Master’s of Arts Degree in Educational Leadership: P-12 Education/Principal Licensure Program

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.

The curriculum for the MA Degree in Educational Leadership: P-12 Education and the Principal Licensure, 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 MA: P-12 Education and Principal Licensure programs can be addressed by contacting:

The Student Resource Office
Columbine Hall 3010
Phone: (719) 255-4996
Email: education@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.

Graduation from the MA Program
During the semester prior to graduation, candidates should set an appointment with an advisor to review their graduate plan and to determine if all program requirements have been met. Students should complete the Application for Graduation packet which can be picked up in the Student Resource Office (Columbine Hall 3010). Application for Candidacy is due NO LATER than the first week of classes in the semester you wish to graduate. This will ensure that all records are in order, all classes have been completed, and that pertinent information about graduation is communicated.

Application for Principal Licensure
Candidates should sign up for the Principal Place® test within the last two semesters of coursework. Information about the PLACE test can be found on the PLACE website: http://www.place.nesinc.com/. Candidates will not be recommended to the Colorado Department of Education (CDE) for Principal Licensure until all coursework has been completed (including the Practicum) and the Electronic Portfolio has been submitted and evaluated. The form for the institutional recommendation is part of the Licensure Application packet that is available on the CDE website: http://www.cde.state.co.us/. This form should be filled out and turned in to the Student Resource Office who will ensure that all requirements have been met. It is important that candidates plan sufficient time (a minimum of one month) for the form to be processed. The signed form will be returned to the candidate by US Mail. CDE will not process a licensure application unless ALL required information and forms are submitted together. It is the responsibility of the candidate to check the requirements and submit them in a timely manner.

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.
MA in EDUCATIONAL LEADERSHIP: P-12 Education Program Plan

- LEAD 5020-3 Vision, Ethics, and Leadership in a Democratic Society
- LEAD 5170-3 Culturally Responsive Leadership and Programs
- LEAD 5220-3 Data Driven Program Evaluation and Curriculum Assessment*
- LEAD 5230-3 Instructional Leadership
- LEAD 6050-3 Financing Schools and Programs
- LEAD 6120-3 Educational Politics and Collaborative Communities
- LEAD 6400-3 Legal Issues for School Leaders
- LEAD 5600-3 Social Foundations of Education
- LEAD 5700-3 Introduction to Research and Statistics (offered every semester)
- LEAD 7000-3 Master's Research Lab (offered on line only fall & spring semester)**

*Prerequisite LEAD 5700 or equivalent; ** Prerequisite LEAD 5220

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

_________________________  ________________________  __________
PRINCIPAL LICENSURE PROGRAM
Program Plan
(Requires a Master’s Degree)

___ LEAD 5020-3 Vision, Ethics, and Leadership in a Democratic Society
___ LEAD 5070-3 Human Resources Management and Staff Development
___ LEAD 5170-3 Culturally Responsive Leadership and Programs
___ LEAD 5220-3 Data Driven Program Evaluation and Curriculum Assessment*
___ LEAD 5230-3 Instructional Leadership
___ LEAD 5450-3 The Principalship
___ LEAD 6050-3 Financing Schools and Programs
___ LEAD 6120-3 Educational Politics and Collaborative Communities
___ LEAD 6140-3 Supervision and Evaluation of Instruction
___ LEAD 6400-3 Legal Issues for School Leaders
___ LEAD 6820-3 Practicum in School Leadership: The Principalship

*Prerequisite LEAD 5700 or equivalent

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
PRINCIPAL LICENSURE PROGRAM
Program Plan
(Requires a Master's Degree)

___ LEAD 5020-3 Vision, Ethics, and Leadership in a Democratic Society
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___ LEAD 6140-3 Supervision and Evaluation of Instruction
___ LEAD 6400-3 Legal Issues for School Leaders
___ LEAD 6820-3 Practicum in School Leadership: The Principalship

___ Add 3 Classes for MA in Leadership in Education

___ LEAD 5600-3 Social Foundations of Education
___ LEAD 5700-3 Introduction to Research and Statistics (offered every semester)
___ LEAD 7000-3 Master's Research Lab (offered on line only fall & spring semester)**

*Prerequisite LEAD 5700 or equivalent;  ** Prerequisite LEAD 5220

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 (in numerical order)

LEAD 5020-3
Vision, Ethics, and Leadership in a Democratic Society
Students explore leadership theory, values, and assumptions inherent in public education within a democratic society, and personal beliefs relative to education and democracy. Personal educational philosophy and strategies facilitating vision, community, and common purpose are developed. Field work required.

LEAD 5070-3
Human Resources Management and Staff Development
Personnel practices, policy development, employee-employer relationships, employee contracts, due process procedures, collective bargaining, performance appraisal, hiring and dismissal processes, staff development, induction of new employees, legal implications of ADA, affirmative action, and sexual harassment are explored. Field work required.

LEAD 5170-3
Culturally Responsive Leadership and Programs
Examines how to support and sustain culturally responsive schools and districts in the educational system by identifying cultural understanding and bias, supporting appropriate instructional practices, developing strong community partnerships, and providing equitable access to services and resources.

LEAD 5220-3
Data Driven Program Evaluation and Curriculum Assessment
Offers students an opportunity to explore various methods of evaluating school programs and assessing the effectiveness of curriculum. Field work is included in the requirements for this course. Prer., LEAD 5700 or approval of instructor.

LEAD 5230-3
Instructional Leadership
Students develop a foundation to guide teachers in the establishment of effective instructional practices and to supervise and support instruction. Students gain competency in providing mentorship and coaching to teachers. Effective communication and conflict management skill development are emphasized.

LEAD 5450-3
The Principalship
Examination of the principalship at elementary, middle, and high school levels based upon research and recommended practices. Analysis of instructional, organizational, political, and leadership challenges. Assessment of policies and principles guiding coordination of the instructional program. Field work required.

LEAD 5600 – 3
Social Foundations of Education
Addresses the relationship of schooling to society by focusing on the question of whether the schools can significantly reduce the environmentally related inequalities in achievement which exist in America. Zeros in on relationships between the federal government and education. Various speakers will present and discuss these and other issues.
LEAD 5700 – 3  
**Introduction to Research and Statistics**  
Introduces measures of central tendency, variability, percentiles, standard scores, and correlation. Covers basic concepts in statistical inference, evaluating and using research, design and analysis of educational research, and critical evaluation of published research. Completion of research project required.

LEAD 6050-3  
**Financing Schools and Programs**  
Funding sources for public schools, procedures in financial planning, budgeting implications, and the relationship between costs and effectiveness are explored, including resource procurement, control of funds, accounting requirements, and payment procedures. Emphasis on management of building level budgets. Field work required.

LEAD 6120-3  
**Educational Politics and Collaborative Communities**  
A study of models, concepts, and processes regarding the organization of the American public school system at the federal, state, intermediate, and local school district levels including the values, resources, and power structures of the local community. Field work required.

LEAD 6140-3  
**Supervision and Evaluation of Instruction**  
The role of instructional leader facilitating instructional effectiveness toward student success. Evaluation and supervision strategies included are: data collection, data analysis, legal aspects, evaluation report writing, conferencing, goal setting, motivation, and focusing on student outcomes. Field work required.

LEAD 6400-3  
**Legal Issues for School Leaders**  
Federal and state laws from statutes, key court decisions, and recent legal developments are studied. Governance challenges of American education with emphasis on the legal duties, rights, and restraints of principals and administrators are explored. Field work required.

LEAD 6820-3  
**Practicum in School Leadership: The Principalship**  
A minimum of 300 clock hours of administration activities at the elementary, middle, and high school levels supervised by site mentors in varied settings with educationally, culturally, and socioeconomically diverse populations. Professional portfolio documents competencies required for program completion.

LEAD 7000 – 3  
**Master’s Research Lab**  
Laboratories organized by professors to engage students in ongoing research projects. Students extend and apply knowledge and skills developed in coursework. Open only to graduate students. Prer., LEAD 5220 and LEAD 5230, admission to master’s program or consent of instructor.
Prior to recommending you for Principal Licensure, you must submit your completed electronic portfolio through Taskstream to your LEAD 6820 course instructor. This electronic portfolio evaluation is designed as an assessment of your knowledge and skills and your readiness to exit the program and be recommended for Principal Licensure to CDE.

TaskStream is the tool used for the electronic portfolio application that allows students to upload selected work from their Principal Licensure courses and internship experiences (see Taskstream instructions, p. 19-24). Students must address at least two performances competencies within each of the Colorado Standards for Principals to receive a SATISFACTORY score, and three or more to receive an IN DEPTH score. LEAD 6820 students must subscribe to TaskStream as part of the Principal Licensure requirements. Materials uploaded to TaskStream are used to assess competency in the Colorado State Standards for Principals. The products are also evaluated and used in the College of Education’s accreditation reports.

1. One to two page narrative addressing the candidate’s knowledge and experience in each of the 11 Colorado Standards for Principals. Additionally, the candidate must support their narratives by uploading a minimum of two artifacts (for a satisfactory grade), which support the narratives written in response to each of the 11 Colorado Standards for Principals.

2. Site Mentor Evaluation Forms (midterm and final)

3. Log and Journal of practicum activities (300 hours in PK-12 leadership activities)

4. Leadership Platform/Philosophy

5. Resume

6. Professional Growth Plan

Candidates Knowledge and Experience of the Colorado Standards for Principal Licensure

**UNSATISFACTORY – 0 -1.6** - Student work is considered incomplete, substandard or inadequate

**SATISFACTORY – 1.7 -2.4 (B)** - The candidate has written a one or two page narrative describing adequate knowledge and involvement in a particular standard while integrating some benchmarks under the standard. Two artifacts have been provided and uploaded to support the candidate’s narrative.

**IN DEPTH - 2.5 – 3.0 (A)** - The candidate has written a one or two page narrative describing comprehensive, detailed knowledge and work related to a particular standard while integrating a majority of the benchmarks under the standard. Three or more artifacts have been uploaded to support the candidate’s narrative.
**Professional Platform/Leadership Philosophy**

**UNSATISFACTORY – 0 -1.6** - 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

**SATISFACTORY – 1.7 -2.4 (B)** - 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

**IN DEPTH - 2.5 – 3.0 (A)** - 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

**Resume**

**UNSATISFACTORY – 0 – 1.6** - includes lists of education, professional experience, and other relevant skills in a neat readable format

**SATISFACTORY – 1.7 – 2.4 (B)** - includes a description of education and special skills, functional description of professional experience, and a professional objective in a neat, readable format

**IN DEPTH - 2.5 – 3.0 (A)** - 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

**Professional Growth Plan**

**UNSATISFACTORY – 0 – 1.6** - includes three or four professional objectives based upon performance indicators listed in the Colorado Standards for Principals

**SATISFACTORY – 1.7 – 2.4 (B)** - includes three to five professional objectives with an evaluation plan based upon performance indicators listed in the Colorado Standards for Principals

**IN DEPTH – 2.5 – 3.0 (A)** - 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 Principals

**Log and Reflective Journal**

Candidates may begin logging hours and journaling when they begin the first class of the principal licensing program. Candidates need to log at least 300 hours in leadership activities and at least 40-50 of these hours must be conducted at a level(s) other than the area in which you hope to become a principal. For instance, if you focus on the high school level, at least 40-50 hours of combined experience must be logged at the elementary and middle school levels. You may include shadowing, team leadership, acting
principalship experiences, leadership in staff development activities, etc. 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. The Log and Reflective Journal must be uploaded into TaskStream with other requirements for the portfolio. This requirement must be properly completed before a student will be assigned a grade for LEAD 6820.

**PORTFOLIO EVALUATION RUBRIC**

Each portfolio will be rated using the EVALUATION RUBRIC that follows. Ratings of IN DEPTH, SATISFACTORY, or UNSATISFACTORY will be assigned to each requirement. Students receiving a rating of BASIC in any of the evaluated criteria will be advised to continue the practicum experience until all ratings are SATISFACTORY or IN DEPTH. No student will be recommended to the Colorado Department of Education for principal licensure until inadequate areas have been remedied. The scale for rating each of the eleven portfolio requirements is as follows.

<table>
<thead>
<tr>
<th>UNSATISFACTORY -- 1 point</th>
<th>SATISFACTORY-- 2 points</th>
<th>IN DEPTH -- 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 6.01</td>
<td>Standard 6.02</td>
<td></td>
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<tr>
<td>Standard 6.03</td>
<td>Standard 6.04</td>
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<td>Standard 6.05</td>
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<td>Standard 6.07</td>
<td>Standard 6.08</td>
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<td>Standard 6.09</td>
<td>Standard 6.10</td>
<td></td>
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<tr>
<td>Standard 6.11</td>
<td>Platform/Philosophy</td>
<td></td>
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<tr>
<td>Resume</td>
<td>Professional Growth Plan</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL PORTFOLIO SCORE (MEAN) ____________**

<table>
<thead>
<tr>
<th>Log/Reflective Journal</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory – 0 – 1.6</td>
<td>Satisfactory– 1.7-2.4 = B</td>
<td>In Depth– 2.5-3.0 = A</td>
</tr>
</tbody>
</table>

*Any portfolio not receiving at least a satisfactory grade will be returned to the candidate for revisions before a grade will be awarded.*
PRACTICUM IN THE PRINCIPALSHIP
FIELD MENTOR EVALUATION

_____ Midterm Evaluation  _____ Final Evaluation
(Place a check next to the appropriate evaluation)

The following competencies are taken directly from the Colorado Standards for Principals and cross-walked with ELCC Building Level Standards. 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. leads the school community in the adoption of challenging student performance standards and the development of fair and accurate assessment methods {ELCC: 1.2(a), 1.2(c), 1.4(a), 1.4(b), 2.1(a)}</td>
<td>NO</td>
<td>US</td>
</tr>
<tr>
<td>2. uses data to analyze the current state of student learning and then serves as a catalyst for and manager of needed change {ELCC: 1.2(b) 2.2(a), 3.3(a), 3.3(c)}</td>
<td>NO</td>
<td>US</td>
</tr>
<tr>
<td>3. expects and coaches effective classroom practices, and supervises and coordinates the instructional program of the school so that all children are successful {ELCC: 1.3(a)2.3(a), 2.3(b)}</td>
<td>NO</td>
<td>US</td>
</tr>
<tr>
<td>4. develops a school climate that promotes learning by all children {ELCC: 1.1(a), 1.1(b), 1.2(a) 1.4(a)}</td>
<td>NO</td>
<td>US</td>
</tr>
<tr>
<td>5. understands and demonstrates the use of telecommunications and technology in instruction {ELCC: 1.2(c)2.2(c), 4.1(h)}</td>
<td>NO</td>
<td>US</td>
</tr>
<tr>
<td>6. leads the development of a team that is committed to student learning {ELCC: 1.2(a), 1.2(c), 2.3(c)}</td>
<td>NO</td>
<td>US</td>
</tr>
<tr>
<td>7. ensures that stakeholders are involved in decision making {ELCC: 1.2(a), 1.5(a), 1.5(b)4.1(b), 4.1(c), 4.1(d), 4.1(f)}</td>
<td>NO</td>
<td>US</td>
</tr>
<tr>
<td>8. empowers teachers, students, and parents to be leaders in the school community {ELCC: 1.4(a), 1.5(b)}</td>
<td>NO</td>
<td>US</td>
</tr>
<tr>
<td>9. initiates the involvement of business and non-parent communities in student learning experiences {ELCC: 1.2(a), 1.5(b), 4.1(e)}</td>
<td>NO</td>
<td>US</td>
</tr>
</tbody>
</table>
10. leads the process of vision building and vision renewal [ELCC: 1.2(a), 1.5(a), 1.5(b)]

11. examines his or her personal beliefs and articulates educational values which contribute to success for all students [ELCC: 1.5(a), 5.2(a)]

12. matches behavior to educational values and convictions [ELCC: 5.3(b)]

13. treats all members of the school community fairly, equitably and with integrity [ELCC: 1.5(a), 1.5(b), 5.2(a), 6.1(f)]

14. promotes moral and ethical responsibility in public schools [ELCC: 5.1(a), 5.2(b), 5.3(a)]

15. exercises good judgment and takes responsibility for actions [ELCC: 5.3(a)]

16. promotes responsible behavior and citizenship consistent with established principles of conduct as well as those within the Colorado and United States Constitutions [ELCC: 6.1(d), 6.3(a)]

17. establishes a variety of methods for communicating to ensure input from all stakeholders [ELCC: 1.2(a), 1.2(b), 1.5(a), 1.5(b)]

18. leads in the development and implementation of curriculum that fosters success for all students regardless of gender, race, or disability [ELCC: 2.1(b), 2.3(b)]

19. encourages the implementation of a curriculum that recognizes contributions made by diverse groups and promotes the infusion of multicultural information into daily instruction [ELCC: 2.3(a)4.2(b)]

20. promotes respect for ethnic, religious, cultural, economic, physical, and intellectual diversity [ELCC: 2.2(b), 4.2(b), 6.2(a)]

21. promotes a unified school community by respecting diversity and valuing equitable treatment for all [ELCC: 4.2(b), 6.2(a), 6.3(b)]

22. helps others recognize the signs and patterns of discrimination, and leads in the elimination of discriminatory behavior within the school [ELCC: 5.2(a), 5.1(b)]

23. inquires about, reflects on, and acts to improve personal performance, the performance of professional and classified staff, and the overall performance of the school [ELCC: 5.1(a), 5.1(b), 6.1(c), 6.1(d)]

24. recognizes and provides personal and professional development opportunities for the school community that enhance performance quality and personal satisfaction [ELCC: 2.4(a), 2.4(b), 2.4(c)]

25. designs work and work responsibilities so that staff members and parents contribute to overall school improvement and develop a sense of worth and accomplishment [ELCC: 3.1(c)3.2(a)]
26. maintains a physically and socially safe environment in the school [ELCC: 4.3(a), 4.3(b), 4.3(c)]

27. organizes and coordinates the work of licensed and classified personnel [ELLC: 3.1(a), 3.1(b)]

28. leads effective planning, implementation, review, and evaluation [ELLC: 3.2(a)]

29. manages financial resources with efficiency, fairness, and involvement of the school community [ELLC: 3.1(b), 3.1(c)]

30. upholds and applies state laws and district policies while ensuring due process [ELLC: 6.3(a), 6.3(b)]

31. manages personnel practices, including recruitment, selection, and evaluation, with fairness and legally defensible processes [ELLC: 6.3(a), 6.3(b)]

32. present and punctual for work [ELCC: 6.1(d)]

33. complies with school procedures and rules [ELCC: 6.1(b)]

34. publicly acknowledges the ideas and work of others when appropriate [ELLC: 5.1(a), 6.3(b)]

35. actively participates and contributes positively and equitably to collaborative work [ELLC: 4.1(a), 6.2(a), 6.2(b)]

36. respects others’ time and needs [ELLC: 3.1(a), 3.1(b)]

37. demonstrates effective interpersonal skills [ELLC: 5.1(a), 5.2(a)]

38. demonstrates behavior that values the varying needs, abilities, and dispositions of others [ELLC: 4.1(d), 4.2(a), 4.2(c)]

39. solicits and gives thoughtful consideration to alternative and contradictory opinions [ELLC: 4.2(a)]

40. communicates effectively with others by demonstrating respect for gender, sexual orientation, and ethnic differences [ELLC: 4.2(a), 4.2(b), 4.2(c)]

41. adheres to professional ethics (e.g., maintains confidentiality) [ELLC: 5.1(a), 6.1(d)]

42. discusses work issues and personal concerns at appropriate times and places [ELLC: 5.1(a), 6.1(d)]

43. speaks with clarity, fluency, and few grammatical errors [ELLC: 1.5(b)]

44. writes with clarity, fluency, and few grammatical errors [ELLC: 1.2(a), 1.2(b), 1.2(c)]

45. exhibits positive attitudes and commitment to quality when completing work responsibilities [ELLC: 5.3(a)]
46. models appropriate dress relative to the context  
   {ELLC: 6.1(d)}
   NO    US    S    ID

47. surmounts obstacles in positive and constructive ways  
   {ELLC: 3.2(b), 3.3(b)}
   NO    US    S    ID

48. analyzes and takes responsibility for personal actions  
   {ELLC: 2.4(b), 3.2(c)}
   NO    US    S    ID

49. accepts constructive feedback and responds positively  
   {ELLC: 6.1(h)}
   NO    US    S    ID

50. makes changes based on feedback and demonstrates ability to  
   learn from success and failure {ELLC: 6.3(a), 6.3(b)}
   NO    US    S    ID

51. expresses concern or dissatisfaction in positive and constructive  
   ways {ELLC: 6.1(h)}
   NO    US    S    ID

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 name_________________________________________________ School phone______________________

School address____________________________________________________

Principal signature__________________________________ Date__________________________

Intern Signature ________________________________
Welcome to TaskStream!

To begin your subscription activation,

1. Point your web browser to the following URL: [http://www.taskstream.com](http://www.taskstream.com). You should now see TaskStream’s Home Page.
2. Below the login area, click the Subscribe/Renew Today link.
3. First time subscribers should select the **Create a new TaskStream subscription** option.  
   a. If you are purchasing by credit card, use **Option 1**.

   ![Step 1: Activate Subscription](image)

   **Option 1**: Credit card purchase (I do not have a key code)  
   - You will need a credit card to purchase/renew a subscription.
   ![Continue](image)

   **Option 2**: I have a TaskStream key code
   - Enter your TaskStream key code
   - Continue
   A key code activates an account that is associated with a unique organization, program, or textbook.

4. On the resulting forms, follow the directions to complete the subscription purchase or activation process.

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*Please ensure that a valid email address has been entered so that TaskStream can send your TaskStream username and password to you. All email addresses are confidential and will not be made available to third parties.*

*We suggest that you add the taskstream-subscriptions@taskstream.com, help@taskstream.com, and notification@taskstream.com email addresses to your email application’s address book to help ensure that emails from TaskStream will be delivered and will not be blocked or marked as spam by your email application.*

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*Advancing Educational Excellence*

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Enroll in Direct Folio Responses (DRF’s) in Task Stream

Self-Enrolling into Programs
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Welcome!
You have been selected to participate in a TaskStream program. The program code that has been issued to you is intended for your use only. To enroll yourself into a TaskStream program, follow the directions below.

Log In
Go to www.taskstream.com and log into your TaskStream account.

Find the Self-Enrollment Area
From the home page, click Enter Code.

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Enter Your Code

1. Enter the program code. You will need to do this 3 separate times for each DRF. #1 1968 #2 1969 #3 FZY9K6
2. Click Search.

You are able to review the program information that corresponds to the code that you entered.

3. To be enrolled in the program, click Enroll. If you do not want to be enrolled in the program at this time, click Cancel - Do Not Enroll.

If you enroll yourself into an inactive program, the program will not appear on your home page until the Program Manager activates the program.

If you have any additional questions or comments, please do not hesitate to contact Mentoring Services at help@taskstream.com or at 800-311-5656.