

New Graduate Course Proposal

Form Procedure

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Course Title

Course Title: * Practicum and PAL Task Supervision II

Proposed Banner Abbreviation: * Practicm & PAL Tsk Supervsn II

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: * Lisa Moison

Dusting Halterman and Karen DeAngelis

Members of the Graduate Curriculum Committee:

Department / Unit Developing: * Education

Department Chair: * Dr. Lyndsey Benharris * lbenharr@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray nmurray5@fitchburgstate.edu

Program Chair The Program Chair for this request is among the people listed above.

* Yes

No

* This confirms that the Graduate Program Chair has given approval for the submission of this proposal

Graduate Program * EDLM

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

* As in the fall semester, the Practicum Supervisors (PS) continue to work closely with his/her group of 6 candidates in providing the same type of support as was started in the fall. However, as candidates complete the transition of their journey from teacher to potential school leader this relationship expands. Through observation of school leaders, self-reflection, and feedback from colleagues regarding their leadership style, candidates will develop a deeper understanding of who they are as leaders and how they are perceived. Candidates will explore the concept of "ethical leadership" and examine areas where ethics have been challenged. Finally, they will develop an understanding of the many aspects of the job search process. This culminates in a mock interview that effectively replicates a stressful component of seeking and administrative position. Candidates benefit tremendously from this simulation that is accompanied with direct, clear, and actionable feedback. The PS also guides and supports those candidates who actively seek roles in school leadership.

In addition to the above, the PS continues to carefully monitor the completion of PAL tasks 2 and 4, providing feedback and guidance to the extent allowed under the DESE guidelines. Finally, the PS works in conjunction with the candidate and his/her school based Supervising Practitioner to complete all of the requirements for the 500-hour practicum, which allows ELI to endorse the candidate for his/her Principal/Assistant Principal license.

Course Objectives

Massachusetts Department of Elementary and Secondary Education (PSI) Professional Standards and Indicators for Administrative Leadership addressed:

PSI 1.a Articulates clear goals and objectives relative to student achievement and curriculum, instruction, and assessment,

which guide the work of the school and district; understands the school committee role in approval of district goals and objectives

PSI 1.f Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning

PSI 1.i Can identify and address the complex, multiple causes of educational underperformance and ensures that districts/schools close proficiency gaps

PSI 1.h Creates a culture in which both staff and students take responsibility for their performance and behavior

PSI 2.a Has plans and procedures in place to address a full range of safety, health and student needs and establishes routines that give staff and students a sense of order, discipline and predictability within a caring environment

PSI 2.f Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

PSI 2.g Allocates, manages and audits fiscal expenditures consistent with district and school goals and available resources, and develops a budget for the School Committee that supports the district's vision, mission and goals

PSI 2.i Provides clear, accurate, and timely information and guidance to the committee to support data-informed policy-making

PSI 2.j Advises the School Committee on union contracts that reflect best practices and support the district's vision, mission, and goals

PSI 3.a Ensures that family concerns are addressed in an equitable, effective, and efficient manner and creates opportunities for families to inform policies, practices and programs that support students and their families and enhance student learning to

PSI 3.b Effectively executes a full range of communication strategies that generate public understanding and support for the district/school

PSI 3.c Advocates for, and collaborates with, families, community members, and other stakeholders

PSI 3.d Builds strong working relationships and connections with appropriate community providers to support students' academic progress, social and emotional well-being, and civic participation

PSI 3.e Recognizes, values, and enlists the diverse strengths of the whole district/school community to improve student outcomes

PSI 4.b Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and careers

PSI 4.d Cultivates and promotes reflective, adaptive, and collaborative behaviors and skills of self and others in leading change or confronting new challenges

PSI 4.e Ensures that policies and practices enable staff members and students to contribute to and interact effectively in a culturally diverse environment in which students' background, identities, strengths and challenges are respected

PSI 4.g Develops and nurtures a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice

PSI 4.h Demonstrates strong interpersonal, written, and verbal communication skills, facilitates groups effectively, and fosters clear lines of communication between and among constituencies

PSI 4.i Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community

PSI 4.j Builds high quality and effective teams and fosters collaborative decision-making and responsibility

PSI 4.k Effectively manages time, prioritizes tasks, meets important deadlines to maximize the attainment of personal and professional goals. Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful, productive series of conversations and deliberations about important school matters.

Rationale and expected outcomes of offering the Course

*DESE required administrator licensure course.

What are the Learning Outcomes for the Course?

This practicum experience will address the dispositions of the Conceptual Framework in the following way(s):

Knowledgeable: As a result of the learning experiences during this practicum, the candidate will deepen his or her knowledge of:
the daily responsibilities of the school administrator at the level of licensure sought (principal, director, supervisor)
the knowledge, skills, and dispositions of effective administrators
effective applications of the MA DESE Standards and Indicators for School Administrators

relevant underlying research and theories that are drawn upon by exemplary administrators
the requirements for PAL tasks 2, 3 and 4

Skillful: As a result of the learning experiences during this practicum, the candidate will further develop his or her capacity to:
demonstrate the capacity to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders

apply knowledge and skills articulated in MA DESE Standards and Indicators for School Administrators
develop and apply action plans in collaboration with others
use technology, telecommunications, and information system solutions to enrich operations, curriculum, and instruction
apply current research and theory in educational administrative practices
demonstrates an ability to provide effective feedback to teachers following an announced observation
demonstrates an ability to formulate effective teams and to lead change initiatives

Caring: As a result of the learning experiences during this practicum, the candidate will further develop his or her capacity to:
collaborate respectively with colleagues and the school community as a whole
address the needs and concerns of students, teachers, staff, colleagues, and families
address discrimination based on disability, gender, race, religion, sexual preference, socio-economic status, and so on, both within the classroom and other school settings
is able to recognize and respond to the emotional needs of team members

Ethical: As a result of the learning experiences during this practicum experience, the candidate will further develop his or her capacity to:
promote fairness, respect, high expectations, and support for all students through policies, programs, and practices, and addresses the impact of changes in student population on curriculum and instruction
apply their knowledge of federal and state constitutional, statutory, and regulatory provisions and judicial decisions governing education
maintain an ethical respect for the school community
provides evidence based feedback to teacher that fosters growth and improvement

Educator as Reflective Leader: As a result of the learning experiences during this practicum, the candidate will further develop his/her capacity to effectively lead schools to improve teaching and learning and improve student learning.

Number of Credits: * 3

Discipline Prefix or Prefixes:

* EDLM

Brief rationale if more than one prefix:

Level of Course:

* 7000
 8000
 9000

Brief rationale for level choice::

* Practicum

The course will be:

Requirement
 Elective

Elective or Requirement Note/Special:

Required for the FSU/ACCEPT partnership program.

Is there a similar undergraduate course?

* Yes
 No

Does this course affect offerings in any other department or program?

* Yes
 No

Course Enollment

Expected Average Enrollment:

* 15-20 students

This course is a replacement for:

Course # / Name

EDLM 9029E

Has the course been offered previously as a "Topics" course?

* Yes
 No

How often / when was it offered as a Topics course?

Three times.

Is this an Extended Campus Course?

* Yes
 No

Which semester will this course be offered for the first time?:

* 202530

How often thereafter to be offered?:

* Once a year.

Course Requirements

Prerequisite course(s) if any:

Additional Requirements

Laboratory Hours:

Fieldwork Hours:

Pre-Practicum Hours:

Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload: EDLM 9029E--Practicum and PAL Task Supervision II.docx

Signatures

Click on the **Submit Form** button at the bottom of the page after you have signed the form.
You should receive an email confirmation that your signature has been completed.

...3334323237
Lisa Moison 01/31/2024
Requester Signature Date

...3038393738
Lyndsey Benharris 01/31/2024
Department Chair Approval Date

...3834323633
Nancy Murray 01/31/2024
Academic Dean Signature Date

...3930373139
Becky Copper Glenz 03/01/2024
SGOCE Dean Signature Date

Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature Date

Notifications

Approval of the President Date

SGOCE Dean Initials Date

Reviewed by the Registrar: Date

Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus

Semester: Spring Year: 2025

Course Prefix and Number: EDLM 9029E

Course title: Practicum and PAL Task Supervision II

3 Credit hours

Day(s) and time of classes:

Number of Class Meetings: N/A Number of Contact Hours: 37.5

Instructor: Dr. David Castelline
Office: ACCEPT Collaborative
Telephone: 978 505-7925
E-mail: castellined@gmail.com
dcastell@fitchburgstate.edu
FAX:
Office Hours: Thursdays 3:00 – 4:00

A. COURSE DESCRIPTION: As in the fall semester, the Practicum Supervisors (PS) continue to work closely with his/her group of six candidates in providing the same type of support as was started in the fall. However, as candidates complete the transition of their journey from teacher to potential school leader this relationship expands. Through observation of school leaders, self-reflection, and feedback from colleagues regarding their leadership style, candidates will develop a deeper understanding of who they are as leaders and how they are perceived. Candidates will explore the concept of “ethical leadership” and examine areas where ethics have been challenged. Finally, they will develop an understanding of the many aspects of the job search process. This culminates in a mock interview that effectively replicates a stressful component of seeking an administrative position. Candidates benefit tremendously from this simulation that is accompanied with direct, clear, and actionable feedback. The PS also guides and supports those candidates who actively seek roles in school leadership.

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If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

Students seeking Fitchburg State University course credit, must register with the university by the deadline given to them by their instructor. Instructions on how to register online for university credit will be provided by the course instructor/provider. Students seeking graduate credit must have earned a bachelor's degree prior to registering for graduate credit.

B. TEXTS:

Massachusetts Department of Elementary and Secondary Education. (2020). *Performance Assessment for Leaders Candidate Handbook*, . Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/apa/review/district/StandardsIndicators.pdf>

Massachusetts Department of Elementary and Secondary Education (2020). *Administrative Field Guide for Leadership Preparation Programs*, Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/apa/review/district/StandardsIndicators.pdf>

Massachusetts Department of Elementary and Secondary Education. (2011). *District Standards and Indicators*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/apa/review/district/StandardsIndicators.pdf>

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part II: School-level planning and implementation guide*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/eval/model/>

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part III: Guide to rubrics and model rubrics for superintendent, administrator and teacher*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/eval/model/>

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part III: Appendix C ESE model rubrics for teacher*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/eval/model/>

Massachusetts Department of Elementary and Secondary Education. (n.d.). *Race to the Top (RTTT)*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/rttt/>

Massachusetts Department of Elementary and Secondary Education. (2012-2013). *Rethinking Equity and Teaching for English Language Learners (RETELL)*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/retell/>

Massachusetts Department of Elementary and Secondary Education. (2014). *PLC Expansion Project*. Malden, MA: Author. Retrieved from <http://plcexpansionproject.weebly.com/>

School Reform Initiative. (2013). *Protocols*. Denver, CO: Author. Retrieved from <http://www.schoolreforminitiative.org/protocols/>

Other Resources:

Massachusetts Department of Elementary and Secondary Education. (2000-2012). *Curriculum frameworks* Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/frameworks/current.html>

Fitchburg State University Teacher Education Conceptual Framework



C. LEARNING OUTCOMES / OBJECTIVES:

This practicum experience will address the dispositions of the Conceptual Framework in the following way(s):

Knowledgeable: As a result of the learning experiences during this practicum, the candidate will deepen his or her knowledge of:

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- the knowledge, skills, and dispositions of effective administrators
- effective applications of the MA DESE Standards and Indicators for School Administrators
- relevant underlying research and theories that are drawn upon by exemplary administrators
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Skillful: As a result of the learning experiences during this practicum, the candidate will further develop his or her capacity to:

- demonstrate the capacity to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders
- apply knowledge and skills articulated in MA DESE Standards and Indicators for School Administrators
- develop and apply action plans in collaboration with others
- use technology, telecommunications, and information system solutions to enrich operations, curriculum, and instruction

- apply current research and theory in educational administrative practices
- demonstrates an ability to provide effective feedback to teachers following an announced observation
- demonstrates an ability to formulate effective teams and to lead change initiatives

Caring: As a result of the learning experiences during this practicum, the candidate will further develop his or her capacity to:

- collaborate respectively with colleagues and the school community as a whole
- address the needs and concerns of students, teachers, staff, colleagues, and families
- address discrimination based on disability, gender, race, religion, sexual preference, socio-economic status, and so on, both within the classroom and other school settings
- is able to recognize and respond to the emotional needs of team members

Ethical: As a result of the learning experiences during this practicum experience, the candidate will further develop his or her capacity to:

- promote fairness, respect, high expectations, and support for all students through policies, programs, and practices, and addresses the impact of changes in student population on curriculum and instruction
- apply their knowledge of federal and state constitutional, statutory, and regulatory provisions and judicial decisions governing education
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Educator as Reflective Leader: As a result of the learning experiences during this practicum, the candidate will further develop his/her capacity to effectively lead schools to improve teaching and learning and improve student learning.

Massachusetts Department of Elementary and Secondary Education (PSI) Professional Standards and Indicators for Administrative Leadership addressed:

- | | |
|----------------|---|
| PSI 1.a | Articulates clear goals and objectives relative to student achievement and curriculum, instruction, and assessment, which guide the work of the school and district; understands the school committee role in approval of district goals and objectives |
| PSI 1.f | Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning |
| PSI 1.i | Can identify and address the complex, multiple causes of educational underperformance and ensures that districts/schools close proficiency gaps |
| PSI 1.h | Creates a culture in which both staff and students take responsibility for their performance and behavior |
| PSI 2.a | Has plans and procedures in place to address a full range of safety, health and student needs and establishes routines that give staff and students a sense of order, discipline and predictability within a caring environment |

- PSI 2.f** Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.
- PSI 2.g** Allocates, manages and audits fiscal expenditures consistent with district and school goals and available resources, and develops a budget for the School Committee that supports the district’s vision, mission and goals
- PSI 2.i** Provides clear, accurate, and timely information and guidance to the committee to support data-informed policy-making
- PSI 2.j** Advises the School Committee on union contracts that reflect best practices and support the district’s vision, mission, and goals
- PSI 3.a** Ensures that family concerns are addressed in an equitable, effective, and efficient manner and creates opportunities for families to inform policies, practices and programs that support students and their families and enhance student learning to
- PSI 3.b** Effectively executes a full range of communication strategies that generate public understanding and support for the district/school
- PSI 3.c** Advocates for, and collaborates with, families, community members, and other stakeholders
- PSI 3.d** Builds strong working relationships and connections with appropriate community providers to support students’ academic progress, social and emotional well-being, and civic participation
- PSI 3.e** Recognizes, values, and enlists the diverse strengths of the whole district/school community to improve student outcomes
- PSI 4.b** Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and careers
- PSI 4.d** Cultivates and promotes reflective, adaptive, and collaborative behaviors and skills of self and others in leading change or confronting new challenges
- PSI 4.e** Ensures that policies and practices enable staff members and students to contribute to and interact effectively in a culturally diverse environment in which students’ background, identities, strengths and challenges are respected
- PSI 4.g** Develops and nurtures a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator’s own practice
- PSI 4.h** Demonstrates strong interpersonal, written, and verbal communication skills, facilitates groups effectively, and fosters clear lines of communication between and among constituencies
- PSI 4.i** Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community
- PSI 4.j** Builds high quality and effective teams and fosters collaborative decision-making and responsibility
- PSI 4.k** Effectively manages time, prioritizes tasks, meets important deadlines to maximize the attainment of personal and professional goals. Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful, productive series of conversations and deliberations about important school matters.

D. INSTRUCTIONAL STRATEGIES

X	Lecture	X	Data Collection and Analysis
X	Discussion/Questioning		Pre-Practicum
	Laboratory	X	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Discovery	x	Field Trips
X	Interviewing		Computer Applications
X	Collaborative Learning Groups	X	Viewing or Listening to Followed by Discussing
X	Reflective Responses		Other
	Creating Visual Illustrations of Concepts		

Technology Initiatives:

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

- a research tool
- a communication method (email)
- an enhancement tool for the design of lessons and curriculum units
- as a presentation tool to communicate planning and program design

E. COURSE REQUIREMENTS:

Summary of Practicum Roles and Responsibilities:

Supervising Administrator (Supervising Practitioner)

This supervisor from the field has several responsibilities:

- to mentor the candidate weekly
- to enable the candidate to address required competencies
- to receive, review and comment on the candidate’s work
- to assess candidate’s performance on the standards at midterm and at the end of the practicum, using the Administrator Practicum Evaluation Form
- to initiate communication with University Supervisor as needed

- to review the candidate’s performance
- to meet with the university supervisor a minimum of three times to discuss candidate’s performance

Candidate

The candidate must:

- successfully meet all requirements as described in the practicum syllabus
- successfully complete PAL Task 3 and the first artifact for Tasks 2 & 4
- work with the ELI Practicum Supervisor to set visitation/meeting times among the three parties
- ensure that all forms and procedures are completed for licensure

ELI Practicum Supervisor

This supervisor from ELI has several responsibilities:

- to review the practicum requirements with the supervising administrator and candidate
- to meet with supervising administrator and candidate a minimum of once to discuss the candidate’s performance
- to mentor candidate’s successful completion of PAL Task 3 and the first two artifacts for Tasks 2 & 4 by providing guidance and feedback for each component
- to assess the final draft of the PAL Tasks, using the rubric
- to submit the final grade to the Director of ELI for submission to the registrar

- **Implementation and documentation of practicum activities outside the PAL Tasks:**

Additional practicum hours should be spent fulfilling aspects of standards and indicators not addressed by MA-PAL Tasks, 2, and 4, as well as participating in other responsibilities in the role of administrator. *See attached list of ELI practicum experiences at the end of this syllabus.* Evidence in the form of journals, documentation, artifacts, and reflections must be submitted for these hours.

- **Implementation and completion of MA-PAL Task 2, Instructional Leadership for a Professional Learning Culture, at the appropriate level (PSI 1.f, 1.h, 4.d, 4.g, 4.h, 4.i, 4.j, 4.k) (Summative Assessment):** Completion of artifacts #2, 3, and commentary in final drafts serve as a Summative Assessment.

PAL Task 2

Working at the level of the license principal candidates will continue to **implement and complete PAL Task 2, Instructional Leadership for a Professional Learning Culture, completing the following “in the role” hours (25 hours approximate):

Component 3: Act: Candidates will spend approximately **15 hours** on this component—Using an appropriate protocol, facilitate a group of teachers to improve their practice (and thus student learning) through a team learning process of preparing, acting, and assessing. The team’s learning should be directed at implementing a new practice or improving on an existing practice.

Component 4: Assess: Candidates will spend approximately **10 hours** on this component.

Assess whether and how the instructional practices of the participating teachers improve through the group learning process and their individual learning efforts. Describe your own and the members' roles in the group learning and improvement process.

Document the implementation of new or changed practices. Through a feedback form or group discussion, ask the members to comment on and evaluate the group learning process, the quality of the professional guidance and support they received from each other and from you, and what they believe changed in their knowledge and skills as a result of the learning activities and tryout work. The focus should be on what the teachers learned about their own instructional practice, the changes they adopted or used, and what they learned from these.

Where possible, solicit teacher feedback on how changes in their practices impacted the focus area for student learning and their evidence of the impact, benefits, and challenges.

Analyze what you learned from the group building and group learning experiences and solicit feedback from the teachers about your facilitation skills. Draw on theory, research, and best practices in leadership development, professional group building, and group learning, and on the role of interpersonal skills in group facilitation.

Finally, identify problems and successes in facilitating group building and learning, including how you enabled teachers to take greater responsibility in initiating change. As you develop a detailed analysis of leadership skills used to complete this Task, include specific examples of those leadership skills and specific examples of what worked well and what could be improved. Focus your analysis on the steps you took to assemble your team, identify a **priority academic area** and focus, promote a positive and productive group learning environment, and provide support to the group as well as individual members. Avoid simply recapping the steps you took to complete the Task and focus on the **analysis of your leadership** in completing the Task. Draw implications from this work for improving your own group building and group learning facilitation skills for the future.

- **Implementation and completion of MA-PAL Task 4, Leadership for Family Engagement and Community Involvement, at the appropriate level. (PSI 1.f, 1.i, 2.a, 3.a, 3.b, 3.c, 3.d, 3.e, 4.b, 4.e, 4.g, 4.i, 4.j) (Summative Assessment):** Completion of artifacts #2, 3, and commentary in final drafts serve as a **Summative Assessment**.

PAL Task 4

****Working at the level of the license principal candidates will continue to implement and complete MA-PAL Task 4, Leadership for Family Engagement and Community Involvement, completing the following “in the role” hours (25 hours approximate):**

Component 3: Act: Candidates will spend approximately **15 hours** on this component— Implement one engagement or involvement strategy. To the extent possible, the implementation should be undertaken in cooperation with other school staff and family and community members, particularly

those from the working group. The implementation process can include further planning, soliciting participation, trying out a program or practice, or taking steps to develop and implement new policies.

Component 4: Assess: Candidates will spend approximately **10 hours** on this component

Solicit and analyze feedback from working group members on the feasibility, usefulness, and benefits of the school-family engagement and community involvement plan and implemented strategy. Collect information and documentation to show how the program, practice, or policy was implemented; how it has enhanced family and community participation; and how it addressed the priority area.

Solicit feedback from the working group members and school leaders about your leadership effectiveness in focusing on a high priority area, working with the group, developing the plan, and implementing a strategy.

Analyze the effectiveness of the planning and strategy implementation process that you and others used, particularly in how actively family and community members were involved. Discuss the implications for sustainability and future development or expansion of the strategy in this area.

Assignments

The candidate will receive credit for the field experience by successfully completing all field-site assignments and submitting the following assignments to the degree of competency as measured against the PAL Candidate Handbook rubrics and reviewed by the ELI Practicum Supervisor:

1. Documentation of 175 – 200 Practicum Hours
2. PAL Task 2 artifact 2: Description of the Group Learning Experiences and Results (page 53 of the PAL Candidate Handbook)
3. PAL Task 2 artifact 3: Findings, Feedback and Recommendation (page 55 of the PAL Candidate Handbook)
4. PAL Task 2 Commentary: (page 57 of the PAL Candidate Handbook)
5. PAL Task 4 artifact 2: Implementation of One Strategy (page 113 of the PAL Candidate Handbook)
6. PAL Task 4 artifact 3: Feedback (page 114 of the PAL Candidate Handbook)
7. PAL Task 4 Commentary: (page 115 of the PAL Candidate Handbook)
8. Final Paper Interpersonal Leadership Development.
9. Completion of the ELI Candidate's Performance Assessment form by the ELI Practicum

Supervisor and the candidate's school based Supervising Practitioner

Final Paper Interpersonal Leadership Development: In one of the written assignments during the first semester, using Kouzes and Posner's LPI, you identified your leadership strengths and a plan for developing areas of weakness. This part of the course builds on this assignment and asks, after a year of developmental experience, to again critique and make a plan for your continual development of interpersonal leadership skills.

Retake the LPI SELF and distribute the OTHER inventory of the LPI to the same persons, and/or a new population who have closely observed your behavior. You should consider those teachers and parents who worked with you to complete the PAL task, and any other personnel where you exercised leadership. Compare this result with the scores you received in your first analysis last fall. You are encouraged, but not required, to add additional questions to the LPI inventory which more accurately encompass the leadership skills you are attempting to develop. Consider the North Carolina Dispositions as a way to round out this assignment. (Include as an Appendix to this part both the earlier and the most recent LPI scores, how many and who were included in your data analysis.)

This part of the course should be completed in April and May 2021, thus allowing sufficient time for additions to your leadership repertoire.

The LPI data is a major but not the exclusive source of data. Additional data relevant to documenting additions to your repertoire could be qualitative or quantitative feedback from others; examples of your performance; your self-reflections bolstered by concrete examples.

Final Paper

The successful completion of a course is marked by your Practicum Supervisor's assessment of your Final Paper as 'Proficient'; papers will be between 5 – 7 pages in length, be in *12-point* font and 1.15 spacing. Exhibits and data can be appended to your Final Paper, but please be very economical in their use. Most likely, there will be several iterations of your Final Papers, submitted and responded to, before your Practicum Supervisor will assess it as 'Proficient'

1. **Theory:** Explain how at least two or three current researchers assisted your analysis and reflection, briefly noting the article's author and title using APA format (Brady 2019). Sources are not limited to the specified theory in each course; use theory that serves you.
2. **Data:** What quantitative and/or qualitative data did you use in your analysis? Be specific, who, how and when did you collect the data? Dig deeply into the practices at your school. Be creative in how you gather information. Observe carefully, interview teachers, the principal and parents, examine documents, review practices, etc. You may also attach data as appendices to your Final Papers but please limit them to only those most necessary.
3. **Analysis:** Using relevant data collected from your school, analyze, and critique the effectiveness of the practices you observed. What are the strengths and weaknesses? What is working and why? What is not working well and why?

4. **Recommendations:** What would be your recommendations for an alternative, more effective course of action? Start by thinking, “If I were the educational leader in the situation what would I do?” Be specific and clear. Take 1 or 2 recommendations and develop a plan for implementation. Thoughtfully lay out a step-by-step plan for how you would implement an idea.
5. **Lessons:** What lessons for your future role as an educational leader will you take from this experience? Determine the 3 – 5 enduring lessons and **briefly explain** why this is important to remember and implement.

F. FIELD-BASED REQUIREMENTS:

Candidates are expected to spend a minimum of 125 hours investigating numerous practices, policies, and procedures at their school. These activities will include, but not be limited to reviewing documents, gathering information through interviewing teachers, students, the principal, assistant principals, and parents. Candidates are also expected to survey school staff to determine the effectiveness of many school practices. Candidates will also spend two complete days shadowing a principal or assistant principal to analyze various leadership styles. One day may be spent in the candidate’s district and the other day must be spent in a district that is decidedly different.

G. EVALUATION OR GRADING POLICY:

**FITCHBURG STATE UNIVERSITY
GRADUATE GRADING SYSTEM**

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+
2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

Assignments	
Three-way assessment meetings with ELI Supervisor and Supervising Administrator	10%
PAL Task 2 assignments	30%
PAL Task 4 assignments	30%
Interpersonal Leadership Development Final Paper	20%
Fulfillment of remaining practicum hours with documentation and artifacts	10%
Total	100%

H. RUBRICS

All rubrics for the PAL artifacts can be found in the PAL Candidate Handbook located at the DESE web site. The specific references for each task are listed below.

<i>Assignment</i>	<i>Page Location in PAL Candidate Handbook</i>
1. PAL Task 2 artifact 2: Description of the Group Learning Experience and Results	Pages 65 - 68
2. PAL Task 2 artifact 3: Findings, Feedback and Recommendation	Page 69
3. PAL Task 2: Commentary	Page 70
4. PAL Task 4 artifact 2: Implementation of One Strategy	Pages 125 - 127
5. PAL Task 4 artifact 3: Feedback	Page 128
6. PAL Task 4: Commentary	Page 129

Scoring Rubric for Final Papers

	Needs Improvement	Proficient	Exemplary
Theory	<ul style="list-style-type: none"> * Mostly opinion, little or no research cited * Only 1 researcher cited * Citation incorrect * Weak connection between research and topic 	<ul style="list-style-type: none"> * 2 or more sources cited * Citation is accurate * Researchers cited are current and relevant * Strong connection between research and topic 	<ul style="list-style-type: none"> * Research is powerful * Research cited is memorable
Data	<ul style="list-style-type: none"> * Mostly opinion * Limited data * Superficial effort to delve into school 	<ul style="list-style-type: none"> * Data comes from multiple sources * Data is relevant to topic * Data is clear and concise * Data provides information to analyze 	<ul style="list-style-type: none"> * Data is a result of creative effort to dig deep * Data is comprehensive * Data is rich and insightful
Analysis	<ul style="list-style-type: none"> * Mostly opinion * Restating of data * No judgment or critique * Little thought or analysis 	<ul style="list-style-type: none"> * Analysis makes judgment about effectiveness * Analysis is fair and balanced * Analysis is insightful 	<ul style="list-style-type: none"> * Analysis uses theory to make a judgment about effectiveness * Analysis is creative * Analysis is done from multiple perspectives
Recommendations	<ul style="list-style-type: none"> * List of suggestions * No (Little to no) depth of thought * No action plan * Superficial thinking 	<ul style="list-style-type: none"> * Multiple suggestions but 1 or 2 ideas fully developed * Clear detailed action plan * Step-by-step process is outlined * Action plan would lead to improvement 	<ul style="list-style-type: none"> * Action plan reflects best practice * Action plan thoughtfully applies theory * Action plan makes sense * Action plan would lead to significant improvement
Lessons	<ul style="list-style-type: none"> * Lesson is not clear * Mostly commentary * No lasting value * Not memorable 	<ul style="list-style-type: none"> * Lesson is clear * Elaboration makes sense and adds depth * Lesson has lasting value 	<ul style="list-style-type: none"> * Lesson is powerful and memorable * Lesson could be used as preparation for an interview * Elaboration is compelling and adds much substance

I. COURSE CONTENT/TOPICAL OUTLINE:

This course is based on individual meetings and ongoing communications between the ELI Practicum Supervisor and FSU candidate that occur throughout the semester. There are several required and specific meeting times that are individually arranged, along with some time devoted to group discussions/support during the semester. Because these are organized by the individuals involved there is no specific topical outline.

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them. Activate your library account online through our ILLiad system at <https://fitchburgstate.illiad.oclc.org/illiad>; from here you can access article, book, and media. request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s homepage <https://library.fitchburgstate.edu> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university’s Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still

access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard can find information on obtaining one at <https://www.fitchburgstate.edu/campus-life/campus-services/onecard-office> or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.']

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class

begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in the university catalog.

<https://www.fitchburgstate.edu/academics/courses-registration/university-catalog>

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

J. READING AND RESOURCES

Leadership

1. Bolman, L., Deal, T. (2019) Bolman and Deal's Four Frame Model, *Ice Blog Administration*, 3 (1)
2. Barbara, B. (2014) The Generous Leader, *The Mindful Leadership Summit*.
3. Christensen, C., (2011) How Will You Measure Your Life?, *Harvard Business Review*, 2011(11).
4. Donaldson, G, Marnik, G., Mackenzie, S., Ackerman, R., (2009) What Makes or Breaks a Principal, *Educational Leadership*.
5. Gordon, J., (2017) The Power of Positive Leadership: How and Why Positive Leaders Transform Teams and Organizations and Change the World, *Wiley*.
6. Jenkins, R., (2013) What Makes a Good Leader? *The Chronicle of Higher Education*, 59(26) 44-45, <http://chronicle.com/blogs/onhiring/what-makes-a-good-leader/36725>
7. Jenkins, R., (2013) Fourteen Traits of A Good Leader? *The Chronicle of Higher Education*, 59(26) 46, <http://chronicle.com/blogs/onhiring/what-makes-a-good-leader/36725>
8. Kearns-Goodwin, D., (2018) Eleven Leadership Lessons From Lincoln: Lincoln and the Art of Transformative Leadership, *Harvard Business Review*. 96(5) 126 – 134.
9. Kotter, J., (2001) What Leaders Really Do: A differentiation between “managers” and “leaders”. *Harvard Business Review*.

10. Kouzes, J., Posner, B., (2002) *Discovering Your Core Values. (Paraphrased from), Leadership: The Challenge*, 3rd Edition Jossey-Bass.
11. Oncken, W., Wass, D. L., (1999) Who's Got the Monkey?“, *Harvard Business Review*.
12. Sanfelippo, J., Sinanis, T., *Hacking Leadership: 10 Ways Great Leaders Inspire Learning That Teachers, Students and Parents Love*, Times 10 Publications, book summary by The Main Idea.
13. Seashore K., Wahlstrom, L., Wahlstrom, K., (2011) Principals as Cultural Leaders, *Phi Delta Kappan*.
14. Tannenbaum, R., Schmidt, W. H., (1973) How to Choose a Leadership Pattern, *Harvard Business Review*.
15. Toll, C., (2010) 6 Steps to Learning Leadership, *Journal of Staff Development*, 31(3), 50-56.

PAL Readings

1. Department of Elementary and Secondary Education, (2020) *Performance Assessment for Leaders Candidate Assessment Handbook*, (Program Year 2020-2021), DESE

K. FURTHER RECOMMENDATIONS:

Procedural Documents: The performance assessment below is completed by the ELI Practicum Supervisor and the candidate’s on site Supervising Practitioner. The results of these assessments are shared and discussed with the candidate.

ELI Candidate’s Performance Assessment

Candidate’s Name: _____ Date: _____

Supervising Practitioner’s Name: _____

The ELI Performance Assessment Rating form is used to assess the degree to which the candidate has demonstrated successful application of each of the MDESE Standards and Performance Indicators for Leadership Licensure. When there has been no observation of the application of a standard, no assessment (NO) is required. The form will be completed at the end of the candidate’s program by the candidate’s Supervising Practitioner.

Circle Appropriate Rating:

NO = Not Observed

U = Unsatisfactory shall mean that the educator’s performance on a standard or overall has not significantly improved following a rating of needs improvement or the educator’s performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

NI = Needs Improvement shall mean that the educator’s performance on a standard or overall is below the requirements of a standard or overall but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.

P = Proficient shall mean that the educator’s performance fully and consistently meets the requirements of a standard or overall.

E = Exemplary shall mean that the educator’s performance consistently and significantly exceeds the requirements of a standard or overall.

Standard 1. Instructional Leadership: Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.	Assessment				
a. Goals. Articulates clear goals and objectives relative to student achievement and curriculum, instruction, and assessment, which guide the work of the school and district; understands the school committee role in approval of district goals and objectives.	NO	U	NI	P	E
b. Aligned Curriculum. Ensures the implementation of an effective curriculum that is aligned to state curriculum frameworks.	NO	U	NI	P	E
c. Instruction. Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	NO	U	NI	P	E
d. Assessment. Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.	NO	U	NI	P	E
e. Evaluation. Provides effective supervision and evaluation in alignment and accordance with state Regulations and contract provisions.	NO	U	NI	P	E

f. Data-Informed Decision-Making. Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning.	NO	U	NI	P	E
g. Equity and Excellence. Promotes fairness, respect, high expectations, and support for all students through policies, programs, and practices, and addresses the impact of changes in student population on curriculum and instruction.	NO	U	NI	P	E
h. Accountability. Creates a culture in which both staff and students take responsibility for their performance and behavior.	NO	U	NI	P	E
i. Closing Proficiency Gaps. Can identify and address the complex, multiple causes of educational underperformance and ensures that districts/schools close proficiency gaps.	NO	U	NI	P	E
j. Intervention Strategy. Ensures that a comprehensive system exists to meet the individual needs of each student, including adequate learning time, effective instruction, additional academic support, appropriate student services, and differentiated approaches to meet the needs of all learners.	NO	U	NI	P	E
k. Professional Development. Understands the adult learning needs of staff and creates a culture of inquiry and collaboration, and supports a comprehensive professional development program for all staff that is ongoing, job-embedded, and aligned with school and district goals.	NO	U	NI	P	E
l. Program Evaluation. Systematically monitors, evaluates and makes needed changes to curriculum, instruction, and programs to assess their effectiveness in meeting school and district goals.	NO	U	NI	P	E
m. Technology. Expects and supports effective use of technology to support instruction.	NO	U	NI	P	E

n. English Language Learners. Understands and appreciates the challenges that English language learners (ELL) face in the mastery of academic language and assures that educators are equipped to shelter content and scaffold instruction in order to promote ELLs' academic achievement.	NO	U	NI	P	E
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Standard 2. Management and Operations: Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.					
a. Safe, Orderly and Caring Environments. Has plans and procedures in place to address a full range of safety, health and student needs and establishes routines that give staff and students a sense of order, discipline and predictability within a caring environment.	NO	U	NI	P	E
b. Operational Systems. Ensures efficient and effective operational systems (e.g., maintenance, transportation, food service) and supports their continuous improvement.	NO	U	NI	P	E
c. Human Resources Management and Development. Implements a cohesive approach to human resource management that promotes high quality and effective staff and professional growth, consistent with state licensure, effective employment practices, and collective bargaining agreements.	NO	U	NI	P	E
d. Scheduling. Ensures a comprehensive scheduling system that provides sufficient time for instruction, teacher planning and collaboration.	NO	U	NI	P	E
e. Management Information Systems. Expects, models, and supports use of technology for management and communication purposes; develops a technology plan yearly that appropriately reflects new technological developments and needs and provides updates as needed.	NO	U	NI	P	E

f. Laws, Ethics and Policies. Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	NO	U	NI	P	E
g. Fiscal Systems. Allocates, manages and audits fiscal expenditures consistent with district and school goals and available resources, and develops a budget for the School Committee that supports the district’s vision, mission and goals.	NO	U	NI	P	E
h. Improvement Planning. Develops, implements, and assesses the effectiveness of district and school improvement plans.	NO	U	NI	P	E
i. School Committee Relations. Provides clear, accurate, and timely information and guidance to the committee to support data-informed policy-making.	NO	U	NI	P	E
j. Contract Negotiations. Advises the School Committee on union contracts that reflect best practices and support the district’s vision, mission, and goals.	NO	U	NI	P	E

Standard 3. Family and Community Engagement: Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.					
a. Family Engagement. Ensures that family concerns are addressed in an equitable, effective, and efficient manner and creates opportunities for families to inform policies, practices and programs that support students and their families and enhance student learning.	NO	U	NI	P	E
b. Effective Communication. Effectively executes a full range of communication strategies that generate public understanding and support for the district/school.	NO	U	NI	P	E
c. Advocacy. Advocates for, and collaborates with, families, community members, and other stakeholders.	NO	U	NI	P	E

d. Community Connections. Builds strong working relationships and connections with appropriate community providers to support students' academic progress, social and emotional well-being, and civic participation.	NO	U	NI	P	E
e. Cultural Awareness. Recognizes, values, and enlists the diverse strengths of the whole district/school community to improve student outcomes.	NO	U	NI	P	E

Standard 4. Professional Culture: Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.					
a. Mission and Core Values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.	NO	U	NI	P	E
b. Shared Vision. Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and careers.	NO	U	NI	P	E
c. Personal Vision. Articulates a vision for schooling characterized by respect for children and families and democratic values of excellence, equity, and pluralism.	NO	U	NI	P	E
d. Transformational and Collaborative Leadership. Cultivates and promotes reflective, adaptive, and collaborative behaviors and skills of self and others in leading change or confronting new challenges.	NO	U	NI	P	E
e. Cultural Proficiency. Ensures that policies and practices enable staff members and students to contribute to and interact effectively in a culturally diverse environment in which students' background, identities, strengths and challenges are respected.	U	NI	P	E	E
f. Ethical Behavior. Consistently maintains and promotes ethical and professional conduct and appropriately addresses any unethical and/or	NO	U	NI	P	E

unprofessional behavior.					
g. Continuous Learning. Develops and nurtures a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator’s own practice.	NO	U	NI	P	E
h. Communications. Demonstrates strong interpersonal, written, and verbal communication skills, facilitates groups effectively, and fosters clear lines of communication between and among constituencies.	NO	U	NI	P	E
i. Managing Conflict. Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.	NO	U	NI	P	E
j. Team Building. Builds high quality and effective teams and fosters collaborative decision-making and responsibility.	NO	U	NI	P	E
k. Time Management. Effectively manages time, prioritizes tasks, meets important deadlines to maximize the attainment of personal and professional goals. Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful, productive series of conversations and deliberations about important school matters.	NO	U	NI	P	E

Final Assessment

Signature – Candidate

Date

Signature – Supervising Practitioner

Date

