and manage technological resources and data</li> </ul>	professional capability, and community and family engagement: <ul style="list-style-type: none"> <li>• Seek, acquire, and manage fiscal resources</li> <li>• Seek, acquire, and manage physical resources</li> <li>• Seek, acquire, and manage technological resources and data</li> </ul>
--	---	---	--

Element 6.2 Task: Write a grant.	<b>Rating =</b>
----------------------------------	-----------------

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 6.3: Communication Systems</b>	Candidate does not demonstrate the capability to develop and coordinate communication for at least 2 of the following: <ul style="list-style-type: none"> <li>• Actionable information for the classroom</li> <li>• School improvement</li> <li>• Community engagement</li> </ul>	Candidate demonstrates the capability to develop and coordinate communication for at least 2 of the following: <ul style="list-style-type: none"> <li>• Actionable information for the classroom</li> <li>• School improvement</li> <li>• Community engagement</li> </ul>	Candidate demonstrates the capability to develop and coordinate communication for all of the following: <ul style="list-style-type: none"> <li>• Actionable information for the classroom</li> <li>• School improvement</li> <li>• Community engagement</li> </ul>

Element 6.3 Task: Get involved in the school budget process. Participate in the planning, setting, marketing, allocating, dispersing, etc.)	<b>Rating =</b>
---	-----------------

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 6.4: Legal Compliance</b>	Candidate does not demonstrate the capability to comply with at least 2 of the following to promote student and adult success: <ul style="list-style-type: none"> <li>• Applicable laws</li> <li>• Applicable rights</li> <li>• Applicable policies</li> <li>• Applicable regulations</li> </ul>	Candidate demonstrates the capability to comply with at least 2 of the following to promote student and adult success: <ul style="list-style-type: none"> <li>• Applicable laws</li> <li>• Applicable rights</li> <li>• Applicable policies</li> <li>• Applicable regulations</li> </ul>	Candidate demonstrates the capability to comply with all of the following to promote student and adult success: <ul style="list-style-type: none"> <li>• Applicable laws</li> <li>• Applicable rights</li> <li>• Applicable policies</li> <li>• Applicable regulations</li> </ul>

Element 6.4 Task: Consult with administrators to learn about legal issues facing the school and consider solutions to dilemmas that comply with laws, policies, and regulations.	<b>Rating =</b>
--	-----------------

Comments:

**Standard Seven: Building Professional Capacity**

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to lead a professional capacity management system that recruits, hires, and supports, develops, and retains effective, caring and diverse educational personnel; to create leadership pathways for effective succession; to develop and sustain an empowering professional culture and shared commitments to school improvement and the education of the whole child; to develop workspace conditions that promote employee collaboration, leadership, well-being, learning and growth; and to implement research-anchored systems of supervision, support and evaluation that promote professional learning, leadership, and commitment to continuous school improvement.

Element	Unacceptable = U	Acceptable = A	Target = T
<p><b>Element 7.1: Professional Capacity Management</b></p>	<p>Candidate does not demonstrate the capability to develop and implement a human resource management system that does at least 3 of the following:</p> <ul style="list-style-type: none"> <li>● Recruits</li> <li>● Hires</li> <li>● Supports and develops</li> <li>● Retains personnel</li> <li>● Creates leadership pathways</li> </ul>	<p>Candidate demonstrates the capability to develop and implement a human resource management system that does at least 3 of the following:</p> <ul style="list-style-type: none"> <li>● Recruits</li> <li>● Hires</li> <li>● Supports and develops</li> <li>● Retains personnel</li> <li>● Creates leadership pathways</li> </ul>	<p>Candidate demonstrates the capability to develop and implement a human resource management system that does all of the following:</p> <ul style="list-style-type: none"> <li>● Recruits</li> <li>● Hires</li> <li>● Supports and develops</li> <li>● Retains personnel</li> <li>● Creates leadership pathways</li> </ul>
<p>Element 7.1 Task: Serve on several interview committees, chairing if possible. Switch teaching schedules with two colleagues for their professional growth.</p>			<p><b>Rating =</b></p>
<p>Comments:</p>			
Element	Unacceptable = U	Acceptable = A	Target = T
<p><b>Element 7.2: Professional Culture</b></p>	<p>Candidate does not demonstrate the capability to do at least one of the following:</p> <ul style="list-style-type: none"> <li>● Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child</li> </ul>	<p>Candidate demonstrates the capability to do at least one of the following:</p> <ul style="list-style-type: none"> <li>● Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child</li> <li>● Sustain a professional</li> </ul>	<p>Candidate demonstrates the capability to:</p> <ul style="list-style-type: none"> <li>● Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child</li> <li>● Sustain a professional culture of</li> </ul>

	<ul style="list-style-type: none"> <li>Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child</li> </ul>	<p>culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child</p>	<p>engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child</p>
--	--	--	---

Element 7.2 Task: Conduct several faculty meetings and present information that informs on progress toward mission and goals. **Rating =**

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
---------	------------------	----------------	------------

<b>Element 7.3: Conditions</b>	<p>Candidate does not demonstrate the capability to develop workplace conditions that do at least two of the following:</p> <ul style="list-style-type: none"> <li>Promote employee leadership</li> <li>Promote employee well-being</li> <li>Promote employee professional growth</li> </ul>	<p>Candidate demonstrates the capability to develop workplace conditions that do at least two of the following:</p> <ul style="list-style-type: none"> <li>Promote employee leadership</li> <li>Promote employee well-being</li> <li>Promote employee professional growth</li> </ul>	<p>Candidate demonstrates the capability to develop workplace conditions that do all of the following:</p> <ul style="list-style-type: none"> <li>Promote employee leadership</li> <li>Promote employee well-being</li> <li>Promote employee professional growth</li> </ul>
--------------------------------	--	--	---

Element 7.3 Task: Mentor new teachers or teachers new to the school. **Rating =**

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
---------	------------------	----------------	------------

<b>Element 7.4: Supervision and Evaluation</b>	<p>Candidate does not demonstrate the capability to implement supervision and evaluation procedures that meet at least 2 of the following:</p> <ul style="list-style-type: none"> <li>Are anchored in research</li> <li>Provide actionable feedback about instruction</li> <li>Promote collective accountability</li> </ul>	<p>Candidate demonstrates the capability to implement supervision and evaluation procedures that meet at least 2 of the following:</p> <ul style="list-style-type: none"> <li>Are anchored in research</li> <li>Provide actionable feedback about instruction</li> <li>Promote collective accountability</li> </ul>	<p>Candidate demonstrates the capability to implement supervision and evaluation procedures that meet all of the following:</p> <ul style="list-style-type: none"> <li>Are anchored in research</li> <li>Provide actionable feedback about instruction</li> <li>Promote collective accountability</li> </ul>
--	---	---	--

Element 7.4 Task: Observe several teachers and conference with them for their professional growth. **Rating =**

Comments:

Please feel encouraged to write any additional comments about this SBL candidate, your experience completing this evaluation, recommendations for EDL program improvement, etc.:

The following document is a component of the School District Level Internship and is completed by the mentor.

<p><b>SUNY Buffalo State</b></p> <p><b>SDL Internship</b></p> <p><b>Mentor Evaluation</b></p>	<p>This form may be submitted on paper or electronically to: <a href="mailto:LoehrPW@BuffaloState.edu">LoehrPW@BuffaloState.edu</a></p> <p>or</p> <p>Peter Loehr, Ph.D. Bacon 302 SUNY Buffalo State 1300 Elmwood Avenue Buffalo, NY 14222</p>	<p>Date completed: _____</p>
---	--	------------------------------

[CAEP SDL Internship Evaluation – Full, Jan 2017]

**Instructions to Mentor:** \_\_\_\_\_ | **/s/** \_\_\_\_\_

**Name of SDL Candidate:** \_\_\_\_\_

Thank you for working with this Buffalo State Ed Leadership candidate. Real-world internship experiences are exceedingly significant to prepare effective educational leaders. By being the mentor to this candidate you are touching the future.

SDL candidates are required to demonstrate proficiency in standards put forth by the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA). The National Educational Leadership Preparation (NELP) Standards for School District Leaders establish criteria for candidate success as a School District Leader.

The SDL internship is comprised of tasks and experiences designed to develop well-rounded School District Leaders. Each of these experiences can be linked to one or more NELP standard elements. Using the form below, the primary mentor (that is, usually the candidate's district-level mentor) should rate the proficiency of the candidate's performance using the criteria set forth in the form. Candidates are rated as Unacceptable (U), Acceptable (A), or Target (T). The totality of all evaluations will provide a summative assessment that demonstrates that the candidate is ready to lead. It may be helpful to discuss these criteria with the SDL candidate for his/her experiences with these.

The SDL candidate cannot receive a grade for the District-level internship until this evaluation is received, and a log totaling 1300 hours of leadership-relevant activities, Common Experience write-ups and reflections, regular on-site visits, etc.

Using the identified task/experience, mentors should consider the underlying NELP standard elements when rating the SDL candidate. In order to pass this internship evaluation, candidates

must be rated as Acceptable (A) or Target (T) in 85% of the elements. Mentors may consider observed actions, feedback from other school personnel, or the candidate’s written or verbal reflections in their evaluation. Some experiences are linked to more than one standard element but the criteria should be considered separately. Some elements are linked to more than one experience so the most appropriate experience for the criteria should be considered.

<b>Standard One: Mission, Vision, and Core Values</b>			
<p>Program completers who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for a shared mission and vision, a set of core values, and continuous and sustainable district and school improvement to lead and implement a collaboratively developed, data-informed, shared mission and vision for the school district focused on the academic success and overall well-being of each student and all personnel in the district; to articulate, model and cultivate core values that define the district’s culture and stress the imperative of child-centered education, high expectations and student support, and to lead district staff and community members in district-wide improvement efforts that achieve the mission, vision and core values of the district.</p>			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 1.1 Mission and Vision</b>	<p>Candidate does not demonstrate the capability to analyze data-informed mission and vision focused on at least 2 of the following:</p> <ul style="list-style-type: none"> <li>• Academic Success</li> <li>• Overall well-being of each student</li> <li>• Overall well-being of district and school personnel.</li> </ul>	<p>Candidate demonstrates the capability to analyze data-informed mission and vision focused on at least 2 of the following:</p> <ul style="list-style-type: none"> <li>• Academic Success</li> <li>• Overall well-being of each student</li> <li>• Overall well-being of district and school personnel.</li> </ul>	<p>Candidate demonstrates the capability to analyze data-informed mission and vision focused on all of the following:</p> <ul style="list-style-type: none"> <li>• Academic Success</li> <li>• Overall well-being of each student</li> <li>• Overall well-being of district and school personnel.</li> </ul>
<p>Element 1.1 Task: Work with principal to plan for changes for the coming school year. Create a vision, plan for a new reality, work to implement.</p>			<p><b>Rating (U, A, or T) =</b></p>
<p>Comments:</p>			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 1.2 Values</b>	<p>Candidate does not demonstrate the capability to promote core democratic values including at least 4 of the following:</p> <ul style="list-style-type: none"> <li>• High expectations and student support</li> <li>• Imperative of child-centered education</li> </ul>	<p>Candidate demonstrates the capability to promote core democratic values including at least 4 of the following:</p> <ul style="list-style-type: none"> <li>• High expectations and student support</li> <li>• Imperative of child-centered education</li> <li>• Equity</li> </ul>	<p>Candidate demonstrates the capability to promote core democratic values including all of the following:</p> <ul style="list-style-type: none"> <li>• High expectations and student support</li> <li>• Imperative of child-centered education</li> <li>• Equity</li> </ul>

	<ul style="list-style-type: none"> <li>Equity</li> <li>Inclusiveness</li> <li>Social Justice</li> <li>Openness, caring, and trust</li> </ul>	<ul style="list-style-type: none"> <li>Inclusiveness</li> <li>Social Justice</li> <li>Openness, caring, and trust</li> </ul>	<ul style="list-style-type: none"> <li>Inclusiveness</li> <li>Social Justice</li> <li>Openness, caring, and trust</li> </ul>
Element 1.2 Task: Form an on-going work group to read, study, learn, and discuss visioning for the school as it pertains to the school's core values.			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 1.3: Improvement</b>	Candidate does not demonstrate the capability to do at least two of the following: <ul style="list-style-type: none"> <li>Develop evidence-based school and district improvement</li> <li>Implement evidence-based school and district improvement</li> <li>Evaluate evidence-based school district improvement</li> </ul>	Candidate demonstrates the capability to do at least two of the following: <ul style="list-style-type: none"> <li>Develop evidence-based school and district improvement</li> <li>Implement evidence-based school and district improvement</li> <li>Evaluate evidence-based school district improvement</li> </ul>	Candidate demonstrates the capability to do all of the following: <ul style="list-style-type: none"> <li>Develop evidence-based school and district improvement</li> <li>Implement evidence-based school and district improvement</li> <li>Evaluate evidence-based school district improvement</li> </ul>
Element 1.3 Task: Lead a school improvement project group.			<b>Rating =</b>
Comments:			

<p><b>Standard Two: Ethics and Professionalism</b></p> <p>Program completers who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying knowledge, skills, and commitments necessary to enact professional ethics and norms of integrity, fairness, transparency, trust, collaboration, perseverance, self-awareness, reflection, lifelong learning and continuous improvement in their actions, decision making, management of resources and relationships; to work through ethical dilemmas and model ethical behavior, and to develop and sustain a positive professional culture that empowers teachers, leaders and other district personnel with collective responsibility for enacting professional and ethical norms as they collaboratively work to achieve the district's shared vision goals and objectives.</p>			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 2.1: Professional Norms</b>	Candidate does not demonstrate the capability to enact professional	Candidate demonstrates the capability to enact professional norms in their	Candidate demonstrates the capability to enact professional norms in their

	norms in their actions, decision making, and relationships with others including at least 3 of the following: <ul style="list-style-type: none"> <li>• Integrity and fairness</li> <li>• Transparency and trust</li> <li>• Collaboration</li> <li>• Perseverance</li> <li>• Learning and continuous improvement</li> </ul>	actions, decision making, and relationships with others including at least 3 of the following: <ul style="list-style-type: none"> <li>• Integrity and fairness</li> <li>• Transparency and trust</li> <li>• Collaboration</li> <li>• Perseverance</li> <li>• Learning and continuous improvement</li> </ul>	actions, decision making, and relationships with others including all of the following: <ul style="list-style-type: none"> <li>• Integrity and fairness</li> <li>• Transparency and trust</li> <li>• Collaboration</li> <li>• Perseverance</li> <li>• Learning and continuous improvement</li> </ul>
--	--	---	--

Element 2.1 Task: Participate in conflict resolution (teacher-student, teacher-teacher, employee-employee, teacher-parent, teacher-administrator, etc)	<b>Rating =</b>
--	-----------------

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 2.2: Ethical Behavior</b>	Candidate does not demonstrate the capability to model ethical behavior in at least two of the following: <ul style="list-style-type: none"> <li>• Personal behavior</li> <li>• Relationships with others</li> <li>• Decision-making</li> <li>• Stewardship of district resources</li> </ul>	Candidate demonstrates the capability to model ethical behavior in at least two of the following: <ul style="list-style-type: none"> <li>• Personal behavior</li> <li>• Relationships with others</li> <li>• Decision-making</li> <li>• Stewardship of district resources</li> </ul>	Candidate demonstrates the capability to model ethical behavior in all of the following: <ul style="list-style-type: none"> <li>• Personal behavior</li> <li>• Relationships with others</li> <li>• Decision-making</li> <li>• Stewardship of district resources</li> </ul>

Element 2.2 Task: Take charge of a district program for an extended period of time in consultation with your mentor. Read, discuss, reflect on issues of educational ethics and morality.	<b>Rating =</b>
---	-----------------

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 2.3: Professional Culture</b>	Candidate does not demonstrate the capability to ensure at least one of the following: <ul style="list-style-type: none"> <li>• Sustain a positive culture that empowers teachers and other staff with responsibility for enacting professional norms</li> <li>• Collaboratively work to achieve the district's shared vision, goals, and</li> </ul>	Candidate demonstrates the capability to ensure at least one of the following: <ul style="list-style-type: none"> <li>• Sustain a positive culture that empowers teachers and other staff with responsibility for enacting professional norms</li> <li>• Collaboratively work to achieve the district's shared vision, goals, and objectives</li> </ul>	Candidate demonstrates the capability to ensure both of the following: <ul style="list-style-type: none"> <li>• Sustain a positive culture that empowers teachers and other staff with responsibility for enacting professional norms</li> <li>• Collaboratively work to achieve the district's shared vision, goals, and objectives</li> </ul>

	objectives		
Element 2.3 Task: Take charge of a district program for an extended period of time.			<b>Rating =</b>
Comments:			

<p><b>Standard Three: Equity and Cultural Leadership</b>  Program completers who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to shape and maintain a safe, caring, healthy inclusive and responsive district culture; to develop, implement, and evaluate cohesive and equitable district policies and systems; to ensure that each student in the district has equitable access to safe and nurturing schools, social and behavioral support, and academic resources necessary for success; and to support the development of responsive and equitable practices among leaders, teachers and other staff members in the district.</p>			
Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 3.1: District Culture</b>	Candidate does not demonstrate the capability to build and maintain a district culture that provides at least 3 of the following: <ul style="list-style-type: none"> <li>Academic and social supports</li> <li>Discipline</li> <li>Services</li> <li>Extracurricular activities</li> <li>Accommodations that meet the needs of each student</li> </ul>	Candidate demonstrates the capability to build and maintain a district culture that provides at least 3 of the following: <ul style="list-style-type: none"> <li>Academic and social supports</li> <li>Discipline</li> <li>Services</li> <li>Extracurricular activities</li> <li>Accommodations that meet the needs of each student</li> </ul>	Candidate demonstrates the capability to build and maintain a district culture that provides all of the following: <ul style="list-style-type: none"> <li>Academic and social supports</li> <li>Discipline</li> <li>Services</li> <li>Extracurricular activities</li> <li>Accommodations that meet the needs of each student</li> </ul>
Element 3.1 Task(s): Engage in the day-to-day activities of school administration: Student discipline, student counseling, student-parent-teacher conferencing, bus duty, attendance, facility issues, etc.			<b>Rating =</b>
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 3.2: Equitable Treatment</b>	Candidate does not demonstrate the capability to ensure stakeholders are treated fairly, respectfully	Candidate demonstrates the capability to ensure stakeholders are treated fairly, respectfully with an	Candidate demonstrates the capability to ensure stakeholders are treated fairly, respectfully with an

	with an understanding of culture and context in at least two of the following ways: <ul style="list-style-type: none"> <li>• Develop guidelines</li> <li>• Implement guidelines</li> <li>• Evaluate guidelines, procedures, and decisions</li> </ul>	understanding of culture and context in at least two of the following ways: <ul style="list-style-type: none"> <li>• Develop guidelines</li> <li>• Implement guidelines</li> <li>• Evaluate guidelines, procedures, and decisions</li> </ul>	understanding of culture and context in all of the following ways: <ul style="list-style-type: none"> <li>• Develop guidelines</li> <li>• Implement guidelines</li> <li>• Evaluate guidelines, procedures, and decisions</li> </ul>
Element 3.2 Task: Read, discuss, and reflect on issues of educational ethics and morality.			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 3.3: Equitable Access</b>	Candidate does not demonstrate the capability to ensure that students have at least two of the following: <ul style="list-style-type: none"> <li>• Access to effective teachers</li> <li>• Access to learning opportunities</li> <li>• Academic, social, behavioral, and other supports</li> </ul>	Candidate demonstrates the capability to ensure that students have at least two of the following: <ul style="list-style-type: none"> <li>• Access to effective teachers</li> <li>• Access to learning opportunities</li> <li>• Academic, social, behavioral, and other supports</li> </ul>	Candidate demonstrates the capability to ensure that students have all of the following: <ul style="list-style-type: none"> <li>• Access to effective teachers</li> <li>• Access to learning opportunities</li> <li>• Academic, social, behavioral, and other supports</li> </ul>
Element 3.3 Task: Participate in special education determinations and placements. Participate in annual reviews and oversee the change process for IEPs and 504 Plans.			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 3.4: Culturally and Individually Responsive Practice</b>	Candidate does not demonstrate the capability to support development of responsive practices among teachers and staff so they can recognize at least two of the following: <ul style="list-style-type: none"> <li>• Recognize institutional bias</li> <li>• Confront institutional bias</li> <li>• Alter institutional bias</li> </ul>	Candidate demonstrates the capability to support development of responsive practices among teachers and staff so they can recognize at least two of the following: <ul style="list-style-type: none"> <li>• Recognize institutional bias</li> <li>• Confront institutional bias</li> <li>• Alter institutional bias</li> </ul>	Candidate demonstrates the capability to support development of responsive practices among teachers and staff so they can recognize all of the following: <ul style="list-style-type: none"> <li>• Recognize institutional bias</li> <li>• Confront institutional bias</li> <li>• Alter institutional bias</li> </ul>
Element 3.4 Task: Read, discuss, and reflect on issues of educational ethics and morality.			<b>Rating =</b>

Comments:

**Standard Four: Instructional Leadership**

Program completers who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to analyze and manage district-wide use of coherent and technically appropriate systems of curriculum, instructions, assessment, student services, and instructional resources; to develop systems of support, coaching and professional development for principals and other school and district leaders to promote challenging engaging and equitable instructional practice, to develop and implement curricular resource and support systems that effectively and efficiently utilize district resources, and to develop and lead a technically, developmentally and culturally appropriate system of assessment and data collection, management, analysis and use to monitor and provide feedback for continuous school and district improvement.

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 4.1: Instructional System</b>	Candidate does not demonstrate the capability to analyze and manage district-wide curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for at least 3 of the following: <ul style="list-style-type: none"> <li>• Student learning</li> <li>• Align with academic standards</li> <li>• Promote academic success</li> <li>• Promote career readiness</li> <li>• Promote social and emotional well-being for each student</li> </ul>	Candidate demonstrates the capability to analyze and manage district-wide curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for at least 3 of the following: <ul style="list-style-type: none"> <li>• Student learning</li> <li>• Align with academic standards</li> <li>• Promote academic success</li> <li>• Promote career readiness</li> <li>• Promote social and emotional well-being for each student</li> </ul>	Candidate demonstrates the capability to analyze and manage district-wide curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for all of the following: <ul style="list-style-type: none"> <li>• Student learning</li> <li>• Align with academic standards</li> <li>• Promote academic success</li> <li>• Promote career readiness</li> <li>• Promote social and emotional well-being for each student</li> </ul>

Element 4.1 Task: Participate in district curriculum development and change.

**Rating =**

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 4.2: Developing Instructional Leadership</b>	Candidate does not demonstrate the capability to use learning theory and	Candidate demonstrates the capability to use learning theory and	Candidate demonstrates the capability to use learning theory and

	research to do at least one of the following: <ul style="list-style-type: none"> <li>• Support development of principals</li> <li>• Develop individual instructional capacity of teachers and other staff</li> </ul>	research to do at least one of the following: <ul style="list-style-type: none"> <li>• Support development of principals</li> <li>• Develop individual instructional capacity of teachers and other staff</li> </ul>	research to do both of the following: <ul style="list-style-type: none"> <li>• Support development of principals</li> <li>• Develop individual instructional capacity of teachers and other staff</li> </ul>
Element 4.2 Task: Cultivate knowledge of current educational research to support instruction and professional development for principals, teachers, and other staff.			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 4.3: Curriculum Supports</b>	Candidate does not demonstrate the capability to employ at least 4 of the following supports to help individual principals to grow as instructional leaders. <ul style="list-style-type: none"> <li>• Time</li> <li>• Technologies</li> <li>• Instructional Spaces</li> <li>• Assessments</li> <li>• Staffing</li> <li>• Professional development</li> <li>• Communication</li> </ul>	Candidate demonstrates the capability to employ at least 4 of the following supports to help individual principals to grow as instructional leaders. <ul style="list-style-type: none"> <li>• Time</li> <li>• Technologies</li> <li>• Instructional Spaces</li> <li>• Assessments</li> <li>• Staffing</li> <li>• Professional development</li> <li>• Communication</li> </ul>	Candidate demonstrates the capability to employ all of the following supports to help individual principals to grow as instructional leaders. <ul style="list-style-type: none"> <li>• Time</li> <li>• Technologies</li> <li>• Instructional Spaces</li> <li>• Assessments</li> <li>• Staffing</li> <li>• Professional development</li> <li>• Communication</li> </ul>
Element 4.3 Task: Cultivate knowledge of current educational research to support instruction and professional development for principals, teachers, and other staff.			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 4.4: Assessment System</b>	Candidate does not demonstrate the capability to lead an appropriate assessment system that does at least 2 of the following: <ul style="list-style-type: none"> <li>• Data collection</li> <li>• Data management</li> <li>• Data analysis</li> <li>• Data use for improvement</li> </ul>	Candidate demonstrates the capability to lead an appropriate assessment system that does at least 2 of the following: <ul style="list-style-type: none"> <li>• Data collection</li> <li>• Data management</li> <li>• Data analysis</li> <li>• Data use for improvement</li> </ul>	Candidate demonstrates the capability to lead an appropriate assessment system that does all of the following: <ul style="list-style-type: none"> <li>• Data collection</li> <li>• Data management</li> <li>• Data analysis</li> <li>• Data use for improvement</li> </ul>
Element 4.4 Task: Cultivate knowledge of current educational research on the use of data to support instruction and professional development for principals, teachers, and other staff.			<b>Rating =</b>

Comments:

**Standard Five: Community and External Leadership**

Program completers who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to engage families, community, public, private, and non-profit sectors in meaningful ways to support student learning and achieve the mission and vision of the district; to create and sustain partnerships with diverse communities and public and other sectors; to engage in regular, effective, and culturally appropriate two-way communication with families and the community, and to represent the district and engage various stakeholders in building an appreciation of the overall context in which decisions are made in the service of student learning and development.

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 5.1: Community Engagement</b>	Candidate does not demonstrate the capability maintain communication with at least 3 of the following groups: <ul style="list-style-type: none"> <li>● Families</li> <li>● Community</li> <li>● Public Sector</li> <li>● Private Sector</li> <li>● Non-Profit Sector</li> </ul>	Candidate demonstrates the capability maintain communication with at least 4 of the following groups: <ul style="list-style-type: none"> <li>● Families</li> <li>● Community</li> <li>● Public Sector</li> <li>● Private Sector</li> <li>● Non-Profit Sector</li> </ul>	Candidate demonstrates the capability maintain communication with all of the following groups: <ul style="list-style-type: none"> <li>● Families</li> <li>● Community</li> <li>● Public Sector</li> <li>● Private Sector</li> <li>● Non-Profit Sector</li> </ul>
Element 5.1 Task: Write various materials (memos to employees, parents, central office administrators, newsletters, etc)			<b>Rating =</b>

Comments:

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 5.2: Partnerships</b>	Candidate does not demonstrate the capability to build and sustain at least one of the following types of partnerships to promote school improvement and student development: <ul style="list-style-type: none"> <li>● Public sector entities</li> <li>● Private sector entities</li> </ul>	Candidate demonstrates the capability to build and sustain at least one of the following types of partnerships to promote school improvement and student development: <ul style="list-style-type: none"> <li>● Public sector entities</li> <li>● Private sector entities</li> </ul>	Candidate demonstrates the capability to build and sustain both of the following types of partnerships to promote school improvement and student development: <ul style="list-style-type: none"> <li>● Public sector entities</li> <li>● Private sector entities</li> </ul>
Element 5.2 Task: Join a committee or taskforce for an initiative that involves internal and external constituencies.			<b>Rating =</b>

Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 5.3: Two-way Communication</b>	Candidate does not demonstrate the capability to maintain two-way communication with at least one of the following: <ul style="list-style-type: none"> <li>• Families</li> <li>• Community</li> </ul>	Candidate demonstrates the capability to maintain two-way communication with at least one of the following: <ul style="list-style-type: none"> <li>• Families</li> <li>• Community</li> </ul>	Candidate demonstrates the capability to maintain two-way communication with both of the following: <ul style="list-style-type: none"> <li>• Families</li> <li>• Community</li> </ul>
Element 5.3 Task: Review/revise student handbook, faculty handbook, substitute teacher handbook, family newsletters			<b>Rating =</b>
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 5.4: Representation</b>	Candidate does not demonstrate the capability to represent at least one of the following: <ul style="list-style-type: none"> <li>• School District</li> <li>• Interested Stakeholders</li> </ul>	Candidate demonstrates the capability to represent at least one of the following: <ul style="list-style-type: none"> <li>• School District</li> <li>• Interested Stakeholders</li> </ul>	Candidate demonstrates the capability to represent both of the following: <ul style="list-style-type: none"> <li>• School District</li> <li>• Interested Stakeholders</li> </ul>
Element 5.4 Task: Get involved in the school budget process. Participate in the planning, setting, marketing, allocating, dispersing, etc.)			<b>Rating =</b>
Comments:			

**Standard Six: Operations and Management**

Program completers who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to lead, manage and adapt the district's administration, management, governance, finance, and operations systems; to seek, acquire, manage and align fiscal human, physical, technological, data, and other resources to support district goals; to lead the growth of individual and collective capacity through systems of hiring, retention, development, and supervision of school/district personnel; to develop pathways for effective leadership development and succession; to use research-anchored systems of leadership supervision, evaluation, feedback and support; and to develop, implement and evaluate effective, equitable and cohesive policies and procedures that promote success and protect the welfare and safety of students and staff across the district.

Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 6.1: Managing Systems</b>	Candidate does not demonstrate capability to manage at least 3 of the following systems to support each student's learning needs: <ul style="list-style-type: none"> <li>• Administration</li> <li>• Management</li> <li>• Governance</li> <li>• Finance</li> <li>• Operations</li> </ul>	Candidate demonstrates capability to manage at least 3 of the following systems to support each student's learning needs: <ul style="list-style-type: none"> <li>• Administration</li> <li>• Management</li> <li>• Governance</li> <li>• Finance</li> <li>• Operations</li> </ul>	Candidate demonstrates capability to manage all of the following systems to support each student's learning needs: <ul style="list-style-type: none"> <li>• Administration</li> <li>• Management</li> <li>• Governance</li> <li>• Finance</li> <li>• Operations</li> </ul>
Element 6.1 Task: Participate in a district-wide initiative, taking the lead if possible. Work with central office administrators including the superintendent.			<b>Rating =</b>
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 6.2: Resources</b>	Candidate does not demonstrate the capability to cultivate at least two of the following resources to support student learning, collective professional capability, and community and family engagement: <ul style="list-style-type: none"> <li>• Seek, acquire, and manage fiscal resources</li> <li>• Seek, acquire, and manage physical resources</li> <li>• Seek, acquire, and manage technological resources and data</li> </ul>	Candidate demonstrates the capability to cultivate at least two of the following resources to support student learning, collective professional capability, and community and family engagement: <ul style="list-style-type: none"> <li>• Seek, acquire, and manage fiscal resources</li> <li>• Seek, acquire, and manage physical resources</li> <li>• Seek, acquire, and manage technological resources and data</li> </ul>	Candidate demonstrates the capability to cultivate all of the following resources to support student learning, collective professional capability, and community and family engagement: <ul style="list-style-type: none"> <li>• Seek, acquire, and manage fiscal resources</li> <li>• Seek, acquire, and manage physical resources</li> <li>• Seek, acquire, and manage technological resources and data</li> </ul>
Element 6.2 Task: Write a grant. Assist an administrator with the BEDS and other state forms in an effort to learn how they affect resources.			<b>Rating =</b>
Comments:			
Element	Unacceptable = U	Acceptable = A	Target = T
<b>Element 6.3: Professional Capacity</b>	Candidate does not demonstrate the capability to develop and implement a human resource management system that does at least 3 of the following: <ul style="list-style-type: none"> <li>• Recruits</li> <li>• Hires</li> </ul>	Candidate demonstrates the capability to develop and implement a human resource management system that does at least 3 of the following: <ul style="list-style-type: none"> <li>• Recruits</li> <li>• Hires</li> <li>• Supports and</li> </ul>	Candidate demonstrates the capability to develop and implement a human resource management system that does all of the following: <ul style="list-style-type: none"> <li>• Recruits</li> <li>• Hires</li> <li>• Supports and</li> </ul>

	<ul style="list-style-type: none"> <li>• Supports and develops</li> <li>• Retains personnel</li> <li>• Creates leadership pathways</li> </ul>	<ul style="list-style-type: none"> <li>• develops</li> <li>• Retains personnel</li> <li>• Creates leadership pathways</li> </ul>	<ul style="list-style-type: none"> <li>• develops</li> <li>• Retains personnel</li> <li>• Creates leadership pathways</li> </ul>
Element 6.3 Task: Serve on several interview committees, chairing if possible. Switch teaching schedules with two colleagues for their professional growth.			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 6.4: Policies and Procedures</b>	Candidate does not demonstrate the capability to comply with at least 2 of the following to promote student and adult success: <ul style="list-style-type: none"> <li>• Applicable laws</li> <li>• Applicable rights</li> <li>• Applicable policies</li> <li>• Applicable regulations</li> </ul>	Candidate demonstrates the capability to comply with at least 2 of the following to promote student and adult success: <ul style="list-style-type: none"> <li>• Applicable laws</li> <li>• Applicable rights</li> <li>• Applicable policies</li> <li>• Applicable regulations</li> </ul>	Candidate demonstrates the capability to comply with all of the following to promote student and adult success: <ul style="list-style-type: none"> <li>• Applicable laws</li> <li>• Applicable rights</li> <li>• Applicable policies</li> <li>• Applicable regulations</li> </ul>
Element 6.4 Task: Consult with administrators to learn about legal issues facing the school and consider solutions to dilemmas that comply with laws, policies, and regulations.			<b>Rating =</b>
Comments:			

**Standard Seven: Policy, Governance, and Advocacy**

Program completers who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary foster a respectful and responsive relationship with the District's Board of Education; to lead and manage effective systems for district governance that engage multiple stakeholder groups; to interpret, engage in decision making around, and appropriately respond to district, state and national policy, laws, rules and regulations; and to engage in educational policy conversations at the local, state, and national level, and demonstrate the capacity to advocate for and communicate about the needs and priorities of the district, students, families, and the community and the profession.

<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 7.1: Board (central office) Relations</b>	Candidate does not demonstrates the capability to manage Board Relations in at least one of the following ways: <ul style="list-style-type: none"> <li>• Respectful</li> </ul>	Candidate demonstrates the capability to manage Board Relations in at least one of the following ways: <ul style="list-style-type: none"> <li>• Respectful</li> <li>• Responsive</li> </ul>	Candidate demonstrates the capability to manage Board Relations in both of the following ways: <ul style="list-style-type: none"> <li>• Respectful</li> <li>• Responsive</li> </ul>

	<ul style="list-style-type: none"> <li>• Responsive</li> </ul>		
Element 7.1 Task: Work with central office administrators, including the superintendent (or assistant superintendent in a “Big Five” district)			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 7.2: District Governance</b>	Candidate does not demonstrate the capability to do at least one of the following: <ul style="list-style-type: none"> <li>• Understand district governance</li> <li>• Manage effective systems for district governance</li> </ul>	Candidate demonstrates the capability to do at least one of the following: <ul style="list-style-type: none"> <li>• Understand district governance</li> <li>• Manage effective systems for district governance</li> </ul>	Candidate demonstrates the capability to do both of the following: <ul style="list-style-type: none"> <li>• Understand district governance</li> <li>• Manage effective systems for district governance</li> </ul>
Element 7.2 Task: Work with central office administrators, including the superintendent (or assistant superintendent in a “Big Five” district)			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 7.3: Legal and Policy</b>	Candidate does not demonstrate the capability to comply with at least 2 of the following to promote student and adult success: <ul style="list-style-type: none"> <li>• Applicable laws</li> <li>• Applicable rights</li> <li>• Applicable policies</li> <li>• Applicable regulations</li> </ul>	Candidate demonstrates the capability to comply with at least 2 of the following to promote student and adult success: <ul style="list-style-type: none"> <li>• Applicable laws</li> <li>• Applicable rights</li> <li>• Applicable policies</li> <li>• Applicable regulations</li> </ul>	Candidate demonstrates the capability to comply with all of the following to promote student and adult success: <ul style="list-style-type: none"> <li>• Applicable laws</li> <li>• Applicable rights</li> <li>• Applicable policies</li> <li>• Applicable regulations</li> </ul>
Element 7.3 Task: Consult with administrators to learn about legal issues facing the school and consider solutions to dilemmas that comply with laws, policies, and regulations.			<b>Rating =</b>
Comments:			
<b>Element</b>	<b>Unacceptable = U</b>	<b>Acceptable = A</b>	<b>Target = T</b>
<b>Element 7.4: Advocacy</b>	Candidate does not demonstrate the capability to understand, respond to, and advocate for needs and priorities of the district for at least 2 of the following decisions: <ul style="list-style-type: none"> <li>• Local</li> <li>• State</li> </ul>	Candidate demonstrates the capability to understand, respond to, and advocate for needs and priorities of the district for at least 2 of the following decisions: <ul style="list-style-type: none"> <li>• Local</li> <li>• State</li> </ul>	Candidate demonstrates the capability to understand, respond to, and advocate for needs and priorities of the district for all of the following decisions: <ul style="list-style-type: none"> <li>• Local</li> <li>• State</li> </ul>

	• National	• National	• National
Element 7.4 Task: Consult with administrators to learn about legal issues facing the school and consider solutions to dilemmas that comply with laws, policies, and regulations.			<b>Rating =</b>
Comments:			

Please feel encouraged to write any additional comments about this SDL candidate, your experience completing this evaluation, recommendations for EDL program improvement, etc.:

## **Advisement**

All EDL students will be assigned a faculty advisor. The advisor will meet with the EDL students at least two times a year, usually where the EDL student works. During these meetings, progress in the EDL program, Field Experiences, and Internships; copies of documents received; classes for the next semester, and generally "How's it going?" etc. will be discussed. Typically these sessions last 1 to 1-1/2 hours and often include a tour of the school/agency and meeting with the site mentor.

## **TaskStream**

TaskStream is a web-based toolset that enables candidates to submit common assignments in the Educational Leadership Program. These tools provide a comprehensive assessment system that enables instructors to collect and monitor candidate performance. Candidates have easy access to assignment details and scoring rubrics as well as to grades and comments from professors. The course-embedded assessments not only provide feedback to candidates, but are essential for professors to use as they continually improve the effectiveness of a course. This performance data is aligned with the NELP Standards and assists in the preparation for program accreditation.

## **Graduation Requirements & Process**

Advisement is a critical element for successful completion of the Educational Leadership Program. The use of Degree Works and regular meetings with an advisor will ensure that all graduation requirements are met and seamless certification for both School Building Leader and School District Leader may be obtained. Two key elements include an application for graduation and graduation checks during the final semester.

## **Certification & Testing Information**

NYS Certificates for administrative titles (School Building Leader and School District Leader) are issued through the New York State Education Department's Office of Teaching Initiatives. Requirements for certification are subject to change at any time and without notice. For the most up-to-date information regarding the current exam requirements, please visit the testing website: <http://www.nystce.nesinc.com/>

The Buffalo State Teacher Certification Office is available to assist with the process to obtain NYS Certification upon completion of the Educational Leadership program. Application can be for the School Building Leader or the combined School Building Leader/School District Leader certification depending on the candidate's selected program. For more information, including contact information, go to: [teachercertification.buffalostate.edu](http://teachercertification.buffalostate.edu).

*The following information will guide you through the application process.*

## **Applying for Initial and Professional School Building Leader and Professional School District Leader**

go to [www.highered.nysed.gov/tcert/teach](http://www.highered.nysed.gov/tcert/teach)

Log on to TEACH with your username and password.

Click on “TEACH Online Services”

Click on “Apply for Certificate”

Update profile to reflect classroom teaching and/or administrative experience.

Make selections from drop boxes to select certificate title:

Administration and Pupil Personnel Services, School Administration and Supervision, PreK-12-All Grades, School Building Leader, Initial Certificate

Answer yes to question re: approved teacher prep program (program code: 33801)

**Click ADD to submit the next title**

Make selections from drop boxes to select certificate title:

Administration and Pupil Personnel Services, School Administration and Supervision, PreK-12-All Grades, School Building Leader, Professional Certificate

Answer yes to question re: approved teacher prep program (program code: 33801)

**Click ADD to submit the next title**

Make selections from drop boxes to select certificate title:

Administration and Pupil Personnel Services, School Administration and Supervision, PreK-12-All Grades, School District Leader, Professional Certificate

Answer yes to question re: approved teacher prep program (program code: 33801)

Answer “moral character” questions and electronically sign affidavit

Submit payment for application (\$50 per title, online using a credit card)

Send updated transcripts to:

NYSED-OTI

89 Washington Avenue Room 5N

Albany NY 12234

Be sure to send the **Release Authorization** form to the Teacher Certification Office in Chase Hall, Room 222. To access the release form and for information regarding certification requirements, go to:

<http://teachercertification.buffalostate.edu/>