Administrator Licensure

Student Handbook
# TABLE OF CONTENTS

Introduction ........................................................................................................................................... 3

Department Mission Statement ........................................................................................................... 4

College of Education Academic Policies .............................................................................................. 5

Administrator Licensure Program Plan. ................................................................................................. 7

Course Descriptions and Objectives. .................................................................................................... 8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 6860</td>
<td>The Superintendent as Transformational Leaders</td>
</tr>
<tr>
<td>LEAD 6870</td>
<td>The Superintendent as Manager of Quality Systems</td>
</tr>
<tr>
<td>LEAD 6880</td>
<td>Practicum in Central Office Leadership and the Superintendency</td>
</tr>
</tbody>
</table>

Electronic Portfolio Requirements .................................................................................................. 11
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.
ADMINISTRATOR LICENSURE PROGRAM
ELECTRONIC PORTFOLIO REQUIREMENTS

In LEAD 6880 students will submit all materials electronically (CD or Flash drive) in a format provided by the course instructor. LEAD 6880 addresses both the ELCC Standards and the Colorado Department of Education Standards for Administrator Licensure (www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf).

The following are requirements for inclusion in the portfolio.

1. Demonstrations of competency (a combination of knowledge and skill) in the six Colorado Standards for Administrators. Demonstrations are based upon knowledge and benchmarks listed in the Colorado Standards for Administrators and are exhibited through a combination of narrative, artifacts, and evaluation instruments.

2. A professional platform/leadership philosophy oriented to Central Office Administration.

3. An updated resume.

4. A professional growth plan including rationale, specific objectives, planned action, evaluation criteria, and timelines related specifically to Colorado Standards for Administrators.

5. A completed final evaluation form from site mentor(s).

6. A log/reflective journal demonstrating a minimum of 300 hours of central office/district experiences

EVALUATION RUBRIC POINTS
(Basic – 1, Proficient -2, Advanced- 3)

PROFESSIONAL PLATFORM /LEADERSHIP PHILOSOPHY
Note: This Professional Platform/Leadership Philosophy is completed in LEAD 6870

- **BASIC** - demonstrates fundamental knowledge of a need for a vision, collaboration toward positive student outcomes, and a recognition of the diverse needs of students within a multicultural, democratic society

- **PROFICIENT** - demonstrates a motivation to involve members of the school community in achieving a collaboratively developed vision, a description of a school, and a desire to develop a school culture that fosters success for all students within a diverse, multicultural, democratic society

- **ADVANCED** - demonstrates a well-articulated personal vision and values, a strong motivation to involve members of the school community in achieving a collaboratively developed vision, a rich description of a student-centered school, and a commitment to developing a school culture that fosters success for all students within a diverse, multicultural, democratic society
PROFESSIONAL GROWTH PLAN - EVALUATION RUBRIC

Note: The Growth Plan is completed in LEAD 6860

- **BASIC** - includes three or four professional objectives based upon performance indicators listed in the Colorado Standards for Administrators, the NCATE Curriculum Guidelines, and the AASA Professional Standards for the Superintendency

- **PROFICIENT** - includes three to five professional objectives with an evaluation plan based upon performance indicators listed in the Colorado Standards for Administrators, the NCATE Curriculum Guidelines, and the AASA Professional Standards for the Superintendency

- **ADVANCED** - includes four 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 Colorado Standards for Administrators, the NCATE Curriculum Guidelines, and the AASA Professional Standards for the Superintendency.

RESUME EVALUATION RUBRIC

- **BASIC** - includes lists of education, professional experience, and other relevant skills in a neat readable format

- **PROFICIENT** — includes a description of education and functional description of professional experience, and a professional objective in a neat, readable format

- **ADVANCED** - includes an expanded description of education and special skills, functional description of professional experience, and a focused professional objective in an eye-catching, neat, readable format

LOG AND REFLECTIVE JOURNAL

Candidates may begin logging hours and journaling when they begin the first class of the Administrator licensing program. Candidates need to log at least 300 hours in central office/or district leadership activities. If you have questions about specific activities that will count, please contact your instructor.

Many students organize their activities (hours) by using Excel or designing a table in Word. One way to organize this activity is to set up four columns. Columns may be headed with the following: Hours, Activity, Date, and Reflection. Please remember the journal/ reflection part of your log must include things such as specific learning’s, feelings, and thoughts about a specific activity in which you have been involved.

**Grading the Log and Reflective Journal:** The work a student submits for this part of the portfolio will be graded as either PASS or FAIL. The instructor will evaluate the hours and leadership activities submitted for the log, and make a determination if the submitted material has met the requirements stated in the syllabus. This requirement must be properly completed before a student will be assigned a grade for LEAD 6880.
MENTOR ADMINISTRATOR LICENSURE EVALUATION (LEAD 6880)

The following competencies have been developed directly from the Colorado Department of Education Standards for Administrators and are cross-walked with ELCC District Level Standards. Please circle the rating of your mentee on each competency according to the following criteria:

**NO** Not observed – This rating is neither positive nor negative, and items rated NO are not calculated into the score.

**US** Unsatisfactory – demonstrates adequate competency compared with first-year superintendent/central office administrator and recommend that it be added to the induction growth plan. This rating counts as (1) point in the calculated mean score.

**S** Satisfactory – demonstrates average competency compared with first-year superintendent/central office administrator performance. This rating counts as (2) points in the calculated mean score.

**ID** In Depth – demonstrates superior competency compared with first-year superintendent/central office administrator performance. This rating counts as (3) in the calculated mean score.

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leads the school community in the adoption of challenging student</td>
<td>NO US S ID</td>
</tr>
<tr>
<td>Performance standards and the development of fair and accurate assessment methods (ELCC: 2.2, 2.3, 3.5, 4.1, 5.1)</td>
<td></td>
</tr>
<tr>
<td>2. Uses and provides data in the analysis of the current state of student learning and then serves as a catalyst for and manager of needed change (ELCC: 1.2, 1.4, 2.2, 3.5, 4.1, 6.3)</td>
<td>NO US S ID</td>
</tr>
<tr>
<td>3. Brings expert professional knowledge to the district, and supervises and coordinates the programs of the district in order to provide social, emotional, and intellectual success for all children (ELLC: 2.3, 3.3, 4.4, 5.3, 6.3)</td>
<td>NO US S ID</td>
</tr>
<tr>
<td>4. Develops a climate that promotes the belief that all children can learn and succeed, and supports and encourages practices to accomplish this purpose (ELLC: 2.3, 3.2, 3.3, 4.2, 4.3, 4.4)</td>
<td>NO US S ID</td>
</tr>
<tr>
<td>5. Utilizes computers and telecommunications in the school district and with the general public (ELLC: 2.4, 3.2)</td>
<td>NO US S ID</td>
</tr>
<tr>
<td>6. Leads and supports teams that are committed to student learning (ELLC: 2.1, 4.1, 5.1)</td>
<td>NO US S ID</td>
</tr>
<tr>
<td>7. Ensures that stakeholders are involved in decision making (ELLC: 1.3/ 3.4, 4.2, 4.4, 5.4)</td>
<td>NO US S ID</td>
</tr>
<tr>
<td>8. Empowers other administrators, teachers, students, and parents to be leaders in the school community (ELLC: 2.1, 2.3, 3.2 4.1, 6.3)</td>
<td>NO US S ID</td>
</tr>
<tr>
<td>9. Initiates the involvement of business and non-parent communities in district endeavors (ELLC: 1.4, 3.4, 4.1)</td>
<td>NO US S ID</td>
</tr>
<tr>
<td>10. Leads and supports the process of vision building and vision renewal (ELLC: 1.1, 2.1, 6.3)</td>
<td>NO US S ID</td>
</tr>
</tbody>
</table>
11. Ensures the day-to-day operations and management of the organization through adherence to policy and sound governance practices (ELLC: 2.3, 3.5)

12. Examines his or her personal beliefs and articulates educational values which contribute to success for all students (ELLC: 5.1)

13. Matches behavior to educational values and convictions (ELLC: 5.1)

14. Treats everyone fairly, equitably and with integrity (ELLC: 5.1)

15. Understands the moral and ethical responsibility of public schools (ELLC: 5.2, 6.2)

16. Promotes the ideals of a democratic republic and understands how public schools contribute to a culturally diverse society (ELLC: 4.1, 4.2, 4.3, 4.4, 5.3)

17. Exercises good judgment and takes responsibility for actions (ELLC: 5.1, 5.2, 6.2, 6.3)

18. Promotes responsible behavior and citizenship consistent with established principles of conduct as well as those within the Colorado and United States Constitutions (ELLC: 5.2, 5.3, 5.4)

19. Establishes a variety of methods for communication to ensure input from all stakeholders (ELLC: 4.2, 4.3, 4.4, 5.4, 6.1)

20. Leads in the development and implementation of curriculum that fosters success for all students regardless of gender, race or disability (ELLC: 2.2, 3.2, 5.3, 5.4, 6.1, 6.2)

21. Encourages the implementation of a curriculum that recognizes contributions made by diverse groups and promotes the infusion of multicultural information into daily instruction (ELLC: 2.1, 2.2, 5.3, 6.1, 6.2)

22. Promotes respect for ethnic, religious, cultural, economic, physical and intellectual diversity (ELLC: 4.2, 4.3, 4.4, 5.3, 5.4, 6.2)

23. Promotes unified school communities and district by respecting diversity and valuing equitable treatment for all (ELLC: 4.2, 4.3, 4.4, 5.3, 5.4, 6.2)

24. Encourages sensitivity to the signs and patterns of discrimination, and leads in the elimination of discriminatory behavior within schools and the district (ELLC: 4.1, 4.2, 5.3)

25. Inquires about, reflects on, and acts to improve personal performance, the performance of professional and classified staff, and the overall performance of schools and the district (ELLC: 2.3, 3.2, 6.2, 6.3)
26. Recognizes and provides personal and professional development opportunities for school communities and the district that enhance performance quality and personal satisfaction (ELLC: 2.3, 5.2, 6.3)

27. Designs work and work responsibilities so that staff members and parents contribute to overall school improvement and develop a sense of worth and accomplishment (ELLC: 2.3, 3.2, 5.1, 5.4)

28. Maintains a physically and socially safe environment in the schools (ELLC: 3.1, 3.3)

29. Organizes and coordinates the work of certificated and classified personnel (ELLC: 3.1, 5.1, 6.3)

30. Leads effective planning processes (ELLC: 1.1, 1.3, 3.2, 6.2, 6.3)

31. Manages financial resources with efficiency, fairness, and involvement of the school communities and district (ELLC: 3.1, 5.1, 6.2)

32. Upholds and applies state laws and district policies while ensuring due process (ELLC: 3.3, 5.1, 5.3, 6.2)

33. Manages personnel practices, including recruitment, selection, and evaluation, with fairness and legally defensible processes (ELLC: 3.2, 3.3, 5.1)

**Total numerical score**  ________________

**Mean of numerical scores**  ________________

Unsatisfactory  0 - 1.6  Satisfactory  1.7-2.4  Proficient  2.5-3.0

Please comment of the strengths of this administrator licensure candidate:

Please comment on areas in which this administrator licensure candidate needs to improve performance:

**District name**__________________________________________________________

**District address**________________________________________________________

**District phone**__________________________________________________________

Superintendent/Mentor signature  Date

Administrator licensure candidate signature  Date
PORTFOLIO EVALUATION RUBRIC

Name __________________________ Evaluator ________________________ Date ____________

Each portfolio will be rated using the EVALUATION RUBRIC that follows. Ratings of ADVANCED (3), PROFICIENT (2), or BASIC (1) will be assigned to each requirement as listed above, for a total possible score of 30. Students receiving a rating of BASIC in any of the evaluated criteria will be required to resubmit the section(s) and obtain a score at the PROFICIENT level.

ASSESSMENT RUBRIC

Standard 6.07

6.07 The administrator models and sets high standards to ensure quality learning experiences that lead to success for all students.

BASIC demonstrates competency in five or fewer benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments

PROFICIENT demonstrates competency in six to eight benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments

ADVANCED demonstrates competency in nine or more benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments

EVALUATOR SCORE________________

COMMENTS:

STANDARD 6.08

6.08 The administrator leads and supports a school community that is committed to and focused on learning.

BASIC demonstrates competency in five or fewer benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments

PROFICIENT demonstrates competency in six to eight benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments

ADVANCED demonstrates competency in nine or more benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments

EVALUATOR SCORE________________

COMMENTS:
STANDARD 6.09

6.09 The administrator behaves ethically and creates an environment that encourages and develops responsibility, ethics, and citizenship in self and others.

BASIC demonstrates competency in five or fewer benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments

PROFICIENT demonstrates competency in six to eight benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments

ADVANCED demonstrates competency in nine or more benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments

EVALUATOR SCORE

COMMENTS:

STANDARD 6.10

6.10 The administrator recognizes, appreciates, and supports ethnic, cultural, gender, economic, and human diversity throughout the school community while striving to provide fair and equitable treatment and consideration for all.

BASIC demonstrates competency in five or fewer benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments

PROFICIENT demonstrates competency in six to eight benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments

ADVANCED demonstrates competency in nine or more benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments

EVALUATOR SCORE

COMMENTS:
STANDARD 6.11

6.11 The administrator is a continuous learner who encourages and supports the personal and professional development of self and others.

**BASIC** demonstrates competency in three or fewer benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments.

**PROFICIENT** demonstrates competency in four to five benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments.

**ADVANCED** demonstrates competency in six benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments.

**EVALUATOR SCORE**

COMMENTS:

---

STANDARD 6.12

6.12 The administrator organizes and manages human and financial resources to create a safe and effective working and learning environment.

**BASIC** demonstrates competency in five or fewer benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments.

**PROFICIENT** demonstrates competency in six to eight benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments.

**ADVANCED** demonstrates competency in nine or more benchmarks listed in the Colorado Standards for Administrators through narrative, artifacts, and evaluation instruments.

**EVALUATOR SCORE**

COMMENTS:
PROFESSIONAL PLATFORM/LEADERSHIP PHILOSOPHY

BASIC  demonstrates fundamental knowledge of a need for a vision, collaboration toward positive student outcomes, and recognition of the diverse needs of students within a multicultural, democratic society

PROFICIENT demonstrates a motivation to involve members of the school community in achieving a collaboratively developed vision, a description of a school, and a desire to develop a school culture that fosters success for all students within a diverse, multicultural, democratic society

ADVANCED demonstrates a well-articulated personal vision and values, a strong motivation to involve members of the school community in achieving a collaboratively developed vision, a rich description of a student-centered school, and a commitment to developing a school culture that fosters success for all students within a diverse, multicultural, democratic society

EVALUATOR SCORE

COMMENTS:

RESUME

BASIC includes lists of education, professional experience, and other relevant skills in a neat, readable format

PROFICIENT includes a description of education and special skills, a functional description of professional experience, and a professional objective in a neat, readable format

ADVANCED includes an expanded description of education and special skills, a functional description of professional experience, and a focused professional objective in an eye-catching, neat, readable format

EVALUATOR SCORE

COMMENTS:
PROFESSIONAL GROWTH PLAN

BASIC includes three or four professional objectives based upon performance indicators listed in the Colorado Standards for Administrators. (0-1.6)

PROFICIENT includes three to five professional objectives with an evaluation plan based upon performance indicators listed in the Colorado Standards for Administrators. (1.7-2.4)

ADVANCED includes four 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 Colorado Standards for Administrators. (2.5-3.0)

EVALUATOR SCORE

COMMENTS:

MENTOR EVALUATION(S) SCORES

BASIC Mean score of 0 to 1.6
PROFICIENT Mean score of 1.7 to 2.4
ADVANCED Mean score of 2.5 to 3.0

MEAN MENTOR EVALUATION SCORE

FINAL SCORES

Standard 6.07
Standard 6.08
Standard 6.09
Standard 6.10
Standard 6.11
Standard 6.12
Platform/Philosophy
Resume
Professional Growth Plan
Mentor Evaluation (mean)
Log/Reflective Journal Pass_____ Fail_____ 

TOTAL PORTFOLIO SCORE (MEAN)

GRADE:
BASIC - Mean score of 0 to 1.6 (any section of the portfolio scored as Basic must be resubmitted)
PROFICIENT - Mean score of 1.7 to 2.4 - B
ADVANCED - Mean score of 2.5 to 3.0 - A