**Certificate for Intermediate Administration and Supervision (Endorsement #092)**

**HANDBOOK**

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2017-2018

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**PURPOSE OF HANDBOOK**

The purpose of this handbook is to provide students with information and guidance about the **Certificate for Intermediate Administration and Supervision** (092 program) at Western Connecticut State University. Requirements for admission to the program and for qualifying for certification in the state of Connecticut are explicitly addressed. Please be advised that additional requirements may be imposed for certification or licensure (even once a plan of study has been prepared). If such requirements are imposed by outside licensing or accrediting agencies, a plan of study may be revised to reflect such changes.

**Conceptual Framework of the WCSU Professional Educator Program**

A conceptual framework captures the shared vision of the unit, the Education and Educational Psychology Department (E&EPY), guides the activities of faculty and candidates, and becomes the vehicle through which the unit’s goals are articulated to the broader community. The vision of the WCSU’s Education Unit is reflected in the term **EDUCATOR,** and the theme, ***Preparing teachers and counselors to facilitate student growth and achievement in the 21st Century****.*

**EDUCATOR** The components of our Conceptual Framework underscore our belief that teachers and counselors in the new millennium must understand how to use information technologies and how to work effectively with the diverse students in today’s public schools in order to prepare all students for success in a technological, multicultural, and global society.

Teachers and counselors must know how to work collaboratively with colleagues and communicate with a variety of constituencies in order to be classroom and school leaders capable of effecting change and ensuring quality educational programs for all students. They must be reflective practitioners who continually evaluate and modify their practices, not only to meet the learning and developmental needs of students, but also to keep pace with a rapidly changing society and world. The term **EDUCATOR,** embodies the components of our Conceptual Framework and serves to remind us that we, the faculty, are first and foremost responsible for preparing quality educators for the future. (See www.wcsu.edu)

**Education Department Mission Statement**

The School of Professional Studies and the Education and Educational Psychology (E&EPY) Department are recognized by the Connecticut Department of Education as the principal units for the university with regard to teacher education preparation, serving to coordinate all the university’s teacher education degree and related programs. The mission of the department is to prepare candidates for careers in teaching. We believe in initiating and maintaining professional relationships with the broader educational community and are committed to the continuous support and development of cooperative projects and services with area schools and community agencies. We embrace the broader mission of WCSU to empower students to “… attain the highest standards of academic achievement, personal development, and ethical conduct.”

**PROGRAM DISCLAIMER**:  *Please note that Connecticut teacher certification regulations are subject to change due to legislative proposals and mandates, and that the information in the catalog may not reflect the most recent modifications in the WCSU Education program. Therefore, it is imperative that students check often with their advisers and attend Education Department information sessions for updates and new requirements.*

**PART I: Certificate for Intermediate Administration and Supervision**

**(092 Certificate)**

**PROGRAM OVERVIEW**

***Definition of the 092 Program***

WCSU’s state approved program is offered in collaboration with Central Connecticut State University (CCSU) and is ONLY available for Graduate Students enrolled in WCSU’s EdD in Instructional Leadership program.

The Certificate for Intermediate Administration and Supervision (henceforth referred to as the 092 Program) is a program developed for educators pursuing administrative positions in a school district up to and including Assistant Superintendent. These positions include roles such as Curriculum Coach, Curriculum Coordinator, Department Chair, Assistant Principal, Principal, and Assistant Superintendent. To receive the endorsement, all Candidates must complete a planned program approved by the Connecticut State Department of Education (CSDE) and receive a grade of Pass on each of the modules for the Connecticut Administrator’s Test (CAT).

***Program Structure***

The planned program for this certificate is a total of 24 semester hours. The recommending institution, WCSU, will offer 18 of these credits. The remaining 6 credits will be offered through Central Connecticut State University. A minimum of 60 hours is required for the Doctor of Education in Instructional Leadership Degree, including the requirements for a dissertation. Twelve credits for the administration certification program are obtained in the EdD in Instructional Leadership program. Highlighted courses in the following table are required for the Certificate in Intermediate Administration or Supervision (092 certificate). The program specifics and program sheet can be found at the program website: <http://www.wcsu.edu/graduate/edd/o92.asp>.

***Courses in the 092 Program***

**ED800: Foundations of Instructional Leadership (3SH)**

**Course Description:** This course will prepare classroom practitioners to identify and apply ethical and professional constructs of leadership to affect change. Topics include the history, philosophy and social psychology of instructional leadership and educational reform. Table 1 demonstrates the Courses in the WCSU Ed.D. in Instructional Leadership Program and courses meeting the requirements of the 092 program. Table 2 demonstrates the additional courses needed for certification for the Intermediate Administration or Supervision offered by WCSU and CCSU.

**Prerequisites:** Acceptance into the Doctor of Education in Instructional Leadership Program.

**ED804: Learning, Cognition, and Teaching (3 SH)**

**Course Description:** Using many original sources, this course represents a detailed consideration of human growth and development in the principle schools of psychology and related social sciences. Participants will investigate the application of these concepts to educational settings.

**Prerequisites:** Acceptance into the Doctor of Education in Instructional Leadership Program.

**ED805: Research and Evaluation in Education (3 SH)**

**Course Description:** The purpose of this course is to introduce theories and models of evaluation as applied to educational programs and administrative systems. The course will provide graduate students with the necessary skills to conceptualize an evaluation design, select appropriate techniques, and conduct an evaluation within the infrastructure of an educational institution. This course will assist the learner in understanding administrative educational systems and methodically assessing an aspect of a particular system.

**Prerequisites:** Acceptance into the Doctor of Education in Instructional Leadership program; ED 804, 860, 861, & 865.

**ED820: Topics in Curriculum and Instruction (3 SH)**

**Course Description:** This course deals with current developments in scientific research, public policy and/or educational practice that are related to curriculum, instruction, assessment, and leadership within schools. It is designed to keep students abreast of developments that affect or have the potential to affect decisions about curriculum design, choice of instructional strategies and program implementation.

**Prerequisites:** Acceptance into the Doctor of Education in Instructional Leadership program.

**ED 660 Internship in Educational Leadership: Theory, Research and Practice (2 SH)**

This is a supervised administrative internship in an organizational setting where interns apply strategic, instructional, organizational, and contextual leadership skills. Students initiate an action plan and professional portfolio. In addition to the seminar requirements, each candidate will be working on-site with an administrative mentor under the supervision of a member of CCSU’s/WCSU's faculty, who will be the university supervisor. This internship will extend over two semesters. All candidates are required to log 150 hours each semester for a total of 300 hours of internship requirements.

Prerequisite: Acceptance into the Doctor of Education in Instructional Leadership program and to the Certificate for Intermediate Administration or Supervision program (Endorsement #092).

**ED 665 Seminar in Educational Leadership: Theory, Research and Practice (2 SH)**

In this administrative seminar interns apply strategic, instructional, organizational, and contextual leadership skills. Students initiate an action plan and professional portfolio that accompanies their internship activities. Monthly group meetings will be held with at least one supervisor to reinforce and discuss internship activities. This seminar will extend over two semesters, beginning and ending with group meetings that will include the university supervisor, on-site administrative mentor, program coordinator, and all interns.

Prerequisite: Acceptance into the Doctor of Education in Instructional Leadership program and to the Certificate for Intermediate Administration or Supervision program (Endorsement #092).

**EDL 618** **Understanding Political and Ethical Environments of School Leadership**

This course focuses on the knowledge and skills needed by the educational leader for providing political and community leadership, including policy development, resource allocation, meeting ethical and legal obligations, risk management, safety, and contract negotiation.

**EDL 656 Leadership in Teaching and Learning**

Emphasis is on enhancing students’ knowledge, skills, and attitudes in identifying educational problems and making informed decisions and focuses on strategic leadership skills of using instructional leadership, supervision, communication and technology to improve teaching and learning.

**Table 1**  
Courses in the Ed.D. in Instructional Leadership Program and Courses Meeting the Requirements of the 092 Certificate

|  |  |  |
| --- | --- | --- |
| **Core Courses in Leadership Theory and Foundations** | **Area of Specialization** | **Inquiry Strategies and Dissertation Sequence** |
| ED800: Foundations of Instructional Leadership | ED820: Topics in Curriculum and Instruction | ED860: Quantitative Methods Applied to Educational Research |
| ED801: Group Leadership, Group Processes, and Team Building in Education | ED821: Leadership Assessment and Development | ED861: Qualitative Methods Applied to Educational Research |
| ED802: Emerging Instructional Technologies | ED822: Talent Development Across the Curriculum | ED865: Introduction to Educational Research Designs |
| ED803: National Standards Current Practices, and Policies in Education (Summer Institute) | ED823: Models of Creative Thinking | ED881: Dissertation Seminar 1 |
| ED804: Learning, Cognition,    and Teaching | ED824: Diversity Issues in Schools | ED882: Dissertation Seminar 2 |
| ED805: Research and Evaluation in Education | ED825: Curriculum Development Using Community Resources | ED883: Dissertation Seminar 3 |
|  |  | ED884: Dissertation Seminar 4 |
|  |  | ED885: Dissertation Seminar 5 |
| 18 SH | 18 SH | 24 SH |

Those courses designated in blue are part of the EdD in Instructional Leadership program. Four additional courses are needed to meet the CSDE requirements for the certificate for a total of 12 Semester Hours. Two of these courses will be offered by faculty in the Department of Educational Leadership from Central Connecticut State University (6 SH) and two courses will be offered by the Department of Education and Educational Psychology at WCSU (6 SH). These courses would be taught at the WCSU campus in either Danbury or the CCSU campus in Waterbury. The following additional courses are offered by CCSU or WCSU for the certification program.

**Table 2**  
Additional Courses Needed for Certification for the Intermediate Administration or Supervision Offered by CCSU and WCSU

|  |  |  |
| --- | --- | --- |
| **Institution** | **Courses** | **Timeline** |
| CCSU | EDL618: Understanding the Political and Ethical Environment of School Leadership (3 SH) | Every other Summer (2017, 2019, etc.) |
| CCSU | EDL656: Leadership and Supervision in Teaching and Learning (3 SH) | Every other Summer (2017, 2019, etc.) |
| WCSU | ED660: Internship (3 SH) | Every other Fall (Fall 2017, Fall 2019, etc.) |
| WCSU | ED665: Internship Seminar (3 SH) | Every other Spring (Spring 2018. Spring 2020, etc.) |

***Registering for 092 Courses***

Candidates are registered for 092 courses provided within the EdD program by the EdD Coordinator. Candidates are registered for ED 660 & ED 665 by the 092 Coordinator. Candidates must register for the two courses provided by CCSU (EDL 618, 656).

*Registering for CCSU courses:*

Follow email directions from CCSU program administrative assistant. Register via the web.

1. First, create a student ID number. Next, follow the instructions at the end of the application to set up a BlueNet account for web registration.
2. It is essential that you use a supported browser.  Please use Internet Explorer (PC) or Safari (MAC).

For problems with web registration, please contact 860-832-2236; Stacy Tallberg, Administrative Assistant, Department of Educational Leadership, Policy & Instructional Technology

**PART II: PROGRAM DETAILS**

***Admission Requirements***

The following three requirements were set forth by the CSDE for admission to a program for a Certificate for Intermediate Administration and Supervision. These criteria must be met by all applicants:

1. Hold a Master’s degree in education or a related field from an accredited institution.
2. Evidence of five years of full-time educational experience in a PK-12 setting.
3. Completion of at least 36 semester hours of a special education course.

For WCSU’s program, the entrance materials will include three additional types of information:

1. Two [recommendations](http://www.wcsu.edu/graduate/EDD/o92-application.pdf#page=6), using a form with specific criteria and questions developed in conjunction with faculty at WCSU, CCSU and local administrators. One recommendation must be completed by the candidate’s district superintendent or someone at the executive level of the school district (Central Office), and the second should be submitted by a supervisor of the applicant.
2. An [Application](http://www.wcsu.edu/graduate/EDD/o92-application.pdf) and [Leadership Mini-Portfolio](http://www.wcsu.edu/graduate/EDD/o92-application.pdf#page=2) must be completed by each applicant and assessed using a scoring rubric. This rubric incorporates knowledge, skills, and dispositions targeted throughout the program and on the Employer Survey.
3. An interview including an accompanying 4-point rating of target criteria will be completed by all interviewers.

An Admissions Committee will minimally consist of a faculty member from the EdD Program and a present or former local school administrator. All candidate materials will be reviewed by the admissions committee before entry to the program will be granted.

Admissions Procedures:

1. After students are admitted to the EdD in Instructional Leadership Program, they will complete the first course in the EdD and 092 program, ED800: Foundations of Instructional Leadership. Students will then declare their interest in pursuing the 092 certificate.
2. Students will have the opportunity to participate in a variety of Pre-practica experiences through their coursework.
3. Students will complete two additional courses in the EdD program (ED804: Learning, Cognition, and Teaching, and ED820: Topics in Curriculum and Instruction). At this time, they will confirm a commitment to the 092 certificate program.
4. Then applicants will submit two recommendations, a mini-portfolio, and the name and title of a mentor to the 092 Program Admissions Committee.

All applicants will be interviewed and notified of acceptance, prior to an orientation meeting in May and the beginning of the summer courses offered by CCSU faculty.

***Accreditation***

This program is accredited through the Connecticut State Department of Education, Council for the Accreditation of Educator Preparation, Educational Leadership Constituents Council, and National Policy Board for Educational Administration

***The Connecticut Administrator Test (CAT)***

The usual CAT registrations are for October/November, February/March, and June. There are 4 modules. Register for 2 Modules at a time (2 in fall; 2 in spring). More information can be found at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&q=320422>

<http://www.eastconn.org/images/stories/TeachingandLearning/bulletinrevisedsept302010.pdf>

***Internships***

092 Candidates engage in a two semester clinical internship within their 092 program (during ED 660 & 665). 092 Candidates will be assigned a district mentor (chosen by the candidate with collaboration of the 092 Coordinator) and a university mentor (assigned by the 092 Coordinator).

092 Candidates are responsible for logging internship hours.The purpose of logging the internship hours isto learn about and to document the year-long activities that take place in a school building and school district.

***Logging Required Hours***

The ELCC requires that 092 candidates complete 9-12 hours/week for 6 months at the building level (216-288 total) and 9-12 hours/week for 6 months at the district level (216-288 total), or a total of 432-576 hours. Additional hours can be logged at the building level. Internship hours should be at both the building and district-levels. 092 candidates will not receive credit for completing more than 12 hours/week.

**Bring logs to Seminar Classes or Meetings with University Mentor**

092 Candidates should bring the logs when they meet with their University Supervisor.

***Mixed Reality Simulation Lab at WCSU***



To supplement and support 092 candidates’ leadership skill development, candidates enrolled in the seminar courses will participate in leadership simulations during **ED 660 & 665.**

***Background Check Requirements***

The Education program offers students a number of field experience opportunities in local area public schools. Field experiences provide students the opportunity to integrate knowledge and theory learned in their WCSU classes with practical applications and skill development in a professional setting. Students enrolled in courses requiring field work assignments MUST be fingerprinted. ***Candidates who have been fingerprinted through their district employers are exempt. Please contact the 092 Coordinator if you have not been fingerprinted for employment in the states of Connecticut or New York.***

***Criminal History Record Check - (Fingerprinting)***

Effective July 1, 2010, local or regional boards of education must fingerprint individuals seeking placement in the district for the purpose of completing educator preparation requirements in nonpaid, noncertified positions (e.g., student teachers, interns, observations, etc.). (House Bill 6901). Any person in a nonpaid, noncertified position completing preparation requirements for the issuance of an educator certificate pursuant to chapter 166, who performs a service involving direct student contact MUST submit to state and national criminal history records checks **within thirty days from the date such worker begins to perform such service**.

This means **candidates must be fingerprinted and have a background check** before they are allowed to begin their involvement with any school system. Courses with clinical experiences are: ED 660 & ED 665.

*EdAdvance* is the Regional Education Service Center which supports school districts in Western Connecticut. Fingerprints are done at the Danbury Office location and the Litchfield office location. Right now they fingerprint one day a week; every other week in Litchfield and visa versus in Danbury. Appointments are made by the *EdAdvance* receptionists.

Barbara Westner at the Litchfield office Connie Phillippi at the Danbury office

355 Goshen Road 345 Main Street

Litchfield, CT 06759 Danbury, CT 06810   
(860)567-0863 (203)791-1904

On the day of your scheduled appointment, all applicants are asked to arrive five minutes early and check in with the receptionist. Late arrivals are subject to rescheduling. The fee for fingerprinting is $43.25 payable to *EdAdvance* via bank check or money order only. No personal checks are accepted.

All candidates will need to have a photo ID like driver's license, know their Social Security number and the city and state in which they were born. After being fingerprinted candidates will leave with a confirmation letter signed and dated by the fingerprint technician confirming they were fingerprinted.

The *EdAdvance*  Fingerprinting Services will process and forward your fingerprints and check/money order to the proper state and federal authorities for a criminal history check, and notify Western that the candidate has been fingerprinted.

***Key Assessments***

Key Assessments are required in each of the 092 program courses. Key assessments must be uploaded into Blackboard for grading and into LiveText after grading (or per professor directions). The following tables (# 3 & 4) provide the assessment type, level, time and standards for the assessment. Table 5 illustrates the Schedule of Courses, Assessments, Rubrics, and Level of Assessment (Building or District). Rubrics may be found in the Appendix.

**Table 3: Evidence for Meeting Standards at the School Building Level**

| **Type and Number of Assessment** | **Name of Assessment** | **Type or Form of Assessment** | **When the Assessment is Administered** | **ELCC**  **Standards** |
| --- | --- | --- | --- | --- |
| Admission | Master’s degree in education or a related field, Five years of full-time educational experience, 36 semester hours of special education, Recommendations, Application, Interview | Background qualifications, Ability test | Before entry to the program, submitted with application materials |  |
| Assessment #1: Licensure assessment, or other content-based assessment | 1. Connecticut Administrator Test (CAT) | School Building  1. State required, standardized performance-based test for knowledge, comprehension, and application of Leadership skills  1a. Instructional Strategies: Modules 1&2; School Improvement:  1b. Modules 3&4 | 1. After the following courses are completed:  Year 1-ED800  Year 2-ED804  Year 2-ED820  Year 3-ED805  Year 4-EDL618  Year 4-EDL656  The CAT is taken in 4 modules (1&2-fall, 3&4- spring) during the year-long (Years 4-5) Internship (ED660) and Seminar (ED665) | 1a. Modules 1&2: 2.1, 2.2, 2.3, 4.1  1b. Modules 3&4: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.4, 3.5, 4.2, 5.2, 6.1 |
| Assessment #2: Assessment of content knowledge in educational leadership | 2. Leadership Portfolio | School Building  2. Leadership Portfolio:  2a. Vision for Educational Leadership (ED800)  2b. Response to an Educational Crisis (ED800)  2c. Leadership Plan (ED800) | 2. Course project for Year 1-ED800 | 2a. 1.1, 1.2, 1.3, 1.4, 4.3, 4.4, 5.5  2b. 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 5.4, 6.1. 7.1  2c. 2.3, 3.4, 3.5, 5.2, 5.3 |
| Assessment #3: Assessment of abilities in organizational management and community relations | 3. Planning Portfolio | School Building  3. Planning Portfolio:  3a. Professional Development Plan (ED820) | 3. Course Project for Year 2-ED820; Course Project for  Year 3-ED805 | 3a. 2.2, 2.4 |
| Assessment #4: Assessment of internship/clinical practice | 4. Internship Portfolio (Internship and Seminar) | School Building  4. Internship Portfolio:  4a. Administrative Self-Assessment (ED665)  4b. Internship Action Plan (ED660)  4c. Internship Log (ED665)  4e. Taking a Leadership Role (ED660) | 4. Course Projects for Year 4-5- ED660  Year 4-5-ED665 | 4a. 1.3, 5.2  4b. 1.2, 3.1, 6.1, 6.2, 6.3, 7.1  4c. 7.2  4e. 2.1, 2.3 |
| Assessment #5: Assessment of ability to support student learning and development | 5. Assessment of WCSU Candidates by their Internship Mentors and Assessment of the Graduates in Leadership Positions | School Building  5. 15-item survey 5a. Assessment of WCSU Interns and Graduates in Leadership Positions | 5. After the candidate has completed the Internship and after the Candidate has completed the program (each year for 5 years) | 5a. 1.1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 5.1, 5.4, 6.1, 6.3 |
| Assessment #6: Content-based assessment application of content | 6. Student Learning Portfolio | School Building  6. Student Learning Portfolio:  6b. Newsletter (ED804)  6c. Analysis of Thinking Skills (ED804)  School Building  7. Supervision Portfolio: 7c. Supervision of Teaching and Learning (ED660) | 6. Course projects for Year 2-ED804 | 6b. 1.4, 2.4, 4.1, 4.3  6c. 2.1, 2.2, 2.3, 2.4, 7.1  7c. 1.3, 2.3, 4.1, 5.1, 5.3 |

**Table 4: Evidence for Meeting Standards at the School District Level**

| **Type and Number of Assessment** | **Name of Assessment** | **Type or Form of Assessment** | **When the Assessment is Administered** | **ELCC**  **Standards** |
| --- | --- | --- | --- | --- |
|  | Master’s degree in education or a related field, Five years of full-time educational experience, 36 semester hours of special education, Recommendations, Application, Interview | Background qualifications, Ability test | Before entry to the program, submitted with application materials |  |
| Assessment #1: Licensure assessment, or other content-based assessment | 1. Connecticut Administrator Test (CAT) | School District  1. State required, standardized performance-based test for knowledge, comprehension, and application of Leadership skills  1a. Instructional Strategies: Modules 1&2; School Improvement: Modules 3&4 | 1. After the following courses are completed:  Year 1-ED800  Year 2-ED804  Year 2-ED820  Year 3-ED805  Year 4-EDL618  Year 4-EDL656  The CAT is taken in 4 modules (1&2-fall, 3&4- spring) during the year-long (Years 4-5) Internship (ED660) and Seminar (ED665) | 1a. 1&2 2.1, 2.2, 2.3, 4.1  1a. 3&4 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.4, 3.5, 4.2, 5.2, 6.1 |
| Assessment #2: Assessment of content knowledge in educational leadership | 2. Leadership Portfolio | School District  2. Leadership Portfolio:  2d.Budget and Finance Field Study (EDL618) | 2. Course project for Year 4-EDL618 | 2d. 2.4, 3.2, 5.1, 6.1, 6.2, 6.3 |
| Assessment #3: Assessment of abilities in organizational management and community relations | 3. Planning Portfolio | School District  3. Planning Portfolio:  3b. Program Evaluation (ED805) | 3. Course Project for  Year 3-ED805 | 3b. 3.1, 3.2, 4.1, 7.1 |
| Assessment #4: Assessment of internship/clinical practice | 4. Internship Portfolio (Internship and Seminar) | School District  4. Internship Portfolio:  4b. Internship Action Plan (ED660)  4c. Internship Log (ED665) | 4. Course Projects for Year 4-5- ED660  Year 4-5-ED665 | 4b. 1.2, 3.1, 6.1, 6.2, 6.3, 7.1  4c. 7.2 |
| Assessment #5: Assessment of ability to support student learning and development | 5. Assessment of WCSU Candidates by their Internship Mentors and Assessment of the Graduates in Leadership Positions | School District  5. 15-item survey 5a. Assessment of WCSU Interns and Graduates in Leadership Positions | 5. After the candidate has completed the Internship and after the Candidate has completed the program (each year for 5 years) | 5a. 1.1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 5.1, 5.4, 6.1, 6.3 |
| Assessment #6: Content-based assessment application of content | 7. Supervision Portfolio | School District  7. Supervision Portfolio:  7a. Self-Assessment as a Supervisor (EDL656)  7b. Supervision Platform Statement (EDL656) | Year 4-EDL656 | 7a. 1.1, 2.2, 6.1  7b. 1.2, 1.4, 2.4, 3.4, 6.2 |

**Table 5: Schedule of Courses, Assessments, and Rubrics for WCSU’s Certificate for Intermediate Administration and Supervision (Endorsement #092)**

| Type and Number of Assessment | Course Number | Course Name | Assessment | Rubric | Level  (B=Building  D=District) |
| --- | --- | --- | --- | --- | --- |
| Assessment #1: Licensure assessment, or other content-based assessment (required) | ED660, ED665 | Internship in Educational Leadership I, II: Theory, Research, & Practice | Assessment #1: CAT, Modules 1 and 2 | 1a. CAT – Modules 1 and 2 | B, D |
| Assessment #1: Licensure assessment, or other content-based assessment (required) | ED660, ED665 | Internship in Educational Leadership I, II: Theory, Research, & Practice | Assessment #1: CAT, Modules 3 and 4 | 1b. CAT – Modules 3 and 4 | B, D |
| Assessment #2: Assessment of content knowledge in educational leadership (required) | ED800 | Foundations of Instructional Leadership | Assessment #2: Leadership Portfolio | 2a. Vision for School Building Leadership | B |
| Assessment #2: Assessment of content knowledge in educational leadership (required) | ED800 | Foundations of Instructional Leadership | Assessment #2: Leadership Portfolio | 2b. Response to a School Issue | B |
| Assessment #2: Assessment of content knowledge in educational leadership (required) | ED800 | Foundations of Instructional Leadership | Assessment #2: Leadership Portfolio | 2c. Leadership Plan | B |
| Assessment #6: Assessment of content knowledge in educational leadership (required) | EDL618 | Understanding the Political and Ethical Environment of School Leadership (CCSU) | Assessment #6: Leadership Portfolio | 2d. Budget and Finance Field Study | D |
| Assessment #3: Assessment that demonstrates candidates’ instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development within the school. (Required) | ED820 | Topics in Curriculum and Instruction | Assessment #3: Planning Portfolio | 3a. Professional Development Plan | B |
| Assessment #3: Assessment that demonstrates candidates’ instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development within the school. (Required) | ED805 | Research and Evaluation in Education | Assessment #3: Planning Portfolio | 3b. Program Evaluation | B |
| Assessment #2: Assessment that demonstrates candidates’ leadership skills through school-level internship/clinical practice settings. | ED660 | Seminar in Educational Leadership I: Theory, Research, & Practice | Assessment #2: Internship Portfolio | 4a. Administrative Self-Assessment | B |
| Assessment #3: Assessment that demonstrates candidates’ leadership skills through school-level internship/clinical practice settings. | ED660, ED665 | Internship in Educational Leadership I, II: Theory, Research, & Practice | Assessment #3: Internship Portfolio | 4b. Internship Action Plan-Building | B |
| Assessment #3: Assessment that demonstrates candidates’ leadership skills through school-level internship/clinical practice settings. | ED660, ED665 | Internship in Educational Leadership I, II: Theory, Research, & Practice | Assessment #3: Internship Portfolio | 4b. Internship Action Plan-District | D |
| Assessment #4: Assessment that demonstrates candidates’ leadership skills through school-level internship/clinical practice settings. | ED660, ED665 | Seminar in Educational Leadership I, II: Theory, Research, & Practice | Assessment #4: Internship Portfolio | 4c. Internship Log-Building | B |
| Assessment #4: Assessment that demonstrates candidates’ leadership skills through school-level internship/clinical practice settings. | ED660, ED665 | Seminar in Educational Leadership I, II: Theory, Research, & Practice | Assessment #4: Internship Portfolio | 4c. Internship Log-District | D |
| Assessment #4: Assessment that demonstrates candidates’ leadership skills through school-level internship/clinical practice settings. | ED665 | Internship in Educational Leadership II: Theory, Research, & Practice | Assessment #4: Internship Portfolio | 4e. Taking a Leadership Role: Facilitation of a Workshop | B |
| Assessment #5: Assessment of ability to support student learning and development (required) | ED665 | Internship in Educational Leadership II: Theory, Research, ,D& Practice | Assessment #5: Assessment of WCSU Interns and Graduates in Leadership Positions | 5a. Assessment of WCSU Interns and Graduates in Leadership Positions | B |
| Assessment #5: Assessment of ability to support student learning and development (required) | ED665 | Internship in Educational Leadership II: Theory, Research, & Practice | Assessment #5: Assessment of WCSU Interns and Graduates in Leadership Positions | 5a. Assessment of WCSU Interns and Graduates in Leadership Positions | D |
| Assessment #6: Assessment that demonstrates candidates’ organizational management and community relations leadership skills in developing effective school-based management and resource systems and school-community partnerships. (Required) | ED804 | Learning, Cognition, and Teaching | Assessment #6: Student Learning Portfolio | 6b. Newsletter Project | B |
| Assessment #5: Assessment that demonstrates candidates’ organizational management and community relations leadership skills in developing effective school-based management and resource systems and school-community partnerships. (Required) | ED804 | Learning, Cognition, and Teaching | Assessment #5: Student Learning Portfolio | 6c. Analysis of Thinking Skills | B |
| Assessment #2: Additional assessment that addresses ELCC standards (optional)  Leadership and Supervision | EDL656 | Leadership and Supervision in Teaching and Learning (CCSU) | Assessment #2: Supervision Portfolio | 7a. Self-Assessment as a Supervisor | D |
| Assessment #6: Additional assessment that addresses ELCC standards (optional) Leadership and Supervision | EDL656 | Leadership and Supervision in Teaching and Learning (CCSU) | Assessment #6: Supervision Portfolio | 7b. Supervision Platform Statement | D |
| Assessment #3: Additional assessment that addresses ELCC standards (optional) Leadership and Supervision | ED665 | Internship in Educational Leadership II: Theory, Research, & Practice | Assessment #3: Supervision Portfolio | 7c. Supervision of Teaching and Learning | B |

***Submitting Key Assessments***

1. When 092 Candidates complete a key assessment, they should **submit in Blackboard** to the professor/university mentor**,** who will grade it using a **rubric**. (Exception: Summer assessments (3) will be submitted in Live Text **after** they are graded by CCSU.)
2. The professor will assess it in LiveText.
3. Blackboard is the official submission for key assessment for evaluation within courses. However, LiveText submissions for program accountability are required for certification and all key assessments must be uploaded to receive a grade in the course and to be eligible for certification.

***Certification of 092 Candidates***

**Step One: Return to 092 Coordinator:**

Prior application for certification, please complete the following **Checklist for 092 Coordinator--KEY ASSESSMENTS & OTHER REQUIREMENTS FOR 092 CERTIFICATION**

Please place a check by each of the following requirements when it is completed. Please send the completed checklist to the 092 coordinator (piroj@wcsu.edu) ONLY when all requirements have been completed and graded. ***All Key Assessment must be uploaded into the assignment turn in area in Blackboard (graded, with rubrics first) and into LIVETEXT for certification. Return the checklist and the completed key assessment table (below) to the 092 Coordinator.***

*\_\_\_\_\_CCSU TRANSCRIPTS SENT TO Dr. Rossi, Dean’s Office* ***AND*** *to Chris Shankle, Graduate*

*Office and one to you (the 092 candidate)*

*\_\_\_\_\_WCSU TRANSCRIPTS sent to Dr. Rossi, Dean’s Office and to you (the 092 candidate)*

\_\_\_\_\_Supervisor/Mentor Surveys Completed and Submitted

The 092 candidate must send out two evaluative surveys, one to the district mentor and one to the University Supervisor. Completed surveys must be scanned and upload to both Blackboard and Livetext.

\_\_\_\_\_CAT Scores Entered (all 4 Passed)

Upload into Blackboard and into Livetext. Even if the 092 candidate has not taken or passed all modules of the CAT, he/she should enter scores. If the candidate has not taken a module, simply enter “Not Taken.”

\_\_\_\_\_Closing Reflection Submitted

Write a (brief) Closing Reflection to include in the Blackboard portfolio. The Closing Reflection should be written after all other work is completed. The 092 Candidate should re-read the introduction that he or she wrote in ED660. Then, reflect on the changes in one’s position and the new knowledge and skills gained. Write the Closing Reflection to include the following:

* Any changes that have taken place in the 092 candidate’s professional life;
* How this process has changed the 092 candidate’s leadership style and/or strategies;
* Whether or not the 092 candidate’s initial professional goals have changed, and why or why not.

***Please return this form to the 092 Coordinator***

| **Course Number** | **Course Name** | **Assessment** | **Rubric Attached** | **(B=Building**  **D=District)** | **Upload to Blackboard** | **Upload to LIVETEXT** |
| --- | --- | --- | --- | --- | --- | --- |
| ED800 | Foundations of Instructional Leadership | Assessment #2: Leadership Portfolio | 2a. Vision for School Building Leadership | B |  |  |
| ED800 | Foundations of Instructional Leadership | Assessment #2: Leadership Portfolio | 2b. Response to a School Crisis | B |  |  |
| ED800 | Foundations of Instructional Leadership | Assessment #2: Leadership Portfolio | 2c. Leadership Plan | B |  |  |
| ED820 | Topics in Curriculum and Instruction | Assessment #3: Planning Portfolio | 3a. Professional Development Plan | B |  |  |
| ED804 | Learning, Cognition, and Teaching | Assessment #6: Student Learning Portfolio | 6b. Newsletter Project | B |  |  |
| ED804 | Learning, Cognition, and Teaching | Assessment #6: Student Learning Portfolio | 6c. Analysis of Thinking Skills | B |  |  |
| EDL618 | Understanding the Political and Ethical Environment of School Leadership (CCSU) | Assessment #2: Leadership Portfolio | 2d. Budget and Finance Field Study | D |  |  |
| ED660 | Seminar in Educational Leadership I: Theory, Research, & Practice | Assessment #4: Internship Portfolio | 4a. Administrative Self-Assessment | B |  |  |
| EDL656 | Leadership and Supervision in Teaching and Learning (CCSU) | Assessment #7: Supervision Portfolio | 7a. Self-Assessment as a Supervisor | D |  |  |
| EDL656 | Leadership and Supervision in Teaching and Learning (CCSU) | Assessment #7: Supervision Portfolio | 7b. Supervision Platform Statement | D |  |  |
| ED805 | Research and Evaluation in Education | Assessment #3: Planning Portfolio | 3b. Program Evaluation | B |  |  |
| ED660, ED665 | Internship in Educational Leadership I, II: Theory, Research, & Practice | Assessment #1: CAT, Modules 1 and 2 | 1a. CAT – Modules 1 and 2 | B, D |  |  |
| ED660, ED665 | Internship in Educational Leadership I, II: Theory, Research, & Practice | Assessment #1: CAT, Modules 3 and 4 | 1b. CAT – Modules 3 and 4 | B, D |  |  |
| ED660, ED665 | Internship in Educational Leadership I, II: Theory, Research, & Practice | Assessment #4: Internship Portfolio | 4b. Internship Action Plan-Building | B, D |  |  |
| ED660, ED665 | Internship in Educational Leadership I, II: Theory, Research, & Practice | Assessment #4: Internship Portfolio | 4b. Internship Action Plan-District | D |  |  |
| ED660, ED665 | Seminar in Educational Leadership I, II: Theory, Research, & Practice | Assessment #4: Internship Portfolio | 4c. Internship Log-Building | B |  |  |
| ED660, ED665 | Seminar in Educational Leadership I, II: Theory, Research, & Practice | Assessment #4: Internship Portfolio | 4c. Internship Log-District | D |  |  |
| ED665 | Internship in Educational Leadership II: Theory, Research, & Practice | Assessment #4: Internship Portfolio | 4e. Taking a Leadership Role: Facilitation of a Workshop | B |  |  |
| ED665 | Internship in Educational Leadership II: Theory, Research, D& Practice | Assessment #5: Assessment of WCSU Interns and Graduates in Leadership Positions | 5a. Assessment of WCSU Interns and Graduates in Leadership Positions | B |  |  |
| ED665 | Internship in Educational Leadership II: Theory, Research, & Practice | Assessment #5: Assessment of WCSU Interns and Graduates in Leadership Positions | 5a. Assessment of WCSU Interns and Graduates in Leadership Positions | D |  |  |
| ED665 | Internship in Educational Leadership II: Theory, Research, & Practice | Assessment #7: Supervision Portfolio | 7c. Supervision of Teaching and Learning | B |  |  |

**Step Two:**

**Steps for Certification with WCSU certification officer and the state of Connecticut**

Candidates who wish to apply for the 092 certification must pass the required CAT tests and all program requirements.  Once these requirements have been fulfilled, the 092 coordinator will pass this information onto the certification officer at WCSU.

The candidates will complete the ED 170A initial certification application.  This application may be obtained from the CSDE web site or from the certification officer here at WCSU.  Please fill out the first page and the second page through number 2.

In addition, the candidate will supply three transcripts from Central Connecticut State University, one for the certification office (Dr. Maryann Rossi), one for the graduate office (Chris Shankle) and one for the candidate to send with the application. Additionally, send one transcript from WCSU to the Certification Officer in the Dean’s office (Dr. Rossi) and one to yourself (the 092 candidate).

Once the candidate have completed the ED 170A and the 092 coordinator has verified the information, the application is referred to the certification officer at WCSU.  Presently, this is Dr. Maryann Rossi, Associate Dean, with an office in White Hall room 121.  The certification officer will complete the certification and sign the document.

The ED 170A form is then sent to the registrar’s office for a final audit and mailed back to the candidate, return receipt, with a set of WCSU transcripts.  The candidate will then mail the application (ED 170A) the transcripts from both WCSU and CCSU and a $200 money order to the address on the top of the application.  Hartford will complete the remaining steps.  The application cannot be completed on line, faxed or scanned as Hartford requires original signatures, both the candidate’s and that of the certification officer. Please complete each of the above steps to apply for certification for the 092 endorsement.

\_\_\_\_\_All program and testing requirements complete and submitted to 092 Coordinator.

\_\_\_\_\_Complete 170A initial certification application (through number 2 on page 2) and sent to Certification Officer at WCSU

\_\_\_\_\_CCSU transcripts sent (one for you, one for 092 coordinator, one for graduate office)

\_\_\_\_\_WCSU transcripts with 092 application to state

\_\_\_\_\_When an audit of the candidate’s records has been made, the application will be sent to 092 candidate. Mail application with both WCSU and CCSU transcripts and $200 money order to state.

**YOU ARE RESPONSIBLE FOR SENDING THE COMPLETED APPLICATION AND ALL ATTACHMENTS AND PAYMENT TO HARTFORD (Read all information on ED 170A.)**

Note that you also need to attach form ED 126, verifying your work experience.

Dr. Maryann Rossi

Associate Dean

School of Professional Studies, White Hall 003B

Western Connecticut State University

181 White Street

Danbury, CT 06810

(203.837.8950), [rossim@wcsu.edu](mailto:rossim@wcsu.edu)

**APPENDIX**

***Key Assessment Rubrics***

Key assessment rubrics for courses taken in the EdD program are provided in the courses in which they are taken (ED 800, 804, 805, 820). The following rubrics are for key assessments taken as part of the 092 Program taken in the two additional WCSU courses (ED 660, 665) and CCSU courses (EDL 618, 656).

**EDL 618** **School Budget Assignment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria/Standards** | **Below Standards—**  **Requires resubmission.**  **(0 pts)** | **Needs Development—May require resubmission.**  **(86-1 pts)** | **Meets Expectations**  **(94-90 pts=A-;**  **89-87 pts= B+)** | **Exceeds Expectations**  **(100-95 pts=A)** |
| **Part 1: School Theme and Vision**  Understands and collaboratively develops, articulates, implements, and stewards a shared vision of learning for a school. (ELCC 1.1) | Data missing. | Limited or missing explanation of how school vision statement was developed and why. Explanation lacks evidence of the following: a description of the collaborative process used for developing and implementing the school vision; an articulation of a school vision of learning characterized by a respect for students and their families and community partnerships; and plans to steward the school vision statements. Necessary website references are not included. | Satisfactory explanation of how school vision statement was developed and why. Explanation includes two of the following: a description of the collaborative process used for developing and implementing the school vision; an articulation of a school vision of learning characterized by a respect for students and their families and community partnerships; and plans to steward the school vision statements. References websites if necessary. | Comprehensive explanation of how school vision statement was developed and why. Explanation includes all of the following: a description of the collaborative process used for developing and implementing the school vision; an articulation of a school vision of learning characterized by a respect for students and their families and community partnerships; and plans to steward the school vision statements. References websites if necessary. |
| **Part 1: School Goals**  Understands and collects/uses data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. (ELCC 1.2) | Data missing. | Candidate includes fewer than three school-based strategic and tactical goals. Any goals are lacking the support of collaboratively developed action plans to achieve the goals. Evidence of the alignment between the school improvement plan and the district improvement plans are weak or missing. | Candidate includes three school-based strategic and tactical goals. Each goal is supported with three or four loosely aligned and collaboratively developed implementation plans (SMART goals) to achieve the goals. Candidate develops goals as part of a school improvement plan that generally aligns to district improvement plans. | Candidate creates three school-based strategic and tactical goals. Each goal is supported with three or four tightly aligned and collaboratively developed implementation plans (SMART goals) to achieve the goals. Candidate develops goals as part of a school improvement plan that clearly aligns to district improvement plans. |
| **Part 2: Finances/Resources**  Understands and efficiently uses human, fiscal, and technological resources to manage school operations. (ELCC 3.2) | Data missing. | The resource amounts are missing or incorrect after two submissions. Resource budget’s inaccuracy provides little or no evidence of ability to analyze a school’s budget and financial status, project long-term resource needs of the school, and use technology to manage school operational systems. | The resource amounts calculated are correct; student had to submit twice. Resource budget indicates ability to analyze a school’s budget and financial status, project long-term resource needs of the school, and use technology to manage school operational systems after two attempts. | The resource amounts calculated are correct. Resource budget indicates ability to analyze a school’s budget and financial status, project long-term resource needs of the school, and use technology to manage school operational systems after one attempt. |
| **Part 2: Finances/Expenditures**  Understands and monitors and evaluates school management and operational systems. (ELCC 3.1) | Data missing. | The expenditure amounts are missing or incorrect after two submissions. Expenditure budget’s inaccuracy provides little or no evidence of ability to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school, and to develop plans to implement and manage long-term plans for the school. | The expenditure amounts calculated are correct; student had to submit twice. Expenditure budget demonstrates ability to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school, and to develop plans to implement and manage long-term plans for the school after two attempts. | The expenditure amounts calculated are correct. Expenditure budget demonstrates ability to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school, and to develop plans to implement and manage long-term plans for the school after one attempt. |
| **Part 3: Proposed Budget**  Understands and acts with integrity and fairness to ensure a school system of accountability for every student’s academic and social success. (ELCC 5.1) | Data missing. | Proposed budget is missing rationale or provides limited rationale of allocation of monies for each request. Rationales provide little or no evidence of ability to act with integrity and fairness in supporting school policies and staff practices that ensure every student’s academic and student success. | Proposed budget provides a general rationale of allocation of monies for each request. Rationales demonstrate some ability to act with integrity and fairness in supporting school policies and staff practices that ensure every student’s academic and student success. | Proposed budget provides a detailed rationale of allocation of monies for each request and for the curriculum, instruction, assessment, student needs. Rationales clearly demonstrate ability to act with integrity and fairness in supporting school policies and staff practices that ensure every student’s academic and student success. |
| **Part 3: Proposed Budget**  Accuracy of calculations | Data missing. | The budget amounts are incorrect after two submissions. | The budget amounts calculated are correct; student had to submit twice. | The budget amounts calculated are correct. |
| **Part 4: Letter Responses**  Understands and evaluates the potential moral and legal consequences of decision making in the school. (ELCC 5.4) | Data missing. | Letter responses are missing or provide limited evidence of the ability to evaluate school strategies to prevent difficulties related to moral and legal issues by offering rationales that are unclear and likely to be misunderstood. | Letter responses provide some evidence of the ability to evaluate school strategies to prevent difficulties related to moral and legal issues by offering rationales that are unclear or may be misunderstood. | Letter responses clearly indicate the ability to evaluate school strategies to prevent difficulties related to moral and legal issues by offering clear, thoughtful, and carefully worded rationales. |
| **Part 4: Adjusted Budget**  Understands and safeguards the values of democracy, equity, and diversity within the school. (ELCC 5.3) | Data missing. | Adjusted budget is missing and provides no evidence of the ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues through the budget choices made. | Adjusted budget generally demonstrates the ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues through the budget choices made and satisfactory rationales provided. | Adjusted budget clearly demonstrates the ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues through the budget choices made and detailed rationales provided. |
| **Part 4: Adjusted Budget**  Accuracy of calculations | Data missing. | The budget amounts are missing or incorrect after two submissions. | The budget amounts calculated are correct; student had to submit twice. | The budget amounts calculated are correct. |
| **Part 5: Adjusted Budget #2**  Understands and promotes social justice within a school to ensure that individual student needs inform all aspects of schooling. (ELCC 5.5) | Data missing. | Adjusted budget #2 is missing or provides little evidence of the resiliency to uphold core values and persist in the face of adversity by providing rationales that are often inconsistent throughout the assignment. | Adjusted budget #2 adequately demonstrates the resiliency to uphold core values and persist in the face of adversity by providing rationales that are mixed in their consistency throughout the assignment. | Adjusted budget #2 clearly and cohesively demonstrates the resiliency to uphold core values and persist in the face of adversity by providing detailed rationales that reflect a consistent approach throughout the assignment. |
| **Part 5: Adjusted Budget #2**  Accuracy of calculations | Data missing. | The budget amounts are missing or incorrect after two submissions. | The budget amounts calculated are correct; student had to submit twice. | The budget amounts calculated are correct. |
| **Part 6: Reflection**  Understands and anticipates and assesses emerging trends and initiatives in order to adapt school-based leadership strategies. (ELCC 6.3) | Data missing | Reflection is missing or provides a shallow self-evaluation of professional or personal learning through the budget assignment. Any questions posed provided little to no evidence of the ability to adapt leadership strategies and practice to address emerging school issues and incorporate new learning. | Reflection provides a broad self-evaluation of professional or personal learning through budget assignment. General questions are posed which demonstrate some ability to adapt leadership strategies and practice to address emerging school issues and incorporate new learning. | Reflection provides a deep self-evaluation of professional and personal learning through budget activity. Specific questions are posed which clearly demonstrate a strong ability to adapt leadership strategies and practice to address emerging school issues and incorporate new learning. |
| Budget models effective professional writing. | Data missing | The assignment demonstrates multiple errors of grammar/syntax, errors of organization, and/or ineffective proofreading. Errors impact meaning. | Your writing is generally good, but you should continue to work on clarity, organization, careful proofreading and/or focus. Any errors do not impact meaning. | Based on this assignment, writing is an area of strength. |
| APA style is used to correctly format citations in text and the reference list. | Data missing | The assignment demonstrates error patterns that require correction in citations in text, and/or reference list. | Reference list and citations in text reflect an understanding of APA style with only a few minor errors. | You provide evidence of a thorough understanding of APA style related to references lists and citations in text. |

**EDL 656** **Self-Assessment as a Supervisor Rubric**

| **Criteria** | **Below Standards**  **Requires resubmission**  **(0 pts.)** | **Developing**  **May require resubmission**  **(64 -1 pts)** | **Proficient**  **(71-68 pts=A-;**  **67-65 pts=B+)** | **Exemplary**  **(75-72 pts=A)** |
| --- | --- | --- | --- | --- |
| **1.3 Promotion and continual and sustainable of school improvement (Professional Skills).** | Candidate *does not relate* past leadership decisions to **strategies or practices that promote continuous and sustainable school improvement**. | Candidate *partially relates* past leadership decisions to **strategies or practices that promote continuous and sustainable school improvement**. | Candidate *relates* past leadership decisions to **strategies or practices that promote continuous and sustainable school improvement**. | Candidate *relates* past leadership decisions to **strategies or practices that promote continuous and sustainable school improvement**. In addition, Candidate relates own strengths and weaknesses to these decisions and discusses ways to build upon strengths. |
| **5.2 Modeling principles of self-awareness, reflective practice, transparency, and ethical behavior (Professional Skills).** | Candidate *does not analyze* own leadership decisions in terms of **established ethical practices**. | Candidate *partially analyzes* own leadership decisions in terms of **established ethical practices**. | Candidate *analyzes* own leadership decisions in terms of **established ethical practices**. | Candidate *analyzes* own leadership decisions in terms of **established ethical practices**. In addition, Candidate describes a future **leadership platform grounded in ethical standards and practices.** |
| **Evaluation of Strengths and Weaknesses** | Candidate does not appropriately evaluate own leadership strengths and weaknesses. | Candidate partially evaluates own leadership strengths and weaknesses. | Candidate mostly appropriately evaluates own leadership strengths and weaknesses at building and district levels. | Candidate’s evaluation of own leadership strengths and weaknesses is appropriate and extensive at building and district levels. |
| **Focus** | Candidate does not identify areas for focus in the future. | Candidate does not clearly identify areas for focus in the future. | Candidate clearly identifies at least one area for focus in the future at building and district levels. | Candidate clearly identifies at least two areas for focus in the future at building and district levels. |
| **Mechanics** | Candidate exhibits many mechanical errors (spelling, grammar, APA concerns). Errors impact meaning and paper is incomprehensible. | Candidate exhibits several mechanical errors (spelling, grammar, APA concerns). Errors impact meaning. | Candidate exhibits some mechanical errors (spelling, grammar, APA concerns). | Candidate exhibits very few mechanical errors (spelling, grammar, APA concerns). Errors do not impact meaning. |

**EDL 656** **School/District Leadership & Supervisory Platform Statement**

| **Criteria** | **Below Standard**  **Must resubmit**  **(0 pts.)** | **Developing-May need to resubmit.**  **(86-1 pts.)** | **Proficient**  **(94-90 pts=A-;**  **89-87 pts=B+)** | **Exemplary**  **(100-95 pts=A)** |
| --- | --- | --- | --- | --- |
| **Part 1: Philosophy of Supervision**  3.4 Development of capacity for school leadership (Professional Skills). | Candidate’s philosophy of supervision statement *does not* clearly articulate how to develop **distributed leadership** at the school. Statement is lacking in coherence and consistency throughout. | Candidate’s philosophy of supervision statement *partially* articulates how to develop **distributed leadership** at the school. Statement is lacking in coherence and consistency throughout. | Candidate’s philosophy of supervision statement provides an *articulation of* how to develop **distributed leadership** at the school, involve staff, evaluate staff and provide professional development, and connect to other schools. However, response is unclear or inconsistent, or does not create a cohesive statement of beliefs. | Candidate’s philosophy of supervision statement provides a clear, consistent, and cohesive articulation of how to develop **distributed leadership** at the school. In addition, response describes how to **involve staff** in decision-making processes, how to evaluate staff and provide professional development, and how to connect staff to other schools in the district. |
| **Part 2: Academic Goals** | Missing information. Must resubmit. | Plan identifies and ***partially*** describes **academic goals** in the school, and 3 strategies to achieve the goals. Goals and strategies link to vision and school theme may be unclear. Evaluation and progress monitoring may be unreasonable or loosely defined. | Plan identifies and describes **2 academic goals** in the school, and 3 strategies to achieve the goals. Goals and strategies link to vision and school theme may be unclear. Evaluation and progress monitoring may be unreasonable or loosely defined. | Plan identifies and describes **2 academic goals** in the school, and 3 or more strategies that are clearly connected to helping achieve the goals. Goals and strategies tightly link to vision and school theme. Evaluation and progress monitoring are reasonable and clearly defined. |
| **Part 2: Academic Goals**  ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. | Candidate *does not identify and interpret* **at least** **one school goal** related to the instructional strategy under consideration **and communicate progress toward achievement of goals for educators in the community and other stakeholders** with respect to the selected curricular strategy | Candidate *partially identifies and interprets* **at least** **one school goal** related to the instructional strategy under consideration **and communicate progress toward achievement of goals for educators in the community and other stakeholders** with respect to the selected curricular strategy | Candidate *identifies and interprets* **at least** **one school goal** related to the instructional strategy under consideration **and communicates progress toward achievement of the goals for educators in the community and other stakeholders** with respect to the selected curricular strategy. | Candidate *identifies and interprets* at least one school goal related to the instructional strategy under consideration and communicates progress toward achievement of the school vision and goals for educators in the community and other stakeholders with respect to the selected curricular strategy. Candidate also discusses the relationship between the selected school goal and school vision. |
| **Part 3: PBIS** | Missing information. Must resubmit. | Plan *partially* identifies and describes 1 goal related to PBIS and identifies 3 strategies to achieve the goals. Goals and strategies link to vision and school theme may be unclear. Evaluation and progress monitoring may be unreasonable or loosely defined. | Plan identifies and describes 1 goal related to PBIS and identifies 3 strategies to achieve the goals. Goals and strategies link to vision and school theme may be unclear. Evaluation and progress monitoring may be unreasonable or loosely defined. | Plan identifies and describes 1 goal related to PBIS and 3 or more strategies that are clearly connected to helping achieve the goal. Goals and strategies tightly link to vision and school theme. Evaluation and progress monitoring are reasonable and clearly defined. |
| **Part 4: Efforts to Reduce Achievement Gaps due to Racial/Ethnic, and Socioeconomic Status** | Missing information. Must resubmit. | Plan *partially* identifies and describes 1 goal for reducing the achievement gap, and 3 strategies to achieve the goals. Goals and strategies link to vision and school themes are clear. Evaluation and progress monitoring may be unreasonable or loosely defined. | Plan identifies and describes 1 goal for reducing the achievement gap, and 3 strategies to achieve the goals. Goals and strategies link to vision and school theme may be unclear. Evaluation and progress monitoring may be unreasonable or loosely defined. | Plan identifies and describes 1 goal for reducing the achievement gap, and 3 or more strategies that are clearly connected to helping achieve the goals. Goals and strategies tightly link to vision and school theme. Evaluation and progress monitoring are reasonable and clearly defined. |
| **Part 5: Communication Plan** | Missing information. Must resubmit. | Communication plan includes faculty, parents, students, and community members. Plan identifies how, when and why communication will occur for both ongoing and emergency messages. *Plan may be unreasonable and lack a solid understanding of stakeholder needs*. | Communication plan includes faculty, parents, students, and community members. Plan identifies how, when and why communication will occur for both ongoing and emergency messages. *Plan is reasonable and shows an understanding of stakeholder needs*. | Communication plan includes faculty, parents, students, and community members. Plan identifies how, when and why communication will occur for both ongoing and emergency messages. Plan is reasonable and displays a *comprehensive* understanding of stakeholder needs. |
| **Part 5: Communication Plan**  ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. | Candidate *does not state* how to **plan for and use** **operational and/or instructional technology** and its infrastructure in the plan. | Candidate *partially states* how to **plan for and use** **operational and/or instructional technology** and its infrastructure in the plan. | Candidate *states* how **to plan for and use operational and/or instructional technology** and its infrastructure in the plan. | Candidate *states* how to **plan for and use operational and/or instructional technology** and its infrastructure in the plan. Candidate includes an analysis of budgetary considerations for technology. |
| **Part 6: School Policies** | Missing information. Must resubmit. | Plan includes 4 or fewer policy statements that are loosely connected to plan’s overall goals and strategies. | Plan includes 4 or fewer policy statements that are connected to plan’s overall goals and strategies. | Plan includes 4 policy statements that are clearly connected to the plan’s overall goals and strategies. |
| **Part 7: Parents, Community, and School Partnership Plan**  ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.  ELCC 4.4:Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. | Missing information. Must resubmit. | Plan includes 3 or fewer strategies for parental, community, and school partnerships. Plan may be generic and lack a clear understanding of the needs of and resources available in the larger school community. | Plan includes strategies for parental, community, and school partnerships. Plan shows an understanding of the needs of and resources available in the larger school community. | Plan includes 3 or more strategies for parental, community, and school partnerships. Plan reflects a clear understanding of the needs of and resources available in the larger school community. |
| **Part 8: Professional Development Plan**  ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. | Missing information. Must resubmit. | Includes an *incomplete* chart with the yearly calendar for PD; provide brief description of each session (typically 5-6 sessions). Extension of session outside formal PD lacks focus or clarity. | Includes a chart with the yearly calendar for PD; provide brief description of each session (typically 5-6 sessions). Extension of session outside formal PD shows focus and clarity. | Includes a chart with the yearly calendar for PD; provide brief description of each session (typically 5-6 sessions). Describes how instructional coach would work with teachers outside of PD. PD plan is clearly connected to the goals and strategies of the overall plan. |
| **Part 8: Professional Development Plan**  ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. | Missing information. Must resubmit. | *Partially* calculates the cost to support each action plan; include money for resources, materials, text, or professional development, consultant or any other specific costs. All costs are not included. | Calculates the cost to support each action plan; include money for resources, materials, text, or professional development, consultant or any other specific costs. All costs are included. | Calculates the cost to support each action plan; includes money for resources, materials, text, or professional development, consultant or any other specific costs. All costs are included. |
| **Holistic Analysis of Plan**  ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. | Candidate *does not provide* clear evidence of being able to **advocate for school policies and programs that promote equitable learning opportunities and student success.** | Candidate *partially provides* clear evidence of being able to **advocate for school policies and programs that promote equitable learning opportunities and student success.** | Candidate *provides* clear evidence of being able to **advocate for school policies and programs that promote equitable learning opportunities and student success.** | Candidate *provides* clear evidence of being able to **advocate for school policies and programs that promote equitable learning opportunities and student success.** In addition, Candidate provides clear evidence of how to **communicate action plan procedures to appropriate school stakeholders.** |
| **Holistic Analysis of Plan**  ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement. | Taken as a whole, plan provides limited or no evidence of promoting continual and sustainable school improvement. Goals and strategies are unconnected. School vision and theme are not thoughtfully addressed. | Taken as a whole, plan *partially* provides evidence of promoting continual and sustainable school improvement. Goals and strategies are unconnected. School vision and theme are *partially* addressed. | Taken as a whole, plan provides some evidence of promoting continual and sustainable school improvement. Goals and strategies may lack connection. School vision and theme are loosely linked. | Taken as a whole, plan provides clear evidence of promoting continual and sustainable school improvement, through tightly connected goals and strategies. School vision and theme are coherently linked to all sections. |
| **Holistic Analysis of Plan**  ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. | Taken as a whole, plan provides limited or no evidence of procedures for evaluating and monitoring the progress of goals and strategies in the plan. | Taken as a whole, plan *partially*  provides evidence of procedures for evaluating and monitoring the progress of goals and strategies in the plan. | Taken as a whole, plan provides some evidence of procedures for evaluating and monitoring the progress of goals and strategies in the plan. Plan may lack clarity and reasonable evaluation procedures. | Taken as a whole, plan provides clear evidence of reasonable and clearly defined procedures for evaluating and monitoring the progress of goals and strategies in the plan. |
| **Communication of Ideas** | Writing is an area of ***major*** concern. Additional assistance in this area is recommended. Too many typographical and incorrect application of APA. Heading not used in the paper. | Writing is an area of concern. Additional assistance in this area is recommended. Too many typographical and incorrect application of APA. Few headings in the paper. | Writing is generally good; some minor errors; writing reflects personal voice. APA style is used correctly. Uses headings in the paper. | Writing is clear, purposeful, well-phrased; shows technical skill; writing reflects personal voice and innovative, original thinking. APA style is used correctly. Use headings in the paper. |

**ED 660 & 665 Action Plan (Building & District)**

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| --- | --- | --- | --- | --- |
| **ELCC & CAEP Standards & Indicators** | **Below Standard** | **Developing** | **Proficient** | **Exemplary** |
| **4b.1. Internship Action Plan District: District Building Improvement Planning**  **ELCC 1.2:** Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement plans to achieve district goals.  **CAEP: A2.2.**  ♦ develop and use evidence-centered research strategies and strategic planning processes; | Candidate does not demonstrate in the action plan evidence of using strategic planning processes to collaboratively develop implementation plans to achieve district-based goals. | Candidate partially demonstrates in the action plan evidence of using strategic planning processes to collaboratively develop implementation plans to achieve district-based goals. | Candidate demonstrates in the action plan evidence of using strategic planning processes to collaboratively develop implementation plans to achieve district-based goals. | Candidate demonstrates in the action plan evidence of using strategic planning processes to collaboratively develop implementation plans to achieve district-based goals. In addition, goals are related in a meaningful way to each of the five program areas. |
| **4b.2. Internship Action Plan District: Clinical Foundations**  **ELCC 6.2:** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.  **CAEP: A2.2.**  ♦ advocate for district policies and programs that promote equitable learning opportunities and student success; | Candidate does not include in the action plan goals/objectives that allow for the communication of policies, laws, regulations, and procedures to appropriate district stakeholders. | Candidate partially includes in the action plan goals/objectives that allow for the communication of policies, laws, regulations, and procedures to appropriate district stakeholders. | Candidate includes in the action plan goals/objectives that allow for the communication of policies, laws, regulations, and procedures to appropriate district stakeholders. | Candidate includes in the action plan goals/objectives that allow for the communication of policies, laws, regulations, and procedures to appropriate district stakeholders. In addition, Candidate includes one or more goals/objectives related to the advocacy of district policies and programs that promote equitable learning opportunities and student success. |
| **4b.3. Internship Action Plan District: Curriculum and Instructional Implementation**  **ELCC 6.3:** Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-based leadership strategies.  **CAEP: A2.2.**  ♦ identify and anticipate emerging trends and issues likely to affect the district; | Candidate does not include in the action plan any goals/objectives related to identifying and anticipating emerging trends and issues likely to affect the district. | Candidate partially includes in the action plan any goals/objectives related to identifying and anticipating emerging trends and issues likely to affect the district. | Candidate does include in the action plan one or more goals/objectives related to identifying and anticipating emerging trends and issues likely to affect the district. | Candidate does include in the action plan one or more goals/objectives related to identifying and anticipating emerging trends and issues likely to affect the district. In addition, Candidate includes on ore more goals/objectives that allows for practice on addressing these emerging issues. |
| **4b.4. Internship Action Plan District: Parent/Community Relations**  **ELCC 6.1:** Candidates understand and can advocate for district students, families, and caregivers.  **CAEP: A2.2.**  ♦ advocate based on an analysis of the complex causes of poverty and other disadvantages; | Candidate does not include in the action plan any goals/objectives that will allow for advocacy for impoverished or other disadvantaged students or how to serve as a respectful spokesperson for students and families within the district. | Candidate partially includes in the action plan any goals/objectives that will allow for advocacy for impoverished or other disadvantaged students or how to serve as a respectful spokesperson for students and families within the district. | Candidate includes in the action plan one of the following: goals/objectives that will allow for advocacy for impoverished or other disadvantaged students or how to serve as a respectful spokesperson for students and families within the district. | Candidate includes in the action plan both of the following: goals/objectives that will allow for advocacy for impoverished or other disadvantaged students and to how serve as a respectful spokesperson for students and families within the district. |
| **4b.5.Internship Action Plan District: Program and Building Management**  **ELCC 3.1:** Candidates understand and can monitor and evaluate district management and operational systems.  **CAEP: A2.2.**  ♦ analyze district processes and operations to identify and prioritize strategic and tactical challenges for the district; | Candidate does not show evidence in the action plan of analyzing district processes and operations plan to identify and prioritize strategic and tactical challenges for the district. | Candidate partially shows evidence in the action plan of analyzing district processes and operations plan to identify and prioritize strategic and tactical challenges for the district. | Candidate shows evidence in the action plan of analyzing district processes and operations in the action plan to identify and prioritize strategic and tactical challenges for the district. | Candidate shows evidence in the action plan of analyzing district processes and operations in the action plan to identify and prioritize strategic and tactical challenges for the district. In addition, Candidate develops plans to implement and manage long-range plans and/or develops district operational policies and procedures to address these challenges. |
| **4b.6.Internship Action Plan District: Develop feasible action plans for each of the 5 categories of Internship activities.**  **ELCC 7.1:** Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership Building-Level Program Standards* through authentic, district-based leadership experiences.  **CAEP: A1.2.** | The Candidate *does not* **synthesize and apply content knowledge** to *state* feasible goals/action plans. | The Candidate *partially* **synthesizes and applies content knowledge** to *state* feasible goals/action plans. | The Candidate *does* **synthesize and apply content knowledge** to *state* feasible goals/action plans. | The Candidate *does* **synthesize and apply content knowledge** to *state* feasible goals/action plans**.** In addition, Candidate is able to effectively revise plan according to input from the Supervisor, Mentor, and site. |
| **4b.7.Internship Action Plan District: Collaborate with your mentor to develop your action plan.**  **ELCC 7.3:** Qualified On-Site Mentor: An on-site district mentor who has demonstrated experience as an educational leader within a district and is selected collaboratively by the intern and program faculty with training by the supervising institution.  **CAEP: A2.2.** | Candidate’s goals/objectives in the action plan *do not indicate* evidence of collaboration with **on-site mentor**. | Candidate’s goals/objectives in the action plan *partially indicate* evidence of collaboration with **on-site mentor**. | Candidate’s goals/objectives in the action plan *indicate*evidence of collaboration with **on-site mentor.** | Candidate’s goals/objectives in the action plan *indicate*evidence of collaboration with **on-site mentor.** In addition, collaboration is in-depth and may result in changes to initial plans. |

**ED 660 & 665 Internship Log (Building and District)**

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| **ELCC & CAEP Standards & Indicators** | **Below Standard** | **Developing** | **Proficient** | **Exemplary** |
| **4c.1. Internship Log District: Maintain an Internship Log**  **ELCC 7.2:** Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a district-based environment.  **CAEP: A2.2.** | Candidate *does not* present evidence of the **requisite hours for the district-level internship**. | Candidate *partially* presents evidence of the **requisite hours for the district-level internship**. | Candidate *does* present evidence of the **requisite hours for the district-level internship.** | Candidate *does* present evidence of the **requisite hours for the district-level internship.** In addition, all entries in the internship log are complete and up to date and are related to the action plan’s goals and objectives. |
| **4c.2. Internship Log District: Pacing**  **ELCC 7.2:** Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a district-based environment.  **CAEP: A2.2.** | Candidate’s hours were incomplete over the period. | Candidate’s hours were not evenly spread over the period. | Candidate’s hours were mostly evenly spread over the period of internship. | Candidate’s hours were very evenly spread over the period of internship. |
| **4c.3. Internship Log District: Observations**  **ELCC 7.2:** Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a district-based environment.  **CAEP: A2.2.** | Candidate’s observations do not demonstrate evidence of deep and meaningful reflection.  . | Candidate’s observations *partially* demonstrate evidence of deep and meaningful reflection. | Candidate’s observations demonstrate evidence of deep and meaningful reflection. | Candidate’s observations demonstrate evidence of deep and meaningful reflection. In addition, Leadership and Professional Standards are addressed in-depth. |
| **4c.4. Internship Log District: Completeness**  **ELCC 7.2:** Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a district-based environment.  **CAEP: A2.2.** | Candidate’s log entries are incomplete with many missing elements. | Candidate’s log entries are *mostly* complete with many missing elements. | Candidate’s log entries are complete. | Candidate’s log entries are extremely complete. |
| **4c.5.Internship Log District: Outcomes**  **ELCC 7.2:** Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a district-based environment.  **CAEP: A2.2.** | Claims are backed with no observations or evidence. | Claims are backed with few observations and/or evidence. | Claims are backed with detailed observations and/or evidence. | Claims are backed with clearly articulated and sufficiently detailed observations and/or evidence. |

**ED 660 Administrative Self-Assessment**

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| **ELCC & CAEP Standards & Indicators** | **Below Standard** | **Developing** | **Proficient** | **Exemplary** |
| **4a.1. Administrative Self-Assessment**  **ELCC 1.3:** Candidates understand and can promote continual and sustainable school improvement.  **CAEP:A1.1.**  ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; | Candidate *does not relate* past leadership decisions to **strategies or practices that promote continuous and sustainable school improvement**. | Candidate *inconsistently* *relates* past leadership decisions to **strategies or practices that promote continuous and sustainable school improvement**. | Candidate *relates* past leadership decisions to **strategies and practices that promote continuous and sustainable school improvement**. | Candidate *relates* past leadership decisions to **strategies or practices that promote continuous and sustainable school improvement**. In addition, Candidate relates own strengths and weaknesses to these decisions and discusses ways to build upon strengths. |
| **4a.2. Administrative Self-Assessment**  **ELCC 5.2:** Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.  **CAEP: A1.1.**  ♦ formulate a school-level leadership platform grounded in ethical standards and practices; ♦ analyze leadership decisions in terms of established ethical practices. | Candidate *does not analyze* own leadership decisions in terms of **established ethical practices**. | Candidate *partially analyzes* own leadership decisions in terms of **established ethical practices**. | Candidate *analyzes* own leadership decisions in terms of **established ethical practices**. | Candidate *analyzes* own leadership decisions in terms of **established ethical practices**. In addition, Candidate describes a future **leadership platform grounded in ethical standards and practices.** |
| **4a.3. Administrative Self-Assessment**  **Evaluation of Strengths and Weaknesses** | Candidate does not appropriately evaluate own leadership. strengths and weaknesses. | Candidate *mostly* appropriately evaluates own leadership. strengths and weaknesses. | Candidate appropriately evaluates own leadership strengths and weaknesses. | Candidate’s evaluation of own leadership strengths and weaknesses is appropriate and extensive. |
| **4a.4. Administrative Self-Assessment**  **Focus** | Candidate does not clearly identify areas for focus in the action plan. | Candidate *partially* identifies areas for focus in the action plan. | Candidate clearly identifies at least one area for focus in the action plan. | Candidate clearly identifies at least two areas for focus in the action plan. |
| **4a.5. Administrative Self-Assessment**  **Mechanics** | Candidate exhibits many mechanical errors (spelling, grammar, APA concerns). | Candidate exhibits two or three mechanical errors (spelling, grammar, APA concerns). | Candidate clearly identifies areas for focus in the action plan. | Candidate *comprehensively* identifies at least one area for focus in the action plan. |

**ED 665** **Supervision of Teaching and Learning**

| **Critical Elements** | **Below Standards**  **(0-1 point)** | **Needs Improvement**  **(2 points)** | **Proficient**  **(23points)** | **Exemplary**  **(4 points)** |
| --- | --- | --- | --- | --- |
| **Standard 1: Promoting the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning.** | | | | |
| **1.3 Promotion and continual and sustainable school improvement (Professional Skills).** | Data Missing | Candidate’s reflection *does not articulate* strategies to design a **comprehensive, building-level professional development program.** | Candidate’s reflection *articulates* strategies to design a **comprehensive, building-level professional development program.** | Candidate’s reflection *articulates* strategies to design a **comprehensive, building-level professional development program.** In addition, Candidate **analyzes how this particular conference advances these strategies.** |
| **Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning.** | | | | |
| **2.1 Sustainment of a school culture and instructional program conducive to student learning**  **(Professional Skills).** |  | Candidate’s post-observation conference *does not provide* ideas for facilitating **appropriate content based learning materials and learning strategies.** | Candidate’s post-observation conference *provides* ideas for facilitating **appropriate content based learning materials and learning strategies.** | Candidate’s post-observation conference *provides* ideas for facilitating **appropriate content based learning materials and learning strategies.** In addition, feedback is differentiated appropriately for the learning needs of the teacher. |
| **2.3 Development and supervision of the**  **instructional and leadership capacity of school staff**  **(Professional Skills)** | Data Missing | Candidate *does not* relate feedback to **national professional**  **development standards**. | Candidate *relates* feedback to **national professional**  **development standards**. However, some appropriate standards may be missed. | Candidate *relates* feedback to all appropriate **national professional**  **development standards**. |
| **Standard 4: Collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school.** | | | | |
| **4.1 Collaboration with faculty and community**  **members (Professional Skills).** | Data Missing | Candidate’s conference and response *do not demonstrate* evidence of **collaboration with the teacher** to improve instruction. | Candidate’s conference and response *demonstrates* evidence of **collaboration with the teacher** to improve instruction. | Candidate’s conference and response *demonstrates* evidence of **collaboration with the teacher** to improve instruction. In addition, Candidate is able to articulate how collaboration may be used to further the school’s professional development agenda. |
| **Standard 5: Promoting the success of every student by acting with integrity, fairness, and in an ethical manner ensuring a school system of accountability for every student’s academic and social success.** | | | | |
| **5.1 Ensuring that schools are accountable for every student’s academic and social success (Professional Skills).** | Data Missing | Candidate *does not demonstrate* evidence of acting with **integrity and fairness** in the post-observation conference. | Candidate *demonstrates* evidence of acting with **integrity and fairness** in the post-observation conference | Candidate *demonstrates* evidence of acting with **integrity and fairness** in the post-observation conference. In addition, Candidate appropriately addresses the importance of acting with integrity and fairness in the reflection. |
| **5.3 Safeguarding the values of democracy, equity, and diversity (Professional Knowledge).** | Data Missing | Candidate *does not* provide feedback **that addresses the needs of diverse students**. | Candidate *provides* feedback **that addresses the needs of diverse students**. | Candidate *provides* feedback **that addresses the needs of diverse students**. In addition, Candidate successfully relates this feedback to appropriate **school policies and procedures**. |

***Completion and Submission of Other Certification Requirements (Blackboard and Livetext)***

092 Candidates will submit completed key assessments before the final seminar meeting in May. Include the following required items and all **Key Assessments** that must be completed during the 092 courses.

**Supervisor/Mentor Surveys**

092 Candidates must distribute two evaluative surveys, one to the district mentor and one to the University Supervisor. Next, scan and upload the scored surveys to Blackboard and Livetext.

**Evaluation of Candidates in WCSU’s 092 Endorsement Program: School Building Level**

Name of Candidate: Date:

Name of Individual Completing this form:

Position of Individual Completing this Form:

Signature

**Directions: This survey pertains to topics that influence a SCHOOL BUILDING. Put an X in the box that indicates whether you agree or disagree that this individual has demonstrated this activity or behavior.**

**Scoring Guide:**

1 = Strongly Disagree: The Candidate/Graduate has inadequately demonstrated this activity or behavior.

2 = Disagree: The Candidate/Graduate has partially demonstrated this activity or behavior.

3 = Agree: The Candidate/Graduate has successfully demonstrated this activity/behavior.

4 = Strongly Agree: The Candidate’s/Graduate’s demonstration of this activity or behavior showed in-depth understanding, capabilities, and execution.

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| --- | --- | --- | --- | --- |
| **Rubric Criteria** |  |  |  |  |
| 1. School Improvement Planning for developing and articulating a vision |  |  |  |  |
| 1. School Improvement Implementation such as implementing and promoting a vision for the school |  |  |  |  |
| 1. Curriculum and Instructional Implementation |  |  |  |  |
| 1. Parent/Community Relations (i.e., involve the community in a vision for the school, reach out to organizations, etc.) |  |  |  |  |
| 1. Managing the Organization such as materials and supplies |  |  |  |  |
| 1. Managing Operations such as initiating needs assessments, scheduling activities, applying legal principles, etc. |  |  |  |  |
| 1. Managing Budgets, using problem-solving for strategic planning, understanding how to use public resources, etc. |  |  |  |  |
| 1. Flexibility When Dealing with Issues that incorporate integrity, fairness, and ethical behavior. |  |  |  |  |
| 1. Understanding the Larger Context in order to address the people and issues involved issues |  |  |  |  |
| 1. Using Appropriate Problem-solving Abilities and Conflict Resolution Skills |  |  |  |  |
| 1. Interpersonal Skills needed to address a variety of audiences (i.e., students, teachers, parents, staff, and community members) |  |  |  |  |
| 1. Ability to Take Appropriate Initiatives to develop the strengths of teachers and school personnel |  |  |  |  |
| 1. Ability to Address Diverse Needs of Students, Parents, and Personnel |  |  |  |  |

**Evaluation of Candidates in WCSU’s 092 Endorsement Program: School District**

Name of Candidate: Date:

Name of Individual Completing this form:

Position of Individual Completing this Form:

Signature

**Directions: This survey pertains to topics that influence a SCHOOL DISTRICT. Put an X in the box that indicates whether you agree or disagree that this individual has demonstrated this activity or behavior.**

**Scoring Guide:**

1 = Strongly Disagree: The Candidate/Graduate has inadequately demonstrated this activity or behavior.

2 = Disagree: The Candidate/Graduate has partially demonstrated this activity or behavior.

3 = Agree: The Candidate/Graduate has successfully demonstrated this activity/behavior.

4 = Strongly Agree: The Candidate’s/Graduate’s demonstration of this activity or behavior showed in-depth understanding, capabilities, and execution.

| **Rubric Criteria** | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| --- | --- | --- | --- | --- |
| 1. District Improvement Planning for developing and articulating a vision |  |  |  |  |
| 1. District Improvement Implementation such as implementing and promoting a vision for the school |  |  |  |  |
| 1. Curriculum and Instructional Implementation to influence a district |  |  |  |  |
| 1. Parent/Community Relations (i.e., involve the community in a vision for the district, reach out to organizations, etc.) |  |  |  |  |
| 1. Managing the Organization such as materials and supplies |  |  |  |  |
| 1. Managing Operations such as initiating needs assessments, scheduling activities, applying legal principles, etc. |  |  |  |  |
| 1. Managing Budgets, using problem-solving for strategic planning, understanding how to use public resources, etc. |  |  |  |  |
| 1. Flexibility When Dealing with Issues that incorporate integrity, fairness, and ethical behavior. |  |  |  |  |
| 1. Understanding the Larger Context in order to address the people and issues involved issues |  |  |  |  |
| 1. Using Appropriate Problem-solving Abilities and Conflict Resolution Skills |  |  |  |  |
| 1. Interpersonal Skills with students, teachers, parents, staff, and community members |  |  |  |  |
| 1. Ability to Take Appropriate Initiatives to develop the strengths of teachers and district personnel |  |  |  |  |
| 1. Ability to Address Diverse Needs of Students, Parents, and Personnel |  |  |  |  |

On an additional page, please provide any additional comments about the Candidate that you would like to supply.

**CAT Scores**

Upload CAT scores into Blackboard (in ED 665) and into Livetext. 092 Candidates should enter scores even if they not taken or passed all modules of the CAT. If 092 candidates have not taken a module, simply enter “Not Taken.”

**Submission of all Key Assessments into both Blackboard (in the appropriate course) and Livetext are required for certification.**

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| ***History of the WCSU Education Department***  **Selected Events in the History of the Education and Educational Psychology Department**  **DANBURY STATE NORMAL SCHOOL**   |  |  | | --- | --- | | 1903 | Danbury State Normal School is established for the purpose of preparing “teachers in the art of instructing and governing in the public schools of the State….” | | 1904 | 41 students are enrolled on September 6th in the first classes “to train teachers… Enrollments climb to 362 students by 1912, dropping to 66 in the post World War I academic year of 1920-21. | | 1925 | Extension courses are offered at the School | | 1931 | Formation of a Commercial Department for training business education teachers occurs. This program remains until 1935. | | 1932 & 1935 | All courses are extended for three-year durations in 1932, and three years later a “special third year” is offered. | |  | | | **DANBURY STATE TEACHERS COLLEGE** | | |  | | | 1937 | Danbury State Normal School for the training of teachers becomes Danbury State Teachers College. The CT State Legislature authorizes the granting of a Bachelor of Science degree | | 1941 | The College becomes accredited by the American Association of Teachers Colleges. | | 1954 | The College becomes accredited by several groups:   * New England Association of Secondary Schools and Colleges (NEASC) * National Council for the Accreditation of Teacher Education (NCATE) * American Association of Colleges of Teacher Education (AACTE) | | 1955 | Effective as of September, new certification requirements are mandated by Connecticut State for Connecticut teachers to “work toward a Master’s Degree.” | | 1958 | 16 teachers are awarded the first graduate Masters of Science degree | |  | | | **DANBURY STATE COLLEGE** | | |  | | | 1959 | The College’s name is changed, omitting the word “Teachers” from the title. | | 1961 | A four-year secondary education program is introduced at the College, leading to a Bachelor of Science degree. | |  | | | **WESTERN CONNECTICUT STATE COLLEGE** | | | 1967 | Danbury State College becomes Western Connecticut State College. The first time, full-time master’s degree students are accepted to the College. | | 1968 | A sixth year program is offered at the College for teachers interested in becoming Reading Consultants. | | 1969 | Teachers are offered a sixth year program in Elementary Education by the College. |  |  |  | | --- | --- | | 1976 | The Board of Trustees of the College noted that less than 50% of undergraduate degrees were now in Education. There is an academic curriculum shift in emphasis to the service sector. | | 1977 | The College offers a Master of Science degree in Guidance and Counseling. | | **WESTERN CONNECTICUT STATE UNIVERSITY** | | | 1983 | The four state colleges become “universities” under the Connecticut State University System with the College being renamed Western Connecticut State University | | 1986 | Students preparing for a career in teaching learned that they no longer can “major” in education after 1990. | | 1990 | During the spring semester of 1990, the Education Department participated with other departments in a “test trial” of an Advanced Technology Classroom constructed by IBM. This classroom was the first of its kind in the USA. | | 1993 | The Connecticut State regulated that Elementary Education undergraduate students needed to major in an Arts and Sciences academic subject area, replacing the earlier stipulation that students could be Elementary “majors.” | | 2000 | The M.S.T. degree program is approved. | | 2001 | The University begins the State approval process for its first doctoral degree program, the Ed.D. degree in Instructional Leadership | | 2002 | In September, the University is site visited by Connecticut Department of Higher Education for approval of the Ed.D. degree and in December the University received final approval from CT Board of Governors to institute the Ed.D. Program in Instructional Leadership. | | 2003 | In September, the EdD Program in Instructional Leadership admitted its first class of doctoral students. | | 2004 | In September, all WCSU’s Teacher Preparation Programs formally received full reaccredidation from the Connecticut State Department of Education. | | 2005  2015 | In September 2005, The Ed.D. program in Instructional Leadership admitted its second class of doctoral students.  A new MS degree program in Reading Certification and Cross Certification Program in Early Childhood Education are anticipated in the near future.  In September, the first cohort of elementary education Interdisciplinary Majors (IDM) were admitted | |

***Contact Information***

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|  | | |
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| |  | | --- | | **Ms. Ana Cangialosi** | |  | |  | | Office #: (203) 837-8510 | |  | |  | | **E&EPY Website**: | | |  | | --- | | Secretary of Education and Educational Psychology Department | | Location: WS 129; WH 128 | |  | | http://www.wcsu.edu/education/ | | |  | | --- | | cangialosia@wcsu.edu | | http://www.wcsu.edu/education | |