Administrator Licensure

Student Handbook
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Introduction to the Department of Leadership, Research, and Foundations

Welcome to Educational Leadership at UCCS. By enrolling in one of the excellent programs offered here, you have identified yourself as an educational leader. You are now embarking upon an adventure in learning. Through this program you will be in partnership with a faculty of outstanding professionals who are also leaders in the field of education. They have been selected because of their commitment to excellence, their outstanding record in teaching adults, and their ability to mentor and develop leaders.

If you already hold a Master’s Degree from an accredited institution and a Colorado Principal License, or have completed a Master’s Program and an approved program for principal preparation, your Administrator Licensure program will consist of nine semester hours in a one-year intensive program. When you complete this program you will be eligible for the Colorado Administrator Licensure. The curriculum of this program has been carefully designed to ensure the development of educational leaders who can transform schools into learning communities in which all members of a diverse society are accorded opportunity and respect. This curriculum has been developed on a foundation of research in the areas of leadership, management, schooling, curriculum, instructional practices, adult development, and technology. The program satisfies the requirements of the Colorado Commission on Higher Education (CCHE), the Colorado Standards for Principal and Administrator Licensure (CDE), the NCATE Principal and Superintendent Curriculum Guidelines, the AASA Professional Standards for the Superintendency, and the Educational Leadership Constituency Council (ELCC).

As an active participant in this program you will develop as a leader through an expanded self-knowledge and worldview. You will develop school management competencies and leadership strategies. You will learn how to guide an educational team as you integrate recommendations from research with an assessment of the needs of a school community and create a plan for student success. You will explore the political and social implications of schooling and the educational requirements of a diverse, democratic, multicultural society. You will discover how technology can be utilized to enhance management and communication. You will acquire the confidence necessary to ignite and inspire others.

Warren Bennis has written that the primary goal of leadership is the creation of a human community held together by a common purpose. True leaders, he said, demonstrate a balance of competence, virtue, and vision. It is our mission to guide you in developing all three.

Questions about the Administrator Licensure programs can be addressed by contacting:

Campus-Wide Extended Studies
Phone: (719) 255-3498
Email: cwes@uccs.edu
Department Mission Statement

The faculty of the Department of Leadership, Research, and Foundations (LRF) is committed to the development of leaders and researchers who:

- model integrity,
- demonstrate respect for the dignity and worth of individuals within a diverse society,
- embrace and demonstrate ethical behaviors and democratic dispositions,
- promote effective instructional practices,
- challenge themselves and others toward continuous improvement of educational programs,
- display passionate commitment to ensure every student learns,
- create learning communities, and
- produce research that applies rigorous methods and analytic tools to address significant questions that influence effective educational policy and practice.

The faculty accepts the critical role of mentorship in adult learning and of building knowledge with students while challenging them to develop competencies and broaden their intellectual horizons.
College of Education Academic Policies and Procedures

Grade Requirements
The College of Education Graduate Programs adhere to all UCCS Graduate School policies and procedures. Please refer to the Graduate School website for specific policies related to admission, course requirements, and grades and quality of work at http://www.uccs.edu/~gradschl/policies.html.

Student Appeals
In any academic issue, students may exercise their right to appeal. Should the faculty member and student be unable to agree on appropriate accommodation under this policy, either party shall have the right to request mediation as outlined in the grievance policies of the College of Education and the UCCS Student Standards. Students may access the COE Appeal/Exception Form at: http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf. This form is to be used for an appeal when a student is: (1) denied admission to professional education program; (2) denied permission to student teach or complete professional internship; (3) removed from a professional education program or internship; (4) denied permission to graduate due to missing requirements; (5) requesting an exception to specific policies, procedures, or requirements; (6) requesting a grade change. This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

UCCS Student Code of Conduct
The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where people are treated, and treat one another, with respect and courtesy. http://www.uccs.edu/~oja/student-conduct/student-code-of-conduct.html

UCCS Academic Ethics Code
Students are expected to adhere to the highest personal codes of personal and professional ethics, as set forth by the UCCS Academic Ethics Code: http://www.uccs.edu/Documents/vcaf/200-019%20StudentAcademic%20Ethics.pdf. Students who do not meet these standards may be dismissed from the Graduate School, by the Graduate Dean, upon recommendation of the LRF Department Chair.

UCCS Student Rights and Responsibilities

Technology Competencies
It is expected that students begin our program with foundational technology skills that include digital word processing, digital and online formats (e.g. Blackboard) and using online research databases. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is expected. Students who need assistance with building technological skills should access technology resources in the COE and at UCCS.

Diversity Statement
The faculty of the College of Education is committed to preparing students to recognize, appreciate, and support diversity in all forms – including ethnic, cultural, religious, gender, economic, sexual orientation and ability – while striving to provide fair and equitable treatment and consideration for all. Any student who believes that he/she has not been treated fairly or equitably for any reason should bring it to the attention of the instructor, Department Chair, or the Dean of the College of Education.
Accommodations
The College of Education wishes to fully include persons with disabilities. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensure that “no otherwise qualified individual with a disability ... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity...” If you are a student with a disability and believe you will need accommodations, it is your responsibility to contact and register with the Disabilities Services Office, and provide them with documentation of your disability, so they can determine what accommodations are appropriate for your situation. To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a “Faculty Accommodation Letter” from the Disability Services office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

Military Students
Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student's commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences. The instructor will consider absences due to participation in verified military activities to be excused absences. If, however, it appears that military obligations will prevent adequate attendance or performance, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.
ADMINISTRATOR LICENSURE PROGRAM
Program Plan
(Requires a Master’s Degree and a Principal License)

_____ LEAD 6860 – The Superintendent as Transformational Leaders
_____ LEAD 6870 – The Superintendent as Manager of Quality Systems
_____ LEAD 6880 – Practicum in Central Office Leadership and the Superintendency

NOTES:

I agree to accept the program requirements as listed above.

Student Name Student Signature Date

_________________________ _________________________ ____________

I agree to support the professional development of this student upon admission to the UCCS Graduate School.

Advisor Name Advisor Signature Date

_________________________ _________________________ ____________
COURSE DESCRIPTIONS AND OBJECTIVES

These courses build upon knowledge and skills acquired in a Principal Licensure Program by exploring the unique leadership implications of the superintendency and other central office roles. All course content is based upon Colorado licensure standards for administrators, NCATE curriculum standards, and the AASA professional standards for the superintendency. Field work is included in the requirements of each course.

LEAD 6860-3 The Superintendent as Transformational Leader

Outcome objectives:
Course content will prepare students to:

- Demonstrate executive leadership by developing a collective district vision.
- Shape school culture and climate.
- Provide purpose and direction for individuals and groups.
- Demonstrate an understanding of international issues affecting education.
- Formulate strategic plans, goals, and change efforts with staff and community.
- Set priorities in the context of community, student, and staff needs.
- Serve as an articulate spokesperson for the welfare of all students in a multicultural context.
- Articulate district purpose and priorities to the community and mass media.
- Request and respond to community feedback.
- Demonstrate consensus building and conflict mediation.
- Exhibit an understanding of school districts as political systems by applying communication skills to strengthen community support.
- Align constituencies in support of district priorities.
- Build coalitions in gain financial and programmatic support.
- Formulate democratic strategies for referenda.
- Relate political initiatives to the welfare of children.
- Design curriculum and a strategic plan that enhance teaching and learning in multiple contexts.
- Provide planning and future methods to anticipate occupational trends and their educational implications.
- Identify taxonomies of instructional objectives and validation procedures for curricular units, using theories of cognitive development.
- Describe and apply research and best practice on integrating curriculum and resources for multicultural sensitivity and assessment strategies to help all students achieve at high levels.
- Select appropriate models for supervision based on adult motivation research.
- Understand and model appropriate value systems, ethics, and moral leadership.
- Know the role of education in a democratic society.
- Exhibit multicultural and ethnic understanding and related behavior.
- Adapt educational programming to the needs of diverse constituencies.
- Balance complex community demands in the best interest of the student.
- Scan and monitor the environment for opportunities for staff and students.
- Respond in an ethical and skillful way to the electronic and printed news media.
- Coordinate social agencies and human services to help each student grow and develop as a caring, informed citizen.
LEAD 6870-3 The Superintendent as Manager of Quality Systems

Outcome objectives:
Course content will prepare students to:

- Develop procedures for working with the board of education that define mutual expectations, working relationships and strategies for formulating district policy for external and internal programs.
- Adjust local policy to state and federal requirements and constitutional provisions.
- Standards and regulatory application.
- Recognize and apply standards involving civil and criminal liabilities.
- Identify, track, and deal with issues.
- Formulate and carry out plans for internal and external communications.
- Exhibit an understanding of the school district as a system by defining processes for gathering, analyzing, and using data for decision making.
- Manage the data flow.
- Frame and solve problems.
- Frame, develop priorities, and formulate solutions.
- Assist others to form reasoned opinions.
- Reach logical conclusions and make quality decisions to meet internal and external customer expectations.
- Plan and schedule personal and organization work.
- Establish procedures to regulate activities and projects.
- Delegate and empower at appropriate organizational levels.
- Secure and allocate human and material resources.
- Develop and manage the district budget.
- Maintain accurate fiscal records.
- Align and sequence curriculum.
- Use valid and reliable performance indicators and testing procedures to measure performance outcomes.
- Describe the proper use of computers and other learning and information technologies.
- Exhibit knowledge of instructional management by implementing a system that includes research findings on learning and instructional strategies, instructional time, advanced electronic technologies, and resources to maximize student outcomes.
- Identify alternative employee benefits packages.
- Describe and apply the legal requirements for personnel selection, development, retention, and dismissal.
LEAD 6880-3 Practicum in Central Office Leadership and the Superintendency
This practicum course builds upon field work experiences required in previous coursework and other prior administrative experience. Students are required to log a minimum of three hundred clock hours in central office administration activities under the supervision of site mentors. Students are expected to select field sites in varied settings which allow for experiences with culturally diverse and exceptional populations and in communities with varied socioeconomic levels. These opportunities are intended to provide both intensive and extensive field experience. Performance of required competencies will be documented through evaluations from field site supervisors and the final evaluation of a professional portfolio and is required for completion of the practicum. (NOTE: Students who do not fulfill competency requirements may be required to re-enroll for this course.)

Outcome objectives:
Course content will prepare students to:

- Select a central office field mentor.
- Conduct an assessment of strengths and weaknesses relative to the prescribed program competencies.
- Log a minimum of three hundred clock hours in central office administration activities. Activities should be selected to allow for demonstration of prescribed program competencies. (NOTE: It is desirable and recommended that a period of at least six months be spent in an intensive internship experience.)
- Maintain a reflective journal of practicum experiences.
- Attend required seminar session with other practicum students.
- Develop and submit a professional portfolio documenting performance on required program competencies that are based upon Colorado licensure standards for administrators, NCATE curriculum, and the AASA professional standards for the superintendency.
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ELCC ELEMENT 6
ELCC ELEMENT 7
Platform/Philosophy
Resume
Professional Growth Plan
Mentor Evaluation

TOTAL PORTFOLIO SCORE (MEAN) ____

Unsatisfactory – 0 – 1.6
Satisfactory– 1.7-2.4 = B
In Depth– 2.5-3.0 = A

Any portfolio not receiving at least a satisfactory grade will be returned to the candidate for revisions before a grade will be awarded.

Administrator Licensure Portfolio Rubric

<table>
<thead>
<tr>
<th>Portfolio Components</th>
<th>In-depth = 3</th>
<th>Satisfactory = 2</th>
<th>Un satisfactory = 1</th>
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</thead>
<tbody>
<tr>
<td>ELCC Standards</td>
<td></td>
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<tr>
<td>ELCC 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders</td>
<td>Narrative is well stated and clear in documenting standard attainment as it demonstrates advanced knowledge of key issues related to standard development and integration</td>
<td>Narrative is adequately stated in documenting standard attainment as it demonstrates reasonable knowledge of key issues related to standard development and integration</td>
<td>Narrative lacks clarity in documenting standard attainment as it demonstrates minimal knowledge of key issues related to standard development and integration</td>
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<td></td>
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<td></td>
<td>Explanation of how the artifacts show standard achievement are questionable and the quality of the artifacts are rudimentary and not appropriate</td>
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<tr>
<td></td>
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<td></td>
<td>Less than two artifacts are included that are relevant to standard attainment</td>
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<tr>
<td>ELCC 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate</td>
<td>Narrative is well stated and clear in documenting standard attainment as it demonstrates advanced knowledge of key issues related to standard development and integration</td>
<td>Narrative is adequately stated in documenting standard attainment as it demonstrates reasonable knowledge of key issues related to standard development and integration</td>
<td>Narrative lacks clarity in documenting standard attainment as it demonstrates minimal knowledge of key issues related to standard development and integration</td>
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<tr>
<td></td>
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<td></td>
<td>Less than two artifacts are included that are relevant to standard attainment</td>
</tr>
<tr>
<td>ELCC 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning</td>
<td>Narrative is well stated and clear in documenting standard attainment as it demonstrates advanced knowledge of key issues related to standard development and integration</td>
<td>Narrative is adequately stated in documenting standard attainment as it demonstrates reasonable knowledge of key issues related to standard development and integration</td>
<td>Narrative lacks clarity in documenting standard attainment as it demonstrates minimal knowledge of key issues related to standard development and integration</td>
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<tr>
<td></td>
<td>Clear and thorough explanation of how the artifacts show standard achievement and the quality of the artifacts are excellent and appropriate</td>
<td>Sound explanation of how the artifacts show standard achievement and the quality of artifacts are adequate and mostly appropriate</td>
<td>Explanation of how the artifacts show standard achievement are questionable and the quality of the artifacts are rudimentary and not appropriate</td>
</tr>
<tr>
<td></td>
<td>Three or more artifacts are included that are relevant to standard attainment</td>
<td>Two artifacts are included that are relevant to standard attainment</td>
<td>Less than two artifacts are included that are relevant to standard attainment</td>
</tr>
</tbody>
</table>

| ELCC 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners | Narrative is well stated and clear in documenting standard attainment as it demonstrates advanced knowledge of key issues related to standard development and integration | Narrative is adequately stated in documenting standard attainment as it demonstrates reasonable knowledge of key issues related to standard development and integration | Narrative lacks clarity in documenting standard attainment as it demonstrates minimal knowledge of key issues related to standard development and integration |
|  | Clear and thorough explanation of how the artifacts show standard achievement and the quality of the artifacts are excellent and appropriate | Sound explanation of how the artifacts show standard achievement and the quality of artifacts are adequate and mostly appropriate | Explanation of how the artifacts show standard achievement are questionable and the quality of the artifacts are rudimentary and not appropriate |
|  | Three or more artifacts are included that are relevant to standard attainment | Two artifacts are included that are relevant to standard attainment | Less than two artifacts are included that are relevant to standard attainment |

<p>| ELCC 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, | Narrative is well stated and clear in documenting standard attainment as it demonstrates advanced knowledge of key issues related to standard development and integration | Narrative is adequately stated in documenting standard attainment as it demonstrates reasonable knowledge of key issues related to standard development and integration | Narrative lacks clarity in documenting standard attainment as it demonstrates minimal knowledge of key issues related to standard development and integration |
|  | Clear and thorough explanation of how the artifacts show standard achievement and the quality of the artifacts are | Sound explanation of how the artifacts show standard achievement and the quality of artifacts are adequate and | Explanation of how the artifacts show standard achievement are questionable and the quality of the artifacts are rudimentary |
|  | | |</p>
<table>
<thead>
<tr>
<th>Philosophy</th>
<th>Platform/Professiona</th>
<th>Scored Term Submitted and Final Site Mentor Evaluation: Mid</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCC 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies</td>
<td>excellent and appropriate</td>
<td>mostly appropriate</td>
</tr>
<tr>
<td>- Three or more artifacts are included that are relevant to standard attainment</td>
<td>- Two artifacts are included that are relevant to standard attainment</td>
<td>- Less than two artifacts are included that are relevant to standard attainment</td>
</tr>
<tr>
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<tr>
<td>- Clear and thorough explanation of how the artifacts show standard achievement and the quality of the artifacts are excellent and appropriate</td>
<td>- Sound explanation of how the artifacts show standard achievement and the quality of the artifacts are adequate and mostly appropriate</td>
<td>Explanation of how the artifacts show standard achievement are questionable and the quality of the artifacts are rudimentary and not appropriate</td>
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<tr>
<td>- Three or more artifacts are included that are relevant to standard attainment</td>
<td>- Two artifacts are included that are relevant to standard attainment</td>
<td>Less than two artifacts are included that are relevant to standard attainment</td>
</tr>
<tr>
<td>ELCC 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor</td>
<td>Narrative is well stated and clear in documenting at least 300 hours (including 40-50 hours conducted at a different level) with diverse and exceptional populations</td>
<td>Narrative is adequately stated in documenting at least 300 hours (including 40-50 hours conducted at a different level) with diverse and exceptional populations</td>
</tr>
<tr>
<td>- Log and Journal: The practicum hours and activities are documented, along with a professional and personal reflection of the experience</td>
<td>- Log and Journal: The practicum hours and activities are mostly documented, along with a professional and personal reflection of the experience</td>
<td>Log and Journal: The practicum hours and activities are not well documented, nor is there a reflection of the experience</td>
</tr>
<tr>
<td>Site Mentor Evaluation: Mid-Term Submitted and Final Scored</td>
<td>Mean Average on Final: 2.5-3.0</td>
<td>Mean Average on Final: 1.7-2.4</td>
</tr>
<tr>
<td>Professional Platform/Leadership Philosophy</td>
<td>Demonstrates a well-articulated personal vision and values, a strong motivation to involved members of the district community in achieving a collaboratively developed vision, a rich description of a student-centered district, and a commitment to developing a district culture that fosters success for all students within a diverse, multicultural,</td>
<td>Demonstrates a motivation to involve members of the district community in achieving a collaboratively developed vision, a description of a district, and a desire to develop a district culture that fosters success for all students within a diverse, multicultural, democratic society</td>
</tr>
<tr>
<td><strong>Resume</strong></td>
<td>Superintendency -orientated resume which includes a detailed, expanded account of education and special skills, a functional description of professional experience, and a focused professional objective; Document is eye-catching and readable</td>
<td>Superintendency -orientated resume includes an account of education and special skills, a description of professional experience, and a professional objective; Document is neat and clear</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Professional Growth Plan</strong></td>
<td>Includes five or more professional objectives with strategies for accomplishing them, an evaluation plan, and a reflective analysis of each based upon performance indicators listed in the ELCC District Level Standards</td>
<td>Includes three to four professional objectives with an evaluation plan based upon performance indicators listed in the ELCC District Level Standards</td>
</tr>
<tr>
<td><strong>Overall Quality of the Portfolio: The portfolio is professionally and creatively prepared in addressing all elements effectively and thoroughly</strong></td>
<td>Portfolio is of high quality and is professionally and creatively prepared in approach to final product; It clearly reflects appropriate attention to the portfolio guidelines and effectively documents advanced professional and personal understanding of the superintendency in terms of ELCC Standards and the Colorado Administrator Licensure Standards; All components are evident and clearly identifiable</td>
<td>Portfolio is professionally and creatively prepared in most areas; It reflects appropriate attention to the portfolio guidelines and documents reasonable professional and personal understanding of the superintendency in terms of ELCC Standards and the Colorado Administrator Licensure Standards; All components are present</td>
</tr>
</tbody>
</table>
### Midterm Evaluation

(Place a check next to the appropriate evaluation)

The following competencies are taken directly from the Educational Leadership Constituency Council (ELCC) District Level Standards and cross-walked with the Colorado Administrator Licensure Standards (CALS). Please circle your ratings of the intern on each competency according to the following criteria:

| NO | Not observed. This rating is neither negative nor positive, and items rated NO are not calculated into the mean score. |
| US | Unsatisfactory—demonstrates adequate competency compared with first-year principal performance and recommend that it be added to the induction growth plan. This rating counts as one (1) point in the calculated mean score. |
| S | Satisfactory—demonstrates average competency compared with first-year principal performance. This rating counts as two (2) points in the calculated mean score. |
| ID | In Depth—demonstrates superior competency compared with first-year principal performance. This rating counts as three (3) points in the calculated mean score. |

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. [CALS: 6.07(2)(a), (d); 6.08(1)(g), (h), (i); 6.08(2)(a), (e); 6.09(1)(b)]</td>
<td>NO US S ID</td>
<td></td>
</tr>
<tr>
<td>1.2 Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. [CALS: 6.07(1) (c), (e); 6.07(2) (b), (e); 6.12(1) (g)]</td>
<td>NO US S ID</td>
<td></td>
</tr>
<tr>
<td>1.3 Candidates understand and can promote continual and sustainable district improvement. [CALS: 6.07(1) (a), (b); 6.11(1) (a), (b), (c); 6.11(2) (a), (b), (c)]</td>
<td>NO US S ID</td>
<td></td>
</tr>
<tr>
<td>1.4 Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders. [CALS: 6.07(1) (c), (e); 6.08(1) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m), (o), (p); 6.08(2) (a), (b), (c), (d); 6.11(1) (a).]</td>
<td>NO US S ID</td>
<td></td>
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</tbody>
</table>
2.1 Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. [CALS: 6.07(1) (a), (b), (c); 6.07(2) (a), (c), (d); 6.08(1) (e), (j); 6.08(2) (a), (d), (b)]

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. [6.07(1) (a), (d), (c), (f), (g); 6.07(2) (a), (b)]

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity across the district. [CALS: 6.07(1) (a); 6.07(2)(c), (d); 6.08(2) (a), (b), (c), (d), (e), (f). 6.11(1) (a), (b), (c); 6.11(2) (a), (b), (c).]

2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district. [CALS: 6.07(2) (b), (e); 6.12(1) (g).]

3.1 Candidates understand and can monitor and evaluate district management and operational systems. [CALS: 6.09(1) (f); 6.12(1) (a), (b), (c), (d), (e), (f), (g); 6.12(2) (a), (b); 6.12(2) (c), (d), (e), (f).]

3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. [CALS: 6.12; 6.12(1) (a), (b), (c), (d), (e), (f), (g); 6.12(2) (a), (b), (c), (d), (e), (f).]

3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. [CALS: 6.11; 6.11(1) (a), (b), (c); 6.11(2) (a), (b), (c).]

3.4 Candidates understand and can develop district capacity for distributed leadership. [CALS: 6.08(1) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m), (n), (o), (p). 6.08(2) (a), (b), (c), (d), (e), (f).]
3.5 Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.[CALS: 6.07(1) (a), (b), (c), (d), (e), (f), (g); 6.07(2) (a), (b), (c), (d), (e).]

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.[CALS: 6.08(1) (e), (h), (i); 6.08(2) (a), (b), (c), (d), (e), (f); 6.09(2) (a); 6.10(2) (a); 6.11(1) (a), (b), (c); 6.11(2) (a) (b), (c).]

4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.[CALS: 6.08(1) (l); 6.10(1) (a), (b), (c), (d), (e), (f), (g), (h); 6.10(2) (a), (b), (c), (d), (e), (f).]

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.[CALS: 6.08(2) (c); 6.11(2) (c); 6.08(2) (b); 6.10(2) (a).]

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.[CALS: 6.08(1) (e), (l); 6.08(2) (c), (d).]

5.1 Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.[CALS: 6.09(1) (a), (b), (c), (d), (e), (f), (g); 6.09(2) (a), (b), (c), (d), (e), (f), (g).]

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. [CALS: 6.09(1) (a), (b), (c), (d), (e), (f), (g), (h); 6.09(2) (a), (b), (c), (d), (e), (f); 6.09(2) (g).]
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the district. [CALS: 6.09(1) (a), (b), (c), (d), (e), (f), (g), (h); 6.09(2) (a), (b), (c), (d), (e), (f), (g); 6.10(1) (a), (b), (c), (d), (e), (f), (g), (h); 6.10(2) (a), (b), (c), (d), (e), (f).]

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district. [CALS: 6.09(1) (a), (b), (c), (d), (e), (f), (g), (h); 6.09(2) (a), (b), (c), (d), (e), (f), (g).]

5.5 Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling. [CALS: 6.10(1) (a); 6.10(1) (b), (c), (d), (e), (f), (g), (h); 6.10(2) (a); 6.10(2) (b); 6.10(2)(c); 6.10(2) (d); 6.10(2) (e); 6.10(2) (f).]

6.1 Candidates understand and can advocate for district students, families, and caregivers. [CALS: 6.10(1) (a), (b), (c), (d); 6.10(1) (e), (f), (g), (h); 6.10(2) (a), (b), (c), (d); 6.10(2) (e), (f); 6.09(1) (a), (b), (c), (d), (e), (f), (g), (h); 6.09(2) (a), (b), (c), (d), (e), (f).]

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment. [CALS: 6.08(1) (a); 6.08(1) (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m), (n), (o), (p), (a) 6.08(2) (b), (c), (d), (e), (f).]

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. [CALS: 6.07(1) (g); 6.07(2) (a), (b); 6.08(1) (g); 6.11(1) (a).]

TOTAL NUMERICAL SCORE

MEAN OF NUMERICAL SCORES
Please comment on the strengths of this intern:

Please comment on areas in which this intern needs to improve performance:

Additional comments:

School District Name_________________________ School District Phone___________

School District Address_______________________________________________________

Superintendent Printed Name____________________________________________________

Superintendent Signature_________________________ Date________________________

Intern Signature ________________________________