

Department of Education

Educational Leadership



NORTH CENTRAL COLLEGE
MASTERS IN EDUCATIONAL LEADERSHIP
PROGRAM HANDBOOK

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Overview of the Educational Leadership Program

Educational Leadership & Administration 36 Credit Hours



EDN 500	Leadership for the 21 st Century
EDN 515	The Institutional & Political Environment of Schools
EDN 522	Issues in Special Education & School Law
EDN 534	Leadership for Supervision and Instruction
EDN 536	School, Home, Community
EDN 610	School Operations & Management
EDN 620	Curriculum & Program Assessment
EDN 630	Schools as Learning Communities
EDN 690	Internship I
EDN 691	Internship II
	Liberal Studies Elective
EDN 696	The Educational Leader Capstone

- *Students are encouraged to begin the program in EDN 500 and complete the program with EDN 696, the capstone course.*
- *Students must meet minimum course credits to register for the EDN 690/691 Internship courses.*
- *The courses ideally progress in much the order of their numbering.*
- *All courses are ISLLC aligned as evidenced by the Educational Leadership matrix, which requires students to compile supporting artifacts on all ISLLC standard indicators as they progress through the program.*
- *All courses with the exception of the Liberal Studies Elective and the capstone course have course-embedded field experience requirements, so students can practice an array of leadership skills in real school contexts.*
- *The program requires the development of a growth portfolio aligned the ISLLC Standards. The contents of this growth portfolio will be used in the development of the culminating program portfolio at the end of the program.*
- *Some courses in the Educational Leadership program may be applied to the Teacher Leader Endorsement Program.*

Admission Requirements of the Educational Leadership Program

Phase One Requirements: Candidates who wish to pursue the Educational Leadership program degree and/or certification must meet the following requirements as overseen by the Office of Graduate programs:

- A four-year undergraduate degree (BA/ BS)
 - A minimum of two years of post-graduate experience related to education
 - A completed application form
 - Two recommendations regarding the candidate's capacity to master the six principal leadership standards as delineated on the NCC Educational leadership recommendation form
 - An orientation/ scheduling session with personnel from the NCC graduate office
- Students in Phase One are recommended to take *EDN 500: Leadership for the 21st Century* at which time students will be introduced to the Phase Two requirements, necessary in order to take subsequent coursework specific to only the Educational Leadership program. This includes EDN 515, EDN 610, EDN 620, EDN 630, EDN 690, EDN 691, and EDN 696.

Phase Two Requirements: Candidates may not be enrolled in Educational Leadership coursework specific only to the Educational Leadership Master's program without successfully completing all Phase Two requirements. These requirements include, but are not limited to, the following:

- Successful completion of Admission Portfolio criteria
- Successful completion of an on-site interview with two full-time faculty from the program
- Successful completion of an on-site writing prompt

Students will be introduced to the Phase Two requirements as part of the *EDN 500: Leadership for the 21st Century* course.

Goals and Link to the Department's Conceptual Framework



The department of education prepares undergraduate teacher candidates and practicing teachers to facilitate the learning of all students, enabling both teachers and their students to act as informed, involved, principled, and productive citizens and leaders over a lifetime.

Mastering the complexities of teaching moves beyond the preservice years, as newly licensed teachers have many opportunities to hone their teaching (Bullough, 1987; Bullough & Baughman, 1993) over the years of their careers. As teachers make the decision to return to formal education, provided through completion of a master's degree, facilitating the learning of all students takes on an enhanced enriched meaning. We desire that

our graduate candidates more deeply examine the quintet of major understandings as they gain new and reaffirmed perspectives of the knowledge and performances of facilitators of learning. Additionally, those candidates pursuing the Educational Leadership path relate these major understandings to the enterprise of educational leadership and educational management (Sergiovanni, Kelleher, McCarthy, & Wirt, 2003) and the interconnectedness of educational leadership and educational management to facilitating the learning of teachers and students in their care (Fullan, 2001; Good & Brophy, 1986; Institute for EAL, 2000).

The purpose of the Educational Leadership program (the program for principal endorsement eligibility) is to develop educational leaders and administrators who have vision and possess a wide set of leadership and management perspectives and skills. The program provides graduate candidates with breadth of theory and practical experiences that provides them with the foundation of knowledge and performances necessary to facilitate the learning of all students.

The NCC department of education has adopted the **Interstate School Leaders Licensure Consortium (ISLLC) Standards** to guide its process of developing graduate students in educational leadership and future administrative roles. Upon completion of the program, candidates will clearly be prepared to **meet Illinois Principal Standards of Evaluation**, as evident via the candidate's culminating portfolio aligned to both ISLLC and Illinois Principal standards. ISLLC standards follow:

Standard 1: A school administrator is an educational leader who promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

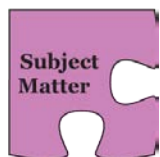
Standard 4 : A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Conceptual Framework– Overview and Structure

Each element of the framework is multifaceted and illustrates essential knowledge, skills, and dispositions needed to become a facilitator of learning as a graduate student, deepening facilitation of learning for all students.



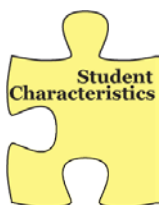
Subject Matter Knowledge

- substantive knowledge (e.g., facts, ideas, theories)
- knowledge about what specialists do in their field
- the nature of the knowledge in the field
- the meaning of teaching and learning the subject



Pedagogy

- Knowledge and practices that lead to effective teaching
- Knowledge and practices that lead to student learning
- Understand the intersection of content and pedagogy (pedagogical content knowledge – making ideas accessible to students)



Student Characteristics

- understanding how students learn
- understanding how students process new ideas
- understand how students engage with others
- understand how students approach new ideas



Environmental Context of Learning

- understanding the community
- understanding the political environment
- understanding families
- understanding school district goals
- understanding school culture
- understanding classroom environment



Professionalism

- self-assessment and reflection
- participating in ongoing professional development
- apply new understandings to teaching and student learning
- collaborate
- create learning communities

Educational Leadership Alignment to the Conceptual Framework

Conceptual Framework	ISLLC Standards
<p>Subject Matter Knowledge</p> <p>Subject matter knowledge is comprised of (a) substantive knowledge (e.g., facts, ideas, theories), (b) knowledge about what specialists do in their field, (c) the nature of the knowledge in the field, and (d) the meaning of teaching and learning the subject (McDiarmid, 1989)</p>	<p>Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>
<p>Pedagogy</p> <p>Rubin (1985) defines this as involving “both art and science in teaching” (p. 91). The science aspect of pedagogy is comprised of teachers’ use of “learning principles, instructional principles, stylistic preferences, and situational adaptations” (Rubin, 1985, p. 93) to facilitate learning. The art of pedagogy is revealed, considered, and refined through reflection on teaching practice over time and accumulated experiences (Henderson, 1992; Schön, 1983).</p>	<p>Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p>Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p>
<p>Student Characteristics</p> <p>This is comprised of behavioral studies (e.g., psychology, sociology, anthropology, economics, and political science) and humanistic studies (e.g., foundations of education, philosophy) (Cruickshank, 1985).</p> <p>Teachers consider many student characteristics as they prepare for and work with students to provide them with a learning environment that maximizes their abilities to learn. Teachers consider such things as (this is not an exhaustive list):</p> <ul style="list-style-type: none"> • Developmental stages • Multiple abilities/multiple intelligences • Culture • Exceptionalities • Gender • Ethnicity 	<p>Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p> <p>Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</p>

Conceptual Framework	ISLLC Standards
<p>Environmental Context of Learning</p> <p>This is comprised of “social, political, cultural, and physical environmental contexts that shape the teaching and learning process” (Cochran, DeRuiter, & King , 1993, p. 267).</p>	<p>Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p>Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p> <p>Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>
<p>Professionalism</p> <p>This is comprised of “self-assessment and reflection, communication with parents [/guardians], participating in ongoing professional development, and contributing to the school and district environment” (Danielson & McGreal, 2000, p. 23). In addition teachers apply what they learn to improve teaching and learning. They collaborate with other teachers (Danielson, 2006) creating learning communities (Fullan, 1993, 2001; Lieberman, 1988)</p>	<p>Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</p>

Introduction of Educational Leadership Matrix

The department of education has adopted a leadership matrix aligned to state standards for principals (Appendix A). This matrix is integrated into all department coursework in the educational leadership graduate program. Before the completion of each course, students review the matrix to determine what knowledge-based and performance-based indicators have been met. The matrix indicates courses commonly aligned to each standard indicator, but students are by no means limited to only identifying supporting evidence from the indicated coursework. Artifacts from each course are also identified and aligned to matrix indicators. Ultimately, upon the conclusion of the program, the student will have completed artifacts aligned to each of the indicators. This compilation will provide the genesis for the culminating portfolio.

Through the program, a student should accumulate no less than one artifact for each of the indicators on the Matrix. Instructors will verify these submissions by signing the appropriate column on the Matrix. Students will find it wise to submit the Matrix to their instructor at the time that they submit artifacts and artifact reflections for course evaluation; in this manner, the instructor can sign for the indicated artifacts on the Matrix at the same time he/she is evaluating the artifacts for a course grade. Over time in the program, the matrix will provide a reference as to what aspects of the Growth Portfolio are complete and what remain prior to developing the Culminating Portfolio.

Overview of the Educational Leadership Growth Portfolio

All graduate students will develop a growth portfolio over their time in the Educational Leadership master's program that addresses graduate students' development towards the goals of the program. The growth portfolio allows a graduate student to show her/his growth as a leader over time, show the development of leadership skills, and allows her/him to identify strengths and weaknesses (Mueller, 2006). The growth portfolio is more than a repository of artifacts from classes and from field experiences. It involves a development that includes:

- 1) determining leadership qualities to design an individual portfolio
- 2) examining, selecting, and organizing existing artifacts; and
- 3) developing 5 artifacts within the framework of each class which portray proven leadership qualities and research to practice.

In each course in the Educational Leadership program, five artifacts will be submitted that reflect the learner's experiences and application of the program goals. Artifacts are customarily selected from class activities, assignments, field experiences, and/or learning projects developed within the context of a class, though relevant and current evidence of leadership in the field--not assigned as coursework--can also serve as a valid source for artifacts.

Each artifact will include a cover sheet (Appendix B). This cover sheet contains a separate rationale and reflective statement for each artifact that . . .

- describes the artifact,
- indicates what ISLLC standard/indicator(s) and what element of the conceptual framework it reflects (Appendix C provides ideas on this.)
- provides a reflection on how it is evidence of these elements, relating research to practice
- and provides a reflection of this artifact as evidence of teacher leadership and/or growth.

The cover sheet should also include the class for which the artifact is submitted. Artifacts are evaluated in all courses using the same grading tool (Appendix D).

Introduction of the Educational Leadership Culminating Portfolio

All graduate students create a growth portfolio over their time in the educational leadership graduate program that addresses graduate students' development towards the goals of the program. The growth portfolio allows a graduate student to demonstrate growth as a leader and the development of administrative leadership skills. This growth portfolio provides the basis for developing a culminating interview-worthy portfolio, honed from the exemplars of the growth portfolio. The capstone course includes guidance on the development of this final professional portfolio from the artifacts and reflections compiled via the matrix's development and its corresponding artifacts. The requirements for the culminating portfolio are more clearly delineated in the culminating portfolio grading guide (Appendix E). The completed culminating program portfolio will be **due the Friday of Week Eight of the term of the last graduate class** taken. At the time of submitting the culminating portfolio, students are required to submit a self-evaluation of the portfolio using the designated grading tool. Upon submission, the culminating portfolio will be reviewed by two faculty readers. Candidates must receive an 80% or higher overall in order to receive a passing score on the portfolio. If one of the readers does not give the culminating portfolio a "pass" score, a third reader will review the portfolio. Portfolios that subsequently do not pass, will need to be revised and resubmitted. A passing evaluation on the culminating portfolio is a requirement to successfully complete the program.

Introduction to Educational Leadership Course-embedded Field Experiences

The Educational Leadership program recognizes the essential nature of hands-on experiential education in development of administrative leadership skills. Embedded in all coursework is a field experience component that enables the student to structure administrative experiences that bring coursework to life. In general, students are required to spend **ten hours** in a related field experience as part of each course. The internship and residency field experience course(s) allow an opportunity for more in-depth exploration via four extensive field experiences and a two week residency that combine to meet the SREB 36 critical factors for administrative success.

In each of the educational leadership courses, students will be required to submit a proposal of the field experience they wish to undertake in conjunction with the course (see Appendix F). Only upon approval of this contract may field experience hours be accumulated towards the project.

Upon completion of the field experience, students are to submit a description of the field experience along with a reflection that explains the standards the experiences reflected, and the leadership development aspects of the experience. Students are required to attach any related materials or natural products from the experience, including a log of field experience hours (Appendix H). A field experience grading guide (Appendix G) further details these requirements.

Introduction of Growth Disposition Tools

As a means of self-assessment, students entering the program and exiting the program are required to complete a self-assessment that requires reflection on competencies related to the standards and key administrative dispositions. Administrators will also be asked to evaluate candidates as part of the admission process and as part of the capstone course. This tool (see Appendix I) is usually offered as part of the EDN 500 course, the ideal starting point course for entering the program. Self-reflection will be reinforced at the end of the program via the capstone course. Administrative evaluation of a candidate's dispositions is also required as part of the year-long internship courses via the internship matrix. (See Internship Guidebook.)

Planning Coursework

Students will be provided invaluable assistance and insight regarding the planning of coursework via the Office of Graduate Education. Students are strongly encouraged to make inquiries before developing a planned schedule. A projected plan of course rotations is created by the department to assist students in planning when and how they can complete all course requirements. This projection of course offerings can change at any time, but does offer students an essential planning tool in their process. The graduate office of education provides a schedule mapping hand-out that is also very useful in this process.

Program Retention

Once a student is enrolled in the program, ongoing requirements of professionalism must be upheld:

- A student who earns less than a grade of B in any of the graduate programs at NCC is placed on probation. Interventions and support are provided to address any academic deficiencies. A second grade below a B and/or less than a B average is consideration for dismissal from the program.
- Students also must maintain the professional dispositions outlined in the disposition evaluation tool from Phase One Admissions. Discrepancies in these dispositions will result in consultation with the graduate coordinator about continuation in the program.

Completing the Program

Ideally, students in the educational leadership program will complete their studies in the EDN 696 Capstone course. Students must submit a culminating portfolio by 5:00 PM Friday of Week Eight of the term in which they wish to complete the program. Students wishing to obtain a principal endorsement will be required to complete an Audit Form (see Appendix K) prior to completion of the final term of the program. This audit form is submitted to North Central's certification officer to initiate the State endorsement process. Students wishing to participate in commencement ceremonies need to submit a graduation application form by the designated deadline.

Program Review & Improvement

The *culminating portfolio* and the *State content exam* serve as the two primary program assessments for the program, though each course is embedded with required anchor assignments aligned to ISLLC program standards. Data collected from these two primary program assessments are compiled each summer in a unit report and reviewed by the department in the fall. Assigned teams of faculty within the unit analyze the data results on an annual basis and construct a report on each area, shared with the department to guide and inform faculty in program change and decision-making.

The graduate education program collects data from standard indicators of the culminating portfolio as well as sub-scores on the State content exam aligned to standards. This examination allows for more focused analysis of areas for development. Based on indications from the sub-score analysis, data from aligned anchor assignments required in courses are further scrutinized for indicators of needed revision in course design or assignment construction.

As data needs become evident, assessment rubrics are revised as are assignment criteria, in order to assure the culminating portfolio is providing relevant data for assessment of the program. Data from these assessments are used annually to revise master course outlines, to fine-tune required anchor assignments for the course, and/or to hone assignment expectations as articulated through accompanying rubrics.

Master course outlines and sample syllabi indicate what required anchor assignments are prescribed in each course and designate which assignments will serve as items for data collection for department unit analysis. Copies of rubrics for all anchor assignments are collected for unit analysis based on indicators of concern. All student identifiers are excluded as part of this data analysis.

The key program assessments are used to inform the unit's assessment system and are incorporated in the college and state annual reports. In the Educational Leadership program, data will be collected and derived from the culminating portfolio, satisfactory completion of the

standards matrix (provided earlier in this report; See document at end of program conceptual framework/section one), and the State content exam.

Candidates must receive an 80% or higher overall in order to receive a passing score on the portfolio. When data is compiled for all candidates, the unit notes any of the sub-scores below 80% or below State averages, necessitating a plan of action to address the concern within the program design. When scores are over 80% in all sub-categories, the lowest sub-scores are tracked to determine if a pattern of weakness exists that should be addressed in program design and/or required course assignment revisions.

The required program matrix must be 100% completed, requiring instructor approval for each indicator. Candidates must have an artifact as evidence of fulfillment of each indicator for each standard, and is a requirement for program completion. Therefore, all benchmarks for the program must be attained as a requirement of program completion. Each artifact must be accompanied by a reflective statement, explaining its connection to the standard/indicator (domain/function), and must be approved by a course instructor for inclusion with the matrix in its accompanying growth portfolio. This growth portfolio then serves as the basis for students to create a final, culminating professional portfolio that is assessed separately as part of the program completion process.

Partners have an opportunity to provide program review through an annual survey as well as through ongoing partnership meetings. Areas of concern are specifically queried as part of this process. In addition, the capstone course's culminating portfolio event includes district partners meeting candidates to review their leadership evidence and culminating portfolios. This venue includes a discussion with partners on what impressed them as well as areas for development. A written survey is also utilized to garner additional partner input from this event. This feedback is included in the program review process in much the same manner that data from the two major program assessments inform revisions and ongoing development.

APPENDIX ATTACHMENTS

- A. Matrix.
- B. NCC Graduate Education Program Artifact Cover Sheet
- C. Portfolio Artifact Development Suggestions.
- D. NCC Education Graduate Program Artifact Evaluation Tool
- E. Educational Leadership Culminating Portfolio Assessment
- F. Field Experience Agreement
- G. Field Experience Grading Guide
- H. Field Experience Summary
- I. Disposition Survey
- J. Audit Form

Appendix A

The Educational Leadership Program Matrix

EDUCATIONAL LEADERSHIP PROGRAM
Competency-Based Standards Assessment Matrix & Growth Portfolio Guide

Name: _____ Start Date: _____ Completion Date: _____

The Matrix include standards aligned to Educational Leadership Policy Standards: ISLLC 2008 as adopted by NPBEA.

STANDARD 1 –VISION, MISSION & GOALS <i>An education leader promotes the success of every student by facilitating the development, articulation, implementation, & stewardship of a vision of learning that is shared & supported by all stakeholders</i>	Alignment to the conceptual framework of the department of education. Subject Matter (Leadership) Knowledge (SMK), Androgogy/ Pedagogy (P), Student Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)				
Illinois Principal Evaluation Standard: <i>Living a Mission and Vision Focused on Results</i>					
INDICATORS		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
1.A Collaboratively develop & implement a shared vision & mission 500 696	P ECL SMK	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
1.B Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning. 620 630	SC ECL	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
1.C Create and implement plans to achieve goals 534 620	SC P SMK	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
1.D Promote continuous and sustainable improvement 630 620 534	SC SMK	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
1.E Monitor and evaluate progress and revise plans 534 620 630	SC ECL	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			

EDUCATIONAL LEADERSHIP PROGRAM
Competency-Based Standards Assessment Matrix & Growth Portfolio Guide

STANDARD 2—TEACHING & LEARNING <i>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instruction program conducive to student learning and staff professional growth.</i>	Alignment to the conceptual framework of the department of education. Subject Matter (Leadership) Knowledge (SMK), Androgogy/ Pedagogy (P), Student Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)				
Illinois Principal Evaluation Standard: Leading and Managing Systems Change					
INDICATORS		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
2.A Nurture and sustain a culture of collaboration, trust, learning, & high expectations 536 630	ECL PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
2.B Create a comprehensive, rigorous, and coherent curricular program 620 534	P SMK	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
2.C Create a personalized and motivating learning environment for students 500 630	ECL P	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
2.D Supervise instruction 534 630	SML P	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
2.E Develop assessment and accountability systems to monitor student progress 620 534	P ECL	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
2.F Develop the instructional and leadership capacity of staff 534 630	P ECL SML	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			

EDUCATIONAL LEADERSHIP PROGRAM
Competency-Based Standards Assessment Matrix & Growth Portfolio Guide

STANDARD 2—TEACHING & LEARNING <i>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instruction program conducive to student learning and staff professional growth.</i>	Alignment to the conceptual framework of the department of education. Subject Matter (Leadership) Knowledge (SMK), Androgogy/ Pedagogy (P), Student Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)				
INDICATORS		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
2.G Maximize time spent on quality instruction 534 630	P ECL	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
2.H Promote the use of the most effective and appropriate technologies to support teaching and learning 620 696	P ECL	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
2.I Monitor and evaluate the impact of the instructional program 620 534	SMK P	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			

EDUCATIONAL LEADERSHIP PROGRAM
Competency-Based Standards Assessment Matrix & Growth Portfolio Guide

STANDARD 3—MANAGING ORGANIZATION SYSTEMS & SAFETY <i>An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</i>	Alignment to the conceptual framework of the department of education. Subject Matter Knowledge (SMK), Pedagogy (P), Student Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)				
Illinois Principal Evaluation Standard: Improving Teaching and Learning & Creating and Sustaining a Culture of High Expectations					
INDICATORS		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
3.A Monitor and evaluate the management and operational systems 522 610 620	ECL SMK	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
3.B Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources 534 610 620	ECL SMK P	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
3.C Promote and protect the welfare and safety of students and staff 515 522 536 610	PR ECL SMK	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
3.D Develop the capacity for distributed leadership 500 630 696	SC ECL PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
3.E Ensure teacher and organizational time is focused to support quality instruction and student learning 534 610 620	PR ECL SMK	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			

EDUCATIONAL LEADERSHIP PROGRAM
Competency-Based Standards Assessment Matrix & Growth Portfolio Guide

STANDARD 4—COLLABORATING WITH FAMILIES AND STAKEHOLDERS <i>An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources</i>	Alignment to the conceptual framework of the department of education. Subject Matter Knowledge (SMK), Pedagogy (P), Student Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)				
Illinois Principal Evaluation Standard: Building and Maintaining Collaborative Relationships					
INDICATORS		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
4.A Collect and analyze data and information pertinent to the educational environment 522 515 620	P SMK SC	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
4.B Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources 536 515	ECL PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
4.C Build and sustain positive relationships with families and caregivers 536 515	ECL PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
4.D Build and sustain productive relationships with community partners 500 515 536	ECL PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			

EDUCATIONAL LEADERSHIP PROGRAM
Competency-Based Standards Assessment Matrix & Growth Portfolio Guide

STANDARD 5—ETHICS & INTEGRITY <i>An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</i>	Alignment to the conceptual framework of the department of education. Subject Matter Knowledge (SMK), Pedagogy (P), Student Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)				
Illinois Principal Evaluation Standard: Leading with Integrity and Professionalism					
INDICATORS		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
5.A Ensure a system of accountability for every student's academic and social success 534 620	SC ECL	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
5.B Model principles of self-awareness, reflective practice, transparency, and ethical behavior 500 696	PR SMK	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
5.C Safeguard the values of democracy, equity, and diversity 536 630	SC ECL PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
5.D Consider and evaluate the potential moral and legal consequences of decision-making 522 620	ECL PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
5.E Promote social justice and ensure that individual student needs inform all aspects of schooling 536 522	SC ECL PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			

EDUCATIONAL LEADERSHIP PROGRAM
Competency-Based Standards Assessment Matrix & Growth Portfolio Guide

STANDARD 6-THE EDUCATION SYSTEM <i>An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</i>	Alignment to the conceptual framework of the department of education. Subject Matter Knowledge (SMK), Pedagogy (P), Student Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)				
INDICATORS		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
6.A Advocate for children, families, and caregivers 536 515 630	ECL SMK PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
6.B Act to influence local, district, state, and national decisions affecting student learning 515 696	ECL P PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
6.C Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies 500 522 696	SMK PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			

EDUCATIONAL LEADERSHIP PROGRAM
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7. ISLLC Disposition Evidence		Alignment to the conceptual framework of the department of education. Subject Matter (Leadership) Knowledge (SMK), Androgogy/ Pedagogy (P), Student (Learner) Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)			
INDICATORS OF ISLLC DISPOSITIONS		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
7.A Collaboration with all stakeholders 536 630	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.B High expectations & standards for all, including modeling high expectations 500, 630	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.C Examining assumptions and beliefs 500, 534, 522, 696	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.D Continuous improvement using evidence Continuous professional growth & development Continuously improving knowledge & skills 630, 620	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.E Learning as the fundamental purpose of school 500 515 522 536	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.F Diversity as an asset Build on diverse social & cultural assets 522 630	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			

EDUCATIONAL LEADERSHIP PROGRAM
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INDICATORS OF DISPOSITION		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
7.G Lifelong learning Continuous learning and improvement for all 534 620 630	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.H A safe and supportive learning environment 500 610	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.I Management in service of staff and student learning Operating efficiently and effectively 610 630	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.J Equitable distribution of resources Advocate for children and education 522 630	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.K Including family & community as partners Respect for the diversity of family composition 536	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.L Ethical principles in all relationships & decisions The common good over personal interests 515 522 630	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.M Taking responsibility for actions 500 534 610	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			

EDUCATIONAL LEADERSHIP PROGRAM
Competency-Based Standards Assessment Matrix & Growth Portfolio Guide

INDICATORS OF DISPOSITION		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
7.N Influence politics 515 522	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.O Eliminate barriers to achievement 534 630	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.P Interpersonal skills 500 536 696	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.Q Professionalism 500 534	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.R Motivation 500 534 536	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.S Reliability 500 534 536 696	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.T Leadership 500 534 696	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			
7.U Communication skills 500 536 630 696	PR	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing			

APPENDIX B

NCC Graduate Education Program Artifact Cover Sheet

Name _____

Course _____ Date _____

Artifact Description

This is a brief description of your project, presuming the reader is not familiar with any previous details.

Standard

Identify the main **standard** (and appropriate indicator[s]) and the element(s) of the **Conceptual Framework** that is artifact most clearly reflects.

Rationale

Explain *how* this artifact/experience meets the standard and indicators and conceptual framework element you listed. Provide evidence of research to practice utilizing appropriate references/citations.

Artifact Reflection

Please reflect on how this artifact/experience is a reflection of your leadership and/or growth.

References

Use appropriate APA form to document all sources cited in this artifact reflection. Use the Purdue Owl for citation assistance <http://owl.english.purdue.edu/owl/resource/560/01/>

APPENDIX C

How to develop the cover sheet for an artifact

1. You need to examine your artifact and ask yourself a couple of key questions.
 - Of all the standards and accompanying indicators, with which does my artifact most closely align?
 - Of all indicators and standards I still need to address, with which does my artifact most closely align?
2. Once you have selected the standard and indicator, examine what it says. For example:

STANDARD 2—TEACHING & LEARNING

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instruction program conducive to student learning and staff professional growth.

Your ability to create a culture and instructional program that develops both students and faculty is what this standard wants you to address in light of the skills and experiences that you have developed thus far. So thoroughly write about these in your rationale and/or your reflection.

Questions you could ask yourself to get started on the rationale and/or the reflection.

1. How do I use my knowledge of school culture and instruction to meet the needs of students in the school?
2. What are the ranges of strategies I use to help students close the skills gap?
3. What are things that I do to develop teacher skills and efficacy?
4. What are examples that I can share to illustrate what I am saying?
5. How is my artifact a representation of the skills I use?
6. What have I learned from readings or discussions in this class or from my own reading that supports and validates what skills and experiences I use?

3. Also examine the Conceptual Framework element to examine what it says.

Your use of various teaching approaches and learning structures should be addressed. You can focus on the most predominate aspect embodied by your artifact from those listed in the element.

Pedagogy - This involves “both art and science in teaching”. The science aspect of pedagogy is comprised of teachers’ use of “learning principles, instructional principles, stylistic preferences, and situational adaptations” (Rubin, 1985, p. 93) to facilitate learning. The art of pedagogy is revealed, considered, and refined through reflection on teaching practice over time and accumulated experiences.

Questions you could ask yourself to get started addressing the conceptual framework element in your rationale or reflection.

1. How do I use my knowledge of the subject and teaching to encourage teacher development?
2. What are the learning principles I use to develop experiences that help students learn content?
3. What are examples that I can share to illustrate what I am saying?

4. After you determine what you are being asked to write about, address these sections:
- A. a description of the artifact
 - B. list the Standard and indicator(s) and the Conceptual Framework element
 - C. state how the artifact/experience is a demonstration of the standard and the indicator. Add theories and ideas talked about, presented, and read where these apply, using appropriate APA citation.
 - D. reflect on how the artifact/experience resulted in your growth and how the theories and ideas talked about, presented, and read add to your growth as a professional and a leader.
 - E. Include the references from this reflection in an appropriate bibliography/reference section.

APPENDIX D

NCC Education Graduate Program Artifact Evaluation Tool

Name: _____ Date _____

- Select, five artifacts based on the degree of leadership relative to the standards..
- Attach to this rubric a cover sheet for each artifact with detailed criteria.
- Complete a self-assessment of your artifacts using the rating scale below.

9-10-Strong	7- 8-Good	5-6-Average	3-4-Minimal	1-2 Weak	
Degree of Evidence				Self Assessment	Instructor Assessment
<input type="checkbox"/> Describe Artifact One. <input type="checkbox"/> Indicate what standard/indicator is represented and conceptual framework element. <input type="checkbox"/> Provide a rationale for how this artifact is a reflection of these elements, relating its connections of research to practice, with specific citations. <input type="checkbox"/> Provide a reflection on how this artifact is evidence of <i>your</i> growth and/or leadership. <input type="checkbox"/> Provide appropriate APA references for the sources used in the artifact reflection.					
<input type="checkbox"/> Describe Artifact Two <input type="checkbox"/> Indicate what standard/indicator is represented and conceptual framework element. <input type="checkbox"/> Provide a rationale for how this artifact is a reflection of these elements, relating its connections of research to practice, with specific citations. <input type="checkbox"/> Provide a reflection on how this artifact is evidence of <i>your</i> growth and/or leadership. <input type="checkbox"/> Provide appropriate APA references for the sources used in the artifact reflection.					
<input type="checkbox"/> Describe Artifact Three <input type="checkbox"/> Indicate what standard/indicator is represented and conceptual framework element. <input type="checkbox"/> Provide a rationale for how this artifact is a reflection of these elements, relating its connections of research to practice, with specific citations. <input type="checkbox"/> Provide a reflection on how this artifact is evidence of <i>your</i> growth and/or leadership. <input type="checkbox"/> Provide appropriate APA references for the sources used in the artifact reflection.					
<input type="checkbox"/> Describe Artifact Four <input type="checkbox"/> Indicate what standard/indicator is represented and conceptual framework element. <input type="checkbox"/> Provide a rationale for how this artifact is a reflection of these elements, relating its connections of research to practice, with specific citations. <input type="checkbox"/> Provide a reflection on how this artifact is evidence of <i>your</i> growth and/or leadership. <input type="checkbox"/> Provide appropriate APA references for the sources used in the artifact reflection.					
<input type="checkbox"/> Describe Artifact Five <input type="checkbox"/> Indicate what standard/indicator is represented and conceptual framework element. <input type="checkbox"/> Provide a rationale for how this artifact is a reflection of these elements, relating its connections of research to practice, with specific citations. <input type="checkbox"/> Provide a reflection on how this artifact is evidence of <i>your</i> growth and/or leadership. <input type="checkbox"/> Provide appropriate APA references for the sources used in the artifact reflection.					
Total Points: (50 possible)				Student	Instructor

APPENDIX E**Educational Leadership Culminating Portfolio Assessment**

ver 8.25.2014

Student Name _____ Reader _____ Date _____

Required Element	Developing 1	2	Proficient 3	4	Distinguished 5	Pts.
Portfolio Requirements						
Professional Portfolio Structure: <ul style="list-style-type: none"> Cover, Graphics, Layout, Table of Contents Professional Resume Proper Spelling, Punctuation, Usage, etc 	Missing some aspect OR containing some serious errors		All elements present but with minor errors		Reflects originality, creativity, and high quality writing/ presentation with a resume of high quality	
Completed Matrix: <ul style="list-style-type: none"> A copy is acceptable (The submitted matrix copy will be retained by the department.) 	Incomplete/ Missing two or more artifact or signature lines		Completed with the exception of one missing artifact or signature line		Reflects professionalism and quality completion	
Standards Evidence/ Artifacts						
ISLLC STANDARD 1 – VISION, MISSION & GOALS: <i>An education leader promotes the success of every student by facilitating the development, articulation, implementation, & stewardship of a vision of learning that is shared & supported by all stakeholders.</i>	Evidence of a vision of learning that is not well articulated OR shared with limited stakeholders		Evidence of promoting a vision of learning shared/supported by <i>most</i> stakeholders that promotes student success		Evidence of promoting a vision of learning shared/supported by ALL stakeholders that promotes student success	
IL PRINCIPAL STANDARD 1-LIVING A VISION & MISSION FOCUSED ON RESULTS: <i>The principal (candidate) works with staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.</i>	Work with either staff OR community to establish a vision of high expectations OR work with BOTH but with no staff accountability.		Some evidence of work with some staff AND community to establish a vision of <u>high expectations</u> , ensuring students on college/career paths AND some staff accountability.		Impressive evidence of work with staff AND community to establish a vision of <u>high expectations</u> , ensuring students on college/career paths AND staff accountability.	

Required Element	Developing 1	2	Proficient 3	4	Distinguished 5	Pts.
ISLLC STANDARD 2— TEACHING & LEARNING: <i>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instruction program conducive to student learning and staff professional growth.</i>	Evidence of fostering a school culture OR instruction program of student learning OR staff professional growth --but not all of the above.		Evidence of fostering a school culture AND instruction program of student learning AND staff professional growth.		<u>Compelling</u> evidence of fostering a <u>strong school culture</u> AND instruction program of student learning AND staff professional growth.	
IL PRINCIPAL STANDARD 3--IMPROVING TEACHING AND LEARNING: <i>The principal (candidate) works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students</i>	Evidence of working with staff OR community on research-based framework but may lack evidence of its ongoing refinement.		Evidence of working with staff AND community on research-based framework for teaching/learning that's continuously refined.		Compelling evidence of working with staff AND community on research-based framework for teaching/learning, that's <u>continuously refined</u> to improve instruction	
ISLLC STANDARD 3— MANAGING ORGANIZATION SYSTEMS & SAFETY: <i>An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</i>	Evidence of management of a safe, efficient OR effective learning environment—but not all three.		Evidence of management for a safe, efficient, AND effective learning environment		Compelling evidence of management for a safe, efficient, AND effective learning environment (includes evidence of managing operations, resources, AND organization)	
IL PRINCIPAL STANDARD 2- LEADING AND MANAGING SYSTEMS CHANGE: <i>The principal (candidate) creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities</i>	Evidence of creating OR implementing systems for a safe, orderly, or productive environment and/or may not include evidence of how it assures improvement.		Evidence of creating AND implementing systems for a safe, orderly, productive environment with <u>some</u> evidence of how it assures students/adults can achieve school/district improvement priorities.		Impressive evidence of creating AND implementing systems for a safe, orderly, productive environment so students/adults can achieve school/district improvement priorities.	

Required Element	Developing 1	2	Proficient 3	4	Distinguished 5	Pts.
ISLLC STANDARD 4— COLLABORATING WITH FAMILIES AND STAKEHOLDERS: <i>An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources</i>	Evidence is weak in two of the noted areas or only one area is addressed competently.		Evidence of at least two of the following: -- collaboration with faculty & community members, --responding to diverse community interests/needs --mobilizing community resources.		Compelling evidence of collaboration with faculty & community members, responding to diverse community interests/needs AND mobilizing community resources.	
IL PRINCIPAL STANDARD 4--BUILDING AND MAINTAINING COLLABORATIVE RELATIONSHIPS: <i>The principal (candidate) creates a collaborative school community where the school staff, families, and community interact regularly and share ownership for the success of the school</i>	Limited evidence of interaction and/or ownership for school success or evidence does not include one of the noted stakeholders.		Evidence of school staff, families, and community interacting and sharing ownership for school success.		Strong evidence of school staff, families, AND community interacting <u>regularly</u> and sharing ownership for school success	
ISLLC STANDARD 5— ETHICS & INTEGRITY: <i>An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</i>	Limited or indirect evidence of acting with integrity, fairness AND an ethical manner to promote student success.		Evidence of acting with integrity, fairness AND an ethical manner to promote student success.		Compelling evidence of acting with integrity, fairness AND an ethical manner to promote student success.	
IL PRINCIPAL STANDARD 5-- LEADING WITH INTEGRITY AND PROFESSIONALISM: <i>The principal (candidate) works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.</i>	<i>Weak or indirect evidence or lacking one of the three specified areas.</i>		<i>Some evidence of working with others to ensure equity, fulfill responsibilities with honesty/integrity, & model professional behavior for others.</i>		<i>Impressive evidence of working with others to ensure equity, fulfill responsibilities with honesty/integrity, AND model professional behavior for others.</i>	

Required Element	Developing 1	2	Proficient 3	4	Distinguished 5	Pts.
ISLLC STANDARD 6-THE EDUCATION SYSTEM: <i>An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</i>	Evidence of understanding but limited evidence of responding or influencing the political/ social/ economic/ legal cultural context.		Evidence of understanding, responding to the political/ social/ economic/ legal/ cultural context of education but may lack influence.		Compelling evidence of understanding, responding to, AND influencing the political/ social/ economic/ legal/ cultural context of education.	
IL PRINCIPAL STANDARD 6--CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS: <i>The principal (candidate) works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning.</i>	Evidence of setting clear staff or student expectations for positive learning behaviors OR students social-emotional learning but not both.		Evidence of setting clear staff or student expectations for positive learning behaviors AND students social-emotional learning.		Impressive evidence of setting clear staff AND student expectations for positive learning behaviors AND students social-emotional learning.	
State Annual Report Evidence						
IL State Annual Report: Evidence of candidate's ability to PLAN an Appropriate Environment.	Limited evidence of planning and/or no direct link to how it results in an effective student learning environment.		Evidence of planning that results in an effective student learning environment.		Impressive evidence of planning that directly results in a strong student learning environment.	
IL State Annual Report: Evidence of candidate's successful comprehensive clinical practice Including required Field Experience Overview This is an opportunity to document the breadth of your experiences throughout the program	Evidence of clinical practice but may not be evidence of success, may not be comprehensive or may not easily understood as documentation of all course field work.		Evidence of successful and comprehensive clinical experiences with documentation of scope of field work, but could be clearer or does not include all course-related work.		Evidence of successful & comprehensive clinical experiences with strong overview of field experiences in all coursework, including the internship.	

Required Element	Developing 1	2	Proficient 3	4	Distinguished 5	Pts.
IL State Annual Report: Evidence of candidate's ability to Provide a Supportive Environment for Student Learning (and impact student learning)	Limited, weak, or indirect evidence of creating a supportive environment for student learning.		Evidence of creating a supportive environment for student learning which would seem to positively impact student learning.		Compelling evidence of creating a supportive environment for student learning which clearly impacts student learning in a positive manner.	
IL State Annual Report: Assessment of Dispositions-- Evidence of growth via Disposition Self-Survey charted over time and accompanying reflection	Missing some aspect or fails to indicate growth		Solid evidence of development over time		Compelling evidence of pre/post growth	
IL State Annual Report: Assessment of Dispositions-- Evidence of competency via Letters of Recommendation or Appraisal	Weak/ Inconsistent evidence or lacking in variety of stakeholders		Clear evidence of competency in appraisals from several stakeholders		Strong evidence competency in appraisals by various impressive stakeholders	
Admission Portfolio Elements Re-visited	Not evident 0				Competency 1	
Evaluations of the candidate's teaching abilities from supervisors that attest to students' academic growth as well as . . . Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;	Lacking in evidence or clear competency				Compelling evidence of competency	

Required Element	Developing 1	2	Proficient 3	4	Distinguished 5	Pts.
An analysis of classroom data (student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when expected outcomes did not occur;	Lacking in evidence or clear competency				Compelling evidence of competency	
Information on the candidate’s work with families and/or community groups and a description of how this work affected instruction or class activities;	Lacking in evidence or clear competency				Compelling evidence of competency	
Examples of the candidate’s analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning; and	Lacking in evidence or clear competency				Compelling evidence of competency	
Evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate’s involvement on school committees	Lacking in evidence or clear competency				Compelling evidence of competency	
80% is passing If a reader does not pass this portfolio, the student may choose to submit it for a third reading or withdraw it to be resubmitted in a different term.						TOTAL /100

Comments:

Appendix F

Field Experience Agreement

Student Name _____

Course _____

NCC Faculty Supervisor _____

Date _____

School/District

Field Administrator

Course Field Experience Requirements:

- Each Course Field Experience reflects approximately **10 hours** of active work in administrative role(s).

- Each of the Field Experiences directly relates to leadership standards aligned to the course.
- Field Experiences are approved, supervised, & verified by a Field Administrator (or more than one administrator dependent on the project).
- Each Field Experience is approved and supervised by an NCC Faculty Supervisor prior to field experience work (even if started prior to the registered term) through an approved Field Experience Agreement. The course instructor typically serves as faculty supervisor.
- Field projects should involve the analysis of data, the use of technology, the use of current research, and an application of knowledge.

I. Brief Experience Description:

II. Projected Experience Timeline:

III. Final Verification/ Commentary by On-Site Field Administrator (after completion):

Administrator Signature

Date

APPENDIX G

Field Experience Grading Guide

Name: _____

Date: _____

Please describe your field experience in a summary that addresses the following items.
Attach this criteria sheet to your summary for evaluation and comments.

I. Description of the Activity

Describe the experience, including locations, persons involved, and all activities, interviews, observations, etc.

Points earned: _____
(20 points possible)

II. Learning Outcomes

What was learned? What **leadership standards/indicators** are reflected in this field experience? How are these standards reflected in the experience?

Points earned: _____
(20 points possible)

III. Leadership

How did you grow as a school leader through this experience? What new ideas, resources, or mentors did you discover? Would you recommend this type of field experience to others? Why or why not?

Points earned: _____
(20 Points possible)

IV. Accompanying Materials

Include possible artifact(s) that could be used as evidence of what you have learned. Attach any accompanying items or natural products that resulted from your field experience and verify its occurrence (committee notes, agendas, flyers, summary/analysis, primary source copies, etc.).

Points earned: _____
(15 points possible)

FINAL COMMENTS:

Total Points Earned: _____
(75 points possible)

APPENDIX H

North Central College

Field Experience Log

Student Name _____

Term: _____

- It is strongly recommended that different grade levels and racial/socioeconomic school settings be incorporated into experiences.
- Record hours actively engaged in administrative leadership tasks and acquire appropriate signatures.

Date	Time	Location (include school)	Mentor Signature (if required)	Activity Summary	Possible Standard Alignment	Total Time (to 5 minute intervals)
I verify that the provided log is an accurate and honest record of administrative shadowing/teaming hours.					Total Hours Accumulated	<i>This page</i>
Student Signature: _____					Date: _____	

Date	Time	Location (include school)	Mentor Signature (if required)	Activity Summary	Possible Standard Alignment	Total Time (to 5 minute intervals)
I verify that the provided log is an accurate and honest record of administrative shadowing/teaming hours. Student Signature: _____ Date: _____					Total Hours Accumulated	This Page

APPENDIX I
EDUCATIONAL LEADERSHIP PROGRAM

Survey of Candidate Dispositions

- ✓ Please honestly assess the candidate's proficiency in each of these ISLLC designated dispositions, essential to the development of an educational leader, at this point in time. Please note that it is expected that a candidate will be developing or proficient in most areas.
- ✓ Please only mark a candidate as exceptional if it is a particular area of strength; it is expected that a valid assessment would NOT mark a candidate as exceptional in all areas.
- ✓ Please indicate "not evident" or "not familiar" if you have not yet had the opportunity to see that particular disposition evidenced by the candidate.

INDICATORS OF DISPOSITION	Not Evident or Not Familiar	Deficient Area		Developing			Proficient			Exceptional Strength	
	N/A	1	2	3	4	5	6	7	8	9	10
1.F / 2.N / 3.G Collaboration with all stakeholders											
Commitment to support all students achieving high standards of learning* 1.G / 2.O / 4.E / 5.I High expectations & standards for all, including modeling high expectations											
1.H Examining assumptions and beliefs											
1.E / 2.L / 5.J Continuous improvement using evidence Continuous professional growth & development Continuously improving knowledge & skills											
2.J / 2.P Learning as the fundamental purpose of school											
2.K / 6.H Diversity as an asset Build on diverse social & cultural assets											
2.M / 4.H Lifelong learning Continuous learning and improvement for all											
3.F A safe and supportive learning environment											

*Indicates an element of State-required admissions

APPENDIX I
EDUCATIONAL LEADERSHIP PROGRAM
Survey of Candidate Dispositions

INDICATORS OF DISPOSITION	Not Evident or Not Familiar	Deficient Area		Developing			Proficient			Exceptional Strength	
		1	2	3	4	5	6	7	8	9	10
3.J / 3.I Management in service of staff and student learning Operating efficiently and effectively											
3.H / 6.E Equitable distribution of resources Advocate for children and education											
Demonstrated respect for family & community* 4.F / 4.G Including family & community as partners Respect for the diversity of family composition											
5.F/ 5.H Ethical principles in all relationships & decisions The common good over personal interests											
5G Taking responsibility for actions											
6.F Influence politics											
6.G Eliminate barriers to achievement											
Interpersonal skills*											
Professionalism*											
Motivation*											
Reliability*											
Leadership*											
Communication skills*											

*Indicates an element of State-required admissions

Appendix J
Educational Leadership Principal Endorsement
Audit Form

Name: _____ SSN _____ NCC ID _____

Note: Your record must include passage of the IL TAP(or Basic Skills) and proper teaching certificate.

Anticipated Term of Successful Completion of both parts of the Principal endorsement exam

(or State Exam for type 75 if prior to FA 2014): _____

Anticipated Term of Successful Completion of Supervision Modules: _____

Anticipated Term of Successful Completion of NCC Culminating Portfolio

(due by Friday at 5:00 of Week 8 of the term completing): _____

Anticipated Term of Program Completion: _____

Please indicate the term/year the course was/will be taken. If the course was taken at another institution, please indicate the name of the institution:

Required Courses for Principal Endorsement:

Term/Year Taken/Will Take

EDN 500 Leadership for the 21st Century

EDN 515 The Institutional and Political Environment of Schools

EDN 522 Navigating Special Education and School Law

EDN 534 Leadership for Supervision and Instruction

EDN 536 School, Home and Community

EDN 610 School Operations and Management

EDN 620 Curriculum & Program Assessment

EDN 630 Schools as Learning Communities

EDN 690 Internship I

EDN 691 Internship II

EDN 696 The Educational Leader (or EDN 695 Master's Project)

MLS Liberal Studies Course

Portfolio Completed

PLEASE READ AND SIGN: I give permission for the Certification Officer to review my transcripts for the Illinois State Board of Education Application for Teaching Certificate.

Certification Officer
Date of Electronic
Signoff

Signature

Date

REV 9/1/2014

References

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