

# ELCC Worksheet Grid

## CAS Educational Leadership Candidate Self-Assessment

Department of Educational Administration  
SUNY @ Oswego

Candidate Name: \_\_\_\_\_ Cohort Year: \_\_\_\_\_

SUNY Oswego ID# \_\_\_\_\_

**KEY: U=Undeveloped, A=Awareness, D=Developed, E=Expertise Achieved**

		U	A	D	E	Coursework & Experiences
<b>1.</b>	<b>Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.</b>					EAD 601, EAD 610, EAD 641, EAD 695. Electives: EAD 620, 621, 622, 650, 652, 600, 661, 662. Life Experiences:
1.1.1	Candidates develop a vision of learning for a school or district that promotes the success of all students. <b>They demonstrate the skills needed to work with a board of education to facilitate the development of their vision.</b>					
1.1.2	Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.					
1.1.2	<b>Candidates are knowledgeable about ways to use a district's vision to mobilize additional resources to support the vision.</b>					
1.2.1	Candidates demonstrate the ability to articulate the components of this vision for a school <b>and/or district</b> and the leadership processes necessary to implement and support the vision.					

		U	A	D	E	Coursework & Experiences
1.2.2	Candidates demonstrate the ability to use data-based research strategies and strategic and strategic planning process that focus on student learning to inform the development of a <b>school or district</b> vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.					
1.2.3	Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.					
1.3.1	Candidates <b>are competent to</b> formulate the initiatives necessary to motivate staff, students, and families to achieve the school's <b>or district's</b> vision.					
1.3.2	Candidates develop plans and processes for implementing the vision <b>across an entire school district and community</b> (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources.					
1.4.1	Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision, <b>and, as necessary, redesign administrative policies &amp; practices required for full implementation of the vision.</b>					
1.4.2	Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. <b>They are able to assess a district's progress toward meeting its vision, mission and goals.</b>					

		<b>U</b>	<b>A</b>	<b>D</b>	<b>E</b>	<b>Coursework &amp; Experiences</b>
1.4.3	Candidates assume stewardship of the <b>school and/or district</b> vision through various methods.					
1.5.1	Candidates demonstrate the ability to involve <b>district stakeholders and</b> community members in the realization of the vision and in related school improvement efforts.					
1.5.2	Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the <b>school or district</b> vision.					
<b>2.</b>	<b>Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</b>					<b>EAD 601, EAD 610, EAD 641, EAD 695. Electives: EAD 620, 621, 622, 650, 652, 600, 661, 662. Life Experiences:</b>
2.1.1	Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.					
2.2.1	Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.					

		U	A	D	E	Coursework & Experiences
2.2.2	Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. <b>They can develop a long range plan for a district that assesses the district's improvement &amp; accountability systems. 2.2.2</b>					
2.2.3	Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff <b>and administrators</b> the assistance needed for improvement. <b>They are able to allocate &amp; justify resources to sustain the instructional program.</b>					
2.3.1	Candidates demonstrate the ability to assist school <b>and district</b> personnel in understanding and applying best practices for student learning.					
2.3.2	Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.					
2.3.3	Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.					
2.3.4	<b>Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among sub-groups.</b>					
2.4.1	Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school <b>and/or district</b> vision and goals. <b>They demonstrate knowledge of adult learning strategies and are able to mentor and coach others to provide new knowledge &amp; skills in the workplace.</b>					

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2.4.2	Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult-learning strategies to form comprehensive professional growth plans with teachers and other school and district personnel.					
2.4.3	Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.					
<b>3.</b>	<b>Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</b>					<b>EAD 601, EAD 610, EAD 641, EAD 695. Electives: EAD 620, 621, 622, 650, 652, 600, 661, 662. Life Experiences:</b>
3.1.2	Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. They demonstrate an understanding of district budgeting processes and fiduciary responsibilities.					
3.1.3	Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.					
3.1.4	Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness & efficiency and can apply legal principles that promote educational equity.					

		U	A	D	E	Coursework & Experiences
3.2.1	Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational and district vision.					
3.2.2	Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. They are able to build consensus and resolve conflicts in order to align resources to support the school/district vision.					
3.2.3	Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.					
3.3.1	Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.					
3.3.2	Candidates creatively seek new resources to facilitate learning.					
3.3.3	Candidates apply and assess current technologies for school and/or district management, business procedures, and scheduling.					

		U	A	D	E	Coursework & Experiences
4.	Candidates who complete the program are educational leaders who have the knowledge and the ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.					EAD 601, EAD 610, EAD 641, EAD 695. Electives: EAD 620, 621, 622, 650, 652, 600, 661, 662. Life Experiences:
4.1.1	Candidates demonstrate an ability to facilitate the planning and implementation of programs & services that bring together the resources of family members and the community to positively affect student learning.					
4.1.2	Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.					
4.1.3	Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.					
4.1.4	Candidates apply an understanding of community relations' models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.					

		U	A	D	E	Coursework & Experiences
4.1.5	Candidates demonstrate the ability to involve families and other stakeholders in school and district decision-making processes, reflecting an understanding that schools are an integral part of the larger community. They are proficient to devise strategies that capitalize on the district's integral role in the larger community.					
4.1.6	Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the school district to address student and family conditions that affect learning.					
4.1.7	Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.					
4.2.1	Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives, which informs their school-level and/or district-wide decision-making.					
4.2.2	Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school, district and community conditions and dynamics.					
4.2.3	Candidates provide leadership to programs serving students with special and exceptional needs.					
4.2.4	Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the entire school community to improve school programs across the district and meet the diverse needs of all students.					
4.3.1	Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school and district goals.					

		<b>U</b>	<b>A</b>	<b>D</b>	<b>E</b>	<b>Coursework &amp; Experiences</b>
4.3.2	Candidates demonstrate how to use school <b>and district</b> resources and social service agencies to serve the community, <b>and solve issues of joint concern.</b>					
4.3.3	Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems. 4.3.3					
<b>5.</b>	<b>Candidates who complete the program are educational leaders who have the knowledge and the ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.</b>					<b>EAD 601, EAD 610, EAD 641, EAD 695. Electives: EAD 620, 621, 622, 650, 652, 600, 661, 662. Life Experiences:</b>
5.1.1	Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.					
5.2.1	Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.					
5.3.1	Candidates make and explain decisions based upon ethical and legal principles.					
<b>6.</b>	<b>Candidates who complete the program are educational leaders who have the knowledge and the ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</b>					<b>EAD 601, EAD 610, EAD 641, EAD 695. Electives: EAD 620, 621, 622, 650, 652, 600, 661, 662. Life Experiences:</b>

		U	A	D	E	Coursework & Experiences
6.1.1	Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to <b>improve</b> a school district's <b>operations</b> .					
6.1.2	Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped <b>the school, its district</b> and community, as well as the opportunities available to children and families in <b>each individual school across the district</b> .					
6.1.3	Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.					
6.1.4	Candidates <b>can explain the system for financing public schools</b> and demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.					
6.1.5	Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community, <b>and are able to work with political leaders at the local, state and national levels</b> .					
6.1.6	Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.					
6.1.7	Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.					

		U	A	D	E	Coursework & Experiences
6.2.1	Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups. <b>They are competent to communicate regularly with all segments of the district community concerning trends &amp; policies affecting the district.</b>					
6.3.1	Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. <b>They are able to develop lines of communication with local, state and federal authorities to actively advocate on behalf of the schools, educators and students in the district.</b>					
6.3.2	Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.					
6.3.3	Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.					

		U	A	D	E	Coursework & Experiences
7.	<p><b>Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</b></p> <p><b>[This standard is not self-assessed by the candidate early in the program; it is shown here for information purposes only since all candidates are assessed on this standard at the end of the internship.]</b></p>					<p>EAD 601, EAD 610, EAD 641, and EAD 695  <b>Electives</b>  EAD 620, EAD 621, EAD 622, EAD 629, EAD 650, EAD 651, EAD 652, EAD 600, EAD 661, and EAD 662  <b>Significant Life Experience</b>  <b>Attach Internship Job Description</b></p>
7.1.1	Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders <b>at both the school- and district levels.</b> The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, <b>school board members,</b> and <b>school &amp;</b> community leaders.					
7.1.2	Each candidate should have a minimum of six-months (or equivalent) of full-time internship experience.					
7.2.1	Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.					
7.3.1	Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.					

		U	A	D	E	Coursework & Experiences
7.3.2	Experiences are designed to accommodate candidates' individual needs.					
7.4.1	Candidates' experiences occur in multiple <b>school and district</b> settings that allow for the demonstration of a wide range of relevant knowledge and skills.					
7.4.2	Candidates' experiences include work with appropriate community organizations such as social service groups, local businesses, <b>parent groups and school boards.</b>					
7.5.1	Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.					
7.5.2	Mentors are provided training to guide the candidate during the intern experience.					
7.6.1	Candidates earn graduate credit for their intern experience.					

**Aggregate Score:** \_\_\_\_\_

0.0 – 0.59 = Not Met (Competencies Undeveloped)

0.60 – 1.59 = Not Met (Competencies Emerging)

1.60 – 2.59 = Met (Competencies Developed)

2.60 – 3.00 = Met with Distinction (Accomplished)

Submission for EAD 695 Assessment requires signatures:

\_\_\_\_\_

Student

\_\_\_\_\_

Supervisor

\_\_\_\_\_

Date