Lehman College
The City University of New York

Educational Leadership
Graduate Programs

School Building Leader
School District Leader

Handbook for Leadership Experiences
(EDL 710; EDL 711; EDL 720; EDL 721)

2013/March
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Overview of Educational Leadership Graduate Programs

Lehman College offers two graduate programs in Educational Leadership, which include the following degree and certificate:

1) A 33-credit Master of Science in Education Degree program in Educational Leadership leading to New York State Initial Certification as a School Building Leader (SBL);
2) A 12-15-credit Advanced Educational Leadership/District Leader Extension Program leading to New York State Professional Certification as a School District Leader (SDL); and
3) A 30-credit Advanced Certificate in Educational Leadership leading to New York State Professional Certification as a SDL.

The purpose of the graduate programs in Educational Leadership at Lehman College is to prepare candidates for positions of School Building and School District Leaders, with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for School Building Leader (SBL) and School District Leader (SDL). The programs unite both the development of schools and the development of educational leaders through preparing individuals who can be catalysts for school change and improved student performance.

The programs prepare students for positions of leadership (e.g., principals, department chairs, superintendents, assistant superintendents, etc.) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as a SBL or SDL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout these programs. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational staff, parents and students. The courses emphasize critical thinking, reflection, and problem solving.

The educational leadership graduate programs are committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department (NYSED) and are based, in part, on the School of Education’s Lehman Urban Trasnformative Education (LUTE) conceptual model.

Lehman Urban Transformative Education (LUTE) Conceptual Framework:

The LUTE represents the School of Education’s vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals’
access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps. The LUTE focuses on four themes: 1) Empower Our Community of Educators and Learners; 2) Educate and Advocate for Social Action and Equity; 3) Realize Potential; and 4) Affirm Our Diverse Ethnic and Cultural Contexts. The entire LUTE conceptual framework is available at http://www.lehman.cuny.edu/academics/education/introduction.php

Goals and Overview of the Leadership Experience

The first goal of the Leadership Experience is designed to immerse candidates in “real-life” leadership experiences that afford candidates the opportunity to apply theory and knowledge from courses taken in the program. The Leadership Experience is intended to blend practical experience with classroom knowledge and theory. The second goal of the Leadership Experience is to provide a service to the cooperating school/district by providing leadership candidates who have the potential to assume a leadership position and who can assist the onsite supervisor in developing, planning and implementing instructional and/or management-related projects. The final goal of the Leadership Experience is to assess the educational leadership candidate’s ability and skills to perform effectively the responsibilities associated with school/district leadership and help identify and strengthen areas where the candidate still needs development.

All educational leadership candidates are required to complete 400 hours of leadership experiences over one or two semesters (spring/summer). Through the Leadership Experience, candidates must be given substantial responsibilities that include direct interaction and involvement with all school stakeholders (students, educational staff, parents, community leaders, social services organizations/agencies, etc.). In addition, candidates must be immersed in the daily administrative and managerial activities of school building leaders or school district leaders.

The Leadership Experience must be structured so that candidates gain proficiency in the leadership standards (see pages 35-44) set forth by both NYSED and the Educational Leadership Constituent Council (ELCC).

Applying for the Leadership Experience

Leadership Experience Application

Candidates wishing to register for the Leadership Experience must submit an application (including supporting documents) (see pages 16-17). Any application that is incomplete or missing required signatures will not be processed, and the candidate may be delayed from graduating in the appropriate time, since the candidate will not be able to complete his/her Leadership Experience in the correct program sequence. It is imperative that candidates carefully read the application materials and arrange to meet, in advance, with
his/her onsite supervisor to design the Leadership Experience plan, so that the deadline submission date is not missed. (Please see page 21 for an application checklist.)

The Leadership Experience Application has six parts that must be submitted together:
1) the application;
2) Proposed Administrative and Managerial Log (totaling 200 hours);
3) one-page summary of Proposed Educational Improvement Plan;
4) verification of fingerprinting and child abuse/violence prevention workshops;
5) resume of Onsite Supervisor; and
6) school and/or district report card and/or supporting material of cooperating site(s) that lists school/district demographics, test scores, etc.

**No Leadership Experience hours can be logged until candidates receive final approval of their application**

**Personal Assessment of and Reflection on Leadership Skills**

The first step for all candidates is to reflect on their current leadership skills and examine the areas still needing development. The ELCC standards should be used as a framework for this personal assessment. The personal assessment will contribute to the design of a candidate’s Leadership Experience and will assist his/her onsite supervisor in creating a plan with the candidate.

**Selecting a Cooperating School/District and an Onsite Supervisor**

With permission, candidates are allowed to complete the Leadership Experience in schools/districts where they currently are employed. However, since candidates must be exposed to leadership within a variety of educational settings, some hours will need to be completed in other schools that offer different learning experiences (grade levels, diverse student populations, school size, etc.). (See page 9 for the specific breakdown of required hours in other schools.)

The onsite supervisor must be from the school or district where you plan to do the majority of your hours. He/she must hold a valid New York State license in administration and must currently be working as a full-time administrator (principal, assistant principal, superintendent, assistant superintendent, etc.) in the school or district. Selecting the right onsite supervisor is critical, since he/she will be an integral part of your learning process.

**For SBL students: It is certainly acceptable for you to choose an assistant principal as your onsite supervisor; however, you are required to spend many of your hours doing principal-related tasks, as well. You cannot just immerse yourself in the functions of an assistant principal. Remember, one of the overall goals of the Leadership Experience is to learn about all of the leadership functions within a school or district.**

**Proposed Administrative and Managerial Log**
After you have chosen your onsite supervisor, and he/she has agreed to work with you, arrange a time to meet with your onsite supervisor and discuss the areas you identified during your personal assessment and reflection. Using this as a guide, together you should design a Proposed Administrative and Managerial Log (use page 18) of the specific activities/tasks that you will be completing, which will help meet your individualized needs identified during your personal assessment and reflection. It is imperative that the proposed leadership activities/tasks involve the candidate in the act of **DOING** – not watching or observing. The Proposed Administrative and Managerial Log should not be changed completely once the Leadership Experience commences. However, it is understood that flexibility is a key component in leadership; therefore, you are not obligated to complete every activity/task on your original proposed plan and can substitute other activities/tasks that may arise throughout your internship period.

Most importantly, the ELCC leadership standards that are listed below, depending on your program (SBL or SDL), must be incorporated in the proposed action plan created with your onsite supervisor. (Please see pages 38-47, which also lists the substandards, as well as the detailed tasks related to the major standards, which may be helpful as you develop your action plan with your onsite supervisor.)

**Educational Leadership Constituent Council (ELCC) Standards for School Building Leaders**

**Standard 1:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.

**Standard 2:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

**Standard 3:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

**Standard 4:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

**Standard 6:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
Educational Leadership Constituent Council (ELCC) Standards for School District Leaders

Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Specific Guidelines for Leadership Experience Hours

The required 400 hours of leadership experiences must include the following:

1) **200 hours – spent working with the day-to-day activities and tasks of school building or school district leaders**
   - minimum 20 hours must be completed in an elementary school setting (ES)
   - minimum 20 hours must be completed in a middle school setting (MS)
   - minimum 20 hours must be completed in a high school setting (HS)
   - minimum 20 hours must be completed working in a school/district with diverse populations (DIV)
   - minimum 25 hours must be completed working with a school/district’s special education program (SPED)
   - minimum 20 hours working with a school/district’s counseling program (CS)
   - minimum 20 hours must be completed working in a large school (LS)
• minimum 20 hours must be completed working in a small school (SS)
• minimum 20 hours must be completed working with the outside community or a community leader, in some capacity (COM)
• minimum 15 hours must be completed working with school or district budgets (BUD)

2) 200 hours – spent developing an Educational Improvement Plan (Please see pages 13-14 for a specific outline of this project.)

**A maximum total of 75 hours of leadership experiences, completed prior to taking EDL 710, EDL 711 or EDL 720 can be applied to the 400 hours. However, the following applies:

1) these 75 hours may not be from a period longer than six months prior to being enrolled in EDL 710, EDL 711, EDL 720 and/or EDL 721;
2) these prior 75 hours may not be leadership experience hours that you used to fulfill course requirements;
3) you must receive approval from your advisor or program coordinator prior to submitting your application (please see page 20 for approval form); and
4) you must use the abbreviations above, in your logs, to delineate these special settings.

Onsite Supervisors

Responsibilities of Onsite Supervisors

• The onsite supervisor must obtain a copy of the Handbook for Leadership Experiences from the educational leadership candidate and read through its contents prior to signing off on his/her Leadership Experience Application.
• The onsite supervisor will work with the educational leadership candidate to prepare a proposed plan for completing 200 hours of administrative and managerial activities/tasks.
• The onsite supervisor will discuss with the educational leadership candidate his/her proposed Educational Improvement Plan to ensure that this plan incorporates another 200 hours of leadership activities/tasks.
• The onsite supervisor will guide and assist the educational leadership candidate in collecting and accessing data that are appropriate and necessary to creating his/her Educational Improvement Plan.
• The onsite supervisor will meet with the educational leadership candidate for a minimum of 45-60 minutes per week for individual supervision.
• The onsite supervisor will provide the educational leadership candidate opportunities to fulfill the requirements of the Leadership Experience, as well as involve the candidate in the act of DOING – not watching or observing.
• The onsite supervisor will provide the educational leadership candidate with a copy of his/her resume to include with the candidate’s Leadership Experience Application. (The School of Education at Lehman is required by the National
Council for Accreditation of Teacher Education (NCATE) to have, on file, resumes of all individuals involved in the training of our educational leadership candidates.

- The onsite supervisor will co-sign all written time logs prepared by the educational leadership candidate.
- The onsite supervisor will submit an online assessment (see page 22 for assessment tool) of the educational leadership candidate’s performance during the Leadership Experience.
- The onsite supervisor will meet with a Lehman faculty member at least once during each semester.

**Appreciation of Onsite Supervisors**

The School of Education and the Educational Leadership Graduate Programs extend our sincere appreciation to you for your willingness to serve as an onsite supervisor. In your role, you are making an extremely important contribution to the future of the profession of educational leadership. You will be functioning as a mentor, a teacher and a model of ethical and transformational educational leadership. We anticipate that the educational leadership candidate, with whom you will be working, will also be able to make contributions to your school/district.

As an onsite supervisor, you will be compensated by earning credits of tuition reimbursement for your hours of supervision. A minimum of 12 weeks (full time) or a total of 360 hours of supervision of Lehman College leadership candidates is required for an onsite supervisor to earn a three-credit tuition waiver. Onsite supervisors may accumulate their total number of weeks or hours across any two academic years in order to be eligible. The tuition waiver must be used within three semesters from the date that the waiver is issued. The tuition waiver application may be obtained from the School of Education's Professional Development Network Office (Carman Hall, Room B33; 718.960.8041) or from the School of Education web site (http://www.lehman.edu/deanedu/share/field_c.html).

Thank you for taking the time to read this handbook and its guidelines, which hopefully will help you understand the expectations and necessary steps to ensure a successful and enriching leadership experience for our candidates.

**CLINICAL FACULTY**

**Responsibilities of Lehman College Clinical Faculty**

- Collects weekly logs;
- Conducts one-two site visits for each candidate per semester (EDL 710 and EDL 711 or EDL 720 or EDL 721);
- Meets with onsite supervisor, in person, at least once per semester (EDL 710 and EDL 711 or EDL 720 or EDL 721);
- Maintains ongoing communication with onsite supervisor through email and/or phone, if issues arise;
- Responsible for assessing the progress of the candidate with the onsite supervisor;
- Reviews and collects (by established deadlines) Educational Improvement Plan (EIP) and log (EDL 710 or EDL 720 or EDL 721) or Administrative and Managerial Log (EDL 711 or EDL 720 or EDL 721), ensuring that all appropriate signatures and required hours/activities are clearly documented;
- Ensures that the onsite supervisor is affording the candidate the opportunity to experience a variety of leadership activities and roles.
- Determines and assigns the candidate’s grade and submits candidate’s evaluation after consulting with the onsite supervisor (EDL 710 and EDL 711 or EDL 720 or EDL 721); reviewing evaluations by the onsite supervisor (EDL 711 or EDL 720 or EDL 721); reading the EIP (EDL 710 or EDL 720 or EDL 721), all relevant logs (EDL 710 and EDL 711 or EDL 720 or EDL 721) and other seminar assignments.
- Determines whether or not the candidate has met the required outcomes of the course, and if not, works with onsite supervisor to prescribe the additional work that must be completed to meet the standards.
- Submits the following documents to the educational leadership program coordinator, no later than the end of the respective semester: 1) sample EIPs (via email) (EDL 710 or EDL 720 or EDL 721) and logs (signed); 2) Administrative and Managerial Logs (signed) (EDL 711 or EDL 720 or EDL 721); and 3) candidate’s evaluation of site experience (EDL 711 or EDL 720 or EDL 721).
- Maintains a CUNYfirst username and password, since this system will be used for verifying attendance rosters and submitting grades.
- Maintains a TaskStream username and password, since EIP scores and candidates’ evaluations must be entered into this system, before the end of the semester in which the course is taught, and all onsite supervisor evaluation data will be stored, for review, in this system.

Leadership Experience Completion

SBL students:

You will submit your Educational Improvement Plan and its completed log to your Lehman instructor, one week prior to the end of EDL 710 – The Leadership Experience I. In order to complete EDL 710 and receive a grade, you must have completed 150-200 hours and submitted your Educational Improvement Plan and Log, as well as all other required documentation, and posted the required material in your electronic portfolio.

You will submit your Final Administrative and Managerial Log to your Lehman instructor, one week prior to the end of EDL 711 – The Leadership Experience II. In order to complete EDL 711 and receive a grade, you must have completed 200-250 hours and submitted all other required documentation, and posted the required material in your electronic portfolio.
Remember, you must total all completed hours per page on your Final Administrative and Managerial Log and Educational Improvement Plan Log and have your onsite supervisor’s name and signature on all pages of the logs. Your name and signature also must be on all pages of the logs.

**SDL Students:**

The Final Administrative and Managerial Log, as well as your Educational Improvement Plan and Log (if applicable), must be submitted, together, to your Lehman instructor, one week prior to the end of EDL 720 or EDL 721. In order to complete EDL 720 or EDL 721 and receive a grade, you must have completed a minimum total of 200-400 hours (depending which program you are enrolled in), submitted your Educational Improvement Plan (if applicable), as well as all other required documentation, and posted the required material in your electronic portfolio.

Remember, you must total all completed hours per page on your Final Administrative and Managerial Log and Educational Improvement Plan Log (if applicable) and have your onsite supervisor’s name and signature on all pages of the logs. Your name and signature also must be on all pages of the logs.

**Leadership Experience Assessment**

**Assessment of Candidates**

During the Leadership Experience, a candidate’s level of proficiency, accomplished in each of the ELCC leadership standards, will be assessed in the following ways:

1) Lehman faculty will meet with candidates’ onsite supervisors to discuss candidates’ progress;
2) onsite supervisors will be required to complete an online assessment of candidates;
3) candidates will be required to reflect on and assess their experiences through journaling;
4) candidates will receive a grade for their Educational Improvement Plan; and
5) candidates will receive a final course grade (in EDL 710, EDL 711, EDL 720 and/or EDL 721).

You are responsible for making sure that your onsite supervisor receives a copy of the *Handbook for Leadership Experiences*, which includes the assessment form (use page 22) that he/she will complete online to evaluate your Leadership Experience performance. It is the candidate’s responsibility to follow up with your onsite supervisor to ensure that he/she received the online evaluation and completes it by the assigned deadline.

**SBL students** – onsite supervisors can complete ONE assessment form for the entire Leadership Experience (both EDL 710 and EDL 711), unless the internship is done in two different schools.
**SDL students** – onsite supervisors can complete ONE assessment form for the entire Leadership Experience (EDL 720 or EDL 721), unless the internship is done in two different districts.

Candidates will also be required to evaluate their cooperating school/district sites (use page 29), and this must be submitted to your EDL 710, EDL 711, EDL 720 and/or EDL 721 instructor.

**Educational Improvement Plan**

**Outline for Educational Improvement Plan**

The main goal of the Educational Improvement Plan is to utilize all aspects of your coursework in developing a practical and real-life educational change in your cooperating school/district. Your Educational Improvement Plan must also incorporate research and theory from your coursework, as well as additional material (articles, etc.) that you may find relevant. This is a plan for potential implementation; the researched and proposed plan does not, necessarily, have to be implemented. However, the goal is to create a feasible, relevant and thoughtful plan that will provide working solutions for the school/district issue.

After speaking in depth, with your onsite supervisor, about the cooperating school/district’s educational challenges and issues, you should identify a critical educational problem or issue within your cooperating school/district that is in need of improvement. For the purposes of this project, a problem is defined as a discrepancy between what is (the actual) and what should be (the ideal). No problem/issue can be proposed on your application unless your onsite supervisor has approved it. He/she must have input on your proposed Educational Improvement Plan.

Please use the following section headings for your written Educational Improvement Plan:

**Section I: Problem/Issue Identification**

Simply state the problem/issue that you will be addressing. Your focus should be on describing the problem/issue and setting the context where the problem exists. In detail, describe the problem/issue by providing relevant background information (demographics of school/district; the difficulties being encountered; affected individuals; past attempts at solutions; etc.).

**Section II: Needs Assessment**

Document and support the need for your proposed educational improvement plan using multiple data sources. You must provide evidence that this problem does exist. Data such as test scores, reports, school/district surveys, etc., all can be used. No data should be collected without the approval of your onsite supervisor.

**Section III: Timeline**
Develop a timeline for your Educational Improvement Plan. How long will it realistically take from concept to actual implementation?

Section IV: Organizational Chart
Create an organizational chart of your cooperating school/district that identifies the central individuals and/or groups who would need to be involved in this educational change. Discuss the current relationships between these individuals/groups. What preexisting “politics” may exist? What are the sources of authority and power of these individuals/groups? What is the level of collaboration and collegiality among these individuals/groups?

Section V: Potential Causes of Problem/Issue and Major Barriers to Change
Discuss the major barriers preventing this potential educational improvement. Identify strategies for removing these barriers. How can you overcome the “history” of the school/district and past politics? In addition, examine the possible causes of the problem/issue. Remember, often there are multiple causes. For example, individuals, procedures, attitudes, and resources can all contribute to problems. (These are some causes and are not meant to be an all-inclusive list.)

Section VI: Action Steps
Develop a specific action plan for implementing this educational improvement. What steps must you take? How will you promote collaborative decision making during this process? How will you involve all school/district stakeholders? How will you lead this change fairly and ethically?

Section VII: Budget
How will you fund this educational improvement? Create a budget that shows your projected expenses to implement this educational improvement, as well as sources of funding for these expenses.

Section VIII: Reflection
Reflect on your Educational Improvement Plan. What are your thoughts about its feasibility and its potential to be implemented by your cooperating school/district? What does your onsite supervisor think about your plan and the likelihood that it can be implemented in the school/district? What are the strengths of your plan? What are the areas that still need to be thought out more clearly or effectively? Lastly, reflect on your process of developing this plan and the activities/tasks you had to complete to develop this plan.

Section IX: Reference Page
This section should be written using APA format (the most recent version) and should include all sources (theory, research articles, school/district data, etc.) of information that you cited in your Educational Improvement Plan.

Section X: Log of Hours (totaling 200 hours)
Please submit this section on a separate sheet of paper along with your Educational Improvement Plan. Do not staple it to the rest of your document.

Include the following information:
1) the specific activities/tasks you completed while developing your Educational Improvement Plan;
2) hours spent completing the activities/tasks;
3) dates you completed the activities/tasks; and
4) your signature and your onsite supervisor’s signature, verifying the completed hours.

You can create your own Word table or use the example below:

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Hours Spent</th>
<th>Date(s) Completed</th>
<th>Special Settings (use abbreviations from p. 8)</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

TOTAL # OF HOURS : ____________ (must total a minimum of 200 hours)

PROGRAM: ________________  
(SBL or SDL)

Candidate’s Name (please print) and Signature: _______________________________________________

Onsite Supervisor’s Name (please print) and Signature: _________________________________________
Lehman College of the City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education  

LEADERSHIP EXPERIENCE APPLICATION

**DEADLINES:** October 20th for spring/summer semesters. In the event that October 20th falls on a weekend, the next Monday will become the deadline.

**SEMESTER AND YEAR FOR WHICH YOU ARE APPLYING** _____________________________

**SECTION I: PERSONAL INFORMATION**  
Complete the information requested in this section: name, address, social security number, phone number, e-mail address and cell phone number, if one is available. (*Print clearly.*)

Name _________________________________________________________________________________

(Last) (First) (MI)

Address ____________________________________________________________________________

(City) (State) (Zip Code)

Phone Number ____________________________ Cell Phone ____________________________

E-mail Address _________________________________________________________________________

**SECTION II: PROGRAM / COURSEWORK INFORMATION**

a) Degree program in which currently enrolled _____________________________________________

b) Circle the appropriate course for which you will be registering:

   EDL 710: Leadership Experience I – building level (200 hrs., 3 crs.) *
   EDL 711: Leadership Experience II – building level (200 hrs., 3 crs.) *
   EDL 720: Leadership Experience – district level (400 hrs., 6 crs.)*
   EDL 721: Leadership Experience – district extension (200 hrs., 3 crs.)

*must have prior approval from educational leadership program coordinator to take EDL 710 and EDL 711 in the same semester.

**must have prior approval to carry EDL 720 over two semesters.

c) Anticipated date of graduation (month and year) _____________________________

**SECTION III: SCHOOL SITE INFORMATION**  
In completing this section, keep in mind that you are permitted to fulfill your leadership experience at your current work site, as long as: a) the school principal/district leader approves your use of the school/district for your leadership experience; b) the site provides the appropriate experience that you need to get certified in the specific level of leadership certification for which you will be recommended; c) the site is within reach for a Lehman supervisor to visit you; c) your onsite supervisor is a New York State certified school administrator; and d) Lehman College approves your requested site.

School Name/Address or District Office/Address _____________________________________________

Telephone ____________________________ Fax Number ____________________________
Principal or SDL __________________________________________ or A.P. __________________________________________

Immediate Onsite Supervisor responsible for your evaluations __________________________________________

Title of immediate Onsite Supervisor responsible for your evaluations __________________________________________

If school, grade range __________

SECTION IV: DOCUMENTATION REQUIRED WITH APPLICATION
Make sure that your application form has all the required documentation attached to this application:

1) ______ Fingerprinting Verification
2) ______ Child Abuse and Violence Prevention Workshops Verification
3) ______ Proposed Administrative and Managerial Log (signed by onsite supervisor)
4) ______ One-page summary of proposed Educational Improvement Plan (signed by onsite supervisor) (typed)
5) ______ Resume of Onsite Supervisor
6) ______ Report card(s) and/or supporting material (school/district demographics, test scores, etc.) of cooperating school/district where you are requesting to do your leadership experience. (If it is a NYC public school/district, you should be able to print copies from the NYC DOE web site. If it is a school/district located outside of NYC, you probably can get copies from the district web site. Otherwise, you will need to speak with the school’s principal/assistant principal or district leader to get copies.)

SECTION V: LEHMAN COLLEGE ADVISOR AUTHORIZATION

Authorization of Educational Leadership Program Coordinator or Advisor. Note to the Advisor: Check the student’s transcript before signing this document. The advisor’s signature indicates that the student has completed the program prerequisites and has the GPA necessary to do the internship next semester. Also, check that all required documentation is attached. Thank you.

Print Name of Educational Leadership Program Coordinator/Advisor __________________________________________

Signature of Educational Leadership Program Coordinator/Advisor __________________________________________

Lehman Extension

Please return completed application, with all required signatures and required documentation, to the individual listed below. (No applications accepted via e-mail.)

Contact Person: Janet R. DeSimone, Program Coordinator
Office: Carman Hall, B-53
Department Mailbox: Carman Hall, B-20
E-mail: janet.desimone@lehman.cuny.edu
Lehman College’s Educational Leadership Graduate Programs (SBL and SDL)
PROPOSED Administrative and Managerial Log (200 hours)

<table>
<thead>
<tr>
<th>Hours on Activity/Task</th>
<th>Inside Assigned School or District</th>
<th>Outside Assigned School or District</th>
<th>Special Settings (see p. 8)</th>
<th>ELCC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#1 – School Vision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#2 – Instructional Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#3 – Managing Organization and Resources</td>
</tr>
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<td></td>
<td>#4 – Community and Collaboration</td>
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<td></td>
<td></td>
<td>#5 – Ethical Leadership</td>
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<td></td>
<td></td>
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<td></td>
<td>#6 – Influencing Larger Context</td>
</tr>
</tbody>
</table>

Leadership Activities and Tasks

TOTAL # OF HOURS ON THIS PAGE: ____________       Program: ________________
(SBL or SDL)

Candidate’s Name (please print) and Signature: _______________________________________________

Onsite Supervisor’s Name (please print) and Signature: _______________________________________
Lehman College’s Educational Leadership Graduate Programs (SBL and SDL)
FINAL Administrative and Managerial Log (200 hours)

<table>
<thead>
<tr>
<th>Hours on Activity/Task</th>
<th>Inside Assigned School</th>
<th>Outside Assigned School</th>
<th>Special Settings (see p. 8)</th>
<th>Date(s) of Activity/Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCC Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#1 – School Vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2 – Instructional Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td>#6 – Influencing Larger Context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Leadership Activities and Tasks

TOTAL # OF HOURS ON THIS PAGE: ____________  Program: ____________ (SBL or SDL)

Candidate’s Name (please print) and Signature: ______________________________________________
Onsite Supervisor’s Name (please print) and Signature: ______________________________________
Lehman College’s Educational Leadership Graduate Programs (SBL and SDL)
Permission to Apply Prior Hours (maximum total allowed – 75 hours)

<table>
<thead>
<tr>
<th>Hours on Activity/Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inside Assigned School</td>
</tr>
<tr>
<td>Outside Assigned School</td>
</tr>
<tr>
<td>Special Settings (see p. 8)</td>
</tr>
<tr>
<td>Date(s) of Activity/Task</td>
</tr>
</tbody>
</table>

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<th>ELCC Standards</th>
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</thead>
<tbody>
<tr>
<td>#1 – School Vision</td>
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<tr>
<td>#2 – Instructional Leadership</td>
</tr>
<tr>
<td>#3 – Managing Organization and Resources</td>
</tr>
<tr>
<td>#4 – Community and Collaboration</td>
</tr>
<tr>
<td>#5 – Ethical Leadership</td>
</tr>
<tr>
<td>#6 – Influencing Larger Context</td>
</tr>
</tbody>
</table>

Leadership Activities and Tasks

TOTAL # OF HOURS ON THIS PAGE: ___________  Program: ______________________ (SBL or SDL)

Candidate’s Name (please print) and Signature: ________________________________________________

Onsite Supervisor’s Name (please print) and Signature: _________________________________________
Leadership Experience Application Checklist  
(for both SBL and SDL Programs)

<table>
<thead>
<tr>
<th>Items to Submit</th>
<th>When??</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Experience Application</td>
<td>Deadline provided by EDL Program Coordinator</td>
<td></td>
</tr>
<tr>
<td>Proposed Administrative and Managerial Log (signed by onsite supervisor)</td>
<td>Deadline provided by EDL Program Coordinator</td>
<td></td>
</tr>
<tr>
<td>One-page Summary of Proposed Educational Improvement Plan (typed) (signed by onsite supervisor)</td>
<td>Deadline provided by EDL Program Coordinator</td>
<td></td>
</tr>
<tr>
<td>Verification of fingerprinting and child abuse/violence prevention workshops</td>
<td>Deadline provided by EDL Program Coordinator</td>
<td></td>
</tr>
<tr>
<td>Resume of Onsite Supervisor</td>
<td>Deadline provided by EDL Program Coordinator</td>
<td></td>
</tr>
<tr>
<td>School Report Card and/or Supporting Material About Cooperating School/District</td>
<td>Deadline provided by EDL Program Coordinator</td>
<td></td>
</tr>
</tbody>
</table>
# Leadership Experience Completion Checklist

<table>
<thead>
<tr>
<th>Items to Submit</th>
<th>When??</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Improvement Plan</td>
<td>One week before EDL 710 ends</td>
<td></td>
</tr>
<tr>
<td>(typed – 15-20 pages)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Improvement Plan Log</td>
<td>One week before EDL 710 ends</td>
<td></td>
</tr>
<tr>
<td>(totaling 200 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Administrative and Managerial Log</td>
<td>One week before EDL 711 ends</td>
<td></td>
</tr>
<tr>
<td>(totaling 200 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Onsite Supervisor’s Assessment of Educational Leadership Candidate</td>
<td>Three weeks before EDL 711 ends</td>
<td></td>
</tr>
<tr>
<td>Candidate’s Assessment of Cooperating Site</td>
<td>One week before EDL 710 or EDL 711 ends</td>
<td></td>
</tr>
</tbody>
</table>

---

**Deadline dates may change. EDL 710, 711, 720 and/or 721 instructors will be more specific will deadline dates**
Name of Candidate: ______________________________   Semester/Year: ___________

Total Hours Completed: _____________   Program: ________________

Name of Onsite Supervisor: _________________________________________________

School/District Name: _____________________________________________________

School/District Address: _________________________________________________

SECTION I: Assessment of Leadership Skills: For this section, please choose the category (exemplary, proficient, poor) that best describes the candidate's performance in the specific leadership area.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISION 1.1</td>
<td>Candidate demonstrates an outstanding understanding of how to develop a vision for learning that promotes the success of all students and is based on relevant knowledge and theories, as well as on the diversity of learners and learners’ needs</td>
<td>Candidate demonstrates an adequate understanding of how to develop a vision for learning that promotes the success of all students and is based on relevant knowledge and theories, as well as on the diversity of learners and learners’ needs</td>
<td>Candidate demonstrates an inadequate understanding of how to develop a vision for learning that promotes the success of all students and is based on relevant knowledge and theories, as well as on the diversity of learners and learners’ needs</td>
</tr>
<tr>
<td>VISION 1.2</td>
<td>Candidate demonstrates an outstanding understanding of how to articulate and communicate a vision and the leadership processes necessary to implement and support a vision</td>
<td>Candidate demonstrates an adequate understanding of how to articulate and communicate a vision and the leadership processes necessary to implement and support a vision</td>
<td>Candidate demonstrates an inadequate understanding of how to articulate and communicate a vision and the leadership processes necessary to implement and support a vision</td>
</tr>
<tr>
<td>VISION 1.2</td>
<td>Candidate demonstrates an outstanding understanding of how to use data-based research strategies and strategic planning processes that focus on student learning to assist in developing a vision and draws on relevant information sources such as student assessment results, demographic data, and</td>
<td>Candidate demonstrates an adequate understanding of how to use data-based research strategies and strategic planning processes that focus on student learning to assist in developing a vision and draws on relevant information sources such as student assessment results, demographic data, and</td>
<td>Candidate demonstrates an inadequate understanding of how to use data-based research strategies and strategic planning processes that focus on student learning to assist in developing a vision and draws on relevant information sources such as student assessment results, demographic data, and</td>
</tr>
<tr>
<td>VISION 1.3</td>
<td>Candidate demonstrates an outstanding understanding of how to motivate staff, students and families to achieve a vision and other educational plans</td>
<td>Candidate demonstrates an adequate understanding of how to motivate staff, students and families to achieve a vision and other educational plans</td>
<td>Candidate demonstrates an inadequate understanding of how to motivate staff, students and families to achieve a vision and other educational plans</td>
</tr>
<tr>
<td>VISION 1.3</td>
<td>Candidate demonstrates an outstanding understanding of how to develop feasible, well-thought out and organized plans and processes for implementing a vision and other educational plans</td>
<td>Candidate demonstrates an adequate understanding of how to develop feasible, well-thought out and organized plans and processes for implementing a vision and other educational plans</td>
<td>Candidate demonstrates an inadequate understanding of how to develop feasible, well-thought out and organized plans and processes for implementing a vision and other educational plans</td>
</tr>
<tr>
<td>VISION 1.4</td>
<td>Candidate demonstrates an outstanding understanding of how to monitor, evaluate and use feedback to continuously improve and revise a vision and other educational plans</td>
<td>Candidate demonstrates an adequate understanding of how to monitor, evaluate and use feedback to continuously improve and revise a vision and other educational plans</td>
<td>Candidate demonstrates an inadequate understanding of how to monitor, evaluate and use feedback to continuously improve and revise a vision and other educational plans</td>
</tr>
<tr>
<td>VISION 1.5</td>
<td>Candidate demonstrates an outstanding understanding of how to communicate effectively with all educational stakeholders</td>
<td>Candidate demonstrates an adequate understanding of how to communicate effectively with all educational stakeholders</td>
<td>Candidate demonstrates an inadequate understanding of how to communicate effectively with all educational stakeholders</td>
</tr>
<tr>
<td>CLIMATE 2.1</td>
<td>Candidate demonstrates an outstanding understanding of how to assess school culture, using multiple methods, and implements strategies for creating an open culture and climate</td>
<td>Candidate demonstrates an adequate understanding of how to assess school culture, using multiple methods, and implements strategies for creating an open culture and climate</td>
<td>Candidate demonstrates an inadequate understanding of how to assess school culture, using multiple methods, and implements strategies for creating an open culture and climate</td>
</tr>
<tr>
<td>STUDENT LEARNING 2.2</td>
<td>Candidate demonstrates an outstanding understanding of how to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials</td>
<td>Candidate demonstrates an adequate understanding of how to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials</td>
<td>Candidate demonstrates an inadequate understanding of how to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials</td>
</tr>
<tr>
<td>STUDENT LEARNING 2.2</td>
<td>Candidate demonstrates an outstanding understanding of how to make recommendations regarding the design, implementation and evaluation of a curriculum that fully</td>
<td>Candidate demonstrates an adequate understanding of how to make recommendations regarding the design, implementation and evaluation of a curriculum that fully</td>
<td>Candidate demonstrates an inadequate understanding of how to make recommendations regarding the design, implementation and evaluation of a curriculum that fully</td>
</tr>
<tr>
<td></td>
<td>TECH 2.2</td>
<td>STUDENT LEARNING 2.3</td>
<td>PROF DEVEL 2.4</td>
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</tr>
<tr>
<td><strong>TECH 2.2</strong></td>
<td>Candidate demonstrates an outstanding understanding of how to use and promote technology to enrich curriculum and instruction and monitor instructional practices</td>
<td>Candidate demonstrates an outstanding understanding of how to apply appropriate theory and to use research strategies to improve student achievement</td>
<td>Candidate demonstrates an outstanding understanding of how to develop and implement personal professional growth plans that reflect commitment to life-long learning</td>
</tr>
<tr>
<td><strong>STUDENT LEARNING 2.3</strong></td>
<td>Candidate demonstrates an outstanding understanding of how to apply appropriate theory and to use research strategies to improve student achievement</td>
<td>Candidate demonstrates an outstanding understanding of how to assist school/district staff in understanding and applying best practices for student learning</td>
<td>Candidate demonstrates an inadequate understanding of how to develop and implement personal professional growth plans that reflect commitment to life-long learning</td>
</tr>
<tr>
<td><strong>STUDENT LEARNING 2.3</strong></td>
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<td>Candidate demonstrates an inadequate understanding of how to develop and implement personal professional growth plans that reflect commitment to life-long learning</td>
</tr>
<tr>
<td><strong>PROF DEVEL 2.4</strong></td>
<td>Candidate demonstrates an outstanding understanding of how to designs and implement well-planned, context-appropriate professional development programs based on research and consistent with an educational vision</td>
<td>Candidate demonstrates an outstanding understanding of how to develop and implement personal professional growth plans that reflect commitment to life-long learning</td>
<td>Candidate demonstrates an inadequate understanding of how to use strategies such as observation and collaborative reflection to create professional growth plans with school staff</td>
</tr>
<tr>
<td><strong>DATA 3.1</strong></td>
<td>Candidate demonstrates an outstanding awareness of and attention to indicators of equity, effectiveness and efficiency through research</td>
<td>Candidate demonstrates an outstanding understanding of how to use strategies such as observation and collaborative reflection to create professional growth plans with school staff</td>
<td>Candidate demonstrates an inadequate awareness of and attention to indicators of equity, effectiveness and efficiency through research</td>
</tr>
<tr>
<td>MANAGE 3.1</td>
<td>Candidate demonstrates an outstanding understanding of how to develop plans of action for effective organization and management of fiscal, human and material resources, giving priority to student learning, safety, curriculum and instruction</td>
<td>Candidate demonstrates an adequate understanding of how to develop plans of action for effective organization and management of fiscal, human and material resources, giving priority to student learning, safety, curriculum and instruction</td>
<td>Candidate demonstrates an inadequate understanding of how to develop plans of action for effective organization and management of fiscal, human and material resources, giving priority to student learning, safety, curriculum and instruction</td>
</tr>
<tr>
<td>MANAGE 3.2</td>
<td>Candidate demonstrates an outstanding understanding of how to skillfully build consensus among staff and resolve conflicts</td>
<td>Candidate demonstrates an adequate understanding of how to skillfully build consensus among staff and resolve conflicts</td>
<td>Candidate demonstrates an inadequate understanding of how to skillfully build consensus among staff and resolve conflicts</td>
</tr>
<tr>
<td>MANAGE 3.2</td>
<td>Candidate demonstrates an outstanding understanding of how to apply legal principles to promote educational equity and provide safe, effective and efficient facilities</td>
<td>Candidate demonstrates an adequate understanding of how to apply legal principles to promote educational equity and provide safe, effective and efficient facilities</td>
<td>Candidate demonstrates an inadequate understanding of how to apply legal principles to promote educational equity and provide safe, effective and efficient facilities</td>
</tr>
<tr>
<td>MANAGE 3.3</td>
<td>Candidate demonstrates an outstanding understanding of how to use problem-solving skills and strategic, long-range planning in the effective, legal and equitable use of fiscal, human and material resource allocation and alignment</td>
<td>Candidate demonstrates an adequate understanding of how to use problem-solving skills and strategic, long-range planning in the effective, legal and equitable use of fiscal, human and material resource allocation and alignment</td>
<td>Candidate demonstrates an inadequate understanding of how to use problem-solving skills and strategic, long-range planning in the effective, legal and equitable use of fiscal, human and material resource allocation and alignment</td>
</tr>
<tr>
<td>COMMUNITY 4.1</td>
<td>Candidate demonstrates an outstanding understanding of how to bring together the resources of the community to positively affect student learning</td>
<td>Candidate demonstrates an adequate understanding of how to bring together the resources of the community to positively affect student learning</td>
<td>Candidate demonstrates an inadequate understanding of how to bring together the resources of the community to positively affect student learning</td>
</tr>
<tr>
<td>FAMILIES 4.1</td>
<td>Candidate demonstrates an outstanding understanding of how to involve families in the education of their children and strongly believes families have the best interest of their children in mind</td>
<td>Candidate demonstrates an adequate understanding of how to involve families in the education of their children and strongly believes families have the best interest of their children in mind</td>
<td>Candidate demonstrates an inadequate understanding of how to involve families in the education of their children and strongly believes families have the best interest of their children in mind</td>
</tr>
<tr>
<td>COMMUNITY 4.1</td>
<td>Candidate demonstrates an outstanding understanding</td>
<td>Candidate demonstrates an adequate understanding of</td>
<td>Candidate demonstrates an inadequate understanding of</td>
</tr>
<tr>
<td>Component</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNITY 4.1</td>
<td>Candidate demonstrates an outstanding understanding of how to involve all educational stakeholders in school/district decision-making processes and strongly understands that schools/districts are an integral part of the larger community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBLIC RELATIONS 4.1</td>
<td>Candidate demonstrates an outstanding understanding of how to market, publicize and advertise an educational vision and school/district programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNITY 4.2</td>
<td>Candidate demonstrates an outstanding understanding of how to respond to community interests and conflicting perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNITY 4.3</td>
<td>Candidate demonstrates an outstanding understanding of how to mobilize community resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTEGRITY 5.1</td>
<td>Candidate is outstanding in acting with integrity in all situations and with all individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAIRNESS 5.2</td>
<td>Candidate is outstanding in acting fairly in all situations and with all individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETHICS 5.3</td>
<td>Candidate is outstanding in acting ethically in all situations and with all individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LARGER CONTEXT 6.1</td>
<td>Candidate demonstrates an outstanding understanding of the local, state and federal policies, laws and regulations that affect schools/districts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LARGER</td>
<td>Candidate demonstrates an</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONTEXT 6.2</td>
<td>outstanding understanding of how to communicate with members of a school community concerning trends, issues and potential environmental changes and maintain an ongoing and open dialogue with diverse community groups</td>
<td>adequate understanding of how to communicate with members of a school community concerning trends, issues and potential environmental changes and maintain an ongoing and open dialogue with diverse community groups</td>
<td>inadequate understanding of how to communicate with members of a school community concerning trends, issues and potential environmental changes and maintain an ongoing and open dialogue with diverse community groups</td>
</tr>
<tr>
<td>LARGER CONTEXT 6.3</td>
<td>Candidate demonstrates an outstanding understanding of how to engage all educational stakeholders in advocating for adoption of improved policies and laws that promote equitable learning opportunities and success for all students</td>
<td>Candidate demonstrates an adequate understanding of how to engage all educational stakeholders in advocating for adoption of improved policies and laws that promote equitable learning opportunities and success for all students</td>
<td>Candidate demonstrates an inadequate understanding of how to engage all educational stakeholders in advocating for adoption of improved policies and laws that promote equitable learning opportunities and success for all students</td>
</tr>
<tr>
<td>LARGER CONTEXT 6.3</td>
<td>Candidate demonstrates an outstanding understanding of how to apply the larger political, social, economic, legal and cultural context to develop activities and polices that benefit students and their families</td>
<td>Candidate demonstrates an adequate understanding of how to apply the larger political, social, economic, legal and cultural context to develop activities and polices that benefit students and their families</td>
<td>Candidate demonstrates an inadequate understanding of how to apply the larger political, social, economic, legal and cultural context to develop activities and polices that benefit students and their families</td>
</tr>
</tbody>
</table>

**SECTION II: Overall Assessment:** Please share your opinion of the above-named educational leadership candidate with regard to her/him being in the field of educational leadership/administration. Place an **X** by the statement that most conveys your beliefs.

_____ This educational leadership candidate has an excellent future as a school/district leader, and I strongly support that s/he pursues such work.

_____ This educational leadership candidate shows strong potential as a school/district leader, and I recommend that s/he pursues additional training and supervision in the following areas:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

_____ I have reservations about this educational leadership candidate pursuing school/district leadership mainly because

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
SECTION III: Educational Improvement Plan: Only answer the following questions, if the educational leadership candidate completed an Educational Improvement Plan with you this semester. Please place an X next to the appropriate responses.

I found the candidate’s Educational Improvement Plan to be

- Exemplary
- Proficient
- Poor

If “poor,” please explain:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I found the candidate’s Educational Improvement Plan to be thoughtful, grounded in data and feasible, and I may try to implement the plan during the next school year.

- Yes
- No

SECTION IV: Verification of Completion of Hours: Please place an X next to the appropriate response.

I verify that the above-named candidate successfully completed the agreed upon leadership experiences at the above-named school/district.

- Yes
- No

If no, please explain:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Onsite Supervisor’s Signature:** ________________________________

**Date:** _______________________

Additional Comments and/or Suggestions:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Kindly assist us in evaluating the quality of the supervision experience you received, from your Lehman College instructor, in your educational leadership internship course this past semester. Your completion of this survey is purely voluntary, and your responses will be kept confidential. In advance, we thank you for taking the time to assist us!

**Level of Internship**
Please choose one.
- _____School Building Leader
- _____School District Leader

**Semester/Year of Internship**
Please list the semester and year of the internship experience you are evaluating (e.g., summer 2012).

______________________________

**Lehman College Internship Instructor**
Please list the name of your current Lehman College internship instructor.

______________________________

**Instructor Support and Feedback**
Please rate the following questions on a scale from 1 (strongly disagree) to 5 (strongly agree).

*Response Legend:*

1 = Strongly Disagree  2 = Disagree  3 = Undecided  4 = Agree  5 = Strongly Disagree

- The instructor provided useful feedback on leadership issues that I raised during my internship.
- The instructor provided feedback in a concrete and clear manner.
- The instructor provided feedback that helped me improve my leadership skills.
- The instructor provided feedback in a supportive manner.
- The instructor worked well as a liaison between Lehman and my internship site.
- The instructor worked with me to find a mutually convenient time for site visits.
The instructor was knowledgeable about leadership practices and solutions.

**Overall Evaluation**
Overall, how would you rate your Lehman College internship instructor? Please rate on a scale from 1 (lowest) to 4 (highest).

_____ Not Helpful
_____ Somewhat Helpful
_____ Mostly Helpful
_____ Extremely Helpful

**Comments/Suggestions**
Please provide any additional comments, suggestions and/or more details on any of the above questions. Know that the educational leadership program values your comments and uses them as guidelines for improving our program.
Name of Candidate: ________________________________________________

Semester: _______________ Year: __________________

Program: School Building Leader or School District Leader

Name of Onsite Supervisor: ____________________________________________

School/District Name: ________________________________________________

School/District Address: ______________________________________________

School Progress Report Grade (if applicable – otherwise N/A): ______________

**SECTION I: Assessment of Leadership Skills:** Please choose the rating that most conveys your beliefs about each statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The onsite supervisor was available for supervision and provided constructive and helpful feedback.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) The onsite supervisor allowed me to DO leadership activities/tasks rather than observe him/her leading schools/districts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) The onsite supervisor provided opportunities for me to gain leadership experience with articulating, implementing, communicating, and promoting an educational vision and other school/district programs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) The onsite supervisor provided opportunities for me to gain leadership experience with addressing family concerns and conflict resolution.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) The onsite supervisor provided opportunities for me to gain leadership experience with addressing staff concerns, conflict resolution and implementing strategies for improving school/district culture and climate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) The onsite supervisor provided opportunities for me to gain leadership experience with developing and implementing professional development for school/district staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) The onsite supervisor provided opportunities for me to gain leadership experience with facilitating activities/programs that improve instructional practices and curricular materials.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exemplary</td>
<td>Proficient</td>
</tr>
<tr>
<td>---</td>
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<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>8)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with programs/projects that address ethnic and demographic diversity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with programs/projects that address students with special needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with staff observations and evaluations and the development of comprehensive professional growth plans for staff.</td>
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<tr>
<td>11)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with accessing student data and making data-driven decisions.</td>
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<td>12)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with monitoring and assessing educational programs.</td>
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<td>13)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with using technology to enrich monitor and assess instruction.</td>
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<tr>
<td>14)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with managing the daily activities/tasks of a school/district.</td>
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<td>15)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with maintaining a safe and healthy school/district. (e.g., maintenance issues, security issues, etc.)</td>
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<td>16)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with working with internal and external vendors.</td>
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<td>17)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with problem solving and strategic, long-range planning.</td>
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<td>18)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with budgeting and other fiscal matters.</td>
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<td>19)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with applying and assessing current technologies for school management, business procedures and scheduling.</td>
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<tr>
<td>20)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with collaborating with community and building community relations.</td>
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<tr>
<td>21)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with acting ethically and fairly.</td>
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<tr>
<td>22)</td>
<td>The onsite supervisor provided opportunities for me to gain leadership experience with applying the local, state and federal educational policies, laws and regulations.</td>
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<tr>
<td>23)</td>
<td>The onsite supervisor provided opportunities for me to</td>
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gain leadership experience with applying the appropriate legal and political frameworks to school/district issues, especially in relation to students’ access to educational opportunities and staff performance.

SECTION II: Overall Assessment: Please choose one response that most conveys your beliefs about the following statement.

During your Leadership Experience at this cooperating school/district, did you feel you were afforded the opportunity to make a contribution to the school/district?

_____ Yes    _____ No

Additional Comments and/or Suggestions:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Lehman College Educational Leadership Program
Clinical Faculty Evaluation of Intern Candidate

Standard #1: Fostering a Vision
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

PERFORMANCES: The intern facilitates processes and engages in activities that:

ELEMENTS
• Identify and support a vision, mission, and supporting beliefs.
• Collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
• Promote continual and sustainable school improvement.
• Evaluate school progress and revise school plans supported by school stakeholders.

Rating for Intern's Performance on Standard #1:
Exemplary - Proficient – Poor – Unacceptable

Comments for Intern's Performance on Standard #1

Standard #2: Instructional Leadership
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

PERFORMANCES: The intern facilitates processes and engages in activities that:

ELEMENTS
• Sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
• Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
• Develop and supervise the instructional and leadership capacity of school staff.
• Promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Rating for Intern's Performance on Standard #2:
Exemplary - Proficient – Poor – Unacceptable

Comments for Intern's Performance on Standard #2

Standard #3: Managing an Organization
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
PERFORMANCES: The intern facilitates processes and engages in activities that:

ELEMENTS
• Monitor and evaluate school management and operational systems.
• Efficiently use human, fiscal, and technological resources to manage school operations.
• Promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
• Develop school capacity for distributed leadership.
• Ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Rating for Intern's Performance on Standard #3:
Exemplary - Proficient – Poor – Unacceptable
Comments for Intern's Performance on Standard #3

Standard #4: Collaborative Leadership
A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

PERFORMANCES: The intern facilitates processes and engages in activities that:

• Work effectively with school families.
• Mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
• Show active involvement in outreach efforts to the larger community.
• Develop and maintain a well-defined and effective public relations plan.

Rating for Intern's Performance on Standard #4:
Exemplary - Proficient – Poor – Unacceptable
Comments for Intern's Performance on Standard #4

Standard #5: Ethical Leadership
STANDARD #5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

PERFORMANCES: The intern facilitates processes and engages in activities that:

• Treat people fairly, equitably, and with dignity and respect.
• Model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
• Evaluate the potential moral and legal consequences of decision making in the school.
• Promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Rating for Intern's Performance on Standard #5:
Exemplary - Proficient – Poor – Unacceptable
Comments for Intern's Performance on Standard #5
Standard #6: Leadership Impacting the Larger Context
A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

PERFORMANCES: The intern facilitates processes and engages in activities that:
• Work within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
• Communicate with the school community concerning trends, issues and potential changes in the broader community
• Advocate for the school in the broader community

Rating for Intern's Performance on Standard #6:
   Exemplary – Proficient – Poor – Unacceptable
   Comments for Intern's Performance on Standard #6
Educational Leadership Constituent Council (ELCC)

Standards for School Building Leaders

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.

1.1 Develop a Vision
a. Candidates develop a vision of learning for a school that promotes the success of all students.
b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners’ needs, schools as interactive social and cultural systems, and social and organizational change.

1.2 Articulate a Vision
a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.
b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision
a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision.
b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

1.4 Steward a Vision
a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.
b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.
c. Candidates assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision
a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture
a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

2.2 Provide Effective Instructional Program
a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.
c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

2.3 Apply Best Practice to Student Learning
a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

2.4 Design Comprehensive Professional Growth Plans
a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization
a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.
b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.
c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

3.2 Manage Operations
a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.
b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.
c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.

3.3 Manage Resources
a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.
b. Candidates creatively seek new resources to facilitate learning.
c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members
a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.
b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.
c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.
d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.
e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.
f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.
g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.
h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

4.2 Respond to Community Interests and Needs
a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.
c. Candidates provide leadership to programs serving students with special and exceptional needs.
d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

4.3 Mobilize Community Resources
a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.
b. Candidates demonstrate how to use school resources and social service agencies to serve the community.
c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity
a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2 Acts Fairly
a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically
a. Candidates make and explain decisions based upon ethical and legal principles.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Context
a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.
b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.
c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.

d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.

e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.

g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.

h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

6.2 Respond to the Larger Context

a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

6.3 Influence the Larger Context

a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.

b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.

c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Educational Leadership Constituent Council (ELCC)
Standards for School District Leaders

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

1.1 Develop a Vision

a. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.

b. Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.

c. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district.

d. Candidates demonstrate knowledge of ways to use a district’s vision to mobilize additional resources to support the vision.
1.2 Articulate a Vision
a. Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.
b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision
a. Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district’s vision.
b. Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.

1.4 Steward a Vision
a. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
b. Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district’s vision, mission, and goals.

1.5 Promote Community Involvement in the Vision
a. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture
a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

2.2 Provide Effective Instructional Program
a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.
b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.
c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.
d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.

2.3 Apply Best Practice to Student Learning
a. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.
b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.
c. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.
d. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

2.4 Design Comprehensive Professional Growth Plans
a. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.
b. Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.
c. Candidates develop personal professional growth plans that reflect commitment to lifelong learning and best practices.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization
a. Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.
b. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.
c. Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.
d. Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.
e. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.

3.2 Manage Operations
a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
b. Candidates can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.
c. Candidates develop staff communication plans for integrating district’s schools and divisions.
d. Candidates develop a plan to promote and support community collaboration among district personnel.

3.3 Manage Resources
a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.
b. Candidates creatively seek new resources to facilitate learning.
c. Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.
d. Candidates apply and assess current technologies for management, business procedures, and scheduling.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members
a. Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
b. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.
c. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.
d. Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.
e. Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.
f. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.
g. Candidates demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.
h. Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.
4.2 Respond to Community Interests and Needs
a. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.
b. Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community.
c. Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.
d. Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.
e. Candidates demonstrate the ability to advocate for students with special and exceptional needs.

4.3 Mobilize Community Resources
a. Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.
b. Candidates demonstrate how to use district resources to the community to solve issues of joint concern.
c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity
a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2 Acts Fairly
a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically
a. Candidates make and explain decisions based upon ethical and legal principles.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Context
a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.
b. Candidates demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
c. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.
d. Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.

e. Candidates demonstrate the ability to work with political leaders at the local, state, and national level.

f. Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.

g. Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.

6.2 Respond to the Larger Context

a. Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.

b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.

c. Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.

6.3 Influence the Larger Context

a. Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.

b. Candidates demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.