Performance Based Leadership Certification (Add-on) Program

Educational Leadership Handbook

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Initiating Your Educational Specialist Leadership Program

The Educational Leadership program is a comprehensive program of studies including course work and related field based experiences leading to a performance based specialist degree in Educational Leadership. Since the candidate field based experience components are initiated at the beginning of the program, <u>candidates are required to register for and attend an EDUC 5999 course during the first semester in the program</u>. During this course candidates will:

     a. Attend an orientation session as a part of LEAD 5999.
     b. Be assigned a VSU Leadership Advisor and a Research Advisor (the RSCH 8000 instructor).
     c. Review the program requirements and the appropriate EDL Program Handbook.
     d. Register for or demonstrate the completion of the pre-service requirement (LEAD 7020 and LEAD 7420 or equivalent).
     e. Work with your VSU Leadership Advisor to establish your Beginning Leader Support Team (BLST).
     f. Complete all required COE and EDL candidate forms in LiveText-- the **Advanced Educator Disposition Form** (first semester and last semester) and **Field Experience Form--Ed Leadership Other School Personnel** (each semester).
     g. Begin developing the Advanced Inventory of Leadership Experiences (AILE)

Candidates should activate and <u>use</u> the VSU Blazenet e-mail address assigned to each candidate upon acceptance into the program----http://www.valdosta.edu/blazenet/email-trans/help_stu_new.html (see appendices.) All VSU communication will come through your Blazenet e-mail. Candidates must also purchase and activate a College of Education LiveText account available online--"College LiveText edu solutions" version at https://secure.livetext.com/misk5/buy?site=college.

Advising and Resources

A Leadership Advisor, Research Advisor, and a Leadership Coach will be assigned to the candidate as a part of the Beginning Leader Support Team (BLST). This team will follow the candidate through the entire program. The Leadership Advisor is an integral part of the candidate support system providing the candidate with guidance on the Advanced Inventory of Leadership Experiences (AILE) and program planning. The role of the Research Advisor (RSCH 8000 instructor) is to consult with the candidate on school assessment data and the school improvement research project. The Research advisor will direct the research project and assess the project upon its completion. The candidate's VSU Advisor/ Leadership Coach, Research Advisors, course instructors and the candidate's Beginning Leader Support Team (BLST) will provide the candidate with direction and assistance with all performance based activities. The BLST will collaborate with the Leadership Advisor to evaluate the candidate's progress. This team will provide the candidate with continuous feedback and a support structure to facilitate the development of the candidate's leadership skills.

The Educational Leadership program maintains a webpage (http://coefaculty.valdosta.edu/edl/) that provides candidates with up to date news bulletins, course schedules and registration information, departmental documents, and links to professional organizations and current issues. Candidates are encouraged to check this website frequently.

Leadership Candidate Performances (ELCC Standards)

The following are the Educational Leadership Constituency Council Standards (ELCC) which provide the framework for all course work and field based experiences:

1. The educational leader facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. The educational leader advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
3. The educational leader ensures management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. The educational leader collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. The educational leader acts with integrity, fairness, and in an ethical manner.
6. The educational leader understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
7. The educational leader synthesizes and applies knowledge and skills in 1-6 in real settings under the guidance of university supervisors and school personnel.

Pre-service Requirement

Before registering for performance-based classes candidates must complete the Georgia PSC pre-service requirement for performance-based leadership preparation by holding a clear-renewable Leadership (L) certificate at the master's level or higher or meet one of the following criteria: hold a master's degree in Educational Leadership or complete LEAD 7020 (Developing Leadership Capacity in Schools and Communities) and Lead 7420 (Ethical and Legal issues for Leadership) or their equivalent.as determined by a review of all past graduate level course work.

Residency Experiences in Educational Leadership

The primary goal of the Residency Experiences in Educational Leadership is to link the theoretical and philosophical frameworks of educational leadership to practice. Field based experiences are designed for either building or system level leadership roles. These field based experiences are embedded into the candidate's entire program of studies and documented through the candidate's Advanced Inventory of Leadership

Experiences (AILE). Work on the AILE should begin following the completion of EDUC 5999 and continue throughout the program,

Credit for the residency experiences will be awarded in the following courses:

>LEAD 8920 – Advanced Leadership Field Experiences I
>LEAD 8930 – Advanced Leadership Field Experiences II
>LEAD 8940 – Advanced Leadership Field Experiences III

The residency components of the educational leadership program require candidates to complete performance based activities in a school or system office setting. While performing field based experiences the candidate is expected to participate in significant and varied administrative responsibilities under the guidance of the BLST. The goal is to develop the candidate's leadership and management abilities by engaging in problem analysis, collecting relevant data, problem-solving with others at the work site, and participating in instructional supervision. In addition, the candidate should gain experiences in curriculum development, student and program evaluation, staff development, scheduling, interpretation and use of statistical data especially for school improvement planning, budgeting procedures, school/community relations, facility maintenance and repair, and the uses of technology. These experiences are designed to:

1. Provide candidates with the opportunity to acquire practical experience in school leadership.
2. Aid in the linkage of theory and practice for the candidates, staff, and practitioners.
3. Provide integrating experiences for candidates in problem resolution and decision making and selected aspects of educational leadership.
4. Allow the candidate to experiment with new ideas, approaches, and strategies in a low-risk, supportive environment.
5. Provide candidates a basis for assessing their professional strengths and their needs for further development.
6. Enable the university staff to evaluate leadership preparation programs through clinical applications.

Through the combination of course work and residency experiences, candidates will be able to begin to develop the necessary competencies to lead a learning community.

Enrollment in Residency (LEAD 8920, 8930, and 8940)

Candidates should enroll in LEAD 8920 during the first semester in the program and in LEAD 8930 and 8940 during the subsequent semesters of enrollment. LEAD 8940 should be taken in the semester candidates plan to graduate.

Evaluation of Residency

Candidates must complete all requirements of the **AILE 3 weeks prior to graduation or program completion.** Failure to do so will result in the candidate receiving an I (Incomplete) in LEAD 8940.

The candidate may receive a final grade of S (Satisfactory) or U (Unsatisfactory) in these courses.   To receive credit for LEAD 8920 and 8930 candidates must be making satisfactory progress toward completing the performance based activities (PBAs), as defined by the candidate's BLST, and have successfully participated in the seminar activities for the semester.

To receive credit for LEAD 8940, the candidate must successfully complete the AILE. A grade of I (Incomplete) will be assigned when a candidate has not demonstrated sufficient progress toward completing the AILE.

A grade of U will be assigned for work that does not meet the minimum standards and no academic credit will be earned. Should the candidate earn a grade of U, the BLST will develop a remediation plan. The grades of S and U will not be included in the computation of the grade point average.

Advanced Inventory of Leadership Experiences (AILE) Guidelines

Candidates are to prepare and present an Advanced Inventory of Leadership Experiences in partial fulfillment of the requirements for a degree or certification in Educational Leadership. The AILE is the vehicle by which candidates demonstrate the competencies required for a leadership degree and/or certification. Candidates should work on their AILE throughout their program. Individual instructors and the BLST will provide guidance as they assign particular projects or activities. Candidates should work with diverse populations of students and colleagues to include multiple races/ethnicities, special populations, and limited English proficiency when in completing the AILE. Remember activities or projects may represent multiple standards. The AILE will be housed on the COE LiveText website.

Candidates will present the AILE to the BLSY (PBA 1 is presented to the Research Advisor for review and evaluation during each semester of enrollment. A summative evaluation will be conducted during the last semester prior to graduation. The Research Advisor will confirm in writing to the BLST when the candidate successfully meets all requirements for PBA 1 and post a score in LiveText for PBA .

Candidates are responsible for following these guidelines. Advice on the planning and development of the AILE is available from course instructors, the candidates' advisors, and the BLST.

Purpose of the AILE

The purpose of the AILE is to demonstrate skills, knowledge and competencies developed in the program through course work and field based experiences. The AILE serves as a final, summative, performance assessment of the candidate's mastery of

the VSU's Leadership Candidate Performances. This document will allow faculty and the BLST to determine the candidate's eligibility for the Ed.S. degree in Educational Leadership. Most importantly, the AILE serves as a tool for self-assessment and reflection (Brown and Irby, 1997).

AILE Requirements

A. The AILE includes clearly labeled exhibits which demonstrate mastery of VSU's Leadership Candidate Performances.

B. Documentation must be complete and consistent.

C. The AILE demonstrates thoughtful, in-depth reflection on processes and products.

D. Writing demonstrates proper grammar/ spelling and a writing style that follows accepted professional standards--APA, etc.

E. The AILE includes all required components and is prepared and presented according to the guidelines found in this document.

F. The AILE is presented to reviewer(s) in a timely and professional manner.

G. Candidates must work with diverse populations of students and colleagues to include multiple races/ethnicities, special populations, and limited English proficiency when in completing the AILE.

AILE (Components Available Through LiveText).

  A. Candidate Information Page
  ✓ Candidate Contact Information
  ✓ Leadership Program
  ✓ Leadership Advisor
  ✓ Research Advisor
  ✓ Leadership Coach Contact Information
  ✓ LEAD 8920 Instructor
  ✓ LEAD 8930 Instructor
  ✓ LEAD 8940 Instructor
  ✓ BLST Team Membership

  B. Current Resume

  C. Leadership Philosophy and Beliefs --addresses the following:
  ✓ Personal Core Beliefs about the Leadership Role—I believe:
  ✓ Personal Core Beliefs about Teaching and Learning--I believe:
  ✓ Personal Professional Vision and Values
  ✓ Narrative Summary of Leadership Philosophy

D. Performance Based Activities for each Leadership Candidate Performance must be documented using significant and descriptive evidence. Exhibits must be:
- ✓ Papers, reports, documentation of presentations, projects, instructional materials, memos, letters, agendas, action plans, etc., in print or other media formats generated during course work, related professional experiences, and supervised field based experiences occurring during the program of study
- ✓ Designed, developed or conducted by the candidate either individually or as a member of a team
- ✓ Clearly identified and captioned:
  - title of exhibit
  - approximate date(s) of activity
  - approximate time for completion (hours)
  - collaborators (group or team members)
- ✓ Learning reflection-- a **NARRATIVE** using the STAR format (Situation or Task, Action, and Result). Give a specific description of the setting and conditions under which you performed this activity. Describe your actions and differentiate them from those of other participants. Describe the results. Discuss what you learned from performing this activity.
- ✓ Verified by school/district leader if activity was completed in a field based experience (see Appendix).

E. A Student Achievement Improvement Project must be completed (PBA 1) and approved by the candidates' research advisor.

F. Leadership Candidate Evaluation must be conducted by the BLST during the Advanced Field Based Experiences courses (LEAD 8920, 8930, and 8940).

G. Field Based Experiences Form (in LiveText) must be completed by the candidate at the end of each Advanced Field Based Experiences course.

H. Advanced Candidate Disposition Form (in LiveText) must be completed at beginning of the program (in EDUC 5999) and the end of program (in LEAD 8940) by the candidate.

Review of the AILE

The candidate will present the AILE to the BLST when appropriate for review and to receive formative and/or summative evaluation during each semester of enrollment in LEAD 8920, 8930, and 8940.

Prior to the candidate graduating and being recommended for performance based leadership certification a summative evaluation of the AILE must be completed by the BLST. The purpose of the summative evaluation is to determine the candidate's successful demonstration of competence in all Leadership Candidate Performances through the evidence presented for the appropriate performance based activities and other AILE documents. A candidate who has successfully demonstrated competence in

all performances and has met all other requirements will be recommended for performance based leadership certification and the Ed.S. degree.

If the BLST judges the AILE as not meeting minimum standards, a second opportunity for submission will be granted. The BLST will compile a list of required additions/changes, determine a revised due date, and return them along with the AILE Assessment to the candidate. The candidate will then resubmit the AILE for final review by the BLST by the revised due date. If the requested revisions are not adequately completed by the due date indicated, the candidate has not fulfilled the comprehensive review requirement for the Ed.S. The candidate must re-enroll in LEAD 8940 and resubmit the AILE during a later term. If the required revisions have been completed the BLST will issue a satisfactory assessment of the AILE.

Commonly Asked Questions

Q. Is the AILE a scrapbook?

A. No, It's also not just a file of course projects and assignments. It is a system of organizing your documentation in to an electronic portfolio so your professional growth and demonstrated competencies can be assessed. It demonstrates your professional growth toward your goal of becoming a school or system leader. Your documentation should include your explanation of the importance or relevance of each item, your learning reflection, and your attention to professional standards of formatting and style, which are all very important elements of your AILE.

Q. How is the AILE supposed to be arranged?

A. The AILE is divided into sections on LiveText: (a) Candidate Information Page, (b) Current Resume, (c) Leadership Narrative, (d) Performance Based Activities for Leadership Candidate Performances, and (e) AILE Evaluations

Q. What minimum number of Performance-based Activities (PBAs) must a student complete?

A. All candidates must make satisfactory progress on the PBAs to receive credit for LEAD 8920 and 8930 with all items completed before receiving credit for LEAD 8940. The number varies depending on BLST approval and whether the candidate is seeking a Building or the System level endorsement. The minimum requirements are 16 PBAs for Building Level and 15 for System Level.

Q. If I do the School/System Action Research Project or Program Evaluation (SARP), must I have Institutional Review Board (IRB) approval?

A. The vast majority of SARPs are designed to focus on program evaluations. Evaluations of existing programs generally do not require IRB approval. Discuss this with your research advisor.

Q. Is it possible to "flunk" the AILE?

A. Yes. But you shouldn't. Has your work in your classes and field experiences been judged to be sufficient for good grades? Exhibits of that work, plus the skills you've developed in doing the work is the raw material from which the AILE is made. Shape the raw material according to the AILE Guidelines, with care and guidance from faculty members, and you'll be fine. You'll also be given a chance to add or revise your AILE if you don't meet minimum standards.

Q. How should I begin to prepare for developing the AILE?

A. Remember to organize and keep all documentation of Performance Based Activities. You will need to keep these assignments, activities or projects as exhibits. If you believe the work to be an outstanding example of your mastery of a Performance Based Activity type a reflection of your learning from the activity to be used as a caption. Individual instructors and the BLST will provide guidance as they assign particular projects or activities. Remember activities or projects may represent multiple standards.

Q. What constitutes PBA documentation?

A. Documentation consists of physical evidence of your skills, knowledge and experiences. In other words, they include your papers, reports, documentation of presentations, projects, etc. They can be in any easily accessible media. You can use exhibits which represent work you've done in a group as well as work you've done individually; just make sure to label it as such in your caption. Remember, documentation must be in digital format to be uploaded into LiveText.

Q. What are examples of documentation I might include?

A. Some of the MANY possibilities include presentations, observation logs, assessments, awards, case studies, school improvement plans, budget analyses, community resources documents, curriculum plans, essays, evaluations, journals, lesson plans, letters, memos, management and organization strategies, meetings/workshops logs and agendas, peer critiques, videos, photographs, position papers, professional development plans, projects, research papers, procedures, schedules, self-assessment instruments, simulated experiences, descriptions of volunteer experience, and clinical supervision documents.

Georgia Assessment for the Certification of Educators (GACE) Requirement

All candidates are required to <u>take</u> and <u>pass</u> the GACE in Educational Leadership as a passing score is required for Performance-Based Leadership certification (PL 6). The scores must be posted in LiveText.

Application for Certification

<u>Adding Educational Leadership to Your Certificate:</u>

If you are planning to add the field of Educational Leadership to your current professional certificate, this application process must be initiated through the dean's office in the College of Education (EC 227).

About 3 weeks prior to the end of the semester in which you will complete all program requirements send a completed **Georgia PSC Certification Application** to the certification officer in the COE Deans office. The application can be downloaded from the PSC website:

http://www.gapsc.com/Download/Application.pdf

The application may be delivered in person, mailed, or FAXED (229-333-5439).

In order to complete your certification application package a copy of your GACE scores in Educational Leadership must be submitted to the dean's office. Your scores may be delivered in person, mailed, or FAXED (229-333-5439).

After the semester ends and grades have been posted the a COE certification officer will obtain an official VSU transcript and complete the program recommendation form. These items along with your completed application will be forwarded to the PSC.

<u>Upgrading the Level of Your Current Certificate:</u>

If you wish to apply for a certificate upgrade (new degree level), the COE Dean's office can also assist in this process. About 3 weeks prior to the end of the semester in which you will complete all degree requirements send a completed **Georgia PSC Certification Application** to the certification officer in the COE Deans office. The application can be downloaded from the PSC website:

http://www.gapsc.com/Download/Application.pdf

After the semester ends and grades have been posted the a COE certification officer will forward your application and an official VSU transcript to the PSC.

Adding Additional Certification (Building to System or System to Building)

Candidates may add the additional level to their certification by completing LEAD 8950 and the additional AILE work that is designated for the certification level they seek to add to an existing performance-based certificate.

References

Morgan, P. L., Hertzog, C. J., & Gibbs, A. (2002*). Educational leadership: Performance standards, AILE assessment, and the internship.* Lanham, MD: The Scarecrow Press, Inc.

Brown, G., & Irby, B. (1997).   *The principal portfolio.* Thousand Oaks, CA: Corwin Press, Inc.

The Performance Portfolio Guidelines for the Valdosta State University, Department of Curriculum and Instructional Technology, Master's in Instructional Technology Program was consulted in the preparation of this document.

APPENDICES

Forms and Documents

Valdosta State University
Performance-Based Leadership Certification-Only
Clear Renewable PL-6/7 (24 Hours)
___ Building __System

Name (Last, First) _____ VSU ID # _____

Advisor's Name _____ Entry Date _____

Both Pre-Service
Requirements Met
(specify) _____ Pre-Service
Evaluator _____

Course Number and Title	Grade	Credit Hours	Sem/Yr Taken	Advisor Notes
Specialist/Doctoral Level Leadership Courses--6 hours The faculty advisor will collaborate with the candidate and school system partners to evaluate graduate course work to identify appropriate courses for transfer or enrollment.				
		3		
		3		
Field-Based Activities--18 hrs Field-based activities must be conducted at either the building or system level. The two tracks are differentiated by the performance component—the level at which the residency is completed.				
LEAD 8920 Adv. Leadership Field-Based Experiences I		6		
LEAD 8930 Adv. Leadership Field-Based Experiences II		6		
LEAD 8940 Adv. Leadership Field-Based Experiences III		6		
Adding Additional Level--6 hrs Candidates who are PL certified may add the other leadership level (building or system) by being assigned to a leadership role or position at the other level. Only the elements that specifically pertain to the level not previously completed (building or school system level) are required for adding the other new leadership level.				
LEAD 8950 Adv Leadership Field-Based Experiences IV		6		

_____   _____
Signature of Student   Date   Signature of Advisor   Date

Additional Requirements:

1. An Advanced Inventory of Leadership Experiences must be successfully completed.

2. Completion of all COE LiveText forms including candidate information, dispositions survey (pre and post), and field experiences.

3. A passing GACE Educational Leadership score must be recorded for certification.

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Required Program Assessments in LiveText

Ed.S. Program

GACE - all candidates must post a GACE Leadership score prior to graduation. A passing GACE Leadership score is required for Performance-Based Leadership certification (PL6) but not for graduation (L6). Scan the score report into the ILE.

Dispositions Assessment — These surveys are in the forms section of LiveText.
- complete pre–survey in EDU 5999
- complete post-survey in LEAD 8920-40/8950

COE Advanced Literature Review Assessment—PBA #1 Advisor will request this to be posted in the AILE

Advanced Impact on Student Learning Assessment– PBA # 1 (see Assessment Above)

Instruction Assessment – PBA #s 7 (Bldg) and 14 (system)

Curriculum Assessment – PBA # 5

Managing Operations Assessment – PBA #s 6 and 10 (Bldg) 6 and 13 (System)

Field and Clinical Assessment —All PBAs

Advanced Inventory of Leadership Experiences

Instructions to candidates:

The purpose of the AILE is to demonstrate skills, knowledge and competencies developed in the program through course work, field experiences, and internships. The AILE serves as a formative and summative, performance assessment of the candidate's mastery of VSU's Leadership Candidate Performances. This document will allow faculty to determine the candidate's eligibility for the Ed. S. degree or certification in Performance-Based Educational Leadership. Most importantly, the AILE also serves as a tool for self-assessment and reflection (Brown and Irby, 1997).

All educational leadership candidates must complete and Inventory of Leadership Activities consisting of performance-based activities conducted in real settings. Candidates are to prepare and present an Initial Inventory of Leadership Experiences in partial fulfillment of the requirements for a degree or certification in Educational Leadership. The AILE is the vehicle by which candidates demonstrate the competencies required for a leadership degree. Candidates should work on their AILEs throughout the time they are in the program. Individual instructors will provide guidance as they assign particular projects or activities. Candidates should work with diverse populations of students and colleagues to include multiple races/ethnicities, special populations, and limited English proficiency when in completing the AILE. Remember activities or projects may represent multiple standards. The AILE will be housed on the COE LiveText website. It is the candidate's responsibility to submit work to LiveText and update the site regularly. For each activity, the candidate is required to provide a learning reflection narrative, proper documentation of the activity, and a school leader's verification signature (school leader is not required to assess the activity).

Candidates are responsible for following the guidelines set forth in the Educational Leadership Program Handbook. Advice on the planning and development of the AILE is available from course instructors, the candidates' advisors, and school/system mentors.

Candidates will present the AILE to the VSU Leadership Advisor for review and formative/summative evaluation during each semester of enrollment. A summative evaluation will be conducted during the last term prior to graduation or certification.

Leadership Candidate's AILE Assessment

The Initial AILE's are assessed using the following rubric. In order to successfully complete the activity (pass the assessment), the candidate must attain a score of 2 or more on each overall rubric.

Distinguished (3 pts)	**Proficient (2 pts)**	**Developing (1 pt)**	**Emerging (0 pts)**
The candidate's work could be used as a model to teach others.	The candidate's work meets criteria and expectations. All desired behaviors were displayed and performed correctly.	The candidate's work indicates the need for additional practice. Some of the desired skills and behaviors were adequately displayed.	The candidate's work indicates the need for additional study and practice. Few or none of the desired behaviors were adequately displayed.

How effective was the candidate in demonstrating skills, knowledge, and behaviors in these performance areas?

RATING

1. Curriculum	3	2	1	0	NA
2. Instruction	3	2	1	0	NA
3. Assessment	3	2	1	0	NA
4. Data Analysis	3	2	1	0	NA
5. Organizational Culture	3	2	1	0	NA
6. Professional Learning and Development	3	2	1	0	NA
7. Performance Management and Process Improvement	3	2	1	0	NA
8. Managing Operations	3	2	1	0	NA
9. Leading Change	3	2	1	0	NA
10. Relationship Development	3	2	1	0	NA
Overall Rating	3	2	1	0	NA

Performance-Based Activities:

Building Level Advanced Inventory of Leadership Experiences

1. School Action Research Project or Program Evaluation Project

2. Review the school's vision/mission/beliefs/goals statement(s) and the process used for development. Interview key leadership personnel (professional development, finance, curriculum, personnel, leadership, teachers, parents, students, community members, etc.) to assess whether current policy and practice are aligned with the vision/mission. Determine if the vision/mission/beliefs/goals are congruent with school needs, diversity of learners, resource allocation, and focus on improving student learning. Develop several recommendations for greater alignment and a plan to communicate recommendations to school leadership, system leadership, community, and other appropriate publics. Lead a group discussion to include system and school personnel, community and other appropriate publics to determine strategies for updating the system mission/vision/goals statements. Documentation for this activity should include copies of the vision/mission/beliefs/goal statements, a list of people and positions interviewed, your interview guide, your written recommendations for greater alignment and improving current policy and practice, your rationale for the recommendations, a list of people who participated in the discussions, evidence of your presentation of these to appropriate leadership personnel, the outcomes from the discussions, and your plan for updating these items. Prepare and submit a learning reflection to address this activity (PSC 1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.2, 6.1, 6.2, and 6.3).

3. Review school policies and procedures concerning the collection and use of data for assessment and evaluation including disaggregated assessment data and reviewing student work samples. Determine how the school uses data to assign students to classes and to design, monitor, and revise instruction. Lead a group discussion of these policies and procedures with appropriate colleagues and determine the extent to which these policies and procedures are reflected in the use of data in the decision-making processes and in school improvement initiatives. Make recommendations to school leadership suggesting ways to improve the use of instructional technology and the collection, usage, and communication of these data to improve instruction and student learning for diverse groups of students. Documentation for this activity should include the minutes of your group discussion, your written recommendations, support for the

recommendations, and evidence of your presentation of these to appropriate leadership personnel. Prepare and submit a learning reflection that encompasses this activity (PSC 1.1, 1.2, 1.4, 2.1, 2.2, 2.5, 3.1, 3.3, 4.2, and 4.4).

4. Review the personnel policies and professional development processes utilized by the school. Determine if they focus on developing a pervasive culture for improved learning, are based on identified need, present a variety of research based strategies and best practices to improve student learning, are based on adult learning theory, and provide opportunities for teachers to develop collaborative professional growth plans. Discuss your findings with appropriate leadership personnel and make recommendations for improvement. Lead the process of implementing at least one of your recommendations in your school. Documentation for this activity should include your written recommendations, justification for the recommendations, evidence of your presentation of these to appropriate leadership personnel, implementation plan, and a summary of the results. Prepare and submit a learning reflection that addresses this activity (PSC 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.5, 5.1, 5.2, 5.3, and 5.4).

5. Collaborate with colleagues to identify areas of the school's curriculum which need alignment with the Georgia Performance Standards and/or the Common Core Standards using school and system data. Align this area of the curriculum vertically and horizontally based on student needs as indicated by school assessment data. Audit this area to determine the levels of expectation and the depth of understanding required. Review current research and best practices including the use of instructional technology, and make recommendations for improving teaching, learning, and student achievement. Documentation for this activity should include a copy of your audit results, your written recommendations, justification for the recommendations, copies of the aligned curriculum documents, and evidence of your presentation of these to appropriate leadership personnel. Prepare and submit a learning reflection that addresses this activity (PSC 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.3, 6.1, 6.2, and 6.3).

6. Participate in the development of the school and system budget focusing on state Quality Basic Education (QBE) funding and local funding in reviewing student population changes, personnel needs, instructional program needs, professional development needs, maintenance and operations needs, transportation needs, facility needs, equipment and supply needs, technology needs, etc., assuring that student learning is supported. Develop a plan that involves parents, community, and school personnel in the budgeting process and communicates the budget plan to all stakeholders. Discuss the process and plans with appropriate

leadership personnel. Present the approved plan to the school council, the faculty, and other appropriate groups. Documentation for this activity should include your written recommendations, justification for the recommendations, your plans, and evidence of your presentation of these to appropriate leadership personnel, the school council, the faculty, and other appropriate groups. Prepare and submit a learning reflection that addresses this activity (PSC 2.2, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.1, 5.3, 6.1, 6.2, and 6.3).

7. Review with school personnel student enrollment projection processes, the development of school master schedule, student grouping policies and procedures, procedures for addressing diversity and personnel assignment procedures, assuring that these processes focus on student achievement. Make recommendations to school personnel to improve these processes and procedures. Assure appropriate data for these decisions are collected through the use of needs assessments and other appropriate strategies. Present your recommendations to appropriate leadership personnel. Participate in the development of the school schedule. Documentation for this activity should include your written recommendations, justification for the recommendations, evidence of your presentation of these to appropriate leadership personnel, and your participation in the development of the school schedule. Prepare and submit a learning reflection that encompasses this activity (PSC 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.2, and 6.3).

8. Review the literature to determine the components of a comprehensive marketing/public relations campaign. Develop or review an existing marketing plan/ public relations campaign using a variety of strategies to emphasize some aspect of your school's instructional program. Involve school personnel, business people, teachers, parents, students, appropriate media, etc. in the planning process. Prepare and present a marketing/public relations plan/campaign to appropriate leadership personnel, the board of education, and appropriate publics. Documentation for this activity should include your written plan/campaign and evidence of your presentation to appropriate audiences. Prepare and submit a learning reflection to address this activity, and describe how it impacted your school (PSC 3.1, 3.2, 3.2, 4.1, 4.2, 4.3, 4.4, 6.1, 6.2, and 6.3).

9. Review the Georgia Code of Ethics for Educators, and prepare a personal Code of Ethics built around the principles of respect for others, confidentiality, dignity, sensitivity to diversity, honesty, and personal integrity. Lead the school faculty and staff in a discussion of the Code of Ethics. Documentation for this activity should include your written personal Code of Ethics and documentation from

your meeting with faculty and staff. Prepare a learning reflection addressing the value of Codes of Ethics for professional personnel and personal Codes of Ethics (PSC 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, and 6.3).

10. Review the school emergency preparedness policies and/or plans, the school safety plan, and procedures for dealing with school disruptions and violence. Determine if the plans address the recognition of potential violence and violence prevention, a structure for dealing with local emergency agencies, law enforcement, the news media, and parents. Discuss the policies/plans with school leadership and assist leadership in either developing new or updating existing policies or plans. Make a presentation of the policies/plans to school faculty and other appropriate audiences. Documentation for this activity should include a written summary of your role in this process, evidence of your participation in policy development, and presentation of this policy issue to appropriate groups. Prepare and submit a learning reflection sharing your knowledge and experience gained from this activity (PSC 1.4, 3.1, 3.2, 3.3, 3.4, 4.2, 5.1, 5.3, 6.1 and 6.3).

11. Discuss special education, ELL programs,and other special needs programs including legal issues with the appropriate system personnel. Review state and local policies and procedures to assure compliance standards are being met, proper fiscal and human resources are being provided, and that instructional programs meet student needs. Provide recommendations from your findings to system leadership. Lead discussions with faculty on how to improve cooperation between special and regular education built around your recommendations. Documentation for this activity should include your written recommendations, justification for the recommendations, evidence of your presentation of these to leadership, and evidence of your discussions with faculty. Prepare and submit a learning reflection to address this activity which includes your perceptions of the process and suggestions for improvement (PSC 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.2, 5.3, 6.1, 6.2, and 6.3).

12. Participate in the state or federal legislative process by attending a legislative event or legislative committee meeting, discussing current or pending education legislation with key officials, making visits or telephone calls, sending e-mails, or lobbying for new legislation or change in existing laws. Discuss with faculty pending legislation and its impact on your school or system. Lead the faculty and/or appropriate group in an effort to either support or oppose pending legislation. Documentation for this activity should include your written log of participation, evidence of your research into the legislative issues, evidence of your legislative efforts, and the results of your activities. Prepare a learning

reflection illustrating how the legislative process works and your experiences from this activity (PSC 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3).

13. Review with school leadership the supervisory approaches employed in the school. Identify a variety of models or approaches which include collaboration, recognition of the role of teacher leadership, reward innovation, build trust and respect, demand a strong work ethic, support professional development, and which directly focus on student learning. Perform several supervisory cycles on staff including developing professional development plans. Discuss your findings with school leadership, and make appropriate recommendations. Documentation for this activity includes evidence of participation in supervisory activities including completed teacher observation/evaluation forms, professional development plan(s), and evidence of your discussions of these observations and recommendations to appropriate leadership personnel. Prepare a learning reflection to support your learning from this activity (PSC 1.1, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.5, 4.2, 4.2, 5.1, 5.2, 5.3, 5.4, 6.2, and 6.3).

14. Work with system personnel and teachers to collaboratively design, monitor, and revise instructional strategies and develop improvement plans to assure student proficiency on state standards. Assure the revisions are based on research-based strategies, accommodate learning styles and special needs, and build on Bloom's taxonomy. Present these instructional strategies and improvement plans to appropriate faculty and school leadership. Documentation for this activity should include your written recommendations for instructional change, suggested best practice, justification for the recommendations, and evidence of your presentation of these to appropriate faculty and leadership personnel. Prepare and submit a learning reflection that addresses this activity (PSC 2.2, 2.3, 2.4, 3.1, 3.2, and 3.3).

15. Observe administrators at the elementary, middle, and high school levels as well as the central office. An attempt should be made to visit at least one school outside your system. (PSC 1-6).

16. Serve in a full time leadership capacity for the equivalency of 15 days. This time should occur in multiple settings (during the regular school year, during scheduled professional development time, during pre and post planning, during summer sessions, and other days as appropriate) and including working with parents, community groups, local businesses, and others. This time should be in at least half day increments. During this time candidates accept substantial responsibility for the leadership activities and functions. Documentation should include anecdotal notes, meeting agendas or other relevant documents, a

candidate log of the activities which include dates, descriptions of the activities led, time spent on the activities, and a supervisor sign-off for the log (PSC 1-6).

17. Additional activities jointly developed and approved by university advisor, mentor, and students may be added or substituted for specific activities listed.

Note: Any of these activities may be modified by the BLST. The modifications must maintain the intent of the activity assuring candidates have knowledge of and experiences within the intent of the activity and are applicable within the school or system setting.

System Level Advanced Inventory of Leadership Experiences

1. System Action Research Project or Program Evaluation Project

2. Review the system vision/mission/beliefs/goals statement(s). Interview key leadership personnel (professional development, finance, curriculum, personnel, leadership, etc.), parents, and community members to assess whether current policy and practice are aligned with the vision/mission to determine the process used for the development of the vision/mission/beliefs/ goals statements. Determine if the vision/mission/beliefs/goals are congruent with system needs, diversity of learners, resource allocation, and focus on continuously improving student learning. Develop recommendations for greater alignment and a plan to communicate recommendations to system leadership. Lead a group discussion to include system and school personnel to determine strategies for updating the system mission/vision/goals statements. Documentation of this activity should include copies of the vision/mission/beliefs/goal statements, a list of people and positions interviewed, your interview guide, your written recommendations for greater alignment and improving current policy and practice, your rationale for the recommendations, a list of people who participated in the discussions, evidence of your presentation of these to appropriate leadership personnel, the outcomes from the discussions, and your plan for updating these items. Prepare and submit a learning reflection to address this activity (PSC 1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.2, 6.1, 6.2, and 6.3).

3. Review system policies and administrative regulations concerning the collection and use of data for assessment and evaluation including disaggregated assessment data. Discuss these policies and regulations with several colleagues and determine the extent to which policy and administrative decisions reflect the use of available student achievement data in the decision-making process and in student learning improvement initiatives within the school, including the appropriate use of instructional technology. Lead a group discussion of these policies and procedures with appropriate colleagues to determine the extent to which these policies and procedures reflect the appropriate use of data in decision-making processes effecting student achievement. Make recommendations to school/system leadership suggesting ways to improve the collection, use, and communication of these data to improve instruction and student learning, and lead the implementation of at least one of these recommendations in your system. Documentation for this activity should include the results of your group discussions, your written recommendations, support for the recommendations, evidence of your presentation of these to appropriate leadership personnel, and an evaluation of your implementation of a

recommendation. Prepare and submit a learning reflection that encompasses this activity (PSC 1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.2, 6.1, 6.2, and 6.3).

4. Review with appropriate system staff personnel issues in light of federal law, Georgia law, and local policies and procedures including employee benefits, recruiting, screening, hiring, inducting, assigning, supervision, professional development, promotion, and termination of both certified and classified personnel utilized by the system. Determine if existing policies and procedures create a positive workplace and focus on developing a pervasive culture for learning based on system need, and address issues of diversity in employment. Present a variety of research-based strategies to improve student learning based on adult learning theory, and provide teachers and others opportunities to grow professionally by designing a professional development plan for a group of teachers in your system. Discuss your findings and your professional development plan with system leadership making recommendations for improvement. Lead the implementation of the professional development plan for a group of teachers. Documentation for this activity should include your written recommendations, justification for the recommendations, evidence of your presentation of these to appropriate leadership personnel, and evidence of your leadership in the development and presentation of a professional development plan to a teacher group. Prepare and submit a learning reflection that addresses this activity (PSC 2.1, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2, 5.3, and 5.4).

5. Collaborate with colleagues to identify areas of the system's curriculum for alignment with the Georgia Performance Standards and/or the Common Core Standards. Align this area of the curriculum vertically and horizontally based on student needs as indicated by school and/or system assessment data. Audit this area to determine the levels of expectation and the depth of understanding required. Review current research and best practices including the use of instructional technology, and make recommendations for improving teaching, learning, and student achievement to appropriate system personnel. Documentation for this activity should include your written recommendations, justification for the recommendations, copies of curriculum documents, evidence of your presentation of these to appropriate leadership personnel, and evidence that you led the alignment and auditing of a curriculum area. Prepare and submit a learning reflection that addresses this activity (PSC 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.3, 6.1, 6.2, 6.3).

6. Participate in the development of the system budget by reviewing Quality Basic Education (QBE) data and local funding data, enrollment data, and forecasts. Review the system support of personnel needs, instructional program needs, maintenance and operations needs, transportation needs, facility needs, equipment and supply needs, technology needs, etc. to assure the support of student learning. Review Georgia's legal requirements for proper procurement, accounting, auditing, and management of fiscal and human resources. Discuss the requirements and procedures with appropriate system personnel, and make recommendations to leadership personnel for improving the budget and fiscal management processes. Participate in the system budgeting process assuring that your recommendations are considered. Documentation for this activity should include your written recommendations, justification for the recommendations, and evidence of your presentation of these to leadership. Prepare and submit a learning reflection that addresses this activity (PSC 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.3, 6.1, 6.2, and 6.3).

7. Work with system personnel and teachers to collaboratively design, monitor, and revise instructional strategies to assure student proficiency on state standards (GPS). Assure the revisions are based on research-based strategies, accommodate learning styles and special needs, and build on Bloom's taxonomy. Lead a teacher professional development activity addressing the improvement and/or implementation of a new instructional strategy. Documentation for this activity should include your written recommendations for instructional change, suggested best practice, justification for the recommendations, evidence of your presentation of these to appropriate leadership personnel, and evidence that you led a professional development activity to improve/implement an instructional strategy. Prepare and submit a learning reflection that addresses this activity (PSC 3.1, 2.2, 2.3, 2.4, 3.1, 3.2, and 3.3).

8. Review the literature to determine the components of a comprehensive marketing/public relations campaign. Review and/ or develop a marketing plan/ public relations campaign using a variety of strategies to emphasize some aspect of your systems' instructional program. Involve system level personnel, school level personnel, business people, parents, students, appropriate media, etc. in the planning process. Prepare and present the plan/campaign to leadership personnel, the board of education, and appropriate publics. Documentation for this activity should include your written plan/campaign and evidence of your presentation to appropriate audiences. Prepare and submit a learning reflection that encompasses this activity(PSC 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 6.1, 6.2, and 6.3).

9. Review the Georgia Code of Ethics for Educators and prepare a personal Code of Ethics built around the principles of respect for others, confidentiality, dignity, sensitivity to diversity, honesty, and personal integrity. Review system policy and procedures for presenting the Code of Ethics to system and school on a regular basis developing a plan to assure at least annual updates to all system and school staff and faculty. Documentation for this activity should include your written personal Code of Ethics, a summary of your review of system policy and procedures, and your plan for updating faculty and staff. Prepare a learning reflection addressing the value of Codes of Ethics for professional personnel and personal Codes of Ethics (PSC 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, and 6.3).

10. Review a section of the system policy manual. Discuss with leadership personnel the process of developing new policies and updating current policies. Lead the process of developing a new or updating an existing policy(ies) including presentation of the policy issue to the board of education. Documentation for this activity should include your rationale for the policy change/implementation, evidence of your discussions with system leadership about the change/new policy, a written summary of your role in this process, and evidence of your presentation of this policy issue to the board of education. Prepare and submit a learning reflection sharing your knowledge and experience gained from this activity (PSC 3.1, 3.2, 3.3, 6.1, 6.2, and 6.3).

11. Discuss special education, programs for English Language Learners, and other special needs programs including legal issues with the appropriate system personnel. Review state and local policies and procedures to assure the system is meeting local, state, and federal standards, providing proper fiscal and human resources, and providing an appropriate instructional program based on available data. Prepare recommendations from your findings, and present them to appropriate system leadership. Work with special education leadership to implement at least one of your recommendations for improvement. Documentation for this activity should include your written recommendations, justification for the recommendations, evidence of your presentation of these to appropriate leadership personnel, and the results of the implementation of your recommendation. Prepare and submit a learning reflection to address this activity which includes your perceptions of the process and suggestions for improvement (PSC 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.2, 5.3, 6.1, 6.2, and 6.3).

12. Participate in the state or federal legislative process by attending a legislative event or legislative committee meeting, discussing current or pending education legislation with key officials, making telephone calls or visits, sending e-mails, or lobbying for new legislation or change in existing laws. Lead an effort to support or oppose pending legislation or make a change in existing law to better serve your system. Documentation for this activity should include your written log of participation, evidence of your research into the legislation being addressed, and evidence of the results of your activities. Prepare a learning reflection illustrating how the legislative process works and your experiences of what you learned from this activity (PSC 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3).

13. Review with system facilities personnel school construction legal requirements and local policies and procedures for new construction, renovation, and modification. Work with system personnel to review building and facilities' needs as determined by the system long range facilities plans, instructional and programmatic needs, facilities conditions, and other available data including the system five year facilities plan. Review system maintenance and transportation programs focusing on preventative maintenance, safety concerns, and how these functions support student learning. After your reviews, present recommendations for improvement of these functions to appropriate system personnel. Plan for and lead the implementation of at least one of your recommendations for improvement. Documentation for this activity should include your written recommendations, justification for the recommendations, evidence of your presentation of these to leadership, your plan for implementation of at least one of your recommendations, and the a summary of the results of your work. Prepare a learning reflection to support your recommendations and learning from this activity (PSC 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3).

14. Observe administrators at the elementary, middle, and high school levels as well as the central office. An attempt should be made to visit a school or central office in another system. (PSC 1-6).

15. Serve in a full time leadership capacity for the equivalency of 15 days. This time should occur in multiple settings (during the regular school year, during scheduled professional development time, during pre and post planning, during summer sessions, and other days as appropriate) and including working with parents, community groups, local businesses, and others. This time should be in at least half day increments. During this time candidates accept substantial responsibility for the leadership activities and functions. Documentation should include anecdotal notes, meeting agendas or other relevant documents, a

candidate log of the activities which include dates, descriptions of the activities led, time spent on the activities, and a supervisor sign-off for the log (PSC 1-6).

16. Additional activities jointly developed and approved by university advisor, mentor, and students may be added or substituted for specific activities listed.

Note: Any of these activities may be modified by the BLST. The modifications must maintain the intent of the activity assuring candidates have knowledge of and experiences within the intent of the activity and are applicable within the school or system setting.

School/System Action Research Project or Program Evaluation Guidelines

Problem Statement
- Problem Statement: Describe the condition/program prompted you to conduct this study. Cite the literature to provide supporting research to validate the identified problem. Problem should relate directly to study subjects/program

Study Subjects/Program
- Explain how you came to choose the group of study subjects and/or academic program you selected for study.

- For the students/study subjects, include demographic data on grade, achievement levels, NCLB sub-group, gender, and race, etc.

- For a program, include all details on its design and implementation level, e.g., what student population is targeted, what academic subject, how is the program implemented, how many minutes/hours per day are devoted to it

Part II: Literature Review

a. Include your literature review which should contain relevant research on all key elements of your study. For example, if you were doing a program evaluation on Reading Recovery, you'll need to include the history of the program, citation of previous research on the effectiveness of the program, citation of studies that assert the lack of effectiveness of the program, etc.

b. If you are focusing on a particular instructional strategy or approach, then you'll need to do the same: history of the approach, literature citing the pros and cons of its use, description of its targeted/optimal population, etc.

c. Include an introduction and summary, and organize by subheadings

d. Citations should be properly included according to APA guidelines **(Min. 10-15)**

Part III: Methodology

Quantitative Study

a. State your research question(s): Limit to three (3).

b. Describe the data collection method you used and the frequency with which you collected the data. Be sure to include your pre- and post-interview questions or a

description of your observation protocol or the rubrics/guidelines that you used for the analysis of data.

    c. Specify the statistical analysis method(s) used. Provide support from the literature on the selection of the method.

    d. Provide a general timeline for this work (i.e. how much time did you spend during the planning phase and during the implementation phase (including both the pre-activities and data collection phases)**.**

Qualitative Study
    e. Describe instrumentation (Will you use focus groups, field notes, interviews, transcriptions, etc.?)
    f. Describe the interview guides, surveys, focus group questions, etc.

Mixed Methods

Part IV: Representation and Analysis of Data

    a. You may present your analyzed data in many different ways: visually in a chart, as a list of themes and the examples you have found for each theme or as a summary of the ratings you've gotten on rubrics you used to analyze student work.
    b. Specify what statistical analysis was used and why

Part V: Discussion and Implications of Data

    a. This is your interpretation of the data generated from such things as teacher and/or student interviews, their work samples, test scores, or your observations of the students at work. What are your findings? What have you learned about the question you asked? Describe how the data does or does not answer your research question. Use specific examples.

    b. In organizing this section, begin with restating your problem statement and research question(s). Continue with a discussion of your findings and how they addressed the question. If the findings did not answer the question or provided a response that you did not expect, discuss why.

    c. Describe the implications of your findings for:

- Your work with these particular study subjects

- Your practice in general - What have you learned that might affect the way you now teach the subject area on which you conducted the AR?

- If you were to conduct research again, what would you do differently next time?

d. What questions have emerged from this study that you'd like to investigate in the future?

Part VI: Reference List

Use APA format, see *Publication Manual of the American Psychological Association, 6th Edition,* Washington, D.C.: 2001

Part VII: Artifacts of the Project

Please include artifacts of your work where a sample would elaborate points in your paper. This is to be done no matter what data collection methodology you employed. Artifacts would include research-created or commercial surveys/questionnaires, student work samples, and all other forms or materials used in data collection.

Scoring Rubric for SARP

Part I: Background (15 points max)			
Component	**0 Points**	**2 Points**	**5 Points**
Cover Page	No cover page provided	Cover page provided, but not in APA format	Cover page provided in APA format
Component	**0 Points**	**1-5 Points**	**6-10 Points**
Demographics: Study Setting/Subjects	No/ Little description of setting and/or subjects	Description of setting or subjects only; not both	Detailed description of setting and subjects
Part II: The Literature Review (10 points max)			
Component	**0 Points**	**1-5 Points**	**6-10 Points**
Problem Statement	No problem statement provided	Problem statement lacks specificity, significance	Problem statement is robust and relevant
Research Questions	No research questions provided	Research questions lack specificity, connection to problem statement	Research questions are focused and fully developed

Part II: The Literature Review Continued (10 points max)			
Component	**0 Points**	**1-5 Points**	**6-10 Points**
Literature Review	No literature review provided	Literature review does not meet the 10-15 citation minimum and includes most study variables	Literature review meets or exceeds the 10-15 citation minimum and includes all study variables
Part III: Methodology (10 points max)			
Component	**0 Points**	**1-5 Points**	**6-10 Points**
Data Collection	No/Limited description of data collection method	Description of data collection method provided	Detailed description of data collection method provided
Interview Questions	None provided	Provided, but question quality is limited	High quality questions provided
Observation Protocols	None provided	Provided, but quality is limited	High quality protocols provided
Student Activities	None provided	Provided, but quality is limited	High quality activities described
Timeline	No timeline provided	Timeline is not realistic, aligned with plan	Timeline is realistic and detailed.
Part IV: Representation and Analysis of Data (10 points max)			
Component	**0 Points**	**1-5 Points**	**6-10 Points**
APA Format?	None/Little Formatting	Some Formatting	Fully Formatted
Data Quality	No/Few tables	Tables provided;	Tables provided with

		incorrect formatting	correct formatting
Statistical Analysis	No analysis provided	Analysis present but insufficient to draw conclusions	Thorough analysis with detailed description of findings

Part V: Discussion of Data Implications (10 points max)			
Component	**0 Points**	**1-5 Points**	**6-10 Points**
Interpretation of Results	No/Little interpretation provided	Some interpretation provided	Significant interpretation provided
Implication for Study Subjects/Field of Study	None/Few implications provided	Some implications provided	Significant implications provided
Personal Learning(s)	None/Few learning(s) provided	Some learning(s) provided	Significant learning(s) provided

Part VI: Reference List (10 points max)			
Component	**0 Points**	**1-5 Points**	**6-10 Points**
Reference List	No/Few references provided	References provided, but not in APA format	References provided, in APA format

Part VII: Artifacts of Project (5 points max)			
Component	**0-1 Points**	**2-3 Points**	**4-5 Points**
Project Artifacts	None provided	Some provided	All artifacts provided

Total Points Max: 70
Comments:

Resources for Developing Your SARP

The following links provide useful resources for conceptualizing your SARP and sources for the literature review:

Education-Related organizations:

- American Association for Colleges for Teacher Education

- American Association of School Administrators

- American Educational Research Association

- American Federation of Teachers

- Association for Career and Technical Education

- Association of School Business Officials (ASBO) International

- Association for Supervision and Curriculum Development

- Council of Chief State School Officers

- The Council of the Great City Schools

- e-Lead

- Institute for Educational Leadership

- National Association of Elementary School Principals

- National Association of Secondary School Principals

- National Association of State Boards of Education

- National Board for Professional Teaching Standards

- National Commission on Teaching and America's Future

- National Council for Accreditation of Teacher Education

- National Education Association

- National PTA

- National School Boards Association

- National School Public Relations Association

- Pre[K]Now

Foundations:

- Carnegie Corporation of New York

- Annie E. Casey Foundation

- Foundation for Child Development

- Bill & Melinda Gates Foundation

- The HSC Foundation

- Ewing Marion Kauffman Foundation

- W.K. Kellogg Foundation

- KnowledgeWorks Foundation

- The Pew Charitable Trusts

General Resources in Educational Policy

Annenberg Institute for School Reform--from Brown University
Brown Center on Education Policy--from the Brookings Institution
Center for Education Policy--research and advocacy on education from the business
Center for Public Education--information and analysis, from NSBA
Center for Research in Educational Policy--from the University of Memphis
Center on Education Policy--research and advocacy for schools
Consortium for Policy Research in Education (primarily K-12: good site)
Education Policy Institute

[Education Policy Studies Laboratory](#)
[Education Sector](#)--analysis of educational issues; research and reports
[Educational Excellence Network](#)--a right-wing take on educational issues
[Educational Policy Institute](#)--from Virginia Tech
[Fair Test](#)--the national center for fair and open testing
[Great Lakes Center for Educational Research and Practice](#)
[Hotlinks in Educational Policy and Research](#)
[Kids Count](#)
[National Center for the Study of Privatization in Education](#)
[Public Education Network](#)
[Russell Sage Foundation](#)
[Southern Regional Education Board](#)--policy on various subjects, including school reform

School Administrator
Activity Verification Form
Educational Leadership Program
Valdosta State University

As a leadership candidate, _____ successfully participated or lead the following activities. Please note the activity description has been abbreviated and each activity has multiple components including written plans, recommendations for improvement, etc.

Circle One: Building Level   System Level Activities

Activity #	Activity Date	Performance Based Activity Description (Abbreviated)	Administrator Signature	Signature Date
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

I certify that _____ has received 36 contact hours of performance analysis, feedback and follow-up and has been observed at least six times. Additionally, the candidate has performed in a full-time equivalent leadership capacity as defined in the PBAs and by the BLST, and worked with students and staff from several racial/ethnic backgrounds and varying socioeconomic levels.

System Designee _____

THIS FORM SHOULD BE UPDATED AND SCANNED INTO YOUR AILE AT THE COMPLETION OF EACH ADVANCED FIELD-BASED EXPERIENCE COURSE (LEAD 8920, 8930, AND 8940).

School/System Candidate Contact Log

Candidate: _____

School/System Administrator: _____

School/School System: _____

Note: The school/system administrator or designee will **MEET** with the candidate a minimum of 36 hours for analysis, feedback, and follow up. The school/system administrator or designee will **OBSERVE** the candidate a minimum of 6 times.

M = Meeting
O = Observation

Date	M/O	#Hours	Comments/Notes	Signature

Individual Induction Planning Form

Candidate Name _____   **Date**_____

Timeline for Completion	Number of PBAs to be completed	PBAs Modified by BLST
LEAD 8920 (Recommend completion of 4 PBAs) Formative Assessment of PBAs		
LEAD 8930 (Recommend completion of 4 additional PBAs) Formative Assessment of PBAs		
LEAD 8940 (All PBAs must be completed) Summative Assessment of AILE—complete all program assessments		

This form along with the candidate's AILE in LiveText becomes the candidate's individual induction plan. The BLST will establish performance-based activities that reflect the individual strengths and weaknesses of the candidate and the needs of the school and/or system.

PSC Standards/Elements for the Initial Preparation of All Beginning Leaders

1. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating a continuous change process to improve the educational program through facilitating the development, articulation, implementation, and stewardship of a shared school or system vision of learning supported by the school community.

    a. Lead the development of a shared vision that promotes the success of all students based on appropriate data and research.

    b. Articulate the components of the vision and the leadership processes necessary to implement and support the vision.

    c. Lead the development and implementation of a mission, strategic plan, and action plans driven by the shared vision.

    d. Work effectively and collaboratively with the board of education, building leaders, staff, parents, students, and community members to achieve the system's educational vision.

2. 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 based on Georgia standards, applying research based best practice to student learning, and designing comprehensive professional growth plans for staff.

    a. Promote the development of a positive school culture that is pervasively academic, focused on improvement and that fosters a sense of belonging and cooperation.

    b. Provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning.

    c. Apply best research-based practices to improve instruction for all for students.

    d. Design comprehensive professional growth plans that apply proven, systematic processes for improvement through: analyzing human performance; planning for improvements; and designing, developing, and supporting implementation of solutions to close performance gaps.

    e. Promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness.

3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by implementing a continuous organizational improvement approach to developing and managing the organization, operations, and resources as prescribed in Georgia law, rules and regulations and in a way that contains costs and maximizes benefits for students, parents and tax payers.

   a. Manage the organization by effectively and efficiently analyzing and organizing resources, processes and systems to support teaching and learning and organizational effectiveness.

   b. Manage operations within the structure of Georgia public education rules, regulations and laws through implementation of a comprehensive organizational development process.

   c. Analyze and organize resources, processes and systems to support teaching, learning, and organizational effectiveness.

   d. Create, implement and monitor a budget based on Georgia's educational funding procedures that supports teaching and learning and organizational effectiveness.

   e. Provide and maintain facilities that support teaching and learning.

   f. Recruit, hire and retain qualified personnel to support teaching and learning and organizational effectiveness and to dismiss those who have demonstrated unsatisfactory performance.

4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, managing conflict and mobilizing community resources.

   a. Collaborate with Families and Other Community Members to increase involvement in school decision-making processes to have a positive effect on student learning.

   b. Respond to community interests and needs by collecting and organizing formal and informal information from multiple stakeholders to inform district decision-making.

   c. Mobilize community resources to solve problems of common concern to the school and the community.

d. Communicate student and school progress, local policies, Georgia law, and other important information to stakeholders through a variety of media.

5. Candidates who complete the program are educational leaders who have demonstrated the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in a legal and ethical manner based on knowledge and understanding of Georgia and federal laws, regulations, and judicial decisions affecting education in Georgia.

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a. Act with integrity by demonstrating behaviors that affirm and communicate the importance of integrity and ethics in all interpersonal contact.

b. Act fairly by modeling impartiality, sensitivity to student diversity, community norms and values, and ethical considerations in interactions with others.

c. Act ethically by abiding by Georgia law, federal law, the Georgia Code of Ethics for Educators and the rules and regulations of the Georgia Department of Education and Professional Standards Commission.

d. Act legally by applying federal and Georgia statutes and regulations as required.

6. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating an understanding of, responding to, and influencing the larger political, social, economic, legal, and cultural context.

a. Develop a continuing dialogue with economic and political decision-makers concerning the role of schools and social and educational opportunities for children.

b. Build collaborative relationships with students, parents, members of the school board, and other community members that support improved social and educational opportunities for children.

c. Influence the larger context through active participation in political and policy decision-making in the service of education, including proactive use of the legal system to protect students' rights and improve students' opportunities.

Residency Requirements

Candidates, EDL faculty, and system personnel will work together to provide the candidate with a meaningful residency experience. This group will comprise the BLST, which will collaboratively guide and supervise the residency experience for the candidate following the guidelines below.

Guideline 1

The VSU Educational Leadership (EDL) Program will assure that a trained and qualified faculty member will be assigned to support the residency experiences of the beginning leader candidate. Candidates will be enrolled in 6 credit hours of Advanced Leadership Field-Based Experiences (LEAD 8920, 8930, 8940) for each of three semesters while pursuing the Ed.S. in performance based leadership (PL).   EDL faculty members will be assigned to supervise LEAD 8920, 8930, and 8940.   When possible, expert practitioners will also be employed as part-time faculty to supervise field-based experiences.

Training will be provided to all VSU EDL faculty participating in the PL program. The training will consist of:

- An orientation to VSU's PL program including required course work, field-based experiences, the LiveText electronic portfolio system, Advanced Inventory of Leadership Experiences (AILE—see PSC Guideline 4 for description of AILE), and Performance-Based Activities (PBAs)
- Educational Leadership Certification Rules (Rule 505-3-.01)
- Overview of PSC Residency Guidelines 1-9
- PSC Leadership Standards/Elements 1-6
- BOR Performance Strands and Indicators
- Partnership Agreement
- Criteria for assessing the AILE and PBAs
- Coaching Skills

Upon admission to the program all PL candidates will be assigned an EDL advisor who will supervise the candidates' residency experiences through LEAD 8920, 8930, 8940 (Advanced Leadership Field-Based Experiences). The EDL advisor will be assigned to lead a Beginning Leader Support Team (BLST) that is at a minimum composed of the VSU faculty member, the building or system administrator or system designee, and the candidate (see PSC Guideline 3). The support team will provide the candidate with direction and assistance with all field-based activities and facilitate the candidate to demonstrate PSC Standards 1-6 culminating in a full-time experience.

The EDL faculty will be required to:

- Secure or verify a valid Collaborative Partnership Agreement with the candidate's employing school system.
- Facilitate the establishment of a BLST.

- Meet with the BLST (as defined by the partnership) at least three times during the program. However, the team should meet as often as deemed necessary to provide the candidate with necessary support to be successful.
- Conference with the candidate a minimum of four times during the on-the-job residency experience. All conferences will be documented in the candidate's AILE located in the LiveText online portfolio system. Perform a minimum of four on-site coaching sessions during the residency. A summary of each coaching session will be documented in the candidate's AILE located in the LiveText online portfolio system. (According to PSC Guidelines the higher education institution is responsible for insuring the conference and coaching function occurs).

- Examine the AILE documentation on LiveText and provide appropriate feedback to the candidate and BLST.

The responsibilities of the EDL faculty are established in the Collaborative Partnership Agreement.

Guideline 2

The candidate must provide a School Superintendent's Assurance Form (See Appendices) that requires the candidate's employing school system to support the residency requirement of the program. As a part of this support the system must assign a building or system administrator or system designee to the Beginning Leader Support Team (BLST). Upon admission to the program all candidates will be assigned an EDL faculty advisor who will assist in the establishment of a Beginning Leader Support Team as defined in the Collaborative Partnership Agreement. The EDL faculty advisor will be assigned to lead a Beginning Leader Support Team (BLST) that is, at a minimum, of composed the VSU faculty member, the supervisor/building or system administrator or system designee, and the candidate (see PSC Guideline 3).

VSU's EDL program will assure training is provided to all members of the BLST.
The training will consist of:

- An orientation to VSU's PL program including required course work, field-based experiences, the LiveText electronic portfolio system, Advanced Inventory of Leadership Experiences (AILE—see PSC Guideline 4 for description of AILE)
- Educational Leadership Certification Rules (Rule 505-3-.01)
- Overview of PSC Residency Guidelines 1-9
- PSC Leadership Standards/Elements 1-6
- BOR Performance Strands and Indicators
- Partnership Agreement
- Criteria for assessing the AILE

In that the system designee will be providing performance feedback a coaching skills component will be included in their training. The coaching training will consist of instruction and practice in four core coaching competencies:

- Establishing Foundational Coaching Agreements
- Developing and Nurturing the Coaching Relationship
- Establishing Effective Communication
- Facilitating Professional Growth and Development (Reiss, 2007)

As a part of the responsibilities of the BLST established in the Collaborative Partnership Agreement, the candidate's employing school system representative designated as BLST member will:

- Support the activities of VSU's program and the activities of the beginning leader.
- Assist the VSU faculty advisor in arranging conferences.
- Provide time for the candidate to fulfill the responsibilities of the residency.
- Serve on the BLST, as defined by the partnership.
- Meet with the candidate a minimum of thirty-six clock hours for analysis, feedback, and follow-up (i.e., discuss task, provide performance feedback, and examine portfolio documentation). A log and summary of these meetings will be created by the system designee and the candidate will scan these forms into the AILE.
- Observe the candidate a minimum of six times during the course of the residency. A log and summary of these observations will be created by the system designee and the candidate will scan these forms into the AILE.
- Provide the candidate with direction and assistance with all field-based activities and facilitate the candidate to demonstrate PSC Standards 1-6 culminating in a full-time experience.

Guideline 3

Upon admission to the program all candidates will be assigned an EDL faculty advisor who will assist in the establishment of a Beginning Leader Support Team as defined in the Collaborative Partnership Agreement. The EDL faculty advisor will be assigned to lead a Beginning Leader Support Team (BLST) that is at a minimum of composed the VSU faculty member, the supervisor/building or system administrator or system designee, and the candidate.

The BLST will meet at least three times during the program. However, the team should meet as often as deemed necessary to provide the candidate with the support necessary to be successful. During these meetings the team will develop an individual induction plan that will become a part of the candidate's AILE and will include observation experiences at the elementary, middle, high, and system levels.

As outlined in the Collaborative Partnership Agreement the BLST will collaboratively develop the candidate's individual induction plan. The BLST will establish performance based activities which reflect the individual strengths and weaknesses of the candidate and the needs of the school and/or system.

Under the leadership of the EDL faculty advisor, by examining and assessing the candidate's progress in completing the AILE, the BLST will also provide the candidate

with formative performance feedback and make recommendations for improvement. Finally, the BLST will provide a summative evaluation of the candidate's performance.

Guideline 4

Candidates are to prepare and present an Advanced Inventory of Leadership Experiences (AILE—electronic portfolio) in partial fulfillment of the requirements for a degree and certification in Performance-Based Educational Leadership. The AILE is the vehicle by which candidates demonstrate the competencies required for performance-based certification. Candidates should work on their AILEs throughout the time they are in the program. Individual instructors and the BLST will provide guidance as they assign particular projects or activities. Remember activities or projects may represent multiple standards. The AILE will be housed on the COE LiveText website. It is the candidate's responsibility to submit work to LiveText and update the site regularly.

Candidates and BLST team members are responsible for following the guidelines set forth in the Educational Leadership Program Handbook. Advice on the planning and development of the AILE is available from course instructors and the candidates' BLST.

All candidates are required to register for and attend EDUC 5999 during the first semester of the program. This class will provide an orientation session to include:

- VSU's PL program requirements including required course work, field-based experiences, the LiveText electronic portfolio system, and AILE
- Educational Leadership Certification Rules (Rule 505-3-.01)
- Overview of PSC Residency Guidelines 1-9
- PSC Leadership Standards/Elements 1-6
- BOR Performance Strands and Indicators
- Partnership Agreement
- Criteria for assessing the AILE and PBAs
- The Role of the BLST
- COE and EDL assessment and forms

Guideline 5

As outlined in the Collaborative Partnership Agreement, the BLST will collaboratively develop the candidate's individual induction plan which will become the ILE. The BLST will establish performance-based activities that reflect the individual strengths and weaknesses of the candidate and the needs of the school and/or system.   As specified in the ILE requirements the plan will **include shadowing a leader at the elementary, middle, high, and system levels.** The plan must facilitate the candidate's ability to demonstrate PSC Standards 1-6 culminating in a full-time experience. The plan is documented in the candidate's ILE electronic portfolio (see Guideline 4).

Guideline 6

The candidate must provide a School Superintendent's Assurance Form. This form confirms the candidate's employing school system's commitment to support the residency requirement of the program. As a part of this support, the system must facilitate the candidate's opportunity to shadowing highly skilled leaders at the elementary, middle, high, and system levels. These shadowing experiences are required to be documented in the AILE

Guideline 7

Upon admission to the program, candidates will be assigned an EDL advisor who will assess the status of the candidate's meeting the special Georgia Requirements (Rule 505-3-.01) applicable to school leaders--Identification and Education of Children with Special Needs; and the Use, Application, and Integration of Instructional Technology. The special requirements are documented on the candidate's program planning sheet.

Guideline 8

A written partnership agreement is established between VSU and the candidates' systems.