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College of Education Mission Statement

Professional education programs at Grand Canyon University are designed to support and promote the university’s mission to prepare candidates to become global citizens, critical thinkers, effective communicators, and responsible leaders from the context of GCU’s Christian heritage. The College of Education inspires excellence in pedagogy and scholarship; advances reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promotes servant leadership in educational communities; and engages a diverse and global community of candidates with purpose and passion.

Disclaimer

Grand Canyon University’s College of Education reserves the right to make changes of any nature to this manual when they are deemed necessary or desirable. This manual is for informational purposes and does not constitute a contract.

The Grand Canyon University Master of Education in Educational Administration and Master of Education in Educational Leadership Practicum/Field Experience Manual does not establish a contractual relationship; rather, the manual sets forth academic and other requirements that a candidate must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the university. While advisors and other Grand Canyon University personnel are available to guide the candidate with respect to the requirements, it is the ultimate responsibility of the candidate to fulfill the requirements.

Students should view the Academic Catalog for college and program specific information.
Statement of Education Philosophy Learning, Leading, Serving

**Learning:**
We believe that all students can learn and that highly effective, innovative, and collaborative teaching and administration maximizes best practices as well as student learning and achievement. Effective teachers and administrators are highly educated, skilled, committed, and compassionate; they ensure all students learn to the best of their ability.

**Leading:**
We believe that education is a powerful tool with which to purposefully engage a diverse, global community. As our teacher and administrator candidates find their purpose and calling within education, they seek to lead others to reach their God-given potential in order for them to influence the changing world.

**Serving:**
The culture and Christian heritage of the University promotes a spirit of servant leadership within the College of Education's faculty, staff, and candidates so they can serve people within the broader educational community.
College of Education – Learning, Leading, Serving Pledge

In keeping with Grand Canyon University’s Christian heritage, in the College of Education we find our purpose and calling in teaching, and we seek to lead others to reach their God-given potential by integrating faith into our work.

We believe all students can learn and are deserving of highly effective, innovative, skilled, committed and compassionate educators who ensure that all of their students learn to the best of their abilities.

We believe education is a powerful tool to purposefully engage a multicultural, global community to make a difference in a changing world.

We believe in the spirit of servant leadership and are committed to serving all students within our local and broader educational communities, and to leading with creativity and innovation in our profession with a commitment to personal integrity, professional ethics, collaboration, and excellence for all.

As a Grand Canyon University College of Education, teacher candidate/teacher/educator I pledge to:

1) Enter my class as a professional educator, fully prepared every day.
2) Maximize learning for all students, inspiring them to achieve at their highest potential.
3) Approach teaching and learning for all students with the heart of a servant leader.
4) Be a culturally responsive educator, engaging with and advocating for social justice, and supporting each student and their unique learning needs.
5) Model personal integrity, professional ethics, collaboration, and excellence for all.
6) Be a lifelong learner to advance my commitment as a professional educator.

This pledge is made to affirm my commitment and devotion to learning, leading and serving.

Professional Learning Network (PLN)

The PLN can be accessed by registering with your preferred email address and permanent password at https://pln.gcu.edu

This network supports GCU’s Conceptual Framework of Learning, Leading, and serving by providing a virtual space for principal candidates, Arizona teaching interns, educational administration candidates, GCU Faculty Supervisors, and faculty to learn, collaborate, and connect in a supportive environment working towards successful clinical practice experiences.

As a participant in practicum/field experience, members are encouraged to participate in this virtual space. Engaging in this space can support you in your practicum/field experience as you strive to embody the GCU Conceptual Framework of Learning, Leading, and Serving.

The PLN Navigation heading contains icons and titles to enable ease of use. Below is an overview of each page you can access:

- Home - From the Home Page you can quickly access document folders, links, upcoming events, PLN news, recent activity, and PLN Conduct Expectations.
- Resources - Provides GCU resource links, social media links, resource folders, and library discussion.
- Education News - Provides education news as posted by the Clinical Practice group, and News Chatter posted by all users.
- Calendar - The Calendar provides dates of educational conferences, webinars, and GCU events.
• Groups - Find the Group Spaces relevant to you and join into the chat community. Here you can chat with your peers in a protected space.
• Discussions - This is an open dialogue space for all members of the PLN.
• People - This area provides profiles of each PLN member. You can find peers in your region, those studying in your program, or your GCU Faculty Supervisor.

To get started, here are a few things you can do:
• Complete your personal profile
• Connect with Groups
• Post into relevant Discussions
• Review and comment on PLN news updates
• Visit Resources to obtain helpful materials and links
• Check the Calendar for upcoming events

**Fingerprint Clearance**

Candidates seeking an Arizona Institutional Recommendation for teaching or administrative credential must have an Arizona Fingerprint Clearance Card, in addition to their own state’s fingerprint or background clearance documentation. Refer to the University Policy Handbook for additional information on fingerprint clearance requirements.

**The Student as a Representative of GCU**

Candidates have the responsibility of representing Grand Canyon University to the population being served in a professional manner. Our goal is for the candidate to be an exemplary professional model for Grand Canyon University; therefore, while completing the practicum, candidates must be mindful of the candidate role as a representative of the university. For more information concerning conduct and university expectations, please refer to the Grand Canyon University Policy Handbook.

**Professional Dispositions**

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and that affect student learning and achievement, motivation and development, as well as the educator's own professional growth. If sincerely held, dispositions should lead to actions and patterns of professional conduct.

For additional information on the COE Professional Dispositions, refer to the University Policy Handbook.
Internship Activities

Expectations

The internship is designed with the realization that most graduate students pursuing a degree in educational administration are already employed in full-time teaching or administrative positions.

The minimum expectation for the internship hours is: 90 hours per internship course, which equates to 270 cumulative internship hours. Principal Candidates are expected to maintain weekly communication with their Principal Mentor and are encouraged to become involved with projects that go beyond the minimum requirement.

Internship activities will consist of both required and elective activities. Required activities are noted in each course that includes practicum hours and relate to the associated action research project requirements. Elective activities need to be selected thoughtfully so they allow students to develop competencies to meet the ELCC and ISLLC standards. Examples are provided in the Sample Educational Administration Internship Activities document.

Summer Expectations

Principal Candidates completing internship hours over the summer may need to make prior arrangements with the Principal Mentor. This may include working with other administrators or school district leaders if the Principal Mentor will not be present during the summer.

Clinical Practice Requirements

Principal candidates are required to complete a total of 360 total Clinical Practice hours. Nine core courses require principal candidates to engage in 10 hours of embedded Clinical Field Work per course, for a total of 90 hours, and three capstone courses require Principal Candidates to engage in 90 hours of Clinical Internship per course, for a total of 270 hours.

An overview of the program course sequence and associated clinical practice time requirements appear below and on the next page. All Clinical Practice is completed under the mentoring of qualified administrators who monitor and coach Principal Candidates.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Clinical Internship Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAD-501 – Education Administration: Foundation for the Developing Leader</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>EAD-505 – Education Law</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>EAD-510 – Education Finance</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>EAD-519 – Clinical Internship I- Learner-Centered Leadership</td>
<td>90</td>
<td>Clinical Internship I will encompass topics related to</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>EAD-513</td>
<td>Managing School Culture</td>
<td>10</td>
</tr>
<tr>
<td>EAD-520</td>
<td>Instructional Leadership I: Strengthening Curricular Programs to Promote</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Continuous School Improvement</td>
<td></td>
</tr>
<tr>
<td>EAD-523</td>
<td>Developing Professional Capacity</td>
<td>10</td>
</tr>
<tr>
<td>EAD-529</td>
<td>Clinical Internship II: Learner-Centered Leadership</td>
<td>90</td>
</tr>
<tr>
<td>EAD-530</td>
<td>Improving Teacher Performance and Self-efficacy</td>
<td>10</td>
</tr>
<tr>
<td>EAD-533</td>
<td>Developing and Empowering Instructional Leaders</td>
<td>10</td>
</tr>
<tr>
<td>EAD-536</td>
<td>Strategic Leadership and Management in the Principalship</td>
<td>10</td>
</tr>
<tr>
<td>EAD-539</td>
<td>Clinical Internship III- Learner-Centered Leadership</td>
<td>90</td>
</tr>
</tbody>
</table>

**Clinical Internship II** will encompass topics related to developing curriculum to promote school improvement and teacher professional learning and creating and managing positive school culture and other pertinent school leadership themes.

Clinical Internship III will encompass topics related to coaching teachers and building self-efficacy, promoting shared leadership skills, managing the school environment as a principal, and other pertinent school leadership themes.

Total Practicum/Field Experience and Internships Hours 360

**Clinical Internship Description**

In the three internships embedded within the program, the principal candidate applies building-level leadership skills by completing tasks designed to facilitate the candidate's ultimate success in improving student achievement as a school principal.

The learning dimensions of Awareness—developed through Observing, Understanding—developed through Participating, and Application—developed through Leading are manifested respectively in three strands of the internship. These three strands: Evaluating a working Continuous School Improvement Plan; completing an Action Planning project; and targeting development and refinement of professional leadership skills.
At the end of internship EAD-529 and EAD-539, Principal Candidates will be evaluated on the leadership domains outlined in the Arizona Framework for Evaluating Educator Effectiveness by the use of Instrument for Measuring Leadership Effectiveness and its accompanying rubric.

The behavioral dimensions of Stewardship, Excellence, and Integrity are manifested in two strands of the clinical internship: regular measurement of the candidate's growth and readiness against GCU’s Professional Dispositions, which are rooted in the university's Christian heritage; and evaluation of proficiency in Continuous School Improvement Planning; action planning; and professional leadership skills within a Christian values-based curriculum.

Clinical Internship Prerequisites

Student Services Counselor verifies eligibility for internships and completes the required registration process. Candidates can view their program evaluation through the Student Portal. The Student Services Counselor is also available to discuss program progression and academic eligibility.

- The principal candidate must have completed all Block 1 courses in order to begin EAD-519 – Clinical Internship I: Learner-Centered Leadership.
- The principal candidate must have completed EAD-519 – Clinical Internship I - Learner-Centered Leadership in order to begin EAD-529 –Clinical Internship II: Learner-Centered Leadership.
- The principal candidate must have completed EAD-529 –Clinical Internship II: Learner-Centered Leadership in order to begin EAD-539-Clinical Internship III: Learner-Centered Leadership.
- Current State of Arizona Department of Public Safety Fingerprint Clearance Card or current fingerprint clearance documentation in accordance with the fingerprint policies of the state of residence.
- Minimum GPA of 3.0

Preparing for Each Internship

Prior to EAD-519

- Review the Master of Education in Educational Administration Internship Manual
- Complete the Educational Administration Internship Application and Consent and submit to your Field Experience Counselor
- Design the 90 hour Internship Plan for EAD-519, aligned to the ELCC / ISLLC standards
- Review the Internship Plan with your Principal Mentor
- Review the Instrument for Measuring Leadership Effectiveness
- Compile portfolio artifacts from previous coursework and organize artifacts, aligned to standards using an electronic format of your choosing
- Contact your Field Experience Counselor for additional questions

During EAD-519

- Complete all coursework related to EAD-519
- Complete a minimum of 90 internship hours (15 hours/week)
• Collect artifacts, as evidence, to support your Internship Plan and add to your portfolio
• Meet with your Principal Mentor to review your progress toward the completion of the Internship Plan
• Complete a self-assessment using the Instrument to Measure Leadership Effectiveness by the end of week 5
  o Use the self-assessment to identify areas of focus for the Internship Plan in EAD-529
  o Design the 90 hour Internship Plan for EAD-529, aligned to the ELCC / ISLLC standards
• Obtain Principal Mentor signature verifying the completion of the 90 hours on the Educational Administration Internship Verification Form
  o Submit hours to LoudCloud in week 6

**During EAD-529**

• Communicate with your GCU Faculty Supervisor to schedule your first evaluation and review prior work and 90 hours completed towards your Internship Plan in EAD-519
• Complete all coursework related to EAD-529
• Complete a self-assessment using the Instrument to Measure Leadership Effectiveness. Use the self-assessment to revise the Internship Plan
• Collect artifacts, as evidence, to support your Internship Plan
• Complete a minimum of 90 internship hours
• Meet with your Principal Mentor and GCU Faculty Supervisor to review your progress toward the completion of the Internship Plan and the cumulative 180 hours
• Obtain Principal Mentor signature verifying the completion of the 90 hours (180 cumulative) on the *Educational Administration Internship Verification Form*
• Submit hours and completed evaluation to LoudCloud in week 6

**During EAD-539**

• Communicate with your GCU Faculty Supervisor to schedule your final evaluation and review prior work completed towards your Internship Plan in EAD-529
• Complete all coursework related to EAD-539
• Complete a self-assessment using the *Instrument to Measure Leadership Effectiveness*. Use the self-assessment to revise the Internship Plan
• Collect artifacts, as evidence, to support your Internship Plan
• Complete a minimum of 90 internship hours
• Meet with your Principal Mentor and GCU Faculty Supervisor to demonstrate your completion of the Internship Plan and the cumulative 270 internship hours.
• Obtain Principal Mentor signature verifying the completion of the 90 hours (270 cumulative) on the *Educational Administration Internship Verification Form*
• Submit hours to and completed evaluation to LoudCloud in week 6
Clinical Practice Support Roles

The following are in position to support the candidate during clinical practice:

**Principal Mentor:** The Principal Mentor is the school administrator hosting the candidate. The Principal Mentor must be certified, endorsed or licensed as an administrator. The primary responsibility of the Principal Mentor is to the school and district, then to the candidate.

**Course Instructor:** The course instructor is the university faculty member assigned to teach the course. Course instructors are responsible for implementing course assignments, as required through the curriculum, which relate to the candidate’s field experience, particularly lesson planning and instructional design.

**Field Experience Counselor (FEC):** The Field Experience Counselor supports candidates in meeting COE specific supplementary requirements throughout their program. These requirements include, but are not limited to, fingerprint clearance, testing requirements, field experiences, student teaching application, and Institutional Recommendation. In addition, the Field Experience Counselor verifies eligibility for clinical field experience, advises the candidate on field experience requirements, and communicates with candidates needing field experience assistance. The FECs will work in tandem with the candidates’ Student Services Counselor, finance counselor, and other offices on campus to facilitate completion of the candidate’s program of study.

**Teacher Placement Counselor (TPC):** The teacher placement counselor works in conjunction with the Field Experience Counselor to ensure placement for the practicum and completes the placement for the internship. The teacher placement counselor communicates with districts and candidates during the internship placement and internship course regarding roles and expectations of the internship.

Clinical Practice Documentation

As principal candidates move through their internships, professional practices will be reviewed, formulated, and refined based on the increased development and demonstration of competencies grounded in the professional knowledge and skills of the field. This process is the essential ingredient for professional growth, as it will lead the principal candidate from student to professional/practitioner.

Through the relationships maintained with instructors, peers, and other professionals, personal, philosophical, ethical, and theoretical beliefs will be actualized. Significant decisions and choices will be determined by the candidate’s analytical and behavioral approaches to the practicum work. It is paramount that timely, accurate documentation of activities be maintained using the required forms and documents. Once candidates have selected a site, they are required to log and submit to course instructors all internship activity according to the following documents as well as submit any other assignment and/or benchmark assignment documentation outlined in a course syllabus.

Student Disability Services and Special Accommodations

Students that require special accommodations for their practicum/field experience must register with Student Disability Services at Grand Canyon University prior to their official placement. Students will be required to complete the steps to accommodations, which include submitting the Accommodation Request Form and providing supporting documentation of their disability. Determinations about what accommodations will be provided are based on the criteria outlined for Disability Services in the University Policy Handbook.

To begin the accommodation process, you can contact the Student Disability Office as follows:

**Phone:** 602-639-6342  **Email:** disabilityoffice@gcu.edu
Clinical Internship Application and Confirmation

Principal candidates are required to submit an internship application to their assigned Field Experience Counselor 12 weeks prior to EAD-519 - Clinical Internship I: Learner-Centered Leadership. Once the application has been received, principal candidates will be contacted by their assigned Field Experience Counselor. This will allow the candidate and the Field Experience Counselor to discuss the placement confirmation process and to obtain any additional information that may be necessary. The Field Experience Counselor will notify the candidate when the application has been received and placement confirmed.
Clinical Internship Roles and Expectations

Principal Candidate

The principal candidate is responsible for formal interviews of professional practitioners, shadowing and observing their skills and applied methodology, exploring the profession, understanding related ethical standards, and acclimating to the work setting. Readiness to accept responsibility will be the driving force regarding increased independent responsibility. Drawing upon the academic program of study, the candidate will be expected to synthesize previous course material, employing theories and content knowledge to develop an individual professional style.

Policies

- Candidates must complete 90 clinical internship hours during EAD-519, EAD-529, and EAD-539 each, for a total of 270 hours. This is the minimum requirement. Some states may require additional hours (e.g., New Jersey requires principal candidates to complete 300 clinical internship hours).
- Candidates must abide by the rules and regulations of the placement site.
- Candidates must demonstrate evidence of the Professional Dispositions as set forth by the College of Education.
- Candidates must maintain GCU graduate level GPA requirements (3.0) as stated in the University Policy Handbook.
- Candidates who fail to complete or document required clinical practice (internship) hours will earn a failing grade in the course and will immediately be re-enrolled in the next available section of that same course.

Responsibilities

- Maintain the responsibilities of the coursework, including participation in discussion as appropriate.
- Contact and coordinate with all university faculty, staff, and clinical field personnel.
- Develop and implement an internship plan based on the data gathered from the Dispositional Self-Assessment with supervision and guidance from the Principal Mentor.
- Participate in a conference with the Principal Mentor and the GCU Faculty Supervisor in the first week of the internship EAD-529 and EAD-539 to discuss the internship plan.
- Participate in a conference during internship EAD-529 to discuss the formative evaluation developed by the Principal Mentor and GCU Faculty Supervisor and to discuss the continued implementation of the internship plan for the second internship.
- Participate in a conference during internship EAD-539 to discuss the summative evaluation and the continued implementation of the internship plan in the third internship.
- Complete the appropriate documentation throughout the program.
- Upload all coursework assessments to the appropriate submission space in the LoudCloud classroom.
- Finalize organization of the e-Portfolio.
Principal Mentor
The Principal Mentor is the school administrator hosting the candidate. The primary responsibility of the Principal Mentor is to the school and district and then to the candidate.

Qualifications
The Principal Mentor holds a principal certificate and is serving in a leadership position at the site where the clinical internship will be conducted.

Responsibilities
As a role model, mentor, and coach:

- Assume responsibility for direct supervision, oversight, and support of the candidate while executing the internship plan.
- Maintain and document close contact with the candidate on a daily basis.
- Confer regularly with the candidate concerning his or her performance and progress.
- In conjunction with the GCU Faculty Supervisor (during internship EAD-529 and EAD-539), develop and monitor any needed remediation plans for strengthening a marginal candidate’s performance.
- Provide on-site opportunities for the candidate to observe, practice, and lead supervisory and administrative activities when and where possible, in accordance with the internship plan.
- Assist the candidate in reviewing the ELCC Standards Self-Assessment data and using that data to build a needs-specific internship plan.
- Participate in a conference with the candidate and the GCU Faculty Supervisor during the first week of the internship EAD-529 and EAD-539 to review the internship plan and discuss the process for implementation.

As an evaluator:

- In conjunction with the course instructor, during the final week of the internship, develop a formative and summative evaluation of the candidate using the Instrument for Measuring Leadership Effectiveness.
- Participate in a conference during internship EAD-529 to discuss the formative evaluation and to discuss the continued implementation of the internship plan in the second internship.
- Participate in a conference with the candidate and the GCU Faculty Supervisor during internship EAD-539 to review the summative evaluation of the principal candidate.
- Principal Mentors may on occasion be responsible for taking action needed for a principal candidate to complete course assignments.
GCU Faculty Supervisor

The GCU Faculty Supervisor is a faculty member who has experience as a school administrator or educational consultant located near the internship site who has oversight responsibility for the development, implementation, and evaluation of the candidate and the internship action plan (during EAD-529 and EAD-539).

Qualifications

- Post-graduate degree in Educational Administration or a graduate degree with substantial experience in educational leadership;
- A valid current administrator certification; and
- Minimum of 3 years of administrative experience.

Responsibilities

As a role model, mentor, and coach:

- Establish and maintain a professional working relationship with the cooperating school. Maintain effective communication with the Principal Mentor.
- Act as a professional and collegial resource by providing additional sources of information and by being available for ongoing conversation, cooperatively deriving workable solution if difficulties arise.
- Provide information on the development and implementation of future professional plans.
- Encourage responsibility and creativity in the internship experience.
- Keep adequate grade records of the principal candidate's performance.
- Provide knowledge about the assessment instrument and accurate evaluation procedures.

As an evaluator:

- In conjunction with the Principal Mentor, develop a formative and summative evaluation of the candidate using the Instrument for Measuring Leadership Effectiveness.
- Submit the evaluations of the candidate’s performance.

Formative Assessment

Throughout the internship, the Principal Mentor will conduct informal supervisory conferences with the candidate. It is important that candidates stay in close contact with the Principal Mentor to ensure successful progress. During conferences, the principal candidate's performance progress and goals will be reviewed, including recommendations for improvement. The GCU Faculty Supervisor will evaluate the candidate for the purpose of enhancing skills, offering constructive feedback, and developing future goals, using the field record rubric (during internship EAD-529 and EAD-539).

Tips for Mentoring Candidates

- Guide the principal candidate through experiences that promote their empirical knowledge of the ISLLC and ELCC administrative standards.
- Model administrative behavior and leadership for the principal candidate.
• Review and provide constructive feedback on the principal candidate’s performance, utilizing professional oral and written expression.

• Provide adequate individual conference time to assist and support the principal candidate.

• Orient and prepare the staff and faculty for the arrival of the principal candidate.

• Inform and discuss with the candidate the roles, duties, and responsibilities expected of an administrator and any information about district policies and procedures.

• Establish goals and objectives for the internship with the principal candidate.

• Provide a work space/desk for the candidate if possible.

• Expect the principal candidate to attend professional meetings, PTA meetings, and other school meetings.

• Help the principal candidate identify his or her strengths and offer suggestions for further growth.

• Derive workable solutions to difficulties that may arise cooperatively.

• Follow through with commitments/corrections/suggestions to the candidate.

**Summative Evaluation**

The GCU Faculty Supervisor will complete a formative evaluation with the candidate at the conclusion of clinical internship EAD-529 and a summative evaluation with the candidate at the conclusion of clinical internship EAD-539. The principal candidate's professional leadership, action planning, and continuous school improvement planning skills will be appraised using measurable observable data—evidence submitted by the principal candidate, based on the professional and institutional standards reflected in the ISLLC and ELCC-aligned Instrument for Measuring Leadership Effectiveness.

**Clinical Internship Corrective Action Plan**

The College may take disciplinary action against a student who demonstrates insufficient performance or lack of dispositional affinity, conduct unbecoming of a candidate, or is terminated by the site school placement as stated in the University Policy Handbook.

Candidates are considered “ineffective” or “developing” if performing unsatisfactorily in one or more of the internship duties or assignments. The general procedure to follow when supervising a marginal candidate is listed below:

• The corrective action plan will identify areas of persistent weakness and associated corrective actions to be taken by the candidate.

• Other professionals in the field may be asked to observe and offer suggestions or methods to coach the candidate in demonstrating improved performance.

• For a situation in which the candidate has been advised to withdraw from or been terminated from any of the three clinical internships, the College of Education Corrective Action Committee reviews all documentation and makes a determination as to whether the alleged deficiency has been remediated and, if not, which official college-level action may apply.

**Appendix**

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• Sample Educational Administration Internship Activities
• Educational Administration Internship Verification Form (Template)
• Sample Education Administration Verification Form/Internship Plan
• Sample Course Planning Template
• Educational Administration Frequently Asked Questions
• Instrument for Measuring Leadership Effectiveness
  o EAD-529 Evaluation
  o EAD-539 Evaluation
Sample Educational Administration Internship Activities

Expectations

The internship is designed with the realization that most graduate students pursuing a degree in educational administration are already employed in full-time teaching or administrative positions.

The minimum expectation for the internship is **270** hours. Students are encouraged to become involved with projects that go beyond the minimum requirement.

Internship activities will consist of both required and elective activities. Required activities are noted in each course that includes practicum hours and relate to the associated action research project requirements. Elective activities need to be selected thoughtfully so they cover the range of the 6 themes listed below allowing students to develop competencies to meet the ELCC and ISLLC standards, details provided below. Example elective activities are provided below.

Theme One: Vision as an Essential of Leadership Development
Theme Two: Instructional Culture as an Essential of Leadership Development
Theme Three: Management as an Essential of Leadership Development
Theme Four: Collaboration as an Essential of Leadership Development
Theme Five: Integrity, Fairness, and Ethics as an Essential of Leadership Development
Theme Six: Understanding, Responding to, and Influencing the Larger Contexts as an Essential of Leadership Development

While completing the required and elective internship hours, students will maintain an Internship Verification Form, found in the manual, which focus on the standards noted below. The log should be maintained each day that the student is participating in an internship experience. It should include a brief description of what took place, a code reference to one or more of the standards, and, when appropriate, a brief reflective comment what was learned. Supporting documents, such as school board agendas, may be included as appropriate. Please note that the remaining **90** hours that are completed during EAD-519, EAD-529, and EAD-539 need to be verified by a licensed practicing administrator with a minimum of 3 years of administrative experience.
Standards

Theme One: Vision as an Essential of Leadership Development

ELCC Standard 1: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ISLCC Standard 1: 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.

Theme Two: Instructional Culture as an Essential of Leadership Development

ELCC Standard 2: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ISLCC Standard 2: 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.

Theme Three: Management as an Essential of Leadership Development

ELCC Standard 3: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ISLCC Standard 3: 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.
Theme Four: Collaboration as an Essential of Leadership Development

ELCC Standard 4: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ISLCC Standard 4: 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.

Theme Five: Integrity, Fairness, and Ethics as an Essential of Leadership Development

ELCC Standard 5: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ISLCC 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.

Theme Six: Understanding, Responding to, and Influencing the Larger Contexts as an Essential of Leadership Development

ELCC Standard 6: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ISLCC Standard 6: 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.
Elective Activities Examples

1. **Written Communication Review** – Read every piece of non-confidential mail (electronic or hard copy) that comes to the mentor over a consecutive five-day period. Categorize the written communications in the system used by your supervisor. What mail should be routed to others without the administrator ever seeing it? What mail should be routed with a memo from the administrator? What mail should immediately be discarded? What mail should be acted upon immediately? What mail is important but not urgent? Record your decisions (masking names and events where necessary), review your conclusions with the administrator’s secretary, and then discuss your conclusions with the administrator. Do you agree with the classification system in use? Why or why not?

2. **Proposal Presentation** – Prepare and present a report or proposal (of interest to you and your school supervisor) to the school board, district administrative council, building faculty, or the PTA/PTO. This report should be in written form as well as presented orally at the group meeting. In your subsequent analysis, reflect on what went well or not well, and how you would change the report or the conditions if doing this again. Many times, a school supervisor will welcome the opportunity to assign a topic that needs immediate attention.

3. **Project Preparation** – Carry out a project developed in conjunction with your school supervisor that will meet your supervisor’s needs. Such projects are often useful to the intern as well as the school district and provide authentic learning experiences.

4. **Group Leadership** – In accordance with your school supervisor’s directions, plan and lead a meeting with staff, parents, and/or community leaders. Reflect on its success and any changes you might incorporate in the future.

5. **Analysis of Technology Utilization** - From the perspective of instruction or management, analyze the utilization of technology in your building or school district assignment, and make recommendations for future modifications or alterations in accordance with the school or district goals and resources. Provide a written or verbal report to your building or district supervisor.

6. **Student Leadership** – Attend and provide an analysis of three student leadership meetings (not under your jurisdiction if you are doing the major portion of your internship in the building in which you are employed). Examples of these meetings could be student council, school leadership committees, or classroom leadership projects in accordance with a teacher seeking to involve students in authentic learning.

7. **Student Deliberative Meetings** – Attend and provide an analysis of three meetings in which staff, parents, and, in some instances, students are assessing progress and planning strategies to help the student go forward. These meetings could be Individual Educational Plan meetings, placement meetings to consider alternative placements such as at alternative schools or with different teachers, meetings to consider how to redirect the student on task, or meetings to consider how to plan home-school enrichment for the child. These meetings should not be a part of your normal assignment. You will need to observe all laws and district guidelines regarding student privacy. This may involve obtaining parent permission prior to your participation even though it is passive.

8. **School Improvement** – Serve as a member of the peer review team during an evaluation visit (such as North Central Association) to another school or serve in a leadership capacity in a school where the internship is taking place. Interview the leader of the team in person or by phone after the evaluation has
been completed to obtain that person’s perspective concerning what took place in the context of other schools in which that person has been involved. Was this an example of excellence or should the intern look at another model?

9. **Leadership Role** – Serve in a leadership capacity for a major committee assignment for the school or school district. Examples would include: curriculum committee, tax referendum committee, school improvement committee, or community-school district joint project.

10. **Conflict Resolution (adult)** – Serve as an observer (or as the administrator) in a situation in which the mentor or the mentor’s assistant is charged with resolving a conflict between adults. Provide a description of the conflict, how the mentor attempted resolution, and the extent to which resolution occurred. Analyze the methods used for resolution and make suggestions as to alternate approaches available.

11. **Conflict Resolution (adult/student)** – Serve as an observer (or as the administrator) in two to four situations (depending on the nature of the internship) where the mentor or the mentor’s assistant is charged with resolving a conflict between an adult a student, between two students, or with a student charged with violating a significant school rule. Provide a description of the conflict, the steps taken to attempt resolution, and the extent to which resolution occurred. Analyze the methods used for resolution and make suggestions as to alternate approaches available. Consider both the guidance and the discipline administered in each case. Will the student(s) likely profit by the intervention?

12. **Behavior Management** – Become familiar with the student handbook. Describe the discipline plan for the school/district and compare that with the plan in effect at two or three other schools in other school districts. Understand how due process is assured and is documented. Construct a revised discipline plan and/or create a revised discipline handbook based on the review of these plans, the wishes of the mentor, and a needs assessment that considers level of incidents as well as staff, administration, parent, and community expectations. Reflect on the due process requirements, the consistency of the revised policies, and the ability for administrators to take into account unique circumstances as they prescribe consequences while following disciplinary policies. Discuss the involvement of the board of education in the formation and adoption of discipline plans.

13. **Community Relations** – Serve as the school or district representative on a major school-community assignment such as a chamber education committee, school-business partnership committee, judicial advisory committee, public library committee, police advisory committee, counseling agency committee, or recreational agency committee. This should not be an assignment that you presently hold as the internship is designed for new experiences. Describe your role on the committee and summarize actions taken by the committee. Make suggestions concerning the future role of the school district on this committee.

14. **Coordination of School Event** – Coordinate a major school-community event such as homecoming, college night, school carnival, or vocational night. Describe the event, the people involved in making the event happen, budget information including sources of funding, and the level of participation. Was the event successful? Why or why not? What changes would you recommend for the future?

15. **Parent Involvement** – Review and analyze the degree of parent involvement in the school or school district in which the internship is taking place. Compare that involvement with at least one other school or school district that has a reputation for success. From the analysis and comparison, suggest a plan to
increase the amount and degree of engagement of parent involvement in the school or school district. Give attention to increasing the level of involvement in student educational activities.

16. **Extended School Day** – Plan and, if practical, implement a program of educational activities that takes place outside the normal school day. This program should not be just one event but a series of activities that result in increased learning. Consider after-school programs, parent packets of schoolwork to take place at home, instruction using the Internet, instruction using community members, and/or instruction using volunteer staff members that are paid for teaching after hours. The scope of this project must embrace at least one grade level if in an elementary school or department if in a secondary school. Analyze what took place and what steps are necessary in the future for this project to be successful on a continuing basis. How will you know if student learning is increased?

17. **Student Involvement** – First, analyze the level of participation in all activities and sports teams in the school. Contrast this with the extent and level of participation in activities and sports teams in a school in another school district that has a reputation for excellence. Then, disaggregate the participation in your school by gender, race, and possibly socio-economic status. From your analysis and a formal or informal needs assessment, make written recommendations for the future. These suggestions would go to a mentor.

18. **Budget Analysis of Assemblies, Activities, Extra-curricular Activities, and Co-curricular Activities** – List all assemblies, activities (such as “spirit days” or homecoming), extra-curricular activities, and co-curricular activities. Prepare a folder that lists number of participants and budgets for each entry. Identify sources of funding for each activity or organization, and expenditures by category. In that misuse of funds in these organizations can lead to legal action involving the administrator, reflect on the audit procedures used to receive and appropriate funds. Consider an analysis of funds spent by student per activity. Consider parent obligations regarding the activity. Consider what needs to take place to insure equity if that focuses as a problem after your analysis. Make suggestions for change as appropriate.

19. **Special Education Delivery from the Parents’ Perspectives** – Interview three parents with children receiving special education services. Choose parents of students with different disabilities. What are the hopes of each for his/her child upon graduation or as the child moves to the next level of education? What are the policies, procedures, staffing, and attitudes that the parent has found helpful in working with the school to meet the child’s needs? What has the parent found that has made it difficult for the child to have a successful school experience? Based on these responses, write a set of goals and a plan of action for each goal that reinforces or changes current practices in working with special education students and parents. Include a discussion of any ramifications your goals and plans would have for staffing, staff development, parent education, the budget, space allocation, transportation, scheduling, and public relations. (Remember to honor student and family privacy in your written discussion.)

20. **Personnel Staffing Allocations** – Work with the principal/superintendent to establish the steps and timelines to determine the number of staff required for all aspects of the building/district program. What are the determining factors that are used to arrive at the allocations? If increases in student enrollment are projected, what steps will be taken to fill the staff positions? If student enrollment decreases are projected, what criteria will be used to make the cuts in staff positions? In such a case, what is the plan to maintain morale during the downsizing?

21. **Personnel Selection** – Write a posting for a vacant licensed position. Participate in the screening of applicants. Identify the groups who will be represented on the interview committee and write the reasons for including each of them. Prepare a list of eight to twelve interview questions for each group that will be
involved in the interview process. Indicate what sort of answers you will be looking for and the reasons for those answers. Identify subjects about which questions may not be asked. Prepare a rating scale for candidate comparison. Identify the involvement of the final decision-maker prior to the recommendation going to the board of education. Is input authentic at each stage of the process? Comment on the role of the board of education in staff selection.

22. **Conflict Resolution** – Conflicts will occur in any organization. Identify four to six actual or potential controversial issues in the school or school district (not connected with discipline). Title each one and write a one to two page summary of each issue. Identify what steps of action have been taken, what steps will be taken, and what you would suggest should be taken to prevent each conflict. If these conflicts do occur or are already underway, discuss positive outcomes that could emerge, as the conflict is resolved through skillful leadership.

23. **Speech to Community Organization** – Prepare a speech on some aspect of education deemed pertinent by you and your mentor. Deliver this speech to a group in the community. Identify (or place) someone in the audience to critique your delivery. Were you effective?

24. **Speech to Parents** – Working with your mentor, prepare and deliver a speech to a group of parents on a topic pertinent to your mentor’s school or school district. The presentation might occur at an awards’ assembly, PTA or PTSA meeting where curriculum was being presented, or at an athletic parent meeting to explain procedures as examples. Identify someone in the audience to critique your delivery. Were you effective?

25. **Summer School Leadership** – Serve as Director, Assistant Director, or Administrative Intern in a summer school. Either initiate (if an administrator) or participates and describe (if an intern) the program development, publicity, recruitment, registration, transportation standards of behavior and instruction, brochures, and plans to insure student progress. Reflect on the time devoted to learning versus other activities. How was progress assessed?

26. **Standardized Assessment Analysis** – Prepare a one or two page chart that lists all formal assessments that take place in the school or school district by grade and time of year. Select one of the standardized assessments for special attention. Disaggregate the data and analyze the results. Present the disaggregated data in a format easily understood by your staff and parent community. Do a three-year longitudinal analysis of the results. Compare grade by grade as well as a second comparison that follows the same students over a three-year period where this is possible. Consider mobility where possible. What generalizations about student achievement within the groups can be made? What policies, procedural changes, and/or program adjustments would you recommend to your mentor? Please note that the above comments are only suggested areas to pursue. You would customize this analysis based on the situation and the wishes of your mentor. Reflect on what you found, how was it presented, what changes (if any) are anticipated in assessment or instruction as a result of this analysis, and how you would communicate similar results if you were the administrator in charge.

27. **Standardized Test Administration** – Coordinate the administration of a standardized test for a campus. Include pre-testing information for faculty, how the results will be disseminated and explained to faculty and parents, pre-testing orientation for students, and supervision of the actual testing. What changes would you make if you were doing this the following year?

28. **Physical Plant Health and Safety** – List ten external health and safety issues in your school or school district that must be addressed concerning school property (such as playground equipment,
signage, and traffic patterns). List ten internal school building health and safety issues (such as blind spots in supervision, bathrooms, air quality, lunchroom procedures). From each list, select five that theoretically need to be changed or that could in actuality profit from additional attention. Consult with your mentor before deciding which issues to pursue. Study each issue and identify the district personnel who need to be involved. Cite the procedures that must be followed to facilitate the change. Make sure any life safety regulations are being followed. Reflect on what you learned.

29. **Physical Plant Needs Assessment** – Conduct an assessment of a school facility with respect to accessibility (including handicapped students and adults), possible safety hazards, cleanliness, distractions, overcrowding, suitable panic bars, fire alarms, posted emergency evacuation routes, emergency policies and procedures, and general emergency preparedness or readiness. Interview an official charged with that responsibility on a district-wide basis. Become familiar with regulations concerning life safety. Include recommendations for improvement where necessary.

30. **School District Maintenance and Repair Schedule** – Evaluate a school district’s maintenance and repair schedule. As one example, how often does re-roofing take place? Is that sufficient or do many emergency repairs have to be made in the interim? How do building administrators request repairs? How are repair priorities determined at the district level? If possible, obtain an annual summer and holiday maintenance repair schedule. Reflect on what you have learned.

31. **Classified (Support) Staff** – A former administrative internship student suggested that working alongside classified staff and attending a banquet honoring classified staff were important learning experiences and ways to develop positive rapport with these important members of the school team. Log your activities and write a reflective analysis as to what you learned.

32. **Facilitating Change** – Design a model to structure teamwork time for staff that facilitates curriculum development planning or instructional improvement strategies focused on increased student success on authentic learning projects deemed acceptable by students, staff, and community. Include resources needed to implement your plan. Analyze the contractual, internal political considerations, and external political considerations of your model. Reflect on what was learned.

33. **Clarifying position descriptions** – Analyze the position descriptions of the administrative team in the school or school district in which you are doing your internship. (At the building level, this would include the principal and assistant principal. At the district level, it should include the superintendent and any other two positions that are of interest to you.) Obtain position descriptions from two other school districts that have a reputation for excellence. Compare and contrast the position descriptions. Then, interview those administrators holding the positions in the organization in which you are doing the internship. Learn from them what they consider most and least critical. Obtain their reaction to the study that you have made concerning their position description versus the other two you have studied. Reflect on what you have learned. Discuss any changes you would make in your own organization’s position description for administrators if you were in charge.

34. **Professional Interaction and Professional Growth** – Join the state and national organization associated with the position in which you are an intern. Participate in at least two of the meetings sponsored by these organizations including one major convention. At the meetings, attend presentations of interest to you. Write a brief summary concerning the content of the presentations and your impressions of the conferences.
35. **Administration of Support Services** – Select an area such as student transportation or food service. Become familiar with the federal and state regulations, school board policies, and staff operating procedures operating in your district related to the selected service. Interview two supervisors in the area you are studying. Spend one day shadowing a supervisor. Summarize what you have learned and critique the effectiveness of the present program. Project what lies ahead with attention to resources and student needs.

36. **Building Scheduling** – Participate in the process for developing the master student schedule and master teacher schedule in your building. Are these management or leadership tasks? Learn sufficiently to be able to replicate their schedules in a building of your own. With your mentor’s authorization, you might choose to sample students and teachers to assess perceived needs. After you are confident that you could administer these schedules, visit with an administrator in another school district that has different student and teacher schedules. Reflect on what you have learned.

37. **School Board Agenda** – For persons in the specialist internship, consider working with your superintendent to plan a school board agenda. Include the interaction that occurs with the cabinet and with the school board president. Note the information that is provided to the press and to the staff. Attend that board meeting and analyze whether your perceived expectations of the meeting were realized. Were there any “hidden agenda items” that surfaced during the meeting? How does the public participate in the meeting? What is the role of the other administrators? Reflect on what you learned.

38. **Disruptive Students Placed Elsewhere** – Do an analysis of students expelled and or placed in alternative placements by the courts or by school officials. Recognizing the necessity of not allowing students to disrupt the school, focus on what happens to these students. Visit a juvenile court session. Talk with caseworkers and other supervisory officials who work with youth outside the public school setting. Summarize and reflect on what you have learned.

39. **Referral of Students with Special Needs** – Examine the school and/or school district’s policies for referral of students for health services, psychological assistance, and special classes. Participate in two conferences involving such services after receiving permission from all parties. Critique their effectiveness in addressing the student’s needs and summarize what you learned. If possible, follow-up on one of these students prior to the completion of your internship to see if anything positive has occurred.

40. **Supervision of students** – Supervise hall traffic, the lunchroom, the playground, and or evening activities. Analyze the procedures and discipline procedures. Assess the “climate” during the time you are involved in supervised. If possible, arrange with your building mentor to supervise a “cycle” of activities. What did you learn? What would you improve?

41. **Handbook Revision** – Design and/or suggest revisions for a building handbook. Involve others as appropriate. Possibilities include a volunteer handbook, crisis handbook, student handbook, and parent handbook. Your mentor may have some projects that would be applicable to the school or school district. Reflect on what you learned or suggest revisions.

42. **Volunteer Coordination** – Help establish or administer a Parent Volunteer Program.

43. **Federal Programs** – Select two special federal programs in your school and/or school district. Analyze the funding process and the accountability involved. Study the approved applications. (Possibly, you might be involved in an actual application.) Evaluate how implementation of these programs affects the principal’s job as well as the entire school system. What are the benefits for children?
44. **Textbook Resources** – Evaluate the process of textbook distribution. Describe the process and your involvement in one or more of the following procedures:
   a. Textbook selection/adoption procedures, schedules, and deadlines.
   b. Method of inventory of textbooks.
   c. Process for textbook distribution.
   d. Procedures for fulfilling textbook accountability.

45. **Curriculum Planning** – Work with a teachers’ committee that is developing new units, courses of study or new teaching methods. How will you determine whether the new units are successful?

46. **Curriculum Alignment** – Determine the extent of grade-to-grade articulation within a chosen subject area. Examine the extent of curriculum alignment. Make recommendations as necessary.

47. **Intervention and Remediation** – Familiarize yourself with, or assist in the planning and execution of, the school’s or school district’s intervention and remediation program for students not reading at or above grade level. Are there any programs producing success? Provide some objective analysis for your mentor that includes a look at formal assessments developed by the teacher, school, district, or elsewhere. Report your findings and conclusions to a mentor.

48. **Smart Start Initiative to Promote Excellence** – Examine the Arkansas Smart Start Initiative at the building or school district in which you are doing your assignment. Read background materials developed by the School District. Read those guidelines and ideas disseminated by the Department of Education on the Internet. Read the basic text by Dr. Reeves. Study the plan in effect at the school or schools where you are assigned. What has been effective? Has there been some “organized abandonment”? Are teachers sharing evaluative activities? Has there been gains in student progress? How has that been measured? What are the plans for future improvement?

49. **Teacher In-Service** – A former administrative intern suggested that the design and implementation of a teacher in-service program on a topic receiving emphasis by the faculty or by the school district is an important learning experience. This could be in a specific curricular area, a learning strategy, or focused on a subject such as bullying.

50. **Use of Technology to Promote Student Success** – Do an inventory of all the instructional technology available in a school. Then conduct an analysis of what technology is being used in each classroom and in the library and computer laboratories. Document the ways in which teachers utilize electronic technology to augment, deliver, extend or enrich instruction. Attempt to determine if the use of technology is producing any gains in student achievement. Ask staff what they need in technology that they do not have. Reflect on your findings.

51. **Teacher-Parent Participation to Promote Student Growth** – Analyze the extent of systematic parent participation in their children’s education. Is there a partnership between parents and teachers in the school in which you are doing your internship? Read what research says about the importance of parent participation in their child’s education and include your summary of that research in your report to your mentor.

52. **School and/or School District Reorganization** – In most communities in America, schools are either growing or declining. In many cases, this creates reorganization. In some districts, concepts such as
middle schools, schools organized by theme, or schools that embrace new curriculum delivery engage in reorganization. In some cases, the outgrowth of a strategic plan is reorganization. If the intern is involved in a school in which reorganization is taking place or is contemplated, a useful project includes participation in a leadership role in some phase of that reorganization. For example, in the redesign of a middle school, the intern might work closely with building administrators in planning the configuration of teams, introducing teachers to the middle school philosophy, and working with elementary administrators and teachers in the relocation of teachers and students to the new building.

53. **Develop a “New Teacher” Orientation Process at the Building Level** – Develop a “new teacher” handbook that explains procedures and provides a quick reference to key information and people in the school, district, and community agencies that might come in contact with the school. Organize an orientation program for new teachers. Work with the principal to develop guidelines for “buddy teachers”.

54. **Character Education** – Study the formal character education program in effect in the school or school district in which you are an intern. What is the program, how is it delivered, what do the students and teachers think about it, and is there any evidence that it is causing positive change? Discuss the involvement of parents and community leaders in assisting with the implementation of character education. Were parents and community leaders involved in choosing the curriculum in use? Whether or not a formal program exists, study two other school districts that have different formal character education programs in place. If possible, visit at least one of them and report on their subjective analysis and any objective data they have collected. Reflect on your findings.

55. **Student Behaviors Concerning Drugs and Alcohol** – Conduct a survey of drug and alcohol usage in a secondary school where you are doing your internship. Use a survey instrument that is comparable to national surveys. Compare the results and make recommendations concerning formal and informal education that is taking place or should be taking place. Interview a sample of staff, students, and parents to obtain their views and their observations concerning student drug and alcohol usage. Interview a law enforcement official to obtain their agency’s perceptions concerning the issue based on juvenile cases in which they are involved. Work closely with your school mentor on this project and make your report to your mentor who will decide how it should be disseminated.

56. **Administrative Leadership** – Serve as the administrator in charge while your mentor or another administrator in the organization is away from the building attending conferences or pursuing other district assignments. This will not be available to everyone but it is an excellent experience when planned in advance with the building mentor and then followed by a debriefing section. Include a list of experiences and a reflective analysis.

57. **Alternative Instructional Delivery Systems** – Review alternative instructional delivery systems in the context of the goals of the school and/or school district, and with an aim to provide an educational environment that fosters increased student success. The alternative delivery systems could include printed materials other than textbooks, delivery of instruction utilizing technology, instruction away from the school site, systems’ approaches to learning, evening instruction, or any number of alternatives. This objective would need to be tailored to the site in which you are doing your internship. It requires thinking in the future tense. Reflect on your findings.

58. **Legal System** – Identify important legal issues in the daily operation of the school. Read district policies pertaining to state and federal laws. Discuss areas of special concern. Create a list of the most
challenging legal issues facing today’s teachers and principals. Identify strategies to address those issues with a focus on the school unit in which you are doing your internship.

59. **Visionary Leadership** – Participate in school or school district planning sessions that look at the present in terms of the past; assess needs, trends, and resources; chart progress; review aspirations as expressed in the mission statement; and make recommendations for the future. Reflect on what took place.

60. **School Assembly** – A former administrative intern suggested that planning and implementing a school-wide assembly was a valuable learning experience. Certainly, effective student assemblies are an important aspect of school leadership duties. The organization, including assessment and student supervision, would be a valuable learning experience. Document your planning process, involvement with others, goals of the assembly, management results, and assessment of effectiveness.

61. **Shadowing a Principal in Another School** – While the required activities call for shadowing one’s own administrator and choosing an activity in a school setting other than one’s own, a former administrative intern suggested that shadowing a principal in a school other than her own was one of her most valuable learning experiences. If you choose this activity, it can serve as either the required “other school” activity or as an elective activity. Record what took place and contrast leadership styles between this person and the administrator in your building.

62. **Opening of School and/or Closing of School** – It is important to understand how one begins a school year and how one ends a school year. Taking part in registration, orientation, inventorying, information gathering, writing informative memos and last minute building maintenance/supply analysis are just some of the aspects of preliminary planning just prior to the school year. Spending several days to several weeks with principals at this stage can result in very valuable experiences. The same is true of the close of school. How one closes school and then the analysis that takes place to summarize what took place and to prepare for the summer and following school year are important aspects of building leadership. You are encouraged to undertake a project that includes development of guidelines you can use when you open and close school.
# Educational Administration Internship Verification Form (Template)

Candidates may document internship activities on this form or a form of their own design which must include dates, activities, hours, professional standards satisfied, and signatures.

Name: ____________________________________________________________

Report Dates: from ____________________________ to ____________________________

Principal Mentor Name: ____________________________________________

GCU Faculty Supervisor Name: ________________________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Hours</th>
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The data entered into the Activity Log may be audited for accuracy by a College of Education Representative. Falsifying information is a form of Academic Dishonesty and is a violation of GCU’s Code of Conduct Policy.

Total Internship Hours Served: _______________________________________

Principal Mentor Signature: _________________________________________

GCU Faculty Supervisor’s Signature: _________________________________

(Required for EAD 529, EAD 539)

Date Received: _____________________________________________________

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Sample Education Administration Verification Form/ Internship Plan

This is a sample of how a candidate might organize the internship activities completed, how they align to standards, and identify the artifacts collected to support proficiency in that standard. This form is used to help organize the completion of the required time and must be reviewed and verified by the Principal Mentor and GCU Faculty Supervisor.

<table>
<thead>
<tr>
<th><strong>Vision/Mission</strong></th>
<th><strong>Documentation:</strong></th>
<th><strong>Completion Date:</strong></th>
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<tbody>
<tr>
<td><strong>Analyse the school’s vision/mission statement as it relates to the school’s master schedule. Participate in a committee comprised of a variety of stakeholders to review and rewrite the mission statement for Columbus Middle School. Provide a copy of the new mission statement in the notebook.</strong></td>
<td><strong>Mission statement</strong></td>
<td><strong>11/06/</strong></td>
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<tr>
<th><strong>Strategic Planning</strong></th>
<th><strong>Documentation:</strong></th>
<th><strong>Completion Date:</strong></th>
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<td><strong>Lead a project to develop a strategic plan for increasing students’ literacy skills. Include relevant persons.</strong></td>
<td><strong>Reading/Writing Binder of integrated strategies and skills. Summary of project, results, and recommendations.</strong></td>
<td><strong>11/08/</strong></td>
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<th><strong>Data Collection and Analysis</strong></th>
<th><strong>Documentation:</strong></th>
<th><strong>Completion Date:</strong></th>
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<td><strong>Review current requirements for your school under NCLB. Review the district’s collection procedures and data collected. Analyze the data collected and the perspectives from the involved stakeholders. Compile a list of actions needed to meet NCLB guidelines.</strong></td>
<td><strong>OPI online report covering three school improvement goals which were created by the teachers, principal, and curriculum director. Summary on results of survey.</strong></td>
<td><strong>12/20/</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Effective Communication</strong></th>
<th><strong>Documentation:</strong></th>
<th><strong>Completion Date:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Write a memo to the faculty relaying information that needs to be disseminated by the district/school office. Survey several persons receiving the memo, and obtain advice on its organization, clarity, and intent and any recommendations for improvement.</strong></td>
<td><strong>Memo of observation dates. Summary on results of survey.</strong></td>
<td><strong>01/08/</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Negotiating/Consensus Building</strong></th>
<th><strong>Documentation:</strong></th>
<th><strong>Completion Date:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choose a current issue in the school. Use steps for issue resolution with a small group of concerned parties. Reach a consensus for a plan to resolve the issue and/or a critique on areas where resolution failed.</strong></td>
<td><strong>Consistent discipline plan (red slips). Critique.</strong></td>
<td><strong>01/15/</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Collaborative Decision Making</strong></th>
<th><strong>Documentation:</strong></th>
<th><strong>Completion Date:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice collaborative decision making in establishing</strong></td>
<td><strong>Summary of progress/results</strong></td>
<td><strong>Completion Date:</strong></td>
</tr>
</tbody>
</table>
### Sample Course Planning Template

This course planning template is used to document a candidate’s knowledge, needs, and professional goals throughout their program.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TIME FRAME</th>
<th>PRACTICUM and INTERNSHIPS</th>
<th>NEEDS</th>
<th>KNOWLEDGE</th>
<th>PLAN</th>
<th>ACTION STEPS to SUCCESS</th>
<th>REFLECTION on PROGRESS</th>
</tr>
</thead>
</table>
| EAD-501 (Example) | 4/16/15-5/28/15 | • Practicum Hours?  
• Practicum Location?  
• Principal Mentor Name?  
Fingerprint Clearance? | • Desired Goals/Purpose?  
• What Do I Want to Learn?  
(Obtain information from Course Description) | What Do I Already Know about the Course Content? | Tasks and Deadlines | Are there any Potential Obstacles to Reaching Desired Goals? | Any Needed Changes? |

#### Purpose:
- Learn proper APA formatting, citations, and references.
- Learn leadership styles/philosophies and correlating behaviors.
- Synthesize my own leadership style/philosophy.
- Reflect upon and apply Leading with Purpose and

#### Important Task:
- **Fingerprint Clearance** (if not already done) Needed by EAD-519
- Don’t let myself get

#### Action Steps:
- Post DQ 1 on the first night of class
- Send copy of fingerprint clearance card to advisor during week one.
- Submit DQ 1 by Saturday and DQ 2 by Tuesday each week.
- Spend one hour each night on weekly assignment.

#### Plan for Reflection:
After the first week and end of each course I will review my Course Planning Template to make important updates.

---

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Beginning with the End in Mind in correlation with desired outcomes in relation to all course activities, practicum experiences, and DQs.

leadership style in my classroom. It is very likely my leadership style as a school administrator will be similar.

behind on assignments and finish on the weekend

**Potential Obstacles?**

- Principal’s time for me. Need to contact him during first week of class to inform of assignments.

<table>
<thead>
<tr>
<th>EAD-501</th>
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</thead>
<tbody>
<tr>
<td>EAD-505</td>
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<tr>
<td>EAD-510</td>
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<tr>
<td>EAD-519</td>
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</tr>
</tbody>
</table>
# Educational Administration Frequently Asked Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where can I find the field experience and internship resources?</td>
<td>There are two primary locations that house EAD resources.</td>
</tr>
<tr>
<td></td>
<td><strong>Professional Learning Network (PLN)</strong> - <a href="https://pln.gcu.edu/?signin">https://pln.gcu.edu/?signin</a></td>
</tr>
<tr>
<td></td>
<td>Contact <a href="mailto:coe.clinicalpractice@gcu.edu">coe.clinicalpractice@gcu.edu</a> if there are difficulties accessing these resources.</td>
</tr>
<tr>
<td>How is the internship plan addressed throughout the program?</td>
<td>Review the <a href="http://www.gcumedia.com/lms-resources/student-success-center/v2.1/#/resource/college/CoE">Master of Education in Educational Administration Internship Manual</a> found on the Student Success Center. Each candidate is responsible for completing an internship plan that spans across their program. Candidates will work with their Principal Mentor to design a plan for how they will complete their 270 total hours and that all hours are aligned to the ELCC/ISLLC standards. The internship plan will be designed based on the needs of the campus as well as the candidate’s professional needs as a school leader.</td>
</tr>
<tr>
<td>Can candidates use practicum hours as part of their 90 hour internship requirement?</td>
<td>Review the <a href="http://www.gcumedia.com/lms-resources/student-success-center/v2.1/#/resource/college/CoE">Master of Education in Educational Administration/Master of Education in Educational Leadership Practicum/Field Experience Manual</a> found on the Student Success Center.</td>
</tr>
<tr>
<td></td>
<td>No, both Ed Admin and Ed Leadership candidates are required to complete 90 hours of practicum throughout their program (10 hours each course)</td>
</tr>
<tr>
<td></td>
<td>Ed Admin candidates are also required to complete 270 internship hours completed during the three clinical internships. (EAD 519, 529, 539)</td>
</tr>
<tr>
<td></td>
<td>The required hours must be completed during the time frame of the respective course.</td>
</tr>
<tr>
<td>What is the Educational Administration Internship Verification Form and how does the candidate document their time?</td>
<td>Candidates must document their 90 hours of internship activities using the <a href="http://www.gcumedia.com/lms-resources/student-success-center/v2.1/#/resource/college/CoE">Educational Administration Internship Verification Form</a> found in the manual. This form must be signed by the Principal Mentor (and GCU Faculty Supervisor in EAD 529, 539).</td>
</tr>
<tr>
<td></td>
<td>Candidates submit this form to Loud Cloud for full points.</td>
</tr>
<tr>
<td>What happens if the candidate is missing internship hours?</td>
<td>If a candidate fails to submit the completed and signed log documenting all 90 hours, the instructor will grant an Incomplete. Candidates must make up missing time within three weeks as outlined in the University Policy Handbook.</td>
</tr>
</tbody>
</table>
Candidates submit the completed log by week 6 of the internship course (EAD 519, 529, 539)

<table>
<thead>
<tr>
<th><strong>What is the Instrument for Measuring Leadership Effectiveness?</strong></th>
<th>This instrument is found in the Master of Education in Educational Administration Internship Manual and is used to assess the performance of the candidate during their second and third internship courses. A GCU Faculty Supervisor is assigned to meet with the candidate and the Principal Mentor, review the internship plan and evaluate the candidate based on the ELCC standards. The evaluation is EAD 529 is designed to be formative and all standards may or may not be documented. The evaluation in EAD 539 is summative. At this stage all standards should have been addressed during the internship experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the difference between the Education Administration Program and the Education Leadership Program?</strong></td>
<td>The Ed Admin includes the internship component and leads to an IR (Institution Recommendation) for principal certification. Ed Leadership is the exact program without an internship so the candidate will not receive an IR or be eligible for principal certification.</td>
</tr>
<tr>
<td><strong>What is the Education Administration process and who will be my site supervisor?</strong></td>
<td>Administrator candidates must apply for internship using an application provided by their Field Experience Counselor (FEC). Once eligible, they will be enrolled in the internship course and their placement will be confirmed. A GCU Faculty Supervisor will be assigned upon the start of EAD-529.</td>
</tr>
<tr>
<td><strong>Who is the GCU Faculty Supervisor and what is their role?</strong></td>
<td>The GCU Faculty Supervisor is a faculty member (certified administrator) who is responsible for reviewing the candidate’s progress toward completing their overall internship plan. They conference with the candidate and the Principal Mentor to discuss the plan, review artifacts and evaluate their leadership competency using the Instrument for Measuring Leadership Effectiveness.</td>
</tr>
<tr>
<td><strong>How do I become certified as a principal AND what forms will my Department of Education require and what is the process?</strong></td>
<td>Each state has different certification requirements. It is the candidate’s responsibility to research what the administrative certification requirements are for their state including forms, due dates and internship guidelines. Candidates can contact their Field Experience Counselor (FEC) for more information regarding certification.</td>
</tr>
<tr>
<td><strong>What are the deadlines for my application and test scores (or waiver)?</strong></td>
<td>The school needs to be accredited and the Principal Mentor must be a certified principal with 3 years of administrative experience.</td>
</tr>
<tr>
<td><strong>What setting can I complete my internship in?</strong></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How do I do my internship and keep working? Can I continue to teach and complete my internship?</td>
<td>Candidates may fulfill their internship requirements before, after or during their regular school day.</td>
</tr>
<tr>
<td>Can I receive credit for previous experience helping an administrator?</td>
<td>No. All internship hours must be completed during the internship courses.</td>
</tr>
<tr>
<td>If I pass one internship session, but fail the next session, can I only retake the one I failed? Can I re-use my assignments?</td>
<td>Yes, candidates will re-take the internship course that did not receive a passing score. The hours and assignments are required to be completed again to continue to develop professional skills through the assignment exercises.</td>
</tr>
<tr>
<td>How can I complete my internship hours/activities over the summer?</td>
<td>Most administrators often work 10/12 months out of the year. Candidates are encouraged to follow the same schedule as the Principal Mentor. The internship plan can include projects/activities that can be completed over the summer.</td>
</tr>
<tr>
<td>How long do I need to be with my mentor each day?</td>
<td>There is not a daily requirement/hours however candidates must plan their hours accordingly with enough time for emergencies. If the internship lasts 6 weeks, approximately 15 hours per week is suggested. It is not required to have direct contact with the Principal Mentor for all 90 hours. The time requirement includes all internship activities.</td>
</tr>
<tr>
<td>How many times will I be evaluated during the internship?</td>
<td>Candidates are formally evaluated once in EAD-529 and once in EAD-539. Candidates should be in contact with the GCU Faculty Supervisor as soon as they begin the internship course. Candidates may contact their Field Experience Counselor for GCU Faculty Supervisor contact information.</td>
</tr>
<tr>
<td>Will GCU contact my principal and go over what he/she will need to do?</td>
<td>It is the responsibility of the Field Experience Specialist (FES) and GCU Faculty Supervisor to communicate GCU requirements. The Principal Mentors also receive email communication including the manual and the evaluation instruments.</td>
</tr>
<tr>
<td>Can I have two Principal Mentors instead of one?</td>
<td>Candidates will have one Principal Mentor but can observe settings with several administrative leaders to observe different leadership styles and techniques.</td>
</tr>
<tr>
<td>Can I do my internship with the superintendent or assistant superintendent?</td>
<td>Candidates may appeal for this option if the mentor has a current principal certification.</td>
</tr>
<tr>
<td>Do Principal Mentors receive a stipend?</td>
<td>No.</td>
</tr>
</tbody>
</table>
Instrument for Measuring Leadership Effectiveness

☐ First Evaluation (EAD-529)  ☐ Final Evaluation (EAD-539)

Name of Principal Candidate __________________________________________________

Principal Candidate Signature _________________________________________________

Name of School/District _______________________________________________________

Site Supervisor’s Signature ___________________________________________________

Candidateship Hours Met:  ☐ Yes  ☐ No

- EAD-519: (90 hours)
- EAD-529: (90 hours, cumulative 180 hours)
- EAD-539: (90 hours, cumulative 270 hours)
# EAD-529 Evaluation

**ELCC Standard 1:**

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

<table>
<thead>
<tr>
<th>Elements of Performance</th>
<th>N/A</th>
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<td>% Scaling</td>
<td>N/A</td>
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</tbody>
</table>

**Element 1.1 Collaboratively develop, articulate, implement, and steward a shared vision and mission of learning**

- Candidate provides evidence that fails to fully or clearly demonstrate an ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- Candidate provides evidence that demonstrates an inadequate ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- Candidate provides evidence that demonstrates an adequate ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- Candidate provides evidence that demonstrates an adept ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

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This learning activity was: Observation ____  Practice ____  Leading ____

<table>
<thead>
<tr>
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**Element 1.2**
Collect and use data to identify and achieve school goals, and assess organizational effectiveness

| | No evidence. | Candidate provides evidence that fails to fully or clearly demonstrate an ability to collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. | Candidate provides evidence that demonstrates an inadequate ability to collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. | Candidate provides evidence that demonstrates an adequate ability to collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. | Candidate provides evidence that demonstrates an adept capability to collect and use data to identify and achieve school goals, and assess organizational effectiveness. | Click here to enter text. |

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

**This learning activity was: Observation ____  Practice ____  Leading ____**

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</tbody>
</table>

**Element 1.3**
Promote continual and
| sustainable school improvement. | fully or clearly demonstrate an ability to promote continual and sustainable school improvement. | demonstrates an inadequate ability to promote continual and sustainable school improvement. | demonstrates an acceptable ability to promote continual and sustainable school improvement. | demonstrates an adept ability to promote continual and sustainable school improvement. | enter text. |

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

**This learning activity was:** Observation ____ Practice ____ Leading ____

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</table>

**Element 1.4 Evaluate and revise school plans for continuous improvement supported by school stakeholders.**

No evidence. Candidate provides evidence that fails to fully or clearly demonstrate an ability to evaluate school progress and revise school plans supported by school stakeholders. Candidate provides evidence that demonstrates an inadequate ability to evaluate school progress and revise school plans supported by school stakeholders. Candidate provides evidence that demonstrates an adequate ability to evaluate school progress and revise school plans supported by school stakeholders. Candidate provides evidence that demonstrates an adept ability to systemically evaluate school progress and revise school plans supported by school stakeholders. Click here to enter text.

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:
This learning activity was: Observation ____ Practice ____ Leading ____

### ELCC Standard 2:

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

<table>
<thead>
<tr>
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</tbody>
</table>

**Element 2.1**

**Sustain a school culture and instructional program through collaboration, trust, and a personalized learning environment with high expectations for all students.**

- **No evidence.**
  - Candidate provides evidence that fails to fully or clearly demonstrate an ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
  - Candidate provides evidence that demonstrates an inadequate ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
  - Candidate provides evidence that demonstrates an adequate ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
  - Candidate provides evidence that demonstrates an adept ability to sustain a student-centered school culture and instructional program through collaboration, trust, and a personalized learning environment with high expectations for all students.

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Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

<table>
<thead>
<tr>
<th>Elements of Performance</th>
<th>N/A</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Element 2.2</td>
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</tr>
</tbody>
</table>
Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. | No evidence. | Candidate provides evidence that fails to fully or clearly demonstrate an ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. | Candidate provides evidence that demonstrates an inadequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. | Candidate provides evidence that demonstrates an adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. | Candidate provides evidence that demonstrates an adept ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. | Click here to enter text. |

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

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</tr>
<tr>
<td>Element 2.3</td>
<td>Develop and supervise the instructional and leadership capacity of school staff.</td>
<td>No evidence.</td>
<td>Candidate provides evidence that fails to fully or clearly demonstrate an ability to develop and supervise the instructional and leadership capacity of school staff.</td>
<td>Candidate provides evidence that demonstrates an inadequate ability to develop and supervise the instructional and leadership capacity of school staff.</td>
<td>Candidate provides evidence that demonstrates an adequate ability to develop and supervise the instructional and leadership capacity of school staff.</td>
<td>Candidate provides evidence that demonstrates an adept ability to develop and supervise professional and leadership capacity of the school’s instructional staff.</td>
</tr>
</tbody>
</table>

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____ Practice ____ Leading ____

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</tr>
</tbody>
</table>

Element 2.4
Promote the most effective and appropriate technologies to support teaching and learning

| Element 2.4 | Promote the most effective and appropriate technologies to support teaching and learning | No evidence. | Candidate provides evidence that fails to fully or clearly demonstrate an understanding and ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment. | Candidate provides evidence that demonstrates an inadequate understanding and ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment. | Candidate provides evidence that demonstrates an adequate ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment. | Candidate provides evidence that demonstrates an adept ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment. | Click here to enter text. |
Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____  Practice ____  Leading ____  Not Observed

**ELCC Standard 3:**

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

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

**Element 3.1**

**Monitor and evaluate school management and operational systems.**

- No evidence. Candidate provides evidence that fails to fully or clearly demonstrate an ability to monitor and evaluate school management and operational systems. Candidate provides evidence that demonstrates an inadequate ability to monitor and evaluate school management and operational systems. Candidate provides evidence that demonstrates an adequate ability to monitor and evaluate school management and operational systems. Candidate provides evidence that demonstrates an adept ability to monitor and evaluate school management and operational systems. Click here to enter text.
Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____ Practice ____ Leading ____

<table>
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<td>88-100%</td>
<td></td>
</tr>
</tbody>
</table>

**Element 3.2 Efficiently use human, fiscal, and technological resources to manage school operations.**

Candidate provides evidence that fails to fully or clearly demonstrate an ability to efficiently use human, fiscal, and technological resources to manage school operations.

Candidate provides evidence that demonstrates an inadequate ability to efficiently use human, fiscal, and technological resources to manage school operations.

Candidate provides evidence that demonstrates an adequate ability to efficiently use human, fiscal, and technological resources to manage school operations.

Candidate provides evidence that demonstrates an adept ability to professionally use human, fiscal, and technological resources to manage school operations.

Click here to enter text.

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____ Practice ____ Leading ____

<table>
<thead>
<tr>
<th>Elements of Performance</th>
<th>N/A</th>
<th>Unacceptable Evidence</th>
<th>Nominal Evidence</th>
<th>Acceptable Evidence</th>
<th>Target Evidence</th>
<th>SCORE</th>
</tr>
</thead>
</table>
### Element 3.3
Promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

<table>
<thead>
<tr>
<th>% Scaling</th>
<th>N/A</th>
<th>0-69%</th>
<th>70-74%</th>
<th>75-87%</th>
<th>88-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence.</td>
<td>Candidate provides evidence that fails to fully or clearly demonstrate an ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.</td>
<td>Candidate provides evidence that demonstrates an inadequate ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.</td>
<td>Candidate provides evidence that demonstrates an adequate ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.</td>
<td>Candidate provides evidence that demonstrates an adept ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____  Practice ____  Leading____

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<td>88-100%</td>
<td></td>
</tr>
<tr>
<td>Element 3.4</td>
<td>No evidence.</td>
<td>Candidate provides evidence that fails to fully or clearly demonstrate an ability to develop and implement school capacity for distributed leadership.</td>
<td>Candidate provides evidence that demonstrates an inadequate ability to develop and implement school capacity for distributed leadership.</td>
<td>Candidate provides evidence that demonstrates an adequate ability to develop and implement school capacity for distributed leadership.</td>
<td>Candidate provides evidence that demonstrates an adept ability to develop and implement school capacity for distributed leadership.</td>
<td>Click here to enter text.</td>
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Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____ Practice ____ Leading____

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<td>75-87%</td>
<td>88-100%</td>
<td></td>
</tr>
</tbody>
</table>

| Element 3.5 | No evidence. | Candidate provides evidence that fails to fully or clearly demonstrate an ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. | Candidate provides evidence that demonstrates an inadequate ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. | Candidate provides evidence that demonstrates an acceptable ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. | Candidate provides evidence that demonstrates an adept ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. | Click here to enter text. |
Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____  Practice ____  Leading____

<table>
<thead>
<tr>
<th>ELCC Standard 4:</th>
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<th>Nominal Evidence</th>
<th>Acceptable Evidence</th>
<th>Target Evidence</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 4.0:</strong></td>
<td>A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Element 4.1</strong></td>
<td>Collaborate with faculty and community members to collect and analyze information pertinent to the improvement</td>
<td>No evidence.</td>
<td>Candidate provides evidence that fails to fully or clearly demonstrate an ability to collaborate with faculty and community members</td>
<td>Candidate provides evidence that demonstrates an adequate ability to collaborate with faculty and community members</td>
<td>Candidate provides evidence that demonstrates an acceptable ability to collaborate with faculty and community members</td>
<td>Candidate provides evidence that demonstrates an adept ability to collaborate with faculty and community members</td>
</tr>
</tbody>
</table>

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Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

<table>
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<th>Elements of Performance</th>
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<td>88-100%</td>
<td></td>
</tr>
</tbody>
</table>

Element 4.2 Mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

No evidence. Candidate provides evidence that fails to fully or clearly demonstrate an ability to identify and utilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

Candidate provides evidence that demonstrates an inadequate ability to identify and utilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

Candidate provides evidence that demonstrates an adequate ability to identify and utilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

Candidate provides evidence that demonstrates an adept ability to identify and utilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was:  Observation ____  Practice ____  Leading ____

<table>
<thead>
<tr>
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<td>88-100%</td>
<td></td>
</tr>
</tbody>
</table>

**Element 4.3**
Building and sustaining positive school relationships with families and caregivers.

| No evidence. | Candidate provides evidence that fails to fully or clearly demonstrate an ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. | Candidate provides evidence that demonstrates an inadequate ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. | Candidate provides evidence that demonstrates an adequate ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. | Candidate provides evidence that demonstrates an adept ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. | Click here to enter text. |

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:
<table>
<thead>
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</tbody>
</table>

**Element 4.4**
**Building and sustaining productive school relationships with community partners.**

<table>
<thead>
<tr>
<th>Element</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence.</td>
<td>Candidate provides evidence that fails to fully or clearly demonstrate an ability to building and sustaining productive school relationships with community partners.</td>
</tr>
<tr>
<td>Candidate provides evidence that demonstrates an inadequate ability to build and sustain productive school relationships with community partners.</td>
<td>Candidate provides evidence that demonstrates an adequate ability to build and sustain productive school relationships with community partners.</td>
</tr>
<tr>
<td>Candidate provides evidence that presents an adept ability to build and sustain productive school relationships with community partners.</td>
<td></td>
</tr>
</tbody>
</table>

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was:  Observation ____  Practice ____  Leading ____
**ELCC Standard 5:**

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

<table>
<thead>
<tr>
<th>Elements of Performance</th>
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<th>Unacceptable Evidence</th>
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</tbody>
</table>

**Element 5.1**

*Act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.*

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable Evidence</th>
<th>Nominal Evidence</th>
<th>Acceptable Evidence</th>
<th>Target Evidence</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate provides evidence that fails to fully or clearly demonstrate an ability to act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.</td>
<td>Candidate provides evidence that demonstrates an insufficient ability to act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.</td>
<td>Candidate provides evidence that demonstrates an adequate ability to act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.</td>
<td>Candidate provides evidence that demonstrates an adept ability to act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.</td>
<td>Click here to enter text.</td>
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</tr>
</tbody>
</table>

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:
Element 5.2
Model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

<table>
<thead>
<tr>
<th>Elements of Performance</th>
<th>N/A</th>
<th>Unacceptable Evidence</th>
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</tbody>
</table>

Candidate provides evidence that fails to fully or clearly demonstrate an ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

Candidate provides evidence that demonstrates an inadequate ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

Candidate provides evidence that demonstrates an acceptable ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

Candidate provides evidence that demonstrates an adept ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____ Practice ____ Leading ____

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</table>

© 2017. Grand Canyon University. All Rights Reserved. 55
<table>
<thead>
<tr>
<th>% Scaling</th>
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<th>0-69%</th>
<th>70-74%</th>
<th>75-87%</th>
<th>88-100%</th>
</tr>
</thead>
</table>
| **Element 5.3**  
Safeguard the values of democracy, equity, and diversity within the school. | No evidence. | Candidate provides evidence that fails to fully or clearly demonstrate an ability to safeguard the values of democracy, equity, and diversity within the school. | Candidate provides evidence that demonstrates an adequate understanding and ability to safeguard the values of democracy, equity, and diversity within the school. | Candidate provides evidence that demonstrates an adequate ability to safeguard the values of democracy, equity, and diversity within the school. | Candidate provides evidence that demonstrates an adept ability to safeguard the values of democracy, equity, and diversity within the school. | Click here to enter text. |

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was:  Observation ____  Practice ____  Leading ____

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<td>88-100%</td>
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</tr>
</tbody>
</table>
| **Element 5.4**  
Evaluate the potential moral and legal consequences of decision making in the school. | No evidence. | Candidate provides evidence that fails to fully or clearly demonstrate an ability to evaluate the potential moral and legal consequences of decision making in the school. | Candidate provides evidence that demonstrates an inadequate ability to evaluate the potential moral and legal consequences of decision making in the school. | Candidate provides evidence that demonstrates an adequate ability to evaluate the potential moral and legal consequences of decision making in the school. | Candidate provides evidence that demonstrates an adept ability to evaluate the potential moral and legal consequences of decision making in the school. | Click here to enter text. |
Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

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<td>88-100%</td>
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</tr>
</tbody>
</table>

**Element 5.5**

Promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

No evidence. Candidate provides evidence that fails to fully or clearly demonstrate an ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Candidate provides evidence that demonstrates an inadequate understanding and ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Candidate provides evidence that demonstrates an adequate ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Candidate provides evidence that demonstrates an adept ability to uphold core values by promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

Click here to enter text.
This learning activity was: Observation ____  Practice ____  Leading ____

**ELCC Standard 6:**

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

<table>
<thead>
<tr>
<th>Elements of Performance</th>
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<th>Unacceptable Evidence</th>
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</tr>
</tbody>
</table>

**Element 6.1 Advocate for school students, families, and caregivers.**

- No evidence.

Candidate provides evidence that fails to fully or clearly demonstrate an ability to advocate for school students, families, and caregivers.

Candidate provides evidence that demonstrates an adequate ability to advocate for school students, families, and caregivers.

Candidate provides evidence that demonstrates an adept ability to advocate for school students, families, and caregivers.

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:
### This learning activity was: Observation ____ Practice ____ Leading____

<table>
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<tr>
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</tr>
</tbody>
</table>

**Element 6.2**  
Act to influence local, district, state, and national decisions affecting student learning in a school environment.

| No evidence. | Candidate provides evidence that fails to fully or clearly demonstrate an ability to act to influence local, district, state, and national decisions affecting student learning in a school environment. | Candidate provides evidence that demonstrates an insufficient ability to act to influence local, district, state, and national decisions affecting student learning in a school environment. | Candidate provides evidence that demonstrates an adequate ability to act to influence local, district, state, and national decisions affecting student learning in a school environment. | Candidate provides evidence that demonstrates an adept ability to act to influence local, district, state, and national decisions affecting student learning in a school environment. | Click here to enter text. |

### Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

**This learning activity was: Observation ____ Practice ____ Leading____**

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<td></td>
</tr>
<tr>
<td>Element 6.3</td>
<td>No evidence.</td>
<td>Candidate provides evidence that fails to fully or clearly demonstrate an ability to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</td>
<td>Candidate provides evidence that demonstrates an adequate ability to act to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</td>
<td>Candidate provides evidence that demonstrates an adept ability to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</td>
<td>Click here to enter text.</td>
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Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was:  Observation ____  Practice ____  Leading ____
### EAD-539 Evaluation

**ELCC Standard 1:**

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

<table>
<thead>
<tr>
<th>Elements of Performance</th>
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<th>Unacceptable Evidence</th>
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</tr>
</tbody>
</table>

**Element 1.1 Collaboratively develop, articulate, implement, and steward a shared vision and mission of learning**

- **No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.**

- **Candidate provides evidence that fails to fully or clearly demonstrate an ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.**

- **Candidate provides evidence that demonstrates an adequate ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.**

- **Candidate provides evidence that demonstrates an adept ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.**

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

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This learning activity was:  Observation ____  Practice ____  Leading __

<table>
<thead>
<tr>
<th>Elements of Performance</th>
<th>N/A</th>
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</tbody>
</table>

**Element 1.2**  
Collect and use data to identify and achieve school goals, and assess organizational effectiveness

No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.

Candidate provides evidence that fails to fully or clearly demonstrate an ability to collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

Candidate provides evidence that demonstrates an inadequate ability to collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

Candidate provides evidence that demonstrates an adequate ability to collect and use data to identify and achieve school goals, assess organizational effectiveness, and implement plans to achieve school goals.

Candidate provides detailed evidence that demonstrates an adept capability to collect and use data to identify and achieve school goals, and assess organizational effectiveness.

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was:  Observation ____  Practice ____  Leading ____

<table>
<thead>
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<td>Candidate provides evidence that demonstrates an acceptable ability to promote continual and sustainable school improvement.</td>
<td>Candidate provides evidence that demonstrates an adept promote continual and sustainable school improvement.</td>
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</tbody>
</table>

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____  Practice ____  Leading ____
plans for continuous improvement supported by school stakeholders. 

- candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.
- fully or clearly demonstrate an ability to evaluate school progress and revise school plans supported by school stakeholders.
- demonstrates an inadequate ability to evaluate school progress and revise school plans supported by school stakeholders.
- demonstrates an adequate ability to evaluate school progress and revise school plans supported by school stakeholders.
- demonstrates an adept ability to systemically evaluate school progress and revise school plans supported by school stakeholders.

<table>
<thead>
<tr>
<th>Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This learning activity was: Observation ____ Practice ____ Leading ____</td>
</tr>
</tbody>
</table>

**ELCC Standard 2:**

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

<table>
<thead>
<tr>
<th>Elements of Performance</th>
<th>N/A</th>
<th>Unacceptable Evidence</th>
<th>Nominal Evidence</th>
<th>Acceptable Evidence</th>
<th>Target Evidence</th>
<th>SCORE</th>
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© 2017. Grand Canyon University. All Rights Reserved. 64
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<tbody>
<tr>
<td><strong>Element 2.1</strong></td>
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<tr>
<td>Sustain a school culture and instructional program through collaboration, trust, and a personalized learning environment with high expectations for all students.</td>
<td>No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.</td>
<td>Candidate provides evidence that fails to fully or clearly demonstrate an ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</td>
<td>Candidate provides evidence that demonstrates an inadequate ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</td>
<td>Candidate provides evidence that demonstrates an adequate ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</td>
<td>Candidate provides evidence that demonstrates an adept ability to sustain a student-centered school culture and instructional program through collaboration, trust, and a personalized learning environment with high expectations for all students.</td>
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</tbody>
</table>

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____  Practice ____  Leading ____

<table>
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<td><strong>Element 2.2</strong></td>
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<tr>
<td>Create and evaluate a</td>
<td>No evidence. By EAD-539, candidates should have</td>
<td>Candidate provides evidence that fails to fully or clearly demonstrate an ability to</td>
<td>Candidate provides evidence that demonstrates an inadequate ability to</td>
<td>Candidate provides evidence that demonstrates an adequate ability to create</td>
<td>Candidate provides evidence that demonstrates an adept ability to create and</td>
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Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

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</tbody>
</table>

**Element 2.3**
Develop and supervise the instructional and leadership capacity of school staff.

No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.

Candidate provides evidence that fails to fully or clearly demonstrate an ability to develop and supervise the instructional and leadership capacity of school staff.

Candidate provides evidence that demonstrates an inadequate ability to develop and supervise the instructional and leadership capacity of school staff.

Candidate provides evidence that demonstrates an adequate ability to develop and supervise the instructional and leadership capacity of school staff.

Candidate provides evidence that demonstrates an adept ability to develop and supervise professional and leadership capacity of the school’s instructional staff.

Click here to enter text.
Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

**This learning activity was: Observation _____ Practice _____ Leading _____**

<table>
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<tr>
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</table>

**Element 2.4**
Promote the most effective and appropriate technologies to support teaching and learning

- No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.
- Candidate provides evidence that fails to fully or clearly demonstrate an understanding and ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.
- Candidate provides evidence that demonstrates an adequate ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.
- Candidate provides evidence that demonstrates an adept ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Click here to enter text.
Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____  Practice ____  Leading ____  Not Observed

ELCC Standard 3:

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

<table>
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<tr>
<th>Elements of Performance</th>
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<tr>
<td>Element 3.1</td>
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<tr>
<td>Monitor and evaluate school management and operational systems.</td>
<td>No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark</td>
<td>Candidate provides evidence that fails to fully or clearly demonstrate an ability to monitor and evaluate school management and operational systems.</td>
<td>Candidate provides evidence that demonstrates an inadequate ability to monitor and evaluate school management and operational systems.</td>
<td>Candidate provides evidence that demonstrates an adequate ability to monitor and evaluate school management and operational systems.</td>
<td>Candidate provides evidence that demonstrates an adept ability to monitor and evaluate school management and operational systems.</td>
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Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____  Practice ____  Leading ____

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</table>

**Element 3.2 Efficiently use human, fiscal, and technological resources to manage school operations.**

- **No evidence.** By EAD-539, candidates should have observable evidence in all categories.
- Candidate provides evidence that fails to fully or clearly demonstrate an ability to efficiently use human, fiscal, and technological resources to manage school operations.
- Candidate provides evidence that demonstrates an inadequate ability to efficiently use human, fiscal, and technological resources to manage school operations.
- Candidate provides evidence that demonstrates an adequate ability to efficiently use human, fiscal, and technological resources to manage school operations.
- Candidate provides evidence that demonstrates an adept ability to professionally use human, fiscal, and technological resources to manage school operations.
Please mark “0” (Unacceptable Evidence) if there was not any evidence present.

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____  Practice ____  Leading ____

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</table>

**Element 3.3**  
Promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0”

Candidate provides evidence that fails to fully or clearly demonstrate an ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

Candidate provides evidence that demonstrates an inadequate ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

Candidate provides evidence that demonstrates an adequate ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

Candidate provides evidence that demonstrates an adept ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

Click here to enter text.
Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____  Practice ____  Leading____

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<tr>
<td>Develop and implement school capacity for distributed leadership.</td>
<td>No evidence. By EAD-539, candidates should have observable</td>
<td>Candidate provides evidence that fails to fully or clearly demonstrate an ability to develop and implement school capacity for distributed leadership.</td>
<td>Candidate provides evidence that demonstrates an inadequate ability to develop and implement school capacity for distributed leadership.</td>
<td>Candidate provides evidence that demonstrates an adequate ability to develop and implement school capacity for distributed leadership.</td>
<td>Candidate provides evidence that demonstrates an adept ability to develop and implement school capacity for distributed leadership.</td>
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Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____  Practice ____  Leading____

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<tr>
<td>Element 3.5</td>
<td>Ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</td>
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<tr>
<td>No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.</td>
<td>Candidate provides evidence that fails to fully or clearly demonstrate an ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</td>
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<tr>
<td>Candidate provides evidence that demonstrates an inadequate ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</td>
<td>Candidate provides evidence that demonstrates an acceptable ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</td>
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</tr>
<tr>
<td>Candidate provides evidence that demonstrates an adept ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</td>
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Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____ Practice ____ Leading____
ELCC Standard 4:

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

<table>
<thead>
<tr>
<th>Elements of Performance</th>
<th>N/A</th>
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<th>Nominal Evidence</th>
<th>Acceptable Evidence</th>
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<td>70-74%</td>
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</table>

**Element 4.1**

*Collaborate with faculty and community members to collect and analyze information pertinent to the improvement of the school’s educational environment.*

- No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.
- Candidate provides evidence that fails to fully or clearly demonstrate an ability to collaborate with faculty and community members to collect and analyze information pertinent to the improvement of the school’s educational environment.
- Candidate provides evidence that demonstrates an inadequate ability to collaborate with faculty and community members to collect and analyze information pertinent to the improvement of the school’s educational environment.
- Candidate provides evidence that demonstrates an acceptable ability to collaborate with faculty and community members to collect and analyze information pertinent to the improvement of the school’s educational environment.
- Candidate provides evidence that demonstrates an adept ability to collaborate with faculty and community members to collect and analyze information to improve the school’s educational environment.

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

**This learning activity was:**  Observation ____  Practice ____  Leading ____
<table>
<thead>
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<th>Elements of Performance</th>
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</table>

**Element 4.2 Mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.**

- No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.
- Candidate provides evidence that fails to fully or clearly demonstrate an ability to identify and utilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
- Candidate provides evidence that demonstrates an inadequate ability to identify and utilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
- Candidate provides evidence that demonstrates an adequate ability to identify and utilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
- Candidate provides evidence that demonstrates an adept ability to identify and utilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____ Practice ____ Leading _____
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<thead>
<tr>
<th>Element 4.3</th>
<th>Building and sustaining positive school relationships with families and caregivers.</th>
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</tbody>
</table>

No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.

Candidate provides evidence that fails to fully or clearly demonstrate an ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

Candidate provides evidence that demonstrates an inadequate ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

Candidate provides evidence that demonstrates an adequate ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

Candidate provides evidence that demonstrates an adept ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____  Practice ____  Leading ____
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</thead>
<tbody>
<tr>
<td><strong>Element 4.4</strong></td>
<td>Building and sustaining productive school relationships with community partners.</td>
<td>No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.</td>
<td>Candidate provides evidence that fails to fully or clearly demonstrate an ability to building and sustaining productive school relationships with community partners.</td>
<td>Candidate provides evidence that demonstrates an inadequate ability to build and sustain productive school relationships with community partners.</td>
<td>Candidate provides evidence that demonstrates an adequate ability to build and sustain productive school relationships with community partners.</td>
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Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____  Practice ____  Leading ____

ELCC Standard 5:

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

<table>
<thead>
<tr>
<th>Elements of Performance</th>
<th>N/A</th>
<th>Unacceptable Evidence</th>
<th>Nominal Evidence</th>
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<td>70-74%</td>
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</table>

**Element 5.1**
Act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

- No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.
- Candidate provides evidence that fails to fully or clearly demonstrate an ability to act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.
- Candidate provides evidence that demonstrates an insufficient ability to act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.
- Candidate provides evidence that demonstrates an adequate ability to act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.
- Candidate provides evidence that demonstrates an adept ability to act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:
**Element 5.2**

Model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

<table>
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- **No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.**

- **Candidate provides evidence that fails to fully or clearly demonstrate an ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.**

- **Candidate provides evidence that demonstrates an inadequate ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.**

- **Candidate provides evidence that demonstrates an acceptable ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.**

- **Candidate provides evidence that demonstrates an adept ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.**

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____  Practice ____  Leading ____
<table>
<thead>
<tr>
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**Element 5.3**  
Safeguard the values of democracy, equity, and diversity within the school.

- No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.
- Candidate provides evidence that fails to fully or clearly demonstrate an ability to safeguard the values of democracy, equity, and diversity within the school.
- Candidate provides evidence that demonstrates an inadequate understanding and ability to safeguard the values of democracy, equity, and diversity within the school.
- Candidate provides evidence that demonstrates an adequate ability to safeguard the values of democracy, equity, and diversity within the school.
- Candidate provides evidence that demonstrates an adept ability to safeguard the values of democracy, equity, and diversity within the school.

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

<p>| This learning activity was: Observation _____ Practice _____ Leading _____ |</p>
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**Element 5.4**  
Evaluate the potential moral and legal

- No evidence. By EAD-539, candidates
- Candidate provides evidence that fails to fully or clearly demonstrate an
- Candidate provides evidence that demonstrates an
- Candidate provides evidence that demonstrates an adept
| **consequences of decision making in the school.** | should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present. | demonstrate an ability to evaluate the potential moral and legal consequences of decision making in the school. | inadequate ability to evaluate the potential moral and legal consequences of decision making in the school. | adequate ability to evaluate the potential moral and legal consequences of decision making in the school. | ability to evaluate the potential moral and legal consequences of decision making in the school. |

**Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:**

**This learning activity was:** Observation ____  Practice ____  Leading ____

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**Element 5.5**

**Promote social justice within the school to ensure that individual**

No evidence. By EAD-539, candidates should have observable evidence that fails to fully or clearly demonstrate an ability to promote social justice.

Candidate provides evidence that demonstrates an adequate ability to uphold core values by promoting.
Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was:  Observation ____  Practice ____  Leading ____

ELCC Standard 6:
Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
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<tr>
<td><strong>Element 6.1</strong> Advocate for school students, families, and caregivers.</td>
<td>No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present.</td>
<td>Candidate provides evidence that fails to fully or clearly demonstrate an ability to advocate for school students, families, and caregivers.</td>
<td>Candidate provides evidence that demonstrates an inadequate ability to advocate for school students, families, and caregivers.</td>
<td>Candidate provides evidence that demonstrates an adequate ability to advocate for school students, families, and caregivers.</td>
<td>Candidate provides evidence that demonstrates an adept ability to advocate for school students, families, and caregivers.</td>
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Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation _____ Practice _____ Leading_____
Element 6.2
Act to influence local, district, state, and national decisions affecting student learning in a school environment.

| No evidence. By EAD-539, candidates should have observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present. | Candidate provides evidence that fails to fully or clearly demonstrate an ability to act to influence local, district, state, and national decisions affecting student learning in a school environment. | Candidate provides evidence that demonstrates an insufficient ability to act to influence local, district, state, and national decisions affecting student learning in a school environment. | Candidate provides evidence that demonstrates an adequate ability to act to influence local, district, state, and national decisions affecting student learning in a school environment. | Candidate provides evidence that demonstrates an adept ability to act to influence local, district, state, and national decisions affecting student learning in a school environment. |

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____ Practice ____ Leading ____

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Element 6.3
Anticipate and assess emerging trends and initiatives in order to

| No evidence. By EAD-539, candidates should have | Candidate provides evidence that fails to fully or clearly demonstrate an ability | Candidate provides evidence that demonstrates an inadequate ability to | Candidate provides evidence that demonstrates an adequate ability to act | Candidate provides evidence that demonstrates an adept ability to anticipate and |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| adapt school-based leadership strategies. | observable evidence in all categories. Please mark “0” (Unacceptable Evidence) if there was not any evidence present. | to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. | act to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. | to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. | assess emerging trends and initiatives in order to adapt school-based leadership strategies. |

Based on the Portfolio Artifact(s), describe the learning activity the Candidate was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation ____ Practice ____ Leading ____