

**New Program Proposal  
 Educational Specialist in Educational Leadership  
 Winthrop University**

**Summary**

Winthrop University requests approval to offer a program leading to the Educational Specialist degree in Educational Leadership to be implemented Summer 2016. The proposed program is to be offered through traditional/face-to-face instruction. The program will prepare educators to become district-level leaders, including superintendents, central office administrators, program directors, and leaders in curriculum and instruction. It also prepares educators with a master's degree with training to help advance their professional skills and disposition for educational administration. Educators enrolled in the program will utilize research-based strategies to develop and apply skills in human resource, and fiscal, legal, and political management. Students enrolled in the program will complete a year-long practicum in collaboration with public K-12 partners. The proposal was submitted to the Commission on August 1, 2015.

The following chart outlines the stages of review for the proposal; the Advisory Committee on Academic Programs (ACAP) and the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. Committee questions, institutional responses, and the program proposal are enclosed.

| <b>Stages of Consideration</b>                                  | <b>Date</b> | <b>Comments</b>  |
|---|-------------|--|
| Program Proposal Received                                       | 8/1/15      | Not Applicable   |
| ACAP Consideration  | 9/10/15     | University representatives from Coastal Carolina supported the program, stating the local education agencies want Educational Specialist degrees from local institutions. University representatives from Clemson University stated that Clemson has an Ed.S. in Administration and Supervision but not Educational Leadership. The Ed.S. in Administration and Supervision at Clemson University prepares graduates to be certified as either a building level (principal) or district level (superintendent) leader. The Ed.S. at Winthrop University is designed to prepare graduates to be district level leaders (superintendents). |
| Comments and suggestions from CHE staff sent to the institution | 9/16/15     | Staff requested that the proposal be revised with the following updates:<br>1) describing the differences in the proposed program and those offered at Clemson, USC Columbia, The Citadel, and Coastal Carolina;<br>2) reconciling the faculty chart and narrative with the financial chart so that all sections accurately reflect start date and fiscal impact of new faculty hirings; and<br>3) providing a discussion of graduates matriculating into the Ph.D. program at Clemson University, as well as the University of South Carolina.  |

| Stages of Consideration           | Date    | Comments   |
|-----------------------------------|---------|--|
| ACAP Consideration                | 9/10/15 | <p>Questions from ACAP members and responses from Winthrop representatives include the following:</p> <ol style="list-style-type: none"> <li>1) How the proposed program differs from similar programs offered at USC Columbia, Clemson, The Citadel, and Coastal Carolina.           <ul style="list-style-type: none"> <li>• This proposed program is 36 credit hours (see proposal comparison chart)</li> <li>• This program requires <u>3 three-credit hour internship experiences for a total of 9 hours</u> (as opposed to 3 or <u>6 total</u> hours of internship experience).</li> <li>• This program's admission requirements include an afternoon-long screening process involving an online leadership assessment, a writing sample, leadership priority task activity, superintendent's responsibilities as a district leader exercise, and a personal interview by a selection committee.</li> </ul> </li> <li>2) The possibility of articulation agreements for matriculation into the Ph.D. programs at both Clemson and USC Columbia.</li> </ol> <p>Winthrop included the following statement in the revised proposal (9/21/15):</p> <p>There have not been discussions with Clemson to date. Clemson is over two hours driving distance from Rock Hill (although a shorter drive for individuals living in counties west of York County). Most educators in our region of the state either apply to USC Columbia, a North Carolina institution (especially if from the Charlotte area), or consider an online, non-traditional program offered by an entity outside of South Carolina. Therefore we only discussed this possibility with USC Columbia's education dean and department chair. We will initiate conversations with the Clemson faculty regarding pathways into their program for our interested students and update CHE staff on the results of those conversations</p> <p>In addition, Winthrop revised the financial chart to reflect more accurately the hiring of a new faculty member.</p> |
| Revised Program Proposal Received | 9/21/15 | The revised proposal satisfactorily addressed the requested revisions.   |

| Stages of Consideration | Date     | Comments   |
|-------------------------|----------|--|
| CAAL Consideration      | 10/16/15 | <p>CAAL members requested clarification about the following topics:</p> <ul style="list-style-type: none"> <li>• Explanation for the rationale for estimating program enrollment of 40</li> <li>• Discussions with Clemson University about articulation agreements for matriculation into the Ph.D. programs</li> <li>• Possibility of educators using this program for continuing education</li> <li>• Financial support from school districts for tuition</li> </ul> <p>Response from Winthrop University</p> <ul style="list-style-type: none"> <li>• This is a reinstatement of a program that was discontinued approximately 15 years ago. Recent graduates in master's degree programs have expressed interest in an Ed.S. program. The program would have cohorts which would include 20 students. It would be possible to have two cohorts during an academic year because of students beginning in either the fall or spring. Winthrop currently has a M.Ed. in Charlotte-Mecklenburg Schools and they have expressed an interest in the program.</li> <li>• Winthrop and Clemson have had informal discussions about the possibility of combining the programs and articulation into the Ph.D. program and will follow up with discussions once program is approved.</li> <li>• The proposed program is designed as a cohort for leadership training and the current vision doesn't allow for teachers to take individual courses.</li> <li>• Winthrop University has an agreement with districts in the Old English Consortium to support the cost of contract courses.</li> </ul> |

**Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Educational Specialist degree in Educational Leadership, to be implemented Summer 2016.

Name of Institution

**Winthrop University**

Name of Program (include concentrations, options, and tracks)

**Educational Specialist (Ed.S.) in Educational Leadership**

Program Designation

- Associate's Degree                       Master's Degree  
 Bachelor's Degree: 4 Year               Specialist  
 Bachelor's Degree: 5 Year               Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)  
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation  
Summer 2016

CIP Code  
**13.0401**

Delivery Site(s)  
Winthrop University

Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

Program Contact Information (name, title, telephone number, and email address)

Dr. Jennie Rakestraw, Dean  
Richard W. Riley College of Education  
803.323.2151  
rakestrawj@winthrop.edu

## Institutional Approvals and Dates of Approval

Board of Trustee Approval – June 19, 2015

President Approval – May 1, 2015

Graduate Faculty Assembly Approval – April 28, 2015

Graduate Council Approval – April 8, 2015

College of Education Dean Approval – March 31, 2015

College of Education Faculty Assembly Approval – March 18, 2015

College of Education Curriculum Committee Approval – March 16, 2015

Dept. of Counseling, Leadership and Educational Studies Approval – February 10, 2015

## Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The purpose of the Ed.S. in Educational Leadership program is to develop school district leaders seeking to become superintendents, central office administrators, program directors, leaders in curriculum and instruction, as well as those with a master's degree who are interested in advancing their professional skills and dispositions for educational administration. The paramount strands of the new Ed.S. in Educational Leadership will emphasize advanced communication skills, interpersonal relationship skills, ethical behavior, and attitudes regarding equal education for all students.

Educators enrolled in the program will utilize research-based strategies to develop and apply skills in human resource, fiscal, legal, and political management. These skills will be honed through an advanced field experience consisting of a year-long practicum developed in a collaborative method with public school partners.

The Ed.S. in Educational Leadership aligns with Winthrop's mission by "providing personalized and challenging undergraduate, graduate, and continuing professional development programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina." The program supports the institution's aim to achieve national stature as a "competitive and distinctive...values oriented institution." The values of service, excellence, diversity, community, and leadership provide the foundation for Winthrop's continuing development in the 21st century, and represent the values on which the Ed.S. in Educational Leadership program will be grounded.

## List the program objectives. (2000 characters)

The program objectives are based on the *Educational Leadership Constituent Council (ELCC) 2011 District Level Standards* and the South Carolina Standards as represented by the Principal's Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) Standards.

Completers will be able to:

1. Facilitate the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.
2. Sustain a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.
3. Ensure the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems.
4. Collaborate with faculty and community members, respond to diverse community interests and needs, and mobilize community resources for the district by collecting and analyzing information

pertinent to improvement of the district's educational environment.

5. Act with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguard the values of democracy, equity, and diversity within the district.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers and acting to influence local, district, state, and national decisions that affect student learning.
7. Apply knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

### **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Winthrop University has graduated 338 students from its M.Ed. Educational Leadership program since 2010. Of these graduates, 45 are employed as school principals, 87 are assistant principals, 12 are deans of students, and 24 are school district office administrators. Surveys were administered in 2012 and 2014 to these Winthrop Educational Leadership alumni. The results of that survey indicated that 98.7% (N= 168) agreed or strongly agreed that Winthrop should pursue an Educational Specialist degree. In addition, the response from the alumni indicated that approximately 50% of the students surveyed in both 2012 and 2014 would likely or very likely participate in the Ed.S. program if offered by Winthrop. There are currently no public institutions of higher education in the upstate region offering an Ed.S. in Educational Leadership to prepare district level administrators.

These data are supported by the U.S. Bureau of Labor Statistics indicating that nationally an increase of 5.7% in new education administration job openings is predicted between 2012-2022. Overall, 74,700 education administration positions will be open due to growth and replacement needs at the end of that 10 year period. South Carolina should experience the same proportion of growth as the national forecast. During 2014-2015 the S.C. Center for Educator Recruitment Retention and Advancement (CERRA) Supply and Demand Survey report indicated that 454.4 licensed education administrator positions were newly filled during the 2014-2015 school year with 82 of those being district level positions. Forty-five administrative positions remained vacant during the year, including 13 at the district level.

### **Employment Opportunities**

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

| <b>Employment Opportunities</b>                |   |   |  |
|--|---|---|--|
| <b>Occupation</b>                              | <b>Expected Number of Jobs</b>                | <b>Employment Projection</b>            | <b>Data Source</b>                     |
| <i>National</i>                                |   |   |  |
| Elementary, Middle, and High School Principals | +13,100 new positions over the next 10 years  | +6% growth over the next 10 years       | <a href="#">US Department of Labor</a> |
| Superintendents                                | +261,500 new positions over the next 10 years | +11% growth over the next 10 years      | <a href="#">US Department of Labor</a> |
| Curriculum Coordinators                        | +18,500 new positions over the next 10 years  | +13% growth over the next 10 years      | <a href="#">US Department of Labor</a> |
| <i>South Carolina</i>                          |   |   |  |
| School Administrators                          | +110 projected annual openings in S.C.        | +8% growth in SC over the next 10 years | <a href="#">Career One Stop</a>        |

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

In addition to fulfilling the need for new school district superintendents, Winthrop's Ed.S. program would also serve to meet districts' needs for additional central office positions such as assistant superintendents, special education administrators, central office curriculum coordinators, professional development directors, assessment coordinators, and directors of elementary and secondary education. Currently, there are twelve open positions at these administrative levels in South Carolina (according to CERRA 6/2015).

Organizations hosting national and South Carolina school district superintendent and other related job databases include:

[Education Week](#)

[iHireSchoolAdministrators.com](#)

[SchoolSuperintendentsJobs.com](#)

[South Carolina Association of School Administrators](#)

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

NA

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

### List of Similar Programs in South Carolina

| <b>Program Name</b>                    | <b>Institution</b>              | <b>Similarities</b>   | <b>Differences</b>   |
|--|---------------------------------|---|--|
| Ed.S in Educational Leadership         | The Citadel                     | Prepares candidates for licensure as a Superintendent.<br>Meets standards set by Educational Leadership Constituent Council (ELCC). | <ul style="list-style-type: none"> <li>• fewer admission requirements</li> <li>• 33 credit hour requirement</li> <li>• shorter length of internships (6 credit hours)</li> </ul>   |
| Ed.S in Administration and Supervision | Clemson University              | Prepares candidates for licensure as a Superintendent<br>Meets standards set by Educational Leadership Constituent Council (ELCC).  | <ul style="list-style-type: none"> <li>• fewer admission requirements</li> <li>• 30 credit hour requirement</li> <li>• offers two degree options - building level leadership or district level leadership</li> <li>• shorter length of internships (6 credit hours)</li> </ul> |
| Ed.S in Educational Leadership         | Coastal Carolina University     | Prepares candidates for licensure as a Superintendent.<br>Meets standards set by Educational Leadership Constituent Council (ELCC). | <ul style="list-style-type: none"> <li>• fewer admission requirements</li> <li>• 33 credit hour requirements</li> <li>• shorter length of internships (6 credit hours)</li> </ul>  |
| Ed.S in Administration and Leadership  | Converse College                | Prepares candidates for licensure as a Superintendent<br>Meets standards set by Educational Leadership Constituent Council (ELCC).  | <ul style="list-style-type: none"> <li>• fewer admission requirements</li> <li>• 33 credit hour requirement</li> <li>• only offered on-line</li> <li>• shorter length of internships (6 credit hours)</li> </ul>   |
| Ed.S. in Educational Leadership        | Furman University               | Prepares candidates for licensure as a superintendent<br>Meets standards set by Educational Leadership Constituent Council (ELCC).  | <ul style="list-style-type: none"> <li>• fewer admission requirements</li> <li>• 33 credit hour requirement</li> <li>• shorter length of internships (6 credit hours)</li> </ul>   |
| Ed.S. in Educational Leadership        | South Carolina State University | Prepares candidates for licensure as a Superintendent<br>Meets standards set by Educational Leadership Constituent Council (ELCC).  | <ul style="list-style-type: none"> <li>• fewer admission requirements</li> <li>• 33 credit hour requirement</li> <li>• shorter length of internships (3 credit hours)</li> </ul>   |
| Ed.S. in Educational Administration    | University of South Carolina    | Prepares candidates for licensure as a Superintendent<br>Meets standards set by Educational Leadership Constituent Council (ELCC).  | <ul style="list-style-type: none"> <li>• fewer admission requirements</li> <li>• 33 credit hour requirement</li> <li>• shorter length of internships (6 credit hours)</li> <li>• 9 hours of course work in cognate areas</li> </ul>  |

Winthrop's program differs from those listed in the following ways:

- This proposed program is 36 credit hours
- This program requires 3 three-credit hour internship experiences for a total of 9 hours (as opposed to 3 or 6 total hours of internship experience).
- This program's admission requirements include an afternoon-long screening process involving an online leadership assessment, a writing sample, leadership priority task activity, superintendent's responsibilities as a district leader exercise, and a personal interview by a selection committee.

### Description of the Program

| Projected Enrollment |           |              |           |              |           |              |
|----------------------|-----------|--------------|-----------|--------------|-----------|--------------|
| Year                 | Fall      |              | Spring    |              | Summer    |              |
|                      | Headcount | Credit Hours | Headcount | Credit Hours | Headcount | Credit Hours |
| 2015-2016            | N/A       | 120          | NA        | NA           | 20        | 120          |
| 2016-2017            | 20        | 120          | 20        | 120          | 40        | 240          |
| 2017-2018            | 40        | 240          | 40        | 240          | 40        | 240          |
| 2018-2019            | 40        | 240          | 40        | 240          | 40        | 240          |
| 2019-2020            | 40        | 240          | 40        | 240          | 40        | 240          |

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

The applicants for the Ed.S.in Educational Leadership program must meet the following requirements:

- Three years of teaching experience and two years of school leadership experience
- Possess an M.Ed. or equivalent in Educational Leadership with an overall graduate GPA of 3.25 or higher
- Possess licensure as a school principal
- Three letters of reference that address the candidates specific qualifications and dispositions
- Approval of the Winthrop University Educational Specialist Degree Selection Committee (Includes partnership districts' representatives)
- Acceptable GRE/MAT Scores

The screening process for the Ed.S. program will include the following:

- Online assessment in leadership
- Impromptu writing sample
- In-basket activity involving leadership priority tasks
- Role play addressing the school superintendent's responsibilities as a district leader
- Personal interview with the Winthrop University Educational Specialist Degree Selection Committee

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Program completers from Winthrop's Ed.S. in Educational Leadership can apply for admission into the University of South Carolina's Ph.D. in Educational Administration degree program. USC recognizes the credit hours earned for an Ed.S. in Educational Leadership toward the Ph.D. in Educational Administration degree.

There have not been discussions with Clemson to date. Clemson is over two hours driving distance from Rock Hill (although a shorter drive for individuals living in counties west of York County). Most educators in our region of the state either apply to USC Columbia, a North Carolina institution (especially if from the Charlotte area), or consider an online, non-traditional program offered by an entity outside of South Carolina. Therefore we only discussed this possibility with USC Columbia's education dean and department chair. We will initiate conversations with the Clemson faculty regarding pathways into their program for our interested students and update CHE staff on the results of those conversations.

## Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

| <b>Curriculum by Year</b>                                       |              |   |              |   |              |
|---|--------------|---|--------------|---|--------------|
| Course Name   | Credit Hours | Course Name   | Credit Hours | Course Name   | Credit Hours |
| <b>Year 1</b>   |              |   |              |   |              |
| <b>Fall</b>   |              | <b>Spring</b>                                       |              | <b>Summer</b>                                       |              |
| N/A   |              | N/A   |              | EDLD 701 Adv. School Leadership                     | 3            |
|   |              |   |              | EDLD 702 Instructional Leadership and Supervision   | 3            |
| Total Semester Hours  |              | Total Semester Hours                                |              | Total Semester Hours                                |              |
|   |              |   |              | 6   |              |
| <b>Year 2</b>   |              |   |              |   |              |
| <b>Fall</b>   |              | <b>Spring</b>                                       |              | <b>Summer</b>                                       |              |
| EDLD 703 Politics, Policy, and Community Relations in Education | 3            | EDLD 711 Advanced School Law                        | 3            | EDLD 721 District Level Practicum 1                 | 3            |
| EDLD 710 School District Finance                                | 3            | EDLD 740 Advanced Educational Research/Statistics 1 | 3            | EDLD 741 Advanced Educational Research/Statistics 2 | 3            |
| Total Semester Hours  |              | Total Semester Hours                                |              | Total Semester Hours                                |              |
|   | 6            |   | 6            |   | 6            |
| <b>Year 3</b>   |              |   |              |   |              |
| <b>Fall</b>   |              | <b>Spring</b>                                       |              | <b>Summer</b>                                       |              |
| EDLD 712 Facilities Planning                                    | 3            | EDLD 704 Executive Leadership                       | 3            |   |              |
| EDLD 722 District Level Practicum 2                             | 3            | EDLD 723 District Level Practicum 3                 | 3            |   |              |
| Total Semester Hours  |              | Total Semester Hours                                |              | Total Semester Hours                                |              |
|   | 6            |   | 6            |   | 0            |

Total Credit Hours Required      36

### Course Descriptions for New Courses

| Course Name  | Description  |
|--|--|
| EDLD 701 Adv. School District Leadership                               | Examination of strategic planning, group facilitation and decision-making, organizational behavior and development, professional ethics and standards, student services administration, and principles of effective leadership. (3 credit hours – required)  |
| EDLD 702 Instructional Leadership, Supervision, and Program Evaluation | Prepares practitioners to seize the role of educational leader at the district level through the development of a vision that will be used to drive a data driven instructional school plan. (3 credit hours – required)   |
| EDLD 703 Politics, Policy and Community Relations in Education         | Examines the politics of education in the United States (e.g., school boards, state governments, Congress, executive branch agencies, and courts) and actors (e.g., elected officials, parents, teachers' unions, and the general public) shaping the American K-12 education system in order to understand recent reform efforts and their consequences for students. (3 credit hours – required) |
| EDLD 704 Executive Leadership  | Analysis of the organizational and governance structures of American public education at national, state, and local levels. (3 credit hours – required)  |
| EDLD 710 School District Finance                                       | Examines principles, issues and problems of school funding formulae and fiscal allocations to school districts. (3 credit hours – required)  |
| EDLD 711 Advanced School Law   | Examines advanced legal and fiscal issues affecting public school education. (3 credit hours – required)   |
| EDLD 712 Facilities Planning   | Explores and analyzes facility maintenance planning. (3 credit hours – required)   |
| EDLD 721 District Level Practicum 1                                    | Provides supervised in-school/district experiences individually designed to afford opportunities to apply previously-acquired knowledge and skills in administrative workplace settings. (3 credit hours – required)   |
| EDLD 722 District Level Practicum 2                                    | Provides supervised in-school/district experiences individually designed to afford opportunities to apply previously-acquired knowledge and skills in administrative workplace settings. (3 credit hours – required)   |
| EDLD 723 District Level Practicum 3                                    | Provides supervised in-school/district experiences individually designed to afford opportunities to apply previously-acquired knowledge and skills in administrative workplace settings. (3 credit hours – required)   |
| EDLD 740 Advanced Educational Research/Statistics 1                    | Application of educational research in the district setting by educational administrators. (3 credit hours – required)   |
| EDLD 741 Advanced Educational Research/Statistics 2                    | Introduces students to concepts and methods of policy and program evaluation with an emphasis on designing and preparing a dissertation research proposal. (3 credit hours – required)   |

**Faculty**

| <b>Faculty and Administrative Personnel</b> |                           |   |  |  |
|---|---------------------------|---|--|--|
| <b>Rank</b>                                 | <b>Full- or Part-time</b> | <b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>  | <b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b> | <b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b> |
| Asst. Professor<br>(Walter Hart)            | Full Time                 | EDLD 710 School District Finance<br>Fall 1<br>(3 credit hours)<br><br>EDLD 711 Advanced School Law<br>Spring 1<br>(3 credit hours)<br><br>EDLD 704 Executive Leadership<br>Spring 2<br>(3 credit hours)   | Ph.D. in Educational Leadership  | Graduate Faculty and Program Director<br>Former Superintendent of Schools                  |
| Assoc. Professor<br>(Mary Martin)           | Full Time                 | EDLD 701 Advanced School Leadership Summer 1<br>(3 credit hours)<br><br>EDLD 702 Instructional Leadership and Supervision<br>Summer 1<br>(3 credit hours)   | Ed.D. in Educational Leadership  | Graduate Faculty   |
| Assistant Professor*                        | Full Time                 | EDLD 712 Facilities Planning<br>Fall 2<br>(3 credit hours)<br><br>EDLD 721 District Level Practicum 1<br>Summer 2<br>(3 credit hours)<br><br>EDLD 722 District Level Practicum 2<br>Fall 2<br>(3 credit hours)<br><br>EDLD 723 District Level Practicum 3<br>Spring 2<br>(3 credit hours) | Ed.D. or Ph.D. in Educational Leadership   | Ed.S. Practicum Coordinator – M.Ed.<br>Internship Coordinator<br>(Hire by year 1)          |

**Faculty and Administrative Personnel**

| <b>Rank</b>                       | <b>Full- or Part-time</b> | <b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b> | <b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b> | <b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b> |
|-----------------------------------|---------------------------|--|--|--|
| Assoc. Professor<br>(Lisa Harris) | Full Time                 | EDLD 740 Advanced Educational Research/Statistics 1<br>Spring 1<br>(3 credit hours)            | Ph.D. in Educational Psychology and Research   | Program Director for MAT Degree Program  |
| Professor<br>(Mark Dewalt)        | Full Time                 | EDLD 741 Advanced Educational Research/Statistics 2<br>Summer 2<br>(3 credit hours)            | Ph.D. in Educational Research  | Department Chair, Curriculum and Pedagogy in the College of Education                      |
| Adjunct Instructor*               | Part Time                 | EDLD 703 Politics, Policy, and Community Relations in Education<br>Fall 1<br>(3 credit hours)  | Ph.D. or Ed.D. in Educational Leadership   | PT Instructor<br>(Hired by semester as needed)   |
|                                   |                           |  |  |  |
|                                   |                           |  |  |  |
|                                   |                           |  |  |  |

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

|         |      |       |     |                |     |
|---------|------|-------|-----|----------------|-----|
| Faculty | 3.25 | Staff | .10 | Administration | .25 |
|---------|------|-------|-----|----------------|-----|

### **Faculty /Administrative Personnel Changes**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

A full-time assistant professor will be hired to support the educational leadership faculty coverage of both the M.Ed. and the Ed.S. in Educational Leadership programs by year two. The M.Ed. in Educational Leadership degree program currently utilizes one adjunct and will use this same practice for at least one course in the Ed.S. program.

### **Library and Learning Resources**

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The Dacus Library is an integral part of the university's instructional program. The primary goal of the Winthrop University Library is to support the instructional and research activities of the Winthrop University academic community. The library is staffed by 13 professional librarians, 16 paraprofessionals/library technical assistants, and 45 student assistants. To increase accessibility for all students, the Winthrop Library is open 24 hours from Sunday at 1:00 p.m. to Friday at 7:00 p.m., and 12:00-7:00 p.m. on Saturdays.

Dacus Library has holdings to support Winthrop's academic programs across various access platforms. It has over 80,000 scholarly ebooks, 622,316 unique titles in the General Collection, and access to over 100 electronic databases. The Library provides access to its holdings via the Library website at <http://www2.winthrop.edu/dacus/>. Course-integrated library instruction sessions are available to all academic departments. Library assistance is available all hours of operation via chat, text, phone, email, and in-person consultation. Dacus Library owns approximate 500 book titles and over 30,000 e-titles relevant to educational leadership.

## **Student Support Services**

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Winthrop provides students with multiple levels of support through its programs, services, and activities to promote academic success. Winthrop students receive support for program planning and registration through assigned faculty advisors in the students' program area. The College of Education has a Student Academic Services office (SAS) that serves as an information and service center for matters related to teacher education programs, university and college student policies, and educator licensure. For students in graduate programs, the Office of Graduate Studies in the College of Education provides assistance with processes such as admissions, registration, and graduation. The Senior Director for Graduate Studies is a readily available resource to graduate students who have questions or concerns. Therefore, no additional support services are required.

## **Physical Resources**

Identify any new instructional equipment needed for the proposed program. (500 characters)

The program will be offered in the existing Withers Building at Winthrop that houses the Richard W. Riley College of Education. All classrooms to be used in Withers were renovated and outfitted as 21<sup>st</sup> Century learning spaces during summer 2014, including 4 new Mediascape classrooms. Additionally, the College of Education has an Instructional Technology Center available to all education students and provides access to mobile technologies and other valuable services to students. Therefore, no new instructional equipment is needed.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

The program will be offered in the existing Withers Building at Winthrop that houses the Richard W. Riley College of Education. No additional physical plant requirements will be required to support the proposed Ed.S. degree program.

## Financial Support

| Estimated New Costs by Year   |                 |                  |                  |                  |                  |                    |
|---|-----------------|------------------|------------------|------------------|------------------|--------------------|
| Category  | 1 <sup>st</sup> | 2 <sup>nd</sup>  | 3 <sup>rd</sup>  | 4 <sup>th</sup>  | 5 <sup>th</sup>  | Total              |
| Program Administration  | 0               | 0                | 0                | 0                | 0                |                    |
| Faculty and Staff Salaries  | 0               | \$71,250         | \$71,250         | \$71,250         | \$71,250         | \$285,000          |
| Graduate Assistants   | \$10,500        | \$10,500         | \$10,500         | \$10,500         | \$10,500         | \$52,500           |
| Equipment   | 0               | 0                | 0                | 0                | 0                |                    |
| Facilities  | 0               | 0                | 0                | 0                | 0                |                    |
| Supplies and Materials  | \$1,000         | \$1,000          | \$1,000          | \$1,000          | \$1,000          | \$5,000            |
| Library Resources   | 0               | 0                | 0                | 0                | 0                |                    |
| Other*  | 0               | 0                | 0                | 0                | 0                |                    |
| <b>Total</b>  | <b>\$11,500</b> | <b>\$82,750</b>  | <b>\$82,750</b>  | <b>\$82,750</b>  | <b>\$82,750</b>  | <b>\$342,500</b>   |
| Sources of Financing  |                 |                  |                  |                  |                  |                    |
| Category  | 1 <sup>st</sup> | 2 <sup>nd</sup>  | 3 <sup>rd</sup>  | 4 <sup>th</sup>  | 5 <sup>th</sup>  | Total              |
| Tuition Funding   | \$80,000        | \$200,000        | \$240,000        | \$240,000        | \$240,000        | \$1,000,000        |
| Program-Specific Fees   | 0               | 0                | 0                | 0                | 0                |                    |
| State Funding (i.e., Special State Appropriation)*                      | 0               | 0                | 0                | 0                | 0                |                    |
| Reallocation of Existing Funds*   | 0               | 0                | 0                | 0                | 0                |                    |
| Federal Funding*  | 0               | 0                | 0                | 0                | 0                |                    |
| Other Funding*  | 0               | 0                | 0                | 0                | 0                |                    |
| <b>Total</b>  | <b>\$80,000</b> | <b>\$200,000</b> | <b>\$240,000</b> | <b>\$240,000</b> | <b>\$240,000</b> | <b>\$1,000,000</b> |
| <b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs) | <b>\$68,500</b> | <b>\$117,250</b> | <b>\$157,250</b> | <b>\$157,250</b> | <b>\$157,250</b> | <b>\$657,500</b>   |

\*Provide an explanation for these costs and sources of financing in the budget justification.

**Year 1:** One cohort – 4 courses; **Year 2:** Second cohort joins in summer - 10 courses; **Years 3-5:** Two cohorts – 12 courses

## Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

In year two, we anticipate hiring a new tenure-track faculty member as well as adding an Educational Leadership assigned Graduate Assistant to support the Ed.S in Educational Leadership. Tuition generated by the new cohorts will provide the needed financial support for these positions.

## Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Each year program enrollment, retention, and graduation data are reviewed as part of the institution's assessment system. Each spring, all degree programs at Winthrop University submit a Program Assessment Report. This report is then reviewed by the College of Education Unit Assessment Committee and the results reported to members of the College of Education Dean's Council. All assessment reports are uploaded in Winthrop University's Online Assessment Report System (OARS) electronic database.

Six identified key assessments for the Ed.S. in Educational Leadership program provided in the next section will be entered and stored in LiveText. These data will be included in the aforementioned annual Program Assessment Report and reviewed annually by the College of Education Unit Assessment Committee and members of the College of Education Dean's Council.

An alumni survey is administered to all graduates of the current M.Ed. in Educational Leadership degree program and is used to track employment. This same survey will be revised appropriately and administered annually to all Ed.S. in Educational Leadership program completers.

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### Student Learning Assessment

| Expected Student Learning Outcomes  | Key Assessments   |
|---|---|
| Assessment 1: Content<br>ELCC Standards 1-6   | Written Comprehensive Exam at completion of core courses.   |
| Assessment 2: Content<br>ELCC Standards 1-6   | Case Study in EDLD 703 Politics, Policy and Community Relations in Education                          |
| Assessment 3: Professional Leadership Skills in Instructional Leadership<br>ELCC Standards 1, 2, 3, 4, & 6                | Superintendent Entry Plan completed in EDLD 704 Instructional Leadership, Executive Leadership        |
| Assessment 4: Professional Leadership Skills in a District Level Internship Setting<br>ELCC Standards 1-7                 | Supervisor Evaluations completed in EDLD 721, 722, and 723 (District Level Practicums I-III)          |
| Assessment 5: Professional Leadership Skills that Support P-12 Student Learning<br>ELCC Standards 2, 4, and 5             | Impact Evaluation completed in EDLD 702 Instructional Leadership, Supervision, and Program Evaluation |
| Assessment 6: Professional Leadership Skills in Organization Management and Community Relations<br>ELCC Standards 3 and 4 | Facilities Plan completed in EDLD 712 Facilities Planning   |

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The M.Ed. in Educational Leadership degree program is currently nationally recognized by ELCC and NCATE/CAEP. The proposed Ed.S. in Educational Leadership degree program will seek national recognition by the aforementioned accrediting bodies once the program has graduated its first class.

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Upon successful completion of the Ed.S. in Educational Leadership degree program, completers may then submit the proper paperwork to the S.C. Department of Education Office of Educator Services to seek Superintendent add-on licensure to their current license.

### **Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification  
Superintendent

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**Ed.S. Educational Leadership  
New Program Proposal  
Winthrop University**

**Additional Materials for**

**South Carolina Department of Education Review**

### III. South Carolina Department of Education Requirements

Description of how and when the new program will meet all state requirements as outlined in the Policy Guidelines for South Carolina Educator Preparation Units, including the following:

- A. **ADEPT** – Not Applicable
- B. **PADEPP** - The Educational Specialist program integrates the state standards for principal performance as defined in the *Program for Assisting, Developing, and Evaluating Principal Performance* in all course syllabi. All learner outcomes and assessments in each course are aligned to the PADEPP standards. Candidates will demonstrate knowledge and understanding of the standards and the performance criteria and translate these into everyday practice. The Performance Standards for South Carolina Principals (PADEPP) are directly aligned to the district level ELCC Standards and the ELCC SPA assessments and rubrics.
- C. **Education Economic Development Act (EEDA)** - An alignment matrix was prepared for each program to show where each of the EEDA concepts would be covered:

| EEDA Concept                      | Course Where Covered                               |
|-----------------------------------|--|
| Career Guidance                   | EDLD 702: Instructional Leadership and Supervision |
| Cluster of Study                  | EDLD 702: Instructional Leadership and Supervision |
| Elements of Career Guidance Model | EDLD 702: Instructional Leadership and Supervision |
| Diverse Learning Styles           | EDLD 702: Instructional Leadership and Supervision |
| Contextual Teaching               | EDLD 702: Instructional Leadership and Supervision |
| Cooperative Learning              | EDLD 702: Instructional Leadership and Supervision |
| Character Education               | EDLD 702: Instructional Leadership and Supervision |

- D. **South Carolina Standards of Conduct** - All candidates will be provided specific written information regarding the standards of conduct (based on S.C. Code Ann. 59-25-160, 59-25-530 and 20-7-945) required of South Carolina educators for initial licensure. The Standards of Conduct for South Carolina Educators will be introduced in EDLD 701 Advanced School Leadership and EDLD 711 Advanced School Law. Candidates will be assessed through reflective summaries.
- E. **South Carolina Safe School Climate Act** - The Educational Specialist program integrates the South Carolina Safe Schools Climate Act of 2006 (designed to prevent harassment, intimidation and bullying) in EDLD: 701 Advanced School Leadership. Candidates will be assessed through reflective summaries.
- F. **PreK-12 Academic Standards** – Not applicable

## **G. Admission Requirements (Advanced)**

The admission's criteria for the proposed Education Specialist program are as follows:

1. Three years of teaching experience and two years of school leadership experience
2. Possess an M.Ed. or equivalent in Educational Leadership with an overall GPA of 3.25
3. Possess licensure as a school principal
4. Completed application for graduate study at the university
5. Official transcripts of all undergraduate and graduate course work
6. Three letters of reference that address the candidates specific qualifications and dispositions
7. Completion of the entire selection process as determined by the university educational leadership faculty
8. Approval of the Winthrop University Educational Specialist Degree Selection Committee (includes partnership district representatives)
9. Acceptable GRE/MAT Scores

The screening process for the Ed.S Program will consist of but not be limited to the following:

1. Online assessment in leadership
2. Impromptu writing sample
3. In-basket activity involving leadership priority tasks
4. Role play addressing the Superintendent's responsibilities as a district leader
5. Personal interview with the Winthrop University Educational Specialist Degree Selection Committee

**H. Field and Clinical Experiences Required** – The Ed.S. in Educational Leadership program will include a three semester internship. The internships will occur in EDLD 721, 722, and 723: District Level Practicums I, II and III. These courses have been designed to meet the requirements for ELCC Standard 7 that candidates have opportunities for substantial experience, sustained experience, and a qualified on-site mentor. All candidates will complete a total of 55 District Leadership Activities that will address each of the ELCC District Level Leadership Standards. These activities will be in excess of 300 hours.

The details of the field experiences are outlined in course syllabi: EDLD 721, 722 and 723. The courses provide structured and significant opportunities for candidates to synthesize and apply the knowledge, and develop and practice district-level skills identified in the ELCC Standards 1-6 as well as provide opportunities for candidates to engage in self-assessment and reflection.

**I. Eligibility for Initial Certification (Assurance of Compliance)- Not Applicable**

## **J. Annual Reports (AACTE/CAEP and Title II)**

These reports are submitted at the unit level by the Associate Dean of the College of Education who oversees Assessment and Accreditation activities.

## **K. Commitment to Diversity Assurance**

All district-level candidates in the Educational Specialist Program must have experience in at least one of their field experiences or internships working with systems affecting student achievement whose demographics show evidence of diversity characterized by data on each of the following types of P-12 students:

- Male and female; and
- From different socioeconomic groups; and
- From at least two ethnic/racial groups (Ethnic/racial groups are those reported in the United States Census. They include: American Indian or Alaskan Native; Asian; Black, Non-Hispanic; Native Hawaiian or Other Pacific Islander; Hispanic; White, Non-Hispanic.); and
- English language learners; and
- With disabilities.

A “Field Experience and Internship Diversity Placement Information” form is completed by the candidate at the completion of each field experience and internship placement, and submitted to the Program Director of the Educational Leadership Program. The form is signed by the district-level candidate, the district-level supervisor and the university supervisor.

The program coordinator uses a table, “Candidate Diverse Field Experience and Internship Placement in P-12 Schools,” to monitor and verify that all candidates in the program have at least one experience working with each of the above mentioned types of P-12 students.

The unit’s conceptual framework: “*Advanced Core Professional Dispositions*,” includes eleven candidate proficiencies, as follows:

1. Advocates full and appropriate access to public education and human services for people with special needs and their families
2. Examines and makes appropriate professional decisions based on an advanced understanding of ethics and laws
3. Cares for and relates to students, families, and the larger learning community
4. Appreciates the value of using research to inform practice
5. Models life-long learning
6. Promotes an appreciation and understanding of diversity in families and society
7. Advocates for the development of individuals to their full potential
8. Respects and cooperates with others
9. Displays overall dispositions/behavior consistent with expectations of the profession
10. Believes that all students can learn
11. Works with students and colleagues in a fair and equitable manner

## **L. Professional Development Courses – Not applicable**

## **M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS – Not applicable**

## **N. Experimental or Innovative Programs Policy (Assurance of Compliance) - Not applicable**

- O. ISTE (National Educational Technology for Administrators (NETS.T) Standards Alignment-** The National Educational Technology Standards for Administrators are directly aligned to the ELCC Standards and Assessments 2-6. District-level candidates are introduced to the ISTE standards in EDLD 701 Advanced School Leadership.

#### **IV. ELCC SPA or Other National Specialized and/or Professional Association Standards**

##### **Section A: Context (Institutional/State policies that may influence application of standards)**

The Educational Specialist degree in Educational Leadership is designed to provide candidates with opportunities to study and apply theories, standards and practices in educational administration and to prepare them for district-level leadership positions in public and private districts. The ELCC Standards provide a framework for the program. Candidates seeking licensure after completing the degree requirements further develop, apply, and document their knowledge, performances and dispositions learned in the classroom through an extensive supervised school-based internship. Completing the degree, internship requirements, and a passing score on the PRAXIS II Educational Leadership: Administration and Supervision exam earns the candidate licensure as a school administrator in South Carolina.

The institutional policies of Winthrop University embrace both content and intent of the ELCC Standards for District-Level Administrators. The policies of the South Carolina Department of Education (D.O.E.) identify requirements for content examinations and field experiences that are in concert with the ELCC requirements. In accordance with the relationship between the South Carolina Department of Education and Winthrop University, the accreditation visit from the South Carolina DOE will be concurrent with the CAEP site visit. The only influence of state and institutional policies on the application of ELCC Standards is one of support and augmentation.

**Section B: List of Assessments (Completion of chart to reflect 6-8 assessments)**

| <b>Expected Student Learning Outcomes</b>   | <b>Name of Assessment</b>                            | <b>Type of Assessment</b>    | <b>When Administered</b>  |
|---|--|------------------------------|---|
| Assessment 1:<br>Content<br>ELCC Standards 1-6  | Comprehensive Exam<br>completion of core<br>courses. | Comprehensive<br>Examination | Completion of core<br>courses.  |
| Assessment 2:<br>Content<br>ELCC Standards 1-6  | Case Study   | Case Study                   | EDLD 703 Politics,<br>Policy and<br>Community<br>Relations in<br>Education                        |
| Assessment 3:<br>Professional Leadership<br>Skills in Instructional<br>Leadership<br>ELCC Standards 1 and 2   | District Entry Plan                                  | Project                      | EDLD 702<br>Instructional<br>Leadership,<br>Supervision, and<br>Program Evaluation                |
| Assessment 4:<br>Professional Leadership<br>Skills in a District Level<br>Internship Setting<br>ELCC Standards 1-6  | Supervisor Evaluations                               | Evaluations                  | EDLD 721, 722, and<br>723 (District Level<br>Practicums I-III)                                    |
| Assessment 5:<br>Professional Leadership<br>Skills that Support P-12<br>Student Learning<br>ELCC Standards 2, 4,<br>and 5   | Impact Evaluation                                    | Project                      | EDLD 702<br>Instructional<br>Leadership,<br>Supervision, and<br>Program Evaluation                |
| Assessment 6:<br>Professional Leadership<br>Skills in Organization<br>Management and<br>Community Relations<br>ELCC Standards 3 and 4<br>Assessment 7 (optional):<br>Exit Survey<br>ELCC Standard 7 | Facilities Plan<br><br>Exit Survey                   | Project<br><br>Survey        | EDLD 712 Facilities<br>Planning<br><br>3 months of<br>successful<br>completion of the<br>program. |

**Section C: Relationship of assessments to standards (completion of chart)**

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

| Standard 1.0   | #1 | #2 | #3 | #4 | #5 | #6 |
|--|----|----|----|----|----|----|
| 1.1 Candidates understand and collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district                           | X  | X  | X  | X  |    |    |
| 1.2 Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals | X  | X  | X  | X  |    |    |
| 1.3 Candidates understand and can promote continual and sustainable district improvement   | X  | X  | X  | X  |    |    |
| 1.4 Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders  | X  | X  | X  | X  |    |    |

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

| Standard 2.0  | #1 | #2 | #3 | #4 | #5 | #6 |
|---|----|----|----|----|----|----|
| 2.1 Candidates understand can advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students | X  | X  | X  | X  | X  |    |
| 2.2 Candidates understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional district program  | X  | X  | X  | X  | X  |    |
| 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity across the district   | X  | X  | X  | X  | X  |    |
| 2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district   | X  | X  | X  | X  | X  |    |

Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

| Standard 3.0   | #1 | #2 | #3 | #4 | #5 | #6 |
|--|----|----|----|----|----|----|
| 3.1 Candidates understand and can monitor and evaluate district management and operational systems   | X  | X  |    | X  |    | X  |
| 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district   | X  | X  |    | X  |    | X  |
| 3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district | X  | X  |    | X  |    | X  |
| 3.4 Candidates understand and can develop district capacity for distributed leadership   | X  | X  |    | X  |    | X  |
| 3.5 Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning                         | X  | X  |    | X  |    | X  |

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

| Standard 4.0   | #1 | #2 | #3 | #4 | #5 | #6 |
|--|----|----|----|----|----|----|
| 4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment                | X  | X  |    | X  | X  | X  |
| 4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation and use of the community’s diverse cultural, social and intellectual resources throughout the district | X  | X  |    | X  | X  | X  |
| 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers   | X  | X  |    | X  | X  | X  |

|   |   |   |  |   |   |   |
|---|---|---|--|---|---|---|
| 4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners | X | X |  | X | X | X |
|---|---|---|--|---|---|---|

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

| Standard 5   | #1 | #2 | #3 | #4 | #5 | #6 |
|--|----|----|----|----|----|----|
| 5.1 Candidates understand and can act with integrity and fairness to ensure a district systems of accountability for every student’s academic and social success       | X  | X  |    | X  | X  |    |
| 5.2 Candidates understand can model principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the district | X  | X  |    | X  | X  |    |
| 5.3 Candidates understand and can safeguard the values of democracy, equity and diversity within the district  | X  | X  |    | X  | X  |    |
| 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district   | X  | X  |    | X  | X  |    |
| 5.5 Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling                        | X  | X  |    | X  | X  |    |

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

| Standard 6.0  | #1 | #2 | #3 | #4 | #5 | #6 |
|---|----|----|----|----|----|----|
| 6.1 Candidates understand and can advocate for district students, families and caregivers   | X  | X  |    | X  |    |    |
| 6.2 Candidates understand and can act to influence local, district, state and national decisions affecting student learning in a district environment | X  | X  |    | X  |    |    |
| 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies        | X  | X  |    | X  |    |    |

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

| Standard #7  | #1 | #2 | #3 | #4 | #5 | #6 | #7 |
|--|----|----|----|----|----|----|----|
| 7.1 Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences. |    |    |    | X  |    |    | X  |
| 7.2 Sustained Experience: Candidates are provided a six- month concentrated (9-12 hours per week) internship that includes field experiences within a district environment   |    |    |    | X  |    |    | X  |
| 7.3 Qualified On-Site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution  |    |    |    | X  |    |    | X  |

**Section D: Planned evidence for meeting standards (description of assessment its use, directions to candidates, the rubric or score guide and a discussion of any other evidence to be collected in support of the standards).**

The following are descriptions and rubrics of the assessments and their use in the Ed.S. in Educational Leadership Program. In addition, each assessment is aligned with specific ELCC Standards as cited in Section C: Relationship of Standards to assessments.

**Assessment #1**  
**Comprehensive Examination – ED.S.**

**Question 1:**

The school board expects you to move the district forward in an expedited manner:

- a. How do you promote continual and sustainable district improvement?
- b. What data sources would you use to identify district goals and create strong plans to achieve these?
- c. How would you evaluate the progress of these plans to insure that they are successful?
- d. How will you insure that the vision statement is reflected in the educational/fiscal/human resources programs of the school district?

| ELCC Standard Addressed | Target  | Acceptable  | Not Acceptable   |
|-------------------------|---|---|--|
| 1                       | <p>The candidate demonstrates superior understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows superior understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows superior understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows superior understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p> | <p>The candidate demonstrates an adequate understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows an adequate understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows an adequate understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows an adequate understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p> | <p>The candidate demonstrates minimal or no understanding and cannot promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows minimal or no understanding and cannot collect and use data to identify district goals, assess organizational effectiveness, or implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows minimal or no understanding and cannot evaluate district progress or revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows minimal or no understanding and cannot collaboratively develop, articulate, implement, or steward a shared district vision of learning for a school district. (1.1)</p> |

**Question 2:**

You have just taken a leadership role in a district with low test scores and weak teacher performance. How will you:

- a. Create a district culture and instructional program conducive to student learning?
- b. Evaluate the district curricular and instructional program?
- c. Develop a system of supervision of district instructional leaders?
- d. Insure that technology is being used to support district teaching and learning?

| ELCC Standard Addressed | Target   | Acceptable   | Not Acceptable  |
|-------------------------|--|--|---|
| 2                       | <p>Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates minimal or no ability to create or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4)</p> |

**Question 3:**

The school district has struggled with management issues. You have been charged with evaluating and improving the management structure in the school district. How will you address the following?

- a. District management and operational systems
- b. The use of human, fiscal and technological resources

- c. The current policies and procedures that address the welfare and safety of students and staff
- d. Distributed leadership capacity
- e. Allocation of time

| ELCC Standard Addressed | Target   | Acceptable  | Not Acceptable   |
|-------------------------|--|---|--|
| 3                       | <p>Candidate demonstrates a superior understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates a superior understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>Candidate demonstrates an adequate understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates an adequate understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>Candidate demonstrates little or no understanding of and is not able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates little or no understanding of and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> |

**Question 4:**

The Board has asked you to develop a plan for improving the community involvement in school district. Describe how you would address a system of collaboration with all district stakeholders.

| ELCC Standard Addressed | Target  | Acceptable   | Not Acceptable  |
|-------------------------|---|--|---|
| 4                       | <p>Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> | <p>Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> | <p>Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> |

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|  | <p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> |
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**Question 5:**

The school district has just been sued for alleged racial discrimination against a student and a teacher. The district has been charged by the court to develop and publish a policy that addresses the moral, legal, and ethical behavior of the board of education and administration. Describe what that policy would look like and what components would be present.

| ELCC Standard Addressed | Target  | Acceptable   | Not Acceptable  |
|-------------------------|---|--|---|
| 5                       | <p>Candidate demonstrates a superior understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. (5.1)</p> <p>Candidate demonstrates a superior understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates a superior understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates a superior understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates a superior understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> | <p>Candidate demonstrates an adequate understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. (5.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates an adequate understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> | <p>Candidate demonstrates little or no understanding of and is not able to act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. (5.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates little or no understanding of and is not able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> |

**Question 6:**

As a district leader how will you design and implement a system for contacting, informing and influencing the greater political, social and legal systems in the school district about emerging trends in education? Also address the school leader’s impact on the economic and culture uniqueness of the district.

| ELCC Standard Addressed | Target  | Acceptable   | Not Acceptable   |
|-------------------------|---|--|--|
| 6                       | <p>Candidate demonstrates a superior understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates a superior understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates a superior understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p> | <p>Candidate demonstrates an adequate understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates an adequate understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates an adequate understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p> | <p>Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates little or no understanding of and cannot act to influence local, district, state, or national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates little or no understanding of and cannot anticipate or assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p> |

**Assessment #2 – Case Study**  
**Administered in EDLD 703 - Politics, Policy and Community Relations in Education**

**Assignment:**

You are the new Superintendent of the Winthrop School District and started in your position in January due to the resignation of the existing Superintendent who was alleged to have misappropriated school district funds. The school community, parents, Board of Education, and State Department of Education are all voicing concerns about the district’s well-being and future. There is a great deal of unrest with the employees of the school district as well, and rumors are circulating that there will be a reduction in force due to financial exigencies. The Board has asked you to develop and publish a public plan. This plan should address the Vision (ELCC 1), Instructional Program (ELCC 2), Financial/Personnel Management of the school district (ELCC 3), the community collaboration policies of the district (ELCC 4) and finally, address the measures that will be taken to address the concerns of the SCDOE (ELCC 6) and to make the stakeholders understand that the district is in good standing and will function at a high level of accountability (ELCC 5).

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>   | <b>Not Acceptable</b>  |
|--------------------------------|---|---|--|
| 1                              | <p>The candidate demonstrates superior understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows superior understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows superior understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows superior understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p> | <p>The candidate demonstrates an adequate understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows an adequate understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows an adequate understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows an adequate understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p> | <p>The candidate demonstrates minimal or no understanding and cannot promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows minimal or no understanding and cannot collect and use data to identify district goals, assess organizational effectiveness, or implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows minimal or no understanding and cannot evaluate district progress or revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows minimal or no understanding and cannot collaboratively develop, articulate, implement, or steward a shared district vision of learning for a school district. (1.1)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>  | <b>Not Acceptable</b>   |
|--------------------------------|--|--|---|
| 2                              | <p>Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates minimal or no ability to create or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>   | <b>Not Acceptable</b>  |
|--------------------------------|--|---|--|
| 3                              | <p>Candidate demonstrates a superior understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates a superior understanding of</p> | <p>Candidate demonstrates an adequate understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates an adequate understanding of</p> | <p>Candidate demonstrates little or no understanding and is not able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates little or no understanding of</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>  | <b>Not Acceptable</b>   |
|--------------------------------|--|--|---|
|                                | <p>and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>   | <b>Not Acceptable</b>   |
|--------------------------------|---|---|---|
| 4                              | <p>Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a</p> | <p>Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an</p> | <p>Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>   | <b>Not Acceptable</b>   |
|--------------------------------|---|---|---|
|                                | superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4) | adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4) | little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4) |

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>  | <b>Not Acceptable</b>   |
|--------------------------------|---|--|---|
| 5                              | <p>Candidate demonstrates a superior understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates a superior understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates a superior understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates a superior understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates a superior understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> | <p>Candidate demonstrates an adequate understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates an adequate understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> | <p>Candidate demonstrates little or no understanding of and is not able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates little or no understanding of and is not able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b> | <b>Acceptable</b> | <b>Not Acceptable</b> |
|--------------------------------|---------------|-------------------|-----------------------|
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|   |   |  |  |
|---|---|--|--|
| 6 | <p>Candidate demonstrates a superior understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates a superior understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates a superior understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p> | <p>Candidate demonstrates an adequate understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates an adequate understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates an adequate understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p> | <p>Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates little or no understanding of and cannot act to influence local, district, state, or national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates little or no understanding of and cannot anticipate or assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p> |
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**Assessment #3 – District Entry Plan  
Administered in EDLD 704 – Executive Leadership**

**Assignment:**

You are the new leader of the Winthrop School District. The Board of Education has asked you to develop and publish an entry plan that will describe the first 90 days of your Superintendency. In this entry plan you should address the following areas:

- a. The philosophy you have in regards to the district vision, district Goals, district improvement and district assessment. (ELCC 1)
- b. Your plan for improving the district culture, instructional programs, leadership, and technology. (ELCC 2)
- c. Your plan for improving the district’s community relations program, partnerships, and utilization of the community’s resources. (ELCC 4)
- d. Your plan to advocate for and improve the school district’s finances, facilities and safety. (ELCC 3)
- e. Your plan to advocate for and improve the school district’s political position advocating for support for emerging trends in education. (ELCC 6)

| ELCC Standard Addressed | Target  | Acceptable  | Not Acceptable   |
|-------------------------|---|---|--|
| 1                       | <p>The candidate demonstrates superior understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows superior understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows superior understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows superior understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p> | <p>The candidate demonstrates an adequate understanding and can promote continual and sustainable district improvement.</p> <p>The candidate shows an adequate understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.</p> <p>The candidate shows an adequate understanding and can evaluate district progress and revise district plans supported by district stakeholders.</p> <p>The candidate shows an adequate understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.</p> | <p>The candidate demonstrates minimal or no understanding and cannot promote continual and sustainable district improvement.</p> <p>The candidate shows minimal or no understanding and cannot collect and use data to identify district goals, assess organizational effectiveness, or implement district plans to achieve district goals.</p> <p>The candidate shows minimal or no understanding and cannot evaluate district progress or revise district plans supported by district stakeholders.</p> <p>The candidate shows minimal or no understanding and cannot collaboratively develop, articulate, implement, or steward a shared district vision of learning for a school district.</p> |

| ELCC Standard Addressed | Target   | Acceptable   | Not Acceptable  |
|-------------------------|--|--|---|
| 2                       | <p>Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates minimal or no ability to create or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>   | <b>Not Acceptable</b>  |
|--------------------------------|--|---|--|
| 3                              | <p>Candidate demonstrates a superior understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates a superior understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>Candidate demonstrates an adequate understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates an adequate understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>Candidate demonstrates little or no understanding of and is not able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates little or no understanding of and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>   | <b>Not Acceptable</b>  |
|--------------------------------|--|---|--|
| 4                              | Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information | Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information | Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>   | <b>Not Acceptable</b>  |
|--------------------------------|--|---|--|
|                                | <p>pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>   | <b>Not Acceptable</b>  |
|--------------------------------|---|---|--|
| 6                              | <p>Candidate demonstrates a superior understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates a superior understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> | <p>Candidate demonstrates an adequate understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates an adequate understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> | <p>Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates little or no understanding of and cannot act to influence local, district, state, or national decisions affecting student learning in a district environment. (6.2)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>   | <b>Not Acceptable</b>  |
|--------------------------------|--|---|--|
|                                | Candidate demonstrates a superior understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3) | Candidate demonstrates an adequate understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3) | Candidate demonstrates little or no understanding of and cannot anticipate or assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3) |

**Assessment #4 – Practicum Activities  
EDLD 721 – 722 – 723 Practicums**

Activities (Sample)

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Probable Artifact</b>                                     |
|---------------------------|--|--|---|---|--|
| ELCC 1.1                  | The candidate will acquire their current school district’s mission and vision statement. Collaborate with the current superintendent/designee and discuss and revise the existing district vision. | The candidate shows superior understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1) | The candidate shows an adequate understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1) | The candidate shows minimal or no understanding and cannot collaboratively develop, articulate, implement, or steward a shared district vision of learning for a school district. (1.1) | Copy of the District’s revised mission and vision statement. |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Probable Artifact</b>                             |
|---------------------------|---|--|---|---|--|
| ELCC 1.2                  | The candidate will collect information from their current district including Resource Data, Student Achievement Data, Perception Data, and Demographic Data. The candidate will use this data to construct and evaluation process of the district’s strategic plan. | The candidate shows superior understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2) | The candidate shows an adequate understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2) | The candidate shows minimal or no understanding and cannot collect and use data to identify district goals, assess organizational effectiveness, or implement district plans to achieve district goals. (1.2) | Data sheets, and district strategic plan evaluation. |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>   | <b>Adequate</b>  | <b>Not Acceptable</b>   | <b>Probable Artifact</b>  |
|---------------------------|---|---|--|---|---|
| ELCC 1.3                  | The candidate will acquire their district’s professional development plan, and working with the Supt. /designee, make amendments and suggestions for improvement. The plan should focus on a plan of transformational change. | The candidate demonstrates superior understanding and can promote continual and sustainable district improvement. (1.3) | The candidate demonstrates an adequate understanding and can promote continual and sustainable district improvement. (1.3) | The candidate demonstrates minimal or no understanding and cannot promote continual and sustainable district improvement. (1.3) | District’s professional development plan after consultation and revision has taken place. |

| <b>Standard</b> | <b>Activity</b> | <b>Target</b> | <b>Adequate</b> | <b>Not</b> | <b>Probable</b> |
|-----------------|-----------------|---------------|-----------------|------------|-----------------|
|-----------------|-----------------|---------------|-----------------|------------|-----------------|

| <b>Addressed</b> |  |   |  | <b>Acceptable</b>  | <b>Artifact</b>   |
|------------------|--|---|--|--|---|
| ELCC 1.4         | The candidate will acquire the district's vision and mission statement and develop a method of evaluation. The evaluation should include the process that will be used to communicate the progress to the various district stakeholders. | The candidate shows superior understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4) | The candidate shows an adequate understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4) | The candidate shows minimal or no understanding and cannot evaluate district progress or revise district plans supported by district stakeholders. (1.4) | Mission and Vision Evaluation Plan and communication process. |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>  | <b>Not Acceptable</b>  | <b>Artifact</b>  |
|---------------------------|---|--|--|--|--|
| ELCC 2.1                  | The candidate will design, administer/gather results from a teacher survey assessing district culture; in particular, examine collaboration, trust, a personalized learning environment, and high expectations for students. The candidate will use this data to determine strengths and needs of the district. The data will be used to provide recommendations to the superintendent for improvement promoting the instructional program across the district. | Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1) | Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1) | Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1) | The survey, survey results, and list of strengths and needs of the district with recommendations for improvement |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>   | <b>Adequate</b>                                   | <b>Not Acceptable</b>                                  | <b>Artifact</b>                                       |
|---------------------------|---|---|---|--|---|
| ELCC 2.2                  | The candidate will select a school at each level (elementary, middle or high) and involve | Candidate demonstrates superior ability to create and | Candidate demonstrates adequate ability to create | Candidate demonstrates minimal or no ability to create | Audit results; Summary of recommendations shared with |

|  |  |   |   |  |                |
|--|--|---|---|--|----------------|
|  | curriculum specialists and principals in an instructional/curricular audit. Results will be shared with the principal and discussion will include recommendations for growth/next steps. | evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2) | and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2) | or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2) | the principal. |
|--|--|---|---|--|----------------|

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>   | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>                                    |
|---------------------------|--|---|---|--|--|
| ELCC 2.3                  | Coach a principal, leadership team in a school to build the instructional leadership capacity in the school. | Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3) | Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3) | Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3) | Coaching journal; materials from coaching sessions |

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>   | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b>   |
|---------------------------|--|---|---|---|---|
| ELCC 2.4                  | Meet with district personnel to assess the effectiveness and appropriateness of district technologies supporting teaching and learning. Prioritize the needs found. Lead a discussion with a team of principals to strategize technology initiatives to move the district forward. | Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4) | Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4) | Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4) | Assessment findings; prioritized needs, summary of discussion with principals |

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b>  |
|---------------------------|--|--|---|---|--|
| ELCC 3.1                  | The candidate will develop S.M.A.R.T. goals for their home district's strategic plan. If no plan exists the candidate will analyze the districts processes and operations developing them into a strategic plan. | Candidate demonstrates a superior understanding of and is able to monitor and evaluate district management and operational | Candidate demonstrates an adequate understanding of and is able to monitor and evaluate district management | Candidate demonstrates little or no understanding and is not able to monitor and evaluate district management and operational | S.M.A.R.T. goals for the district's strategic plan and/or the development of a strategic plan that addresses the |

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|--|--|----------------|--------------------------------|----------------|--|
|  |  | systems. (3.1) | and operational systems. (3.1) | systems. (3.1) | district's current processes and operations. |
|--|--|----------------|--------------------------------|----------------|--|

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b>                         |
|---------------------------|---|--|---|---|---|
| ELCC 3.2                  | The candidate will work with the Supt/designee in developing multi-year fiscal plan and annual budget aligned to the district's priorities and goals; | Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2) | Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2) | Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2) | Fiscal plan that covers multiple years. |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b>                           |
|---------------------------|---|--|---|---|---|
| ELCC 3.3                  | The candidate will acquire their home district's school emergency response plan and update as appropriate to current state and national safety standards. | Candidate demonstrates a superior understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3) | Candidate demonstrates an adequate understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3) | Candidate demonstrates little or no understanding of and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3) | Revised and updated district safety plan. |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b>                     |
|---------------------------|---|--|---|---|-------------------------------------|
| ELCC 3.4                  | The candidate will develop a district chain of command that emphasis leadership capabilities at various levels within the district. The chain of command should address how the administration involves personnel in the decision making process. | Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4) | Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4) | Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4) | District Chain of Command document. |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b> |
|---------------------------|---|--|---|---|-----------------|
| ELCC 3.5                  | The candidate will work with the Supt/designee in the development of the school calendar. | Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5) | Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5) | Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5) | School Calendar |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>   |
|---------------------------|---|--|---|--|---|
| ELCC 4.1                  | The candidate will use current, available data to identify one of the district's educational areas for improvement. The candidate will present the need to committees of both faculty and community members, providing details, sharing previous efforts for improvement, barriers, and a compelling case for community support. The candidate will conduct a work session where ideas are brainstormed and analyzed to determine vital behaviors that will make a positive impact. | Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1) | Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1) | Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1) | Justification of need based on data, presentation, work session notes and work products |

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>   | <b>Adequate</b>  | <b>Not Acceptable</b>   | <b>Artifact</b>   |
|---------------------------|--|---|--|---|---|
| ELCC 4.2                  | The candidate will identify and promote community resources that can be mobilized to make a positive impact working with the schools to support student learning. The community's diverse cultural, social, and intellectual resources will be promoted. | Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, | Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse | Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, | List of community resources; promotion strategies and tools for involvement across the district |

| <b>Standard Addressed</b> | <b>Activity</b> | <b>Target</b>   | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b> |
|---------------------------|-----------------|---|---|---|-----------------|
|                           |                 | social, and intellectual resources throughout the district. (4.2) | cultural, social, and intellectual resources throughout the district. (4.2) | social, and intellectual resources throughout the district. (4.2) |                 |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>   | <b>Adequate</b>  | <b>Not Acceptable</b>   | <b>Artifact</b>   |
|---------------------------|---|---|--|---|---|
| ELCC 4.3                  | The candidate will work with the superintendent to identify a controversial community issue affecting the school district's relationships with families and caregivers. Action steps will be identified to resolve the issue by involving parents in improvement efforts. The candidate will implement and evaluate the impact of these action steps. | Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3) | Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3) | Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3) | Description of controversial community issue; action steps to resolve issues; impact and evaluation of actions to resolve issue |

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>  |
|---------------------------|---|--|---|--|--|
| ELCC 4.4                  | The candidate will attend community meetings (chamber meetings, business partners, faith interests, political constituents) with the superintendent. Follow-up work will be led by the candidate in order to strengthen productive relationships with community partners. | Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4) | Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4) | Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4) | Minutes/notes from community meetings; follow-up projects designed and implemented |

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| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>  |
|---------------------------|---|--|---|--|--|
| ELCC 5.1                  | The candidate will evaluate school board policy as it relates to practices that insure student academic and social success. | Candidate demonstrates a superior understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1) | Candidate demonstrates an adequate understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1) | Candidate demonstrates little or no understanding of and is not able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1) | Report on school district policy as it relates to practices that insure student academic and social success. |

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>     |
|---------------------------|--|--|---|--|---------------------|
| ELCC 5.2                  | The candidate working with the Supt./Designee will develop a public statement that addresses the ethical and moral leadership platform of which the school district functions. | Candidate demonstrates a superior understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2) | Candidate demonstrates an adequate understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2) | Candidate demonstrates little or no understanding of and is not able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2) | Leadership platform |

| <b>Standard Addressed</b> | <b>Activity</b>        | <b>Target</b> | <b>Adequate</b> | <b>Not Acceptable</b> | <b>Artifact</b> |
|---------------------------|------------------------|---------------|-----------------|-----------------------|-----------------|
| ELCC 5.3                  | The candidate, working | Candidate     | Candidate       | Candidate             | Board Policy    |

|  |   |   |  |   |   |
|--|---|---|--|---|---|
|  | with the Supt. /Designee will examine, review and amend district employment policies as it relates to equity, democracy, and diversity. Specifically as it relates to the employment of minorities and other under-represented populations. | demonstrates a superior understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3) | demonstrates an adequate understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3) | demonstrates little or no understanding of and is not able to safeguard the values of democracy, equity, and diversity within the district. (5.3) | that relates to employment practices of minority and under-represented populations. |
|--|---|---|--|---|---|

| <b>Standard Addressed</b> | <b>Activity</b>   | <b>Target</b>   | <b>Adequate</b>  | <b>Not Acceptable</b>   | <b>Artifact</b>               |
|---------------------------|---|---|--|---|-------------------------------|
| ELCC 5.4                  | The candidate working with the Supt/Designee will evaluate or in some cases develop a district grievance procedure that is in place to handle educational dilemmas in an ethical, moral and legal manner. | Candidate demonstrates a superior understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4) | Candidate demonstrates an adequate understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4) | Candidate demonstrates little or no understanding of and is not able to evaluate the potential moral and legal consequences of decision making in the district. (5.4) | District grievance procedure. |

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>   |
|---------------------------|--|--|---|--|---|
| ELCC 5.5                  | The candidate working with the Supt/Designee will examine, revise or develop school board policies that ensure student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the district; | Candidate demonstrates a superior understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5) | Candidate demonstrates an adequate understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5) | Candidate demonstrates little or no understanding of and is not able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5) | Examples of school board policies that ensure student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the district; |

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>   | <b>Adequate</b>   | <b>Not Acceptable</b>   | <b>Artifact</b>                                      |
|---------------------------|--|---|---|---|--|
| ELCC 6.1                  | The candidate will attend a series of school board meetings with the superintendent. The candidate will assist the | Candidate demonstrates a superior understanding of and can advocate | Candidate demonstrates an adequate understanding of and can | Candidate demonstrates little or no understanding of and cannot | Notes from board meetings; Planning session minutes; |

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|--|---|--|---|---|--------------------------------------|
|  | superintendent in planning for these meetings and conducting follow-up tasks to advocate for the students and families in the district. | for district students, families, and caregivers. (6.1) | advocate for district students, families, and caregivers. (6.1) | advocate for district students, families, and caregivers. (6.1) | follow-up tasks conducted by intern. |
|--|---|--|---|---|--------------------------------------|

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>   | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>   |
|---------------------------|--|---|---|--|---|
| ELCC 6.2                  | The candidate will carefully monitor actions at the local district, state, and national decisions and their impact on the school district. Accompany the superintendent to events where these issues are addressed. Prepare documents, presentations, and/or press releases to inform the public of these decisions. | Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1) | Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1) | Candidate demonstrates little or no understanding of and cannot act to influence local, district, state, or national decisions affecting student learning in a district environment. (6.2) | Notes from meetings; documents, presentations, and/or press releases to inform the public |

| <b>Standard Addressed</b> | <b>Activity</b>  | <b>Target</b>  | <b>Adequate</b>   | <b>Not Acceptable</b>  | <b>Artifact</b>  |
|---------------------------|--|--|---|--|--|
| ELCC 6.3                  | The candidate will anticipate and assess emerging trends and initiatives affecting the district. Working with district personnel and school administrators, the candidate will provide a work session where the issue is explored and strategies for addressing the trends can be collected and evaluated. | Candidate demonstrates a superior understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3) | Candidate demonstrates an adequate understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3) | Candidate demonstrates little or no understanding of and cannot anticipate or assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3) | Emerging issues and trends; notes from work session; products designed to address needs. |

**Assessment #5 – Impact Evaluation**  
**EDLD 702 Instructional Leadership, Supervision, and Program Evaluation**

**Assignment:**

Each student will gather data from an area school district where they are NOT employed. The candidate will make arrangements to meet with the Superintendent or designee to discuss program evaluation and impact. The candidate will acquire all necessary data to determine program effectiveness. The data will include but not be limited to Resource Data, Perception Data, Student Achievement Data, and Demographic Data. After analysis of this data the candidate will develop a Program Evaluation Plan for their current school district. This plan should include but not be limited to Culture and Best Practices (ELCC 2), Community Involvement and Collaboration (ELCC 4), and methodology that emphasize transparency, attention to diversity and cultural differences, and ethical communication with all stakeholders. (ELCC 5)

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>  | <b>Not Acceptable</b>   |
|--------------------------------|--|--|---|
| 2                              | <p>Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p> | <p>Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates minimal or no ability to create or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>   | <b>Not Acceptable</b>   |
|--------------------------------|---|---|---|
| 4                              | <p>Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>  | <b>Not Acceptable</b>   |
|--------------------------------|--|--|---|
| 5                              | <p>Candidate demonstrates a superior understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates a superior understanding of and is able to model</p> | <p>Candidate demonstrates an adequate understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to model</p> | <p>Candidate demonstrates little or no understanding of and is not able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to model principles</p> |

|  |   |  |  |
|--|---|--|--|
|  | <p>principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates a superior understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates a superior understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates a superior understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> | <p>principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates an adequate understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> | <p>of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates little or no understanding of and is not able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p> |
|--|---|--|--|

**Assessment #6 – Facilities Plan  
EDLD 712 Facilities Planning**

**Assignment:**

The candidate will be provided with a hypothetical school district and charged with the developed of district wide building plan. The candidate will include the following information in their plan. Data collection, population and growth data, student to teacher ratio, land acquisition, construction costs, community involvement, leadership delegation and responsibility, school board involvement, financing, long term and short term debt service, DOE involvement and regulation, and campaign strategies. In addition, the candidate will develop a contingency plan for the school district if the building plan is not accepted or is defeated by the voters. (ELCC Standards 3 & 4)

| <b>ELCC Standard Addressed</b> | <b>Target</b>            | <b>Acceptable</b>         | <b>Not Acceptable</b>         |
|--------------------------------|--------------------------|---------------------------|-------------------------------|
| 3                              | Candidate demonstrates a | Candidate demonstrates an | Candidate demonstrates little |

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>   | <b>Not Acceptable</b>   |
|--------------------------------|---|---|---|
|                                | <p>superior understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates a superior understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>adequate understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates an adequate understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> | <p>or no understanding and is not able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates little or no understanding of and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>  | <b>Acceptable</b>  | <b>Not Acceptable</b>  |
|--------------------------------|--|--|--|
| 4                              | <p>Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse</p> | <p>Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse</p> | <p>Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse</p> |

| <b>ELCC Standard Addressed</b> | <b>Target</b>   | <b>Acceptable</b>   | <b>Not Acceptable</b>   |
|--------------------------------|---|---|---|
|                                | <p>cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> | <p>cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p> |

**Assessment #7 – Exit Survey**  
**Within Three Months of Program Completion**

**Assignment/Assessment:**

The assessment will be administered to each candidate within 3 months of successful completion of the program. Data collected from this Exit Survey will be used to evaluate ELCC Standard 7, as well as provide specific feedback for program improvement and rigor. The following survey will be administered:

# Winthrop University EDLD ED.S. Exit Survey

## 1. EDLD ED.S. EXIT INTERVIEW

Please fill in the following information. The responses will be kept confidential. We are interested in your input so that we can continue to offer quality Educational Leadership Programs at Winthrop University.

### 1. Your Name: (Optional)

### 2. Your Address (Optional)

Street Address

City

State

Zip Code

### 3. Your E-Mail Address:(Optional)

### \*4. What is your gender?

Male

Female

### \*5. To which racial or ethnic group(s) do you most identify?

American Indian or  
Alaskan Native

Asian or Pacific  
Islander

Hispanic or Mexican  
American

Black or African  
American (Non-Hispanic)

White (Non-Hispanic)

### \*6. Have any of your family members attended Winthrop University?

Yes

No

### \*7. What is your residency status?

In State

Out of State

International

### \*8. Were you employed while you were working on your ED.S. degree in Educational Leadership?

Yes

No

## Winthrop University EDLD ED.S. Exit Survey

### 2. Page Two - EDLD ED.S. Exit Survey

Please indicate how much you agree or disagree with the following statements.

**\*9. I was treated with respect during my time in the Winthrop ED. S. Educational Leadership Program.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*10. Being in the ED.S. Program has increased my self-confidence.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*11. The Winthrop ED.S. Program has clear goals for its students.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*12. The Winthrop ED.S. Program has clear expectations for its students.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*13. Sufficient individual attention is paid to students in the ED.S. Program.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*14. Winthrop University's Educational Leadership Faculty provide high quality instruction.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*15. I was well informed about degree requirements early in my academic program.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*16. I was satisfied with the academic advice provided by my academic advisor.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*17. I believe that I have been fairly treated by the Winthrop University Educational Leadership Faculty.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*18. My grades reflect the amount of effort I put into my class work.**

Strongly Agree       Agree       Disagree       Strongly Disagree

## Winthrop University EDLD ED.S. Exit Survey

**\*19. Winthrop University has adequately prepared me to compete in the job market.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*20. I was prepared to use technology in my leadership role.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*21. Ethics and integrity were integrated into all of my ED.S. Classes.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*22. My presentation skills improved during the ED.S. program.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*23. I feel good about job opportunities in the field of Educational Leadership.**

Strongly Agree       Agree       Disagree       Strongly Disagree

**\*24. Will you have a job upon graduation?**

Yes       No

**\*25. What position best describes your job at the BEGINNING of the ED.S. program.**

Classroom Teacher       Assistant Principal       Administrative Assistant for the Principal       Central Office Personnel       Counselor       Private Business Outside of Education       Athletic Director       Lead Teacher     

**\*26. Which best describes the position you will most likely have within a year upon completion of the program?**

Superintendent       Associate Superintendent       Assistant Superintendent       District Administrator       Principal       Assistant Principal       Curriculum Coordinator       Athletic Director

## Winthrop University EDLD ED.S. Exit Survey

### 3. The Courses

For the following questions please check your level of satisfaction with each of the following courses in the program.

**\*27. EDLD 701 - Advanced School District Leadership**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*28. EDLD 702 - Instructional Leadership, Supervision, and Program Evaluation**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*29. EDLD 703 - Politics, Policy and Community Relations in Education**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*30. EDLD 704 - Executive Leadership**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*31. EDLD 710 - School District Finance**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*32. EDLD 711 - Advanced School Law**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*33. EDLD 712 - Facilities Planning**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*34. EDLD 721 - District Level Practicum 1**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*35. EDLD 722 - District Level Practicum 2**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*36. EDLD 723 - District Level Practicum 3**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**\*37. EDLD 740 - Advanced Educational Research/Statistics 1**

Very Satisfied     Satisfied     Unsatisfied     Very dissatisfied     Did Not Take

**Winthrop University EDLD ED.S. Exit Survey**

**\*38. EDLD 741 - Advanced Educational Research/Statistics 2**

Very Satisfied

Satisfied

Unsatisfied

Very dissatisfied

Did Not Take

## Winthrop University EDLD ED.S. Exit Survey

### 4. The Internship

**\*39. Were the number of activities required in the practicums appropriate?**

Yes

No

**\*40. The practicum activities that you completed will be helpful to you when you become and educational leader.**

Strongly Agree

Agree

Disagree

Strongly Disagree

**\*41. I received adequate support from my Superintendent\* mentor.**

Strongly Agree

Agree

Disagree

Strongly Disagree

**\*42. I received adequate support from my University Supervisor.**

Strongly Agree

Agree

Disagree

Strongly Disagree

**\*43. What suggestions would you make to improve the Internship experience?**

**\*44. The program provided significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences. 7.1**

Strongly Agree

Agree

Disagree

Strongly Disagree

**\*45. Candidates are provided at least six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment. 7.2**

Strong Agree

Agree

Disagree

Strongly Disagree

## Winthrop University EDLD ED.S. Exit Survey

**\*46. An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution. 7.3**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**\*47. My mentors were provided information and support to guide me during the intern experience. (7.5.2)**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**\*48. I was able to apply skills and knowledge articulated in the ELCC standards as well as state and local standards for educational leaders.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**\*49. The practicum experiences were designed to accommodate my individual needs.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

## Winthrop University EDLD ED.S. Exit Survey

### 5. Conclusion

**\*50. I believe that the ED.S. courses were rigorous.**

Strongly Agree

Agree

Disagree

Strongly Disagree

**51. Are there any curriculum changes you would recommend?**

**\*52. Would you recommend the Winthrop ED.S. program to your colleagues?**

Yes

No

**\*53. Would you be willing to serve on an ED.S. Advisory Council?**

Yes

No

**54. If you could make any change in the ED.S. Program at Winthrop University, what would it be?**