

Distributed Teacher and Leader Education

Content Knowledge Assessment (EDL)

1. Brief Description

As was discussed in Section I, #2, candidates taking courses in the Educational Leadership Program experience authentic educational activities, called Authentic Performance Activities (APA). These APA support and rely upon the **content knowledge** and skills attained from each course taken in the program and are worth a particular number of hours towards the Professional Internship that occurs at the conclusion of the program. These APA become the basis for determining the level of proficiency attained by each candidate for the specific **content knowledge** learned within each course. Faculty members use the specific **Content Knowledge Assessment** tool for their particular course to express the level of **content knowledge** attained by each candidate in the course as reflected in the Authentic Performance Activity assigned in the course.

The Authentic Performance Activities should be challenging, authentic and aligned to the ELCC standards addressed in each of the individual required courses. In a spirit of collaboration and sharing faculty members teaching the same courses have met and designed these Authentic Performance Activities for the courses they teach. The next step was to design appropriate *Content Knowledge Assessments* that would be aligned to each APA. What follows is an overview of each Authentic Performance Activity and the corresponding *Content Knowledge Assessment* used to evaluate how well candidates are learning **content knowledge** throughout the program.

CEQ 501 (Educational Leadership Theory I): Students are expected to develop, plan and implement an *activities program* in a collaborative setting that recognizes and accounts for learning differences, multicultural awareness, gender sensitivity, appreciation of ethnic diversity, and athletic needs of participants.

CEQ 502 (Educational Leadership Theory II): Students are expected to analyze K-12 student performance data related to a school/district *improvement plan*. Students will evaluate the plan and make specific recommendations for improvements and outline the implications to the school/district setting.

CEQ 503 (Educational Leadership Practice): Students are expected to present an *improvement plan* developed through integrated community involvement that will focus on a present program in your school.

CEQ 515 (School District Leadership): Students are expected to assess the needs of a school or district from which a **strategic plan** can be designed to promote K-12 student learning, accounting for positive culture and community involvement.

CEQ 528 (School Law): Students are expected to research a School Board policy on a specific topic related to the course comparing the policy to the practice in the school district where the student works (lives). Students will compare the policy and practice to federal, state constitutional, statutory and regulatory provisions governing education in New York State.

CEQ 541 (School Building Leadership): Students are expected to review and improve upon the existing *communications plan* that enables information to flow between staff members and stakeholders in the district community.

CEQ 555 (Supervision of Instruction): Students are expected to lead a school or district taskforce that conducts a *curriculum audit* to demonstrate alignment of curriculum, pedagogy and assessment with consideration for philosophical, sociological, and historical foundations.

CEQ 571 (School Business Administration): Students are expected to review actual financial documents used by school districts and develop a *comprehensive budgetary picture* of how school districts respond to educational goals, community needs, legislation and cultural norms, when designing equitable budgets that will promote student achievement.

CEQ 572 ((School Personnel Management): Students are expected to review and evaluate a district's **staff development plan** and its plan for assisting the marginal teacher.

2. Alignment to Standards

The following chart, the essence of which is shared with all faculty within their course syllabi, reflects which ISLLC standards must be aligned to the Authentic Performance Activities (APA) required in each course chosen for Assessment #2. The *Content Knowledge Assessment* tool is subsequently used to ascertain the level of **content knowledge** attained by candidates in these specific ISLLC standards.

Gray = ISLLC standards (Content Knowledge) aligned to each course (APA).

ISLLC	CEQ								
Content Knowledge Standards	501	502	503	515	528	541	555	571	572
1A. Collaboratively <u>develop</u> and <u>implement</u> a									
shared vision and mission.									
1B. Collect and use data to identify goals, assess									
organizational effectiveness, and promote									
organizational learning.									
1C. Create and implement plans to achieve goals.									
1D. Promote continuous and sustainable									
improvement.									
1E. Monitor and evaluate progress and revise plans.									
2A. Nurture and sustain a culture of collaboration,									
trust, learning, and high expectations.									
2B. Create a comprehensive, rigorous, and coherent									
curricular program.									
2C. Create a personalized and motivating learning									
environment for students.									
2D. Supervise instruction.									
2E. Develop assessment and accountability systems									
to monitor student progress									
2F. Develop the instructional and leadership									
capacity of staff.									

2G. Maximize time spent on quality instruction.				
2H. Promote the use of the most effective and				
appropriate technologies to support teaching and				
learning.				
2I. Monitor and evaluate the impact of the				
instructional program.				
3A.Monitor and evaluate the management and				
operational systems.				
3B. Obtain, allocate, align, and efficiently utilize				
human, fiscal, and technological resources.				
3C. Promote and protect the welfare and safety of				
students and staff.				
3D. Develop the capacity for distributed leadership.				
3E. Ensure teacher and organizational time is				
focused to support quality instruction and student				
learning.				
4A.Collect and analyze data and information				
pertinent to the educational environment.				
4B. Promote understanding, appreciation, and use				
of the community's diverse cultural, social, and				
intellectual resources.				
4C. Build and sustain positive relationships				
with families and caregivers.				
4D. Build and sustain productive relationships				
with community partners.				
5A.Ensure a system of accountability for every				
student's academic and social success.				
5B. Model principles of self-awareness,				
reflective practice, transparency, and ethical				
behavior.				
5C. Safeguard the values of democracy,				
equity, and diversity.				
5D. Consider and evaluate the potential moral				
and legal consequences of decision-making.				
5E. Promote social justice and ensure that				
individual student needs inform all aspects of				
schooling.				
6A.Advocate for children, families, and				
caregivers.				
6B. Act to influence local, district, state, and				
national decisions affecting student learning.				
6C. Assess, analyze, and anticipate emerging				
trends and initiatives in order to adapt				
leadership strategies.				

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 501 APA:

You are to develop, plan and implement an **activities program** in a collaborative setting within your school. It should reflect research-based strategies. During the developmental process of this activities program you must become aware of the knowledge you need to accomplish the following:

- 1. Recognize and account for learning differences, multicultural awareness, gender sensitivity, appreciation of ethnic diversity, and athletic needs of participants.
- 2. Use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources

- such as student assessment results, student and family demographic data, and an analysis of community needs.
- 3. Plan programs to motivate staff, students, and families to achieve a school district's vision.
- 4. Improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (1A, 1B, 2A and 2C).

- 1A. Collaboratively develop and implement a shared vision and mission.
- 1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
- 2C. Create a personalized and motivating learning environment for students.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

	ISLLC Standard #1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.						
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4			
1A. Collaboratively	Candidate cannot	Candidate can	Candidate can	Candidate can formulate			
develop and implement	formulate the initiatives	formulate one	demonstrate the ability to	many initiatives to			
a shared vision and	necessary to motivate	initiative to motivate	formulate initiatives to	motivate staff, students, and			
mission.	staff, students, and families to achieve a school district's vision.	staff, students, and families to achieve a school district's vision.	motivate staff, students, and families to achieve a school district's vision.	families to achieve a school district's vision.			
_							
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4			

1				
1B. Collect and use	Candidate does not	Candidate	Candidate can	Candidate demonstrates a
data to identify goals,	demonstrate the ability	demonstrates the	demonstrate the ability to	comprehensive use of
assess organizational	to use data-based	ability to use some	use data-based research	data-based research
effectiveness, and	research strategies and	data-based research	strategies and strategic	strategies and strategic
promote organizational	strategic planning	strategies and	planning processes that	planning processes that
learning.	processes that focus on	strategic planning	focus on student learning	focus on student learning to
	student learning to	processes that focus	to develop a vision,	develop a vision, drawing
	develop a vision,	on student learning	drawing on relevant	on relevant information
	drawing on relevant	to develop a vision,	information sources such	sources such as student
	information sources	drawing on relevant	as student assessment	assessment results, student
	such as student	information sources	results, student and family	and family demographic
	assessment results,	such as student	demographic data, and an	data, and an analysis of
	student and family	assessment results,	analysis of community	community needs.
	demographic data, and	student and family	needs.	Candidate has a
	an analysis of	demographic data,	Candidate can understand	comprehensive
	community needs.	and an analysis of	the theory and research	understanding of the theory
	Candidate does not	community needs.	related to organizational	and research related to
	understand the theory	Candidate partially	and educational	organizational and
	and research related to	understands the	leadership.	educational leadership.
	organizational and	theory and research		
	educational leadership.	related to		
	(ELCC 1.4b)	organizational and		
		educational		
		leadership.		

ISLLC Standard #2: An	ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school						
culture and instructional program conducive to student learning and staff professional growth.							
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4			
2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.	Candidate cannot develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	Candidate can partially develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	Candidate can develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	Candidate can effectively develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.			

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2C. Create a	Candidate does not	Candidate partially	Candidate can understand	Candidate
personalized and	understand and cannot	understands and can	and can apply human	comprehensively
motivating learning	apply human	partially apply	development theory,	understands and can apply
environment for	development theory,	human development	proven learning, and	human development theory,
students.	proven learning, and	theory, proven	motivational theories, and	proven learning, and
	motivational theories,	learning, and	concern for diversity to	motivational theories, and
	and concern for	motivational	the learning process.	concern for diversity to the
	diversity to the learning	theories, and concern	Candidate can understand	learning process.
	process.	for diversity to the	how to use appropriate	Candidate
	Candidate does not	learning process.	research strategies to	comprehensively
	understand how to use	Candidate partially	profile student	understands how to use
	appropriate research	understands how to	performance in a district	appropriate research
	strategies to profile	use appropriate	and analyze differences	strategies to profile student
	student performance in	research strategies to	among subgroups.	performance in a district
	a district and analyze	profile student		and analyze differences
	differences among	performance in a		among subgroups.
	subgroups.	district and analyze		
		differences among		
		subgroups.		

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 502 APA:

You are to analyze student performance data related to a school/district <u>improvement plan</u>. Make specific recommendations for improvements to the plan and outline the implications to the school/district setting. During the evaluation process of this improvement plan you must become aware of the knowledge you need to accomplish the following:

- 1. Collect, organize and analyze student performance data and do a detailed comparison to the goals of a specific improvement plan.
- 2. Evaluate the effectiveness of the improvement plan and advocate for modifications in the plan that will provide success for all students.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (1C, 1D, and 1E).

- 1C. Create and implement plans to achieve goals.
- 1D. Promote continuous and sustainable improvement.
- 1E. Monitor and evaluate progress and revise plans.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

ISLLC Standard #1: An	ISLLC Standard #1: An education leader promotes the success of every student by facilitating the development, articulation,					
implementation, and stew	vardship of a vision of lear	ning that is shared and	supported by all stakeholder	·s.		
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4		
1C. Create and	Candidate cannot	Candidate can	Candidate can design	Candidate can design many		
implement plans to	design research-based	partially design	research-based processes	research-based plans and/or		
achieve goals.	plans and/or processes	research-based plans	to effectively implement a	processes to effectively		
	to effectively	and/or processes to	district vision throughout	implement a district vision		
	implement a district	effectively	an entire school district	throughout an entire school		
	vision throughout an	implement a district	and community.	district and community.		
	entire school district	vision throughout an				
	and community. (ELCC	entire school district				
	1.3b)	and community.				

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
1D. Promote	Candidate does not	Candidate	Candidate can	Candidate demonstrates a
continuous and	demonstrate the ability	demonstrates the	demonstrate the ability to	strong ability to articulate

sustainable	to articulate the	ability to partially	articulate the components	the components of this
improvement.	components of this vision for a district and	articulate the components of this	of this vision for a district and the leadership	vision for a district and the leadership processes
	the leadership processes necessary to implement	vision for a district and the leadership	processes necessary to implement and support the	necessary to implement and support the vision.
	and support the vision. (ELCC 1.2a)	processes necessary to implement and	vision.	STEP STORES
		support the vision.		

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
1E. Monitor and	Candidate does not	Candidate partially	Candidate can engage in	Candidate regularly
evaluate progress and	engage in the	engages in the	the collection,	engages in the collection,
revise plans.	collection, organization,	collection,	organization, and analysis	organization, and analysis
	and analysis of a variety	organization, and	of a variety of	of a variety of information,
	of information,	analysis of a variety	information, including	including student
	including student	of information,	student performance data,	performance data, required
	performance data,	including student	required to assess progress	to assess progress toward a
	required to assess	performance data,	toward a district's vision,	district's vision, mission,
	progress toward a	required to assess	mission, and goals.	and goals.
	district's vision,	progress toward a	_	-
	mission, and goals.	district's vision,		
	(ELCC 1.4b)	mission, and goals.		

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 503 APA:

You are to present an **improvement plan** developed through integrated community involvement that will focus on a present program in your school. During the developmental process of this plan you must become aware of the knowledge you need to accomplish the following:

- 1. Engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.
- 2. Use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (2B, 2I, and 5A).

- 2B. Create a comprehensive, rigorous, and coherent curricular program.
- 2I. Monitor and evaluate the impact of the instructional program.
- 5A.Ensure a system of accountability for every student's academic and social success.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

ISLLC Standard #2: An	ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school						
culture and instructional	program conducive to stu-	dent learning and staff	professional growth.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4			
2B. Create a	Candidate does not	Candidate	Candidate can	Candidate can demonstrate			
comprehensive,	demonstrate an	demonstrates a	demonstrate an	a comprehensive			
rigorous, and coherent	understanding of a	partial	understanding of a variety	understanding of a variety			
curricular program.	variety of instructional	understanding of a	of instructional research	of instructional research			
	research methodologies	variety of	methodologies and can	methodologies and can			
	and can analyze the	instructional research	analyze the comparable	analyze the comparable			
	comparable strengths	methodologies and	strengths and weaknesses	strengths and weaknesses			
	and weaknesses of each	can analyze the	of each method.	of each method.			
	method. (ELCC 2.2a)	comparable strengths	Candidate can	Candidate can demonstrate			
	Candidate does not	and weaknesses of	demonstrate the ability to	a strong ability to use and			
	demonstrate the ability	each method.	use and promote	promote technology and			
	to use and promote	Candidate	technology and	information systems to			
	technology and	demonstrates some	information systems to	enrich district curriculum			
	information systems to	ability to use and	enrich district curriculum	and instruction, monitor			
	enrich district	promote technology	and instruction, monitor	instructional practices, and			
	curriculum and	and information	instructional practices, and	provide assistance to			
	instruction, monitor	systems to enrich	provide assistance to	administrators who have			
	instructional practices,	district curriculum	administrators who have	needs for improvement.			
	and provide assistance	and instruction,	needs for improvement.				
	to administrators who	monitor instructional					
	have needs for	practices, and					
	improvement. (ELCC	provide assistance to					
	2.2c)	administrators who					
		have needs for					
		improvement.					

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2I. Monitor and	Candidate does not	Candidate	Candidate can	Candidate demonstrates a
evaluate the impact of	demonstrate the ability	demonstrates some	demonstrate the ability to	strong ability to facilitate
the instructional	to facilitate and engage	ability to facilitate	facilitate and engage in	and engage in activities that
program.	in activities that use	and engage in	activities that use best	use best practices and
	best practices and	activities that use	practices and sound	sound educational research
	sound educational	best practices and	educational research to	to improve instructional
	research to improve	sound educational	improve instructional	programs.
	instructional programs.	research to improve	programs.	Candidate can demonstrate
	(ELCC 2.3a)	instructional	Candidate can	a strong ability to allocate
	Candidate does not	programs.	demonstrate the ability to	and justify resources to
	demonstrate the ability	Candidate	allocate and justify	sustain the instructional
	to allocate and justify	demonstrates a	resources to sustain the	program.
	resources to sustain the	partial ability to	instructional program.	
	instructional program.	allocate and justify		
	(ELCC 2.2d)	resources to sustain		
		the instructional		
		program.		

ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical				
manner.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4

5A.Ensure a system of	Candidate is not able to	Candidate is able to	Candidate is able to use	Candidate is able to use
accountability for every	use qualitative and	use some qualitative	qualitative and	many qualitative and
student's academic and	quantitative data,	and quantitative data,	quantitative data,	quantitative data,
social success.	appropriate research	appropriate research	appropriate research	appropriate research
	methods, technology,	methods, technology,	methods, technology, and	methods, technology, and
	and information	and information	information systems to	information systems to
	systems to develop a	systems to develop a	develop a long-range plan	develop a comprehensive
	long-range plan for a	long-range plan for a	for a district that assesses	long-range plan for a
	district that assesses the	district that assesses	the district's improvement	district that assesses the
	district's improvement	the district's	and accountability	district's improvement and
	and accountability	improvement and	systems.	accountability systems.
	systems. (ELCC 2.2b)	accountability		
		systems.		

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 515 APA:

You are to assess the needs of a school or district from which a **strategic plan** can be designed to promote student learning, accounting for positive culture and community involvement. During the developmental process of this strategic plan you must become aware of the knowledge you need to accomplish the following:

- 1. Conduct a needs assessment within a school or district which will result in a strategic plan designed to promote student learning.
- 2. Within the strategic plan include specific activities that will increase positive culture
- 3. Within the strategic plan develop a proposal that will maximize the involvement of community members.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (4A, 4B, 4C, and 4D).

- 4A.Collect and analyze data and information pertinent to the educational environment.
- 4B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
- 4C. Build and sustain positive relationships with families and caregivers.
- 4D. Build and sustain productive relationships with community partners.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to

be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guille.				
ISLLC Standard #4: An	education leader promotes	the success of every stu	ident by collaborating with f	aculty and community
members, responding to			lizing community resources.	
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
4A.Collect and analyze	Candidate does not	Candidate partially	Candidate can engage in	Candidate regularly
data and information	engage in the	engages in the	the collection,	engages in the collection,
pertinent to the	collection, organization,	collection,	organization, and analysis	organization, and analysis
educational	and analysis of a variety	organization, and	of a variety of	of a variety of information,
environment.	of information,	analysis of a variety	information, including	including student
	including student	of information,	student performance data,	performance data, required
	performance data,	including student performance data,	required to assess progress toward a district's vision,	to assess progress toward a
	required to assess progress toward a	required to assess	mission, and goals.	district's vision, mission, and goals.
	district's vision,	progress toward a	illission, and goals.	and goals.
	mission, and goals.	district's vision,		
	(ELCC 1.4b)	mission, and goals.		
	(LLCC 1o)	mission, and gouis.		
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
4B. Promote	Candidate does not	Candidate partially	Candidate can	Candidate demonstrates a
understanding,	demonstrate the ability	demonstrates the	demonstrate the ability to	strong ability to facilitate
appreciation, and use	to facilitate the	ability to facilitate	facilitate the planning and	the planning and
of the community's diverse cultural, social,	planning and implementation of	the planning and implementation of	implementation of	implementation of
and intellectual	programs and services	programs and	programs and services that bring together the	programs and services that bring together the resources
resources.	that bring together the	services that bring	resources of families and	of families and the
resources.	resources of families	together the	the community to	community to positively
	and the community to	resources of families	positively affect student	affect student learning.
	positively affect student	and the community	learning.	arreet stadent rearming.
	learning. (ELCC 4.1a)	to positively affect		
		student learning.		
G. LIE .:			N	D: (1 1 1 1 4
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
4C. Build and sustain	Candidate cannot	Candidate can	Candidate can develop	Candidate can effectively
4C. Build and sustain positive relationships	Candidate cannot develop and implement	Candidate can partially develop	Candidate can develop and implement strategies	Candidate can effectively develop and implement
4C. Build and sustain positive relationships with families and	Candidate cannot develop and implement strategies that support	Candidate can partially develop and implement	Candidate can develop and implement strategies that support the	Candidate can effectively develop and implement many strategies that
4C. Build and sustain positive relationships	Candidate cannot develop and implement strategies that support the involvement of	Candidate can partially develop and implement strategies that	Candidate can develop and implement strategies that support the involvement of families in	Candidate can effectively develop and implement many strategies that support the involvement of
4C. Build and sustain positive relationships with families and	Candidate cannot develop and implement strategies that support	Candidate can partially develop and implement	Candidate can develop and implement strategies that support the	Candidate can effectively develop and implement many strategies that
4C. Build and sustain positive relationships with families and	Candidate cannot develop and implement strategies that support the involvement of families in the	Candidate can partially develop and implement strategies that support the	Candidate can develop and implement strategies that support the involvement of families in the education of their	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of
4C. Build and sustain positive relationships with families and	Candidate cannot develop and implement strategies that support the involvement of families in the education of their	Candidate can partially develop and implement strategies that support the involvement of	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that
4C. Build and sustain positive relationships with families and	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces	Candidate can partially develop and implement strategies that support the involvement of families in the	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their
4C. Build and sustain positive relationships with families and	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the
4C. Build and sustain positive relationships with families and	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their
4C. Build and sustain positive relationships with families and	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their
4C. Build and sustain positive relationships with families and	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their
4C. Build and sustain positive relationships with families and	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their
4C. Build and sustain positive relationships with families and	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their
4C. Build and sustain positive relationships with families and caregivers.	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h)	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Acceptable - 2 Candidate can	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Distinguished - 4 Candidate effectively
4C. Build and sustain positive relationships with families and caregivers. Standard Function 4D. Build and sustain productive	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h) Unacceptable - 1 Candidate cannot apply an understanding of	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Acceptable - 2 Candidate can sometimes apply an	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Meets Standard - 3 Candidate can apply an understanding of	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Distinguished - 4 Candidate effectively applies an understanding of
4C. Build and sustain positive relationships with families and caregivers. Standard Function 4D. Build and sustain productive relationships with	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h) Unacceptable - 1 Candidate cannot apply an understanding of community relations	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Acceptable - 2 Candidate can sometimes apply an understanding of	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Meets Standard - 3 Candidate can apply an understanding of community relations	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Distinguished - 4 Candidate effectively applies an understanding of community relations
4C. Build and sustain positive relationships with families and caregivers. Standard Function 4D. Build and sustain productive	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h) Unacceptable - 1 Candidate cannot apply an understanding of community relations models, marketing	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Acceptable - 2 Candidate can sometimes apply an understanding of community relations	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Meets Standard - 3 Candidate can apply an understanding of community relations models, marketing	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Distinguished - 4 Candidate effectively applies an understanding of community relations models, marketing
4C. Build and sustain positive relationships with families and caregivers. Standard Function 4D. Build and sustain productive relationships with	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h) Unacceptable - 1 Candidate cannot apply an understanding of community relations models, marketing strategies and	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Acceptable - 2 Candidate can sometimes apply an understanding of community relations models, marketing	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Meets Standard - 3 Candidate can apply an understanding of community relations models, marketing strategies and processes,	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Distinguished - 4 Candidate effectively applies an understanding of community relations models, marketing strategies and processes,
4C. Build and sustain positive relationships with families and caregivers. Standard Function 4D. Build and sustain productive relationships with	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h) Unacceptable - 1 Candidate cannot apply an understanding of community relations models, marketing strategies and processes, data driven	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Acceptable - 2 Candidate can sometimes apply an understanding of community relations models, marketing strategies and	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Meets Standard - 3 Candidate can apply an understanding of community relations models, marketing strategies and processes, data driven decision-	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Distinguished - 4 Candidate effectively applies an understanding of community relations models, marketing strategies and processes, data driven decision-
4C. Build and sustain positive relationships with families and caregivers. Standard Function 4D. Build and sustain productive relationships with	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h) Unacceptable - 1 Candidate cannot apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Acceptable - 2 Candidate can sometimes apply an understanding of community relations models, marketing strategies and processes, data	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Meets Standard - 3 Candidate can apply an understanding of community relations models, marketing strategies and processes, data driven decisionmaking, and	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Distinguished - 4 Candidate effectively applies an understanding of community relations models, marketing strategies and processes, data driven decisionmaking, and
4C. Build and sustain positive relationships with families and caregivers. Standard Function 4D. Build and sustain productive relationships with	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h) Unacceptable - 1 Candidate cannot apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Acceptable - 2 Candidate can sometimes apply an understanding of community relations models, marketing strategies and processes, data driven decision-	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Meets Standard - 3 Candidate can apply an understanding of community relations models, marketing strategies and processes, data driven decisionmaking, and communication theory to	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Distinguished - 4 Candidate effectively applies an understanding of community relations models, marketing strategies and processes, data driven decisionmaking, and communication theory to
4C. Build and sustain positive relationships with families and caregivers. Standard Function 4D. Build and sustain productive relationships with	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h) Unacceptable - 1 Candidate cannot apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Acceptable - 2 Candidate can sometimes apply an understanding of community relations models, marketing strategies and processes, data driven decision- making, and	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Meets Standard - 3 Candidate can apply an understanding of community relations models, marketing strategies and processes, data driven decisionmaking, and communication theory to craft frameworks for	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Distinguished - 4 Candidate effectively applies an understanding of community relations models, marketing strategies and processes, data driven decisionmaking, and communication theory to craft many frameworks for
4C. Build and sustain positive relationships with families and caregivers. Standard Function 4D. Build and sustain productive relationships with	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h) Unacceptable - 1 Candidate cannot apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business,	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Acceptable - 2 Candidate can sometimes apply an understanding of community relations models, marketing strategies and processes, data driven decision- making, and communication	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Meets Standard - 3 Candidate can apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business,	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Distinguished - 4 Candidate effectively applies an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft many frameworks for school, business,
4C. Build and sustain positive relationships with families and caregivers. Standard Function 4D. Build and sustain productive relationships with	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h) Unacceptable - 1 Candidate cannot apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Acceptable - 2 Candidate can sometimes apply an understanding of community relations models, marketing strategies and processes, data driven decision- making, and	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Meets Standard - 3 Candidate can apply an understanding of community relations models, marketing strategies and processes, data driven decisionmaking, and communication theory to craft frameworks for	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. Distinguished - 4 Candidate effectively applies an understanding of community relations models, marketing strategies and processes, data driven decisionmaking, and communication theory to craft many frameworks for

education partnerships. (ELCC 4.1c) Candidate does not demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. (ELCC 4.1d) Candidate does not demonstrate the ability to involve community members, groups, and other stakeholders in district decisionmaking, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. (ELCC 4 1e) Candidate does not demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning. (ELCC 4.1f)

community, government, and higher education partnerships. Candidate partially demonstrates an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. Candidate partially demonstrates the ability to involve community members, groups, and other stakeholders in district decisionmaking, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. Candidate partially demonstrates the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.

Candidate can demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. Candidate can demonstrate the ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. Candidate can demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.

Candidate demonstrates a strong ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. Candidate demonstrates a strong ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. Candidate demonstrates a strong ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.

CONTENT KNOWLEDGE ASSESSMENT – CEQ 528

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 528 APA:

You are to **research a School Board policy** on a specific topic related to the course. You will compare the policy to the practice in the school district where you work (live). You will compare the policy and practice to federal, state constitutional, statutory and regulatory provisions governing education in New York State. During the overall comparisons you must become aware of the knowledge you need to accomplish the following:

- 1. Explain how to apply legal principles to the promotion of educational equity.
- 2. Validate or critique the policy and practice based upon ethical and legal principles.
- 3. Indicate the specific laws that are affecting the functioning of the school districts through their direct influence on policy and practice.
- 4. Explain the procedure for how policies can be improved upon.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (5D, 5E, 6A, 6B, and 6C).

- 5D. Consider and evaluate the potential moral and legal consequences of decision-making.
- 5E. Promote social justice and ensure that individual student needs inform all aspects of schooling.
- 6A.Advocate for children, families, and caregivers.
- 6B. Act to influence local, district, state, and national decisions affecting student learning.
- 6C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical				
manner.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
5D. Consider and	Candidate cannot make	Candidates can	Candidate can make and	Candidate always makes
evaluate the potential	and explain decisions	sometimes make and	explain decisions based	and explains decisions
moral and legal	based upon ethical and	explain decisions	upon ethical and legal	based upon ethical and
consequences of	legal principles. (ELCC	based upon ethical	principles.	legal principles.
decision-making.	5.3a)	and legal principles.		

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
5E. Promote social	Candidate does not	Candidate can	Candidate can	Candidate demonstrates a
justice and ensure that	demonstrate a respect	partially	demonstrate a respect for	strong respect for the rights
individual student	for the rights of others	demonstrate a respect	the rights of others with	of others with regard to
needs inform all	with regard to	for the rights of	regard to confidentiality	confidentiality and dignity
aspects of schooling.	confidentiality and	others with regard to		

dignity and engage in	confidentiality and	and dignity and engage in	and engages in honest
honest interactions.	dignity and engage in	honest interactions.	interactions.
(ELCC 5.1a)	honest interactions.	Candidate can	Candidate demonstrates a
Candidate does not	Candidate	demonstrate the ability to	strong ability to organize a
demonstrate the ability	demonstrates some	organize a district based	district based on indicators
to organize a district	ability to organize a	on indicators of equity,	of equity, effectiveness, and
based on indicators of	district based on	effectiveness, and	efficiency and can
equity, effectiveness,	indicators of equity,	efficiency and can apply	effectively apply legal
and efficiency and can	effectiveness, and	legal principles that	principles that promote
apply legal principles	efficiency and can	promote educational	educational equity.
that promote	apply legal principles	equity.	
educational equity.	that promote		
(ELCC 3.1d)	educational equity.		

ISLLC Standard #6: An education leader promotes the success of every student by understanding, responding to, and influencing						
the political, social, econo	the political, social, economic, legal, and cultural context.					
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4		
6A.Advocate for	Candidate does not	Candidate partially	Candidate can	Candidate demonstrates a		
children, families, and	demonstrate the ability	demonstrates the	demonstrate the ability to	strong ability to advocate		
caregivers.	to advocate for policies	ability to advocate	advocate for policies and	for policies and programs		
	and programs that	for policies and	programs that promote	that promote equitable		
	promote equitable	programs that	equitable learning	learning opportunities and		
	learning opportunities	promote equitable	opportunities and success	success for all students,		
	and success for all	learning	for all students, regardless	regardless of		
	students, regardless of	opportunities and	of socioeconomic	socioeconomic background,		
	socioeconomic	success for all	background, ethnicity,	ethnicity, gender, disability,		
	background, ethnicity,	students, regardless	gender, disability, or other	or other individual		
	gender, disability, or	of socioeconomic	individual characteristics.	characteristics.		
	other individual	background,				
	characteristics. (ELCC	ethnicity, gender,				
	6.3b)	disability, or other				
		individual				
		characteristics.				

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
6B. Act to influence	Candidate does not	Candidate partially	Candidate can	Candidate demonstrates a
local, district, state, and	demonstrate an	demonstrates an	demonstrate an	comprehensive
national decisions	understanding of the	understanding of the	understanding of the	understanding of the
affecting student	policies, laws, and	policies, laws, and	policies, laws, and	policies, laws, and
learning.	regulations enacted by	regulations enacted	regulations enacted by	regulations enacted by
	local, state, and federal	by local, state, and	local, state, and federal	local, state, and federal
	authorities affecting a	federal authorities	authorities affecting a	authorities affecting a
	specific district. (ELCC	affecting a specific	specific district.	specific district.
	6.1c)	district.	Candidate can	Candidate demonstrates a
	Candidate does not	Candidate partially	demonstrate an	comprehensive
	demonstrate an	demonstrates an	understanding of how to	understanding of how to
	understanding of how	understanding of	develop lines of	develop lines of
	to develop lines of	how to develop lines	communication with local,	communication with local,
	communication with	of communication	state, and federal	state, and federal authorities
	local, state, and federal	with local, state, and	authorities and actively	and actively advocate for
	authorities and actively	federal authorities	advocate for improved	improved policies, laws,
	advocate for improved	and actively advocate	policies, laws, and	and regulations affecting a
	policies, laws, and	for improved	regulations affecting a	specific district, both
	regulations affecting a	policies, laws, and	specific district, both	directly and through
	specific district, both	regulations affecting	directly and through	organizations representing
	directly and through	a specific district,	organizations representing	schools, educators, or
	organizations	both directly and	schools, educators, or	others with similar
	representing schools,	through	others with similar	interests.
	educators, or others	organizations	interests.	
	with similar interests.	representing schools,		
	(ELCC 6.3a)	educators, or others		
		with similar interests.		

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
6C. Assess, analyze,	Candidate does not	Candidate partially	Candidate can	Candidate demonstrates a
and anticipate	demonstrate the ability	demonstrates the	demonstrate the ability to	strong ability to
emerging trends and	to communicate	ability to	communicate regularly	communicate regularly with
initiatives in order to	regularly with all	communicate	with all segments of the	all segments of the district
	segments of the district	regularly with all	district community	community concerning

adapt leadership	community concerning	segments of the	concerning trends, issues,	trends, issues, and policies
strategies.	trends, issues, and	district community	and policies affecting the	affecting the district.
	policies affecting the	concerning trends,	district.	Candidate demonstrates a
	district. (ELCC 6.2c)	issues, and policies	Candidate can	strong ability to use public
	Candidate does not	affecting the district.	demonstrate an ability to	information and research-
	demonstrate an ability	Candidate	use public information and	based knowledge of issues
	to use public	demonstrates a	research-based knowledge	and trends to collaborate
	information and	partial ability to use	of issues and trends to	with community members
	research-based	public information	collaborate with	and community
	knowledge of issues	and research-based	community members and	organizations to have a
	and trends to	knowledge of issues	community organizations	positive affect on student
	collaborate with	and trends to	to have a positive affect	learning.
	community members	collaborate with	on student learning.	
	and community	community members		
	organizations to have a	and community		
	positive affect on	organizations to have		
	student learning.	a positive affect on		
	(ELCC 4.1b)	student learning.		

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 541 APA:

You are to review and improve upon the existing **communications plan** that enables information to flow between staff members and stakeholders in the district community. During the developmental process of this plan you must become aware of the knowledge you need to accomplish the following:

- 1. Bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the district vision.
- 2. Facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
- 3. Respect the rights of others with regard to confidentiality and dignity and engage in honest interactions.
- 4. Combine impartiality, sensitivity to student diversity, and ethical considerations in the interactions with others.
- 5. Explain decisions based upon ethical and legal principles.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (3A, 3E, 5B, and 5C).

• 3A.Monitor and evaluate the management and operational systems.

- 3E. Ensure teacher and organizational time is focused to support quality instruction and student learning.
- 5B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
- 5C. Safeguard the values of democracy, equity, and diversity.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

ISLLC Standard #3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.					
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4	
3A.Monitor and	Candidate does not	Candidate partially	Candidate can	Candidate demonstrates a	
evaluate the	demonstrate the ability	demonstrates the	demonstrate the ability to	strong ability to use	
management and	to use research-based	ability to use	use research-based	research-based knowledge	
operational systems.	knowledge of learning,	research-based	knowledge of learning,	of learning, teaching,	
	teaching, student	knowledge of	teaching, student	student development,	
	development,	learning, teaching,	development,	organizational	
	organizational	student development,	organizational	development, and data	
	development, and data	organizational	development, and data	management to optimize	
	management to	development, and	management to optimize	learning for all students.	
	optimize learning for all	data management to	learning for all students.		
	students. (ELCC 3.1a)	optimize learning for	_		
		all students.			

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
3E. Ensure teacher and	Candidate does not	Candidate partially	Candidate can	Candidate demonstrates a
organizational time is	demonstrate an ability	demonstrates an	demonstrate an ability to	strong ability to manage
focused to support	to manage time	ability to manage	manage time effectively	time effectively and to
quality instruction and	effectively and to	time effectively and	and to deploy financial	deploy financial and human
student learning.	deploy financial and	to deploy financial	and human resources in a	resources in a way that
	human resources in a	and human resources	way that promotes student	promotes student
	way that promotes	in a way that	achievement.	achievement.
	student achievement.	promotes student		
	(ELCC 3.1c)	achievement.		

ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.						
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4		
5B. Model principles of	Candidate does not	Candidate	Candidates can	Candidate demonstrates		
self-awareness,	demonstrate knowledge	demonstrates some	demonstrate knowledge of	comprehensive knowledge		
reflective practice,	of adult learning	knowledge of adult	adult learning strategies	of adult learning strategies		
transparency, and	strategies and the	learning strategies	and the ability to apply	and a strong ability to		
ethical behavior.	ability to apply	and the ability to	technology and research to	apply technology and		
	technology and research	apply technology and	professional development	research to professional		
	to professional	research to	design focusing on	development design		
	development design	professional	authentic problems and	focusing on authentic		
	focusing on authentic	development design	tasks, mentoring,	problems and tasks,		
	problems and tasks,	focusing on authentic	coaching, conferencing,	mentoring, coaching,		
	mentoring, coaching,	problems and tasks,	and other techniques that	conferencing, and other		
	conferencing, and other	mentoring, coaching,	promote new knowledge	techniques that promote		
	techniques that promote	conferencing and				

new knowledge and skills in the workplace. (ELCC 2.4a) Candidate does not demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. (ELCC 2.4b) Candidate cannot develop personal professional growth plans that reflect commitment to lifelong learning and best practices. (ELCC 2.4c)

other techniques that promote new knowledge and skills in the workplace. Candidate demonstrates some ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Candidate can partially develop personal professional growth plans that reflect commitment to life-long learning and best practices

and skills in the workplace. Candidate can demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Candidate can develop personal professional growth plans that reflect commitment to life-long learning and best practices.

new knowledge and skills in the workplace.
Candidate demonstrates a strong ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.
Candidate can effectively develop personal

Candidate can effectively develop personal professional growth plans that reflect commitment to life-long learning and best practices.

Standard Function Unacceptable - 1 Acceptable - 2 Meets Standard - 3 Distinguished - 4 Candidate does not Candidate can Candidate demonstrates a 5C. Safeguard the Candidate can partially values of democracy, demonstrate the ability demonstrate the ability to strong ability to combine equity, and diversity. to combine impartiality, demonstrate the combine impartiality, impartiality, sensitivity to ability to combine sensitivity to student sensitivity to student student diversity, and diversity, and ethical impartiality, diversity, and ethical ethical considerations in their interactions with considerations in their sensitivity to student considerations in their interactions with others. diversity, and ethical interactions with others. others. (ELCC 5.2a) Candidate can understand Candidate considerations in Candidate does not their interactions and can apply human comprehensively development theory, understand and cannot with others. understands and can apply apply human Candidate partially proven learning, and human development theory, proven learning, and development theory. understands and can motivational theories, and proven learning, and partially apply concern for diversity to motivational theories, and motivational theories, human development the learning process. concern for diversity to the and concern for theory, proven Candidate can understand learning process. diversity to the learning learning, and Candidate how to use appropriate process. (ELCC 2.3c) motivational research strategies to comprehensively Candidate does not theories, and concern profile student understands how to use understand how to use for diversity to the performance in a district appropriate research appropriate research learning process. and analyze differences strategies to profile student Candidate partially strategies to profile among subgroups. performance in a district student performance in understands how to Candidate can and analyze differences demonstrate the ability to among subgroups. a district and analyze use appropriate differences among research strategies to effectively and Candidate demonstrates a subgroups. (ELCC profile student appropriately assess, **strong** ability to effectively 2.3d) performance in a research, and plan for and appropriately assess, Candidate does not district and analyze diverse district and research, and plan for demonstrate the ability differences among community conditions and diverse district and to effectively and dynamics and capitalize community conditions and subgroups. appropriately assess, Candidate partially on the diversity of the dynamics and effectively research, and plan for demonstrates the community to improve capitalize on the diversity diverse district and ability to effectively district performance and of the community to community conditions and appropriately student achievement. improve district and dynamics and assess, research, and performance and student capitalize on the plan for diverse achievement. diversity of the district and community to improve community district performance conditions and and student dynamics and achievement. (ELCC capitalize on the diversity of the 4.2d) community to improve district performance and student achievement.

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 555 APA:

You are to lead a school or district taskforce that conducts a **curriculum audit** to demonstrate alignment of curriculum, pedagogy and assessment with consideration for philosophical, sociological, and historical foundations. During the developmental process of this activities program you must become aware of the knowledge you need to accomplish the following:

- 1. Facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.
- 2. Apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (2D, 2E, 2G, and 2H).

- 2D. Supervise instruction.
- 2E. Develop assessment and accountability systems to monitor student progress.
- 2G. Maximize time spent on quality instruction.
- 2H. Promote the use of the most effective and appropriate technologies to support teaching and learning.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

~				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2D. Supervise	Candidate does not	Candidate	Candidate can	Candidate demonstrates a
instruction.	demonstrate the ability	demonstrates some	demonstrate the ability to	strong ability to use
	to use strategies such as	ability to use	use strategies such as	strategies such as
	observations and	strategies such as	observations and	observations and
	collaborative reflection	observations and	collaborative reflection to	collaborative reflection to
	to help form	collaborative	help form comprehensive	help form comprehensive
	comprehensive	reflection to help	professional growth plans	professional growth plans
	professional growth	form comprehensive	with district and school	with district and school
	plans with district and	professional growth	personnel.	personnel.
	school personnel.	plans with district	1	^
	(ELCC 2.4b)	and school		
	, , , , , , , , , , , , , , , , , , ,	personnel.		
	•			
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2E. Develop assessment	Candidate is not able to	Candidate is able to	Candidate is able to use	Candidate is able to use
and accountability	use qualitative and	use some qualitative	qualitative and	many qualitative and
systems to monitor	quantitative data,	and quantitative data,	quantitative data,	quantitative data,
student progress.	appropriate research	appropriate research	appropriate research	appropriate research
1 8	methods, technology,	methods, technology,	methods, technology, and	methods, technology, and
	and information	and information	information systems to	information systems to
	systems to develop a	systems to develop a	develop a long-range plan	develop a comprehensive
	long-range plan for a	long-range plan for a	for a district that assesses	long-range plan for a
	district that assesses the	district that assesses	the district's improvement	district that assesses the
	district's improvement	the district's	and accountability	district's improvement and
	and accountability	improvement and	systems.	accountability systems.
	systems. (ELCC 2.2b)	accountability	systems.	accountacing systems.
	systems: (2200 2:20)	systems.		
	I .	bjotems.	I .	
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2G. Maximize time	Candidate cannot	Candidate can	Candidate can ascertain	Candidate has a strong
spent on quality	ascertain the	partially ascertain	the relationship between	understanding of the
instruction.	relationship between	the relationship	time management and	relationship between time
	time management and	between time	quality instruction.	management and quality
	quality instruction.	management and	4 9	instruction.
	-1	quality instruction.		
	1	quanty matruction.	1	

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2H. Promote the use of	Candidate does not	Candidate	Candidates can	Candidate demonstrates
the most effective and	demonstrate knowledge	demonstrates some	demonstrate knowledge of	comprehensive knowledge
appropriate	of adult learning	knowledge of adult	adult learning strategies	of adult learning strategies
technologies to support	strategies and the	learning strategies	and the ability to apply	and a strong ability to
teaching and learning.	ability to apply	and the ability to	technology and research to	apply technology and
	technology and research	apply technology and	professional development	research to professional
	to professional	research to	design focusing on	development design
	development design	professional	authentic problems and	focusing on authentic
	focusing on authentic	development design	tasks, mentoring,	problems and tasks,
	problems and tasks,	focusing on authentic	coaching, conferencing,	mentoring, coaching,
	mentoring, coaching,	problems and tasks,	and other techniques that	conferencing, and other
	conferencing, and other	mentoring, coaching,	promote new knowledge	techniques that promote
	techniques that promote	conferencing, and	and skills in the	new knowledge and skills
	new knowledge and	other techniques that	workplace.	in the workplace.
	skills in the workplace.	promote new		
	(ELCC 2.4a)	knowledge and skills		
		in the workplace.		

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 571 APA:

You are to review actual financial documents used by school districts and develop a **comprehensive budgetary picture** of how school districts respond to educational goals, community needs, legislation and cultural norms, when designing equitable budgets that will promote student achievement. During the developmental process of this plan you must become aware of the knowledge you need to accomplish the following:

- 1. Manage time effectively and to deploy financial and human resources in a way that promotes student achievement.
- 2. Involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
- 3. Use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.
- 4. Use community resources, including youth services that enhance student achievement to solve district problems and/or accomplish district goals

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (3B, 3C, 2A, and 2C).

- 3B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
- 3C. Promote and protect the welfare and safety of students and staff.
- 2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
- 2C. Create a personalized and motivating learning environment for students.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

ISLLC Standard #3: An	education leader promotes	the success of every sti	ident by ensuring manageme	ent of the organization.		
	operation, and resources for a safe, efficient, and effective learning environment.					
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4		
3B. Obtain, allocate,	Candidate cannot use	Candidate	Candidate can use	Candidate effectively uses		
align, and efficiently	problem-solving skills	sometimes uses	problem-solving skills and	problem-solving skills and		
utilize human, fiscal,	and knowledge of	problem-solving	knowledge of strategic,	knowledge of strategic,		
and technological	strategic, long-range,	skills and knowledge	long-range, and	long-range, and operational		
resources.	and operational	of strategic, long-	operational planning	planning (including		
	planning (including	range, and	(including applications of	applications of technology)		
	applications of	operational planning	technology) in the	in the effective, legal, and		
	technology) in the	(including	effective, legal, and	equitable use of fiscal,		
	effective, legal, and	applications of	equitable use of fiscal,	human, and material		
	equitable use of fiscal,	technology) in the	human, and material	resource allocation that		
	human, and material	effective, legal, and	resource allocation that	focuses on teaching and		
	resource allocation that	equitable use of	focuses on teaching and	learning.		
	focuses on teaching and	fiscal, human, and	learning.	Candidate creatively seeks		
	learning. (ELCC 3.3a)	material resource	Candidate can creatively	new resources to facilitate		
	Candidate cannot	allocation that	seek new resources to	learning.		
	creatively seek new	focuses on teaching	facilitate learning.			
	resources to facilitate	and learning.	Candidate can apply an	Candidate effectively		
	learning. (ELCC 3.3b)	Candidate	understanding of school	applies an understanding of		
	Candidate cannot apply	sometimes seeks	district finance structures	school district finance		
	an understanding of	new resources to	and models to ensure that	structures and models to		
	school district finance	facilitate learning.	adequate financial	ensure that adequate		
	structures and models	Candidate	resources are allocated	financial resources are		
	to ensure that adequate financial resources are	sometimes applies	equitably for the district.	allocated equitably for the		
		an understanding of school district	Candidate can apply and assess current	district. Candidate can effectively		
	allocated equitably for the district. (ELCC	finance structures	technologies for	apply and assess current		
	`		management, business	11 2		
	3.3c) Candidate cannot apply	and models to ensure	procedures, and	technologies for		
	and assess current	that adequate financial resources		management, business		
		are allocated	scheduling.	procedures, and scheduling.		
	technologies for					
	management, business procedures, and	equitably for the				
	,	Candidate				
	scheduling. (ELCC 3.3d)	sometimes applies				
	3.3u)	and assesses current				
		technologies for				
		management,				
		business procedures,				
		and scheduling.				
		and scheduling.	l	<u> </u>		
			1			

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
3C. Promote and	Candidate does not	Candidate	Candidate can	Candidate demonstrates
protect the welfare and	demonstrate effective	demonstrates some	demonstrate effective	effective organization of
safety of students and	organization of fiscal,	effective	organization of fiscal,	fiscal, human, and material
staff.	human, and material	organization of	human, and material	resources, giving strong
	resources, giving	fiscal, human, and	resources, giving priority	priority to student learning
	priority to student	material resources,	to student learning and	and safety.
	learning and safety.	giving priority to	safety.	Candidate demonstrates a
	(ELCC 3.1b)	student learning and	Candidate can	comprehensive
	Candidate does not	safety.	demonstrate an	understanding of how to
	demonstrate an	Candidate partially	understanding of how to	apply legal principles to
	understanding of how	demonstrates an	apply legal principles to	promote educational equity
	to apply legal principles	understanding of	promote educational	and provide a safe,
	to promote educational	how to apply legal	equity and provide a safe,	effective, and efficient
	equity and provide a	principles to promote	effective, and efficient	facilities.
	safe, effective, and	educational equity	facilities.	
	efficient facilities.	and provide a safe,		
	(ELCC 3.1e)	effective, and		
	Ì	efficient facilities.		

ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school						
culture and instructional program conducive to student learning and staff professional growth.						
Standard Function	Standard Function Unacceptable - 1 Acceptable - 2 Meets Standard - 3 Distinguished - 4					
2A. Nurture and	Candidate cannot	Candidate can	Candidate can develop a	Candidate can effectively		
sustain a culture of	develop a sustained	partially develop a	sustained approach to	develop a sustained		
collaboration, trust,	approach to improve	sustained approach to	improve and maintain a	approach to improve and		

learning, and high	and maintain a positive	improve and	positive district culture for	maintain a positive district
expectations.	district culture for	maintain a positive	learning that capitalizes on	culture for learning that
	learning that capitalizes	district culture for	multiple aspects of	capitalizes on multiple
	on multiple aspects of	learning that	diversity to meet the	aspects of diversity to meet
	diversity to meet the	capitalizes on	learning needs of all	the learning needs of all
	learning needs of all	multiple aspects of	students.	students.
	students.	diversity to meet the		
		learning needs of all		
		students.		

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2C. Create a	Candidate does not	Candidate partially	Candidate can understand	Candidate
personalized and	understand and cannot	understands and can	and can apply human	comprehensively
motivating learning	apply human	partially apply	development theory,	understands and can apply
environment for	development theory,	human development	proven learning, and	human development theory,
students.	proven learning, and motivational theories, and concern for diversity to the learning process. Candidate does not understand how to use appropriate research strategies to profile	theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate partially understands how to use appropriate	motivational theories, and concern for diversity to the learning process. Candidate can understand how to use appropriate research strategies to profile student performance in a district and analyze differences	proven learning, and motivational theories, and concern for diversity to the learning process. Candidate comprehensively understands how to use appropriate research strategies to profile student
	student performance in a district and analyze	research strategies to profile student	among subgroups.	performance in a district and analyze differences
	differences among	performance in a		among subgroups.
	subgroups.	district and analyze		
		differences among		
		subgroups.		

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 572 APA:

You are to review and evaluate a district's **staff development plan** and its plan for assisting the marginal teacher. During the developmental process of this activities program you must become aware of the knowledge you need to accomplish the following:

- 1. Review and evaluate a district's staff development plan for its ability to develop effective professionals that can realize district goals. Make recommendations for improvement.
- 2. In light of this objective, evaluate the district's plan for assisting the marginal teacher and make recommendations for improvement.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (2F, and 3D).

- 2F. Develop the instructional and leadership capacity of staff.
- 3D. Develop the capacity for distributed leadership.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.							
Standard Function	Unacceptable - 1 Acceptable - 2 Meets Standard - 3 Distinguished - 4						
2F. Develop the	Candidate cannot	Candidate can	Candidate can develop	Candidate can effectively			
instructional and	develop personal	partially develop	personal professional	develop personal			
leadership capacity of	professional growth	personal professional	growth plans that reflect	professional growth plans			
staff.	plans that reflect	growth plans that	commitment to life-long	that reflect commitment to			
	commitment to life-	reflect commitment	learning and best	life-long learning and best			
	long learning and best	to life-long learning	practices.	practices.			
	practices. (ELCC 2.4c)	and best practices.					

ISLLC Standard #3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.					
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4	
3D. Develop the	Candidate does not	Candidate has a	Candidate does	Candidate has a	
capacity for distributed	understand the	partial	understand the dynamics	comprehensive	
leadership.	dynamics of distributed leadership and cannot implement its components among staff members.	understanding of the dynamics of distributed leadership and can partially implement its components among staff members.	of distributed leadership and can implement its components among staff members.	understanding of the dynamics of distributed leadership and can effectively implement its components among staff members.	