

Wilmington University
College of Education
Laboratory of Practice

Course Number: EDL 8125

Course Title: Laboratory of Practice: Building Leaders

Course Credit: 4 credit course

Faculty Contact:

Course Description:

Each candidate must complete 240 clinical or internship hours in the school setting. The Laboratory of Practice is differentiated accordingly for elementary, middle, or high school principals. It is the setting in which candidates have practical leadership experience and in which each candidate, with consultation with a local leader, identifies a problem of importance to the school that becomes the candidate's problem of practice.

Minimum Time Requirements (in clock hours):



Technology Standards: [International Society for Technology Administrator Standards](#)

Wilmington University Graduate Graduation Competencies: [Graduate Graduation Competencies](#)

Delaware Performance Appraisal System II: [DPAS II for Administrators](#)

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site

College of Education Attendance Policy:

In the College of Education, faculty must approve all requests for absences from

Glathorn, Alan A.
Oaks, CA 2009.

Sage Publications: Thousand

Grant, Kathy Beth.

The internship is the laboratory of practice in which theory and research meet practice. As practitioners who have learned by doing, candidates will become skilled at the advocacy that lead them to engage in discourse

For the identification of the candidate's proposed learning project, the candidate, the university supervisor and the building mentor will agree as to the content, structure, Learning Outcome(s), artifacts and evidence. Each Learning Outcome experience must align with the NELP Standard Component being addressed.

For each project the candidate will describe:

- the goals of the project;
- the Learning Outcome(s), tasks and activities of the project;
- standard(s)/component(s) to be emphasized and how that component is specifically being addressed;
- findings and analysis of the components addressed; and
- a reflective response on the impact on K12 student learning, professional learning and innovative practices.

Building Leadership

Mission, Vision, and Improvement

1.0 An education leader promotes success by **applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.**

1.1 Collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Learning Outcomes 1.1

Candidate will

- Lead the development of a vision and mission statement for a school being sure to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- Lead the review and updating of the vision and mission statement for a school reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- Lead a school board discussion of the vision and mission statement of a school including data use, technology, equity, diversity, digital citizenship, and community.
- Lead the development of a plan for the implementation of a school vision and mission statement that considers the values of data use, technology, equity, diversity, digital citizenship, and community.
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- Lead the school effort to prioritize improvement needs, activities, processes and evaluation measures in continuous improvement.
- Lead the development of an improvement plan for the school in data use, design, implementation and evaluation.
- Write a summary for the administrative team of the school's efforts to improve the school in alignment with a collaboratively design mission and vision.
- Lead the identification of strategies and practices that will build organizational continuous and sustainable school improvement.
- Develop and lead a professional development activity that deepens the understanding of the continuous and sustainable improvement activities to all school staff and teachers.
- Identify ways to communicate and support, nutrition service staff, custodial and maintenance staff, and transportation staff in their roles for sustaining, promoting and facilitating the school's continuous improvement in alignment with the vision and mission.
- Lead a group of stakeholders in the identification of strategies that develop school's continuous improvement plan in alignment with the vision and mission.
- Lead a focus group of stakeholders to define the continuous improvement plan for the school and how to engage community stakeholders.

perseverance, reflection, lifelong learning that support the educational success and well-being of each student and adult.

- Develop a scoring rubric that incorporates professional dispositions and norms such as: fairness, integrity

2.1	Novice	Emerging	Proficient (TARGET)	Advanced Performance
				with an explanation as to why this work is aligned and will enhance the candidate's personal development and how it is related to leadership theory.

2.2 Evaluate, communicate about, and advocate for ethical and legal decisions.

Learning Outcomes 2.2

Candidate will

- Develop professional development based on the consequences of ethical and legal decisions.
- Lead school staff in the practice of anticipating the results of ethical and legal decisions.
- Choose and lead the staff in internalizing a decision-making model or process based on an analysis of an established ethical framework.
- Develop communication media for sharing with parents and students on the ethical dimensions of issues at the school.
- Develop school-wide processes and procedures for advocating for ethical and legal activities for student behavior throughout the school.
- Develop school-wide processes and procedures for advocating for ethical and legal activities for faculty and staff behavior throughout the school.
- Develop school-wide processes and procedures for advocating for ethical and legal activities for parent and stakeholder behavior as members of the school.

Building rubric

- Write in the school prospectus practices that cultivate ethical behavior in

3.2	Novice	Emerging	Proficient (TARGET)	Advanced Performance
<p>Candidate demonstrates skills required to evaluate sources of inequality and bias in the allocation of educational resources and opportunities; cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values; and advocate for the equitable access to educational resources, procedures, and opportunities.</p>	<p>sources of inequality and bias in allocation of resources.</p> <p>Candidate creates guidelines, norms and values for equitable resource use.</p> <p>Candidate advocates for equitable access to educational resources.</p>	<p>of inequality and bias in allocation of resources and opportunities.</p> <p>Candidate creates procedures, guidelines, norms and values for equitable resource and opportunity use.</p> <p>Candidate advocates for equitable access to educational resources, procedures and opportunities.</p>	<p>of inequality and bias in allocation of resources and opportunities with the school leadership team.</p> <p>Candidate creates procedures, guidelines, norms and values for equitable resource and opportunity use with the school leadership team.</p> <p>Candidate advocates for equitable access to educational resources, procedures and opportunities with the school leadership team.</p>	<p>inequality and bias in allocation of resources and opportunities with the school leadership team, faculty, staff and stakeholders.</p> <p>Candidate creates procedures, guidelines, norms and values for equitable resource and opportunity use with the school leadership team, faculty, staff and stakeholders.</p> <p>Candidate advocates for equitable access to educational resources, procedures and opportunities with the school leadership team, faculty, staff and stakeholders.</p>

3.3 Evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Learning Outcomes 3.3

Candidate will

- Lead a diverse group in the study and identification of how equity, inclusiveness and cultural responsiveness is operationalized throughout the school.
- Lead a study of the school's policies and procedures to identify strengths and weaknesses in equitable, inclusive, and culturally responsive instruction and behavior support practices.
- Lead the identification of ways in which the successful equitable, inclusive, and culturally responsive instructional practices can be celebrated, advanced or improved.

- Analyze and make recommendations to the principal for increased equity, inclusiveness, and cultural responsiveness of school instruction and curriculum.
- Collaborate with local police, fire, and security organizations for the increased safety and behavior support practices among teachers and staff of all school work sites.
- Write a policy based on the analysis of safety and behavior support practice needs of all school work areas.

Building rubric

3.3	Novice	Emerging	Proficient (TARGET)	Advanced Performance
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NELP 3.3 Educational Leadership Skills

Candidate demonstrates skills required to evaluate root causes of inequity and bias; develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff; support the use of differentiated, content-based instructional materials and

- Lead a team that monitors professional development and continuous improvement for high-quality and equitability of curriculum practices and resources.
- Share the results of a survey or interviews about the equitability of technological resources throughout the school with the parents and faculty.

Building rubric

4.2	Novice	Emerging
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- Through technology assimilate the summative assessment results for the school year and clearly communicate these results to collaborative school, parent and stakeholder groups for the purpose of maintaining culturally responsive and accessible assessments that support student learning and well-being.
- Align professional development activities for current and prospective teacher leaders with best practice in the field based on an analysis of formal and informal assessment results on utilizing culturally responsive and accessible assessments that support student learning and well-being.
- Through research develop simulations that serve as opportunities for all leaders to demonstrate and practice utilizing, communicating and creating culturally responsive and accessible formal or informal assessments that support student learning and well-being.

Building rubric

4.3	Novice	Emerging	Proficient (TARGET)	Advanced Performance
<p>NELP 4.3 Educational Leadership Skills</p> <p>Candidates demonstrate skills required to use research to evaluate the quality of formative and summative assessments of learning; implement formal and informal culturally responsive and accessible assessments of student learning; interpret data from formative and summative assessments for use in educational planning; and cultivate teachers' capacity to improve instruction based on analysis of assessment data.</p>	<p>Candidate presents research of formative and summative assessments for learning.</p> <p>Candidate review formal and informal culturally responsive and accessible assessments of student learning in a research curricular learning plan.</p>	<p>Candidate presents research to evaluate the quality of formative and summative assessments for learning.</p> <p>Candidate implements formal and informal culturally responsive and accessible assessments of student learning in a research curricular learning plan.</p>	<p>Candidate presents with the school leadership team research to evaluate the quality of formative and summative assessments for learning.</p>	

- Prepare a paper or presentation for the School Leadership Team on the anchor

- Analyze the potential impact of emerging trends in curriculum, instruction, technology or assessment on the school and its mission.
- Prepare a series of recommendations for the principal regarding the schools' position as a result of data systems analysis relative to curriculum, instruction, technology or assessment. Select and one area or interrelate a combination of areas.
- Collaborate with the School Leadership Team prioritize curriculum, instruction, technology or assessment trends that will most likely affect the school and determine how these trends can best serve the school in a coherent and equitable manner.

Building rubric

4.4	Novice	Emerging	Proficient (TARGET)	Advanced Performance
<p>NELP 4.4 Educational Leadership Skills</p> <p>Candidates demonstrate skills required to engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessment practices; use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, and assessment practices; and use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results.</p>	<p>Candidate engage staff in gathering, data to evaluate results in the school's academic and non- academic services.</p> <p>Candidate uses research to implement strategies for improving academic and non-academic systems.</p> <p>Candidate uses technology and performance management systems to evaluate district assessment results.</p>	<p>Candidate engage staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in the school's academic and non-academic services.</p> <p>Candidate uses research to propose designs and implementation strategies for improving coordination and coherence among the school's academic and non-academic systems.</p> <p>Candidate uses technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results.</p>	<p>Candidate engage staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in the school's academic and non- academic services through on-going work with the school leadership team.</p> <p>Candidate uses research to propose designs and implementation strategies for improving coordination and coherence among the school's academic and non-academic systems through collaboration with the school leadership team.</p> <p>Candidate uses technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results through collaboration with the school leadership team.</p>	<p>Candidate engage staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in the school's academic and non- academic services through on-going work with the school leadership team, faculty and stakeholders.</p> <p>Candidate uses research to propose designs and implementation strategies for improving coordination and coherence among the school's academic and non-academic systems through collaboration with the school leadership team, faculty and stakeholders.</p> <p>Candidate uses technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results through collaboration school leadership team, faculty and stakeholders.</p>

Community and

Candidate will

- Research and report the curJTJedt2 T

6.1 Evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.

Learning Outcomes 6.1

Candidate will

- Analyze the school processes and operations determining equity of resource allocation to various student learning groups, subjects and grade levels for reporting to the School Leadership Team in an effort to produce greater equity.
- Analyze the school processes and operations determining equity of personnel decisions to foster student learning, experiences and outcomes for reporting to the School Leadership Team.
- Present an analysis of the research and evidence that poses identification and best practices for meeting challenge initiatives noted in the school’s tactical and strategic plans that will advance and promote the school’s mission and vision.
- Using the research and evidence, prioritize and share with the School Leadership Team the short- and long-term operational challenges to the school.
- Analyze and evaluate school technology operational systems for implementation and development strategies that support each and every student’s learning needs.
- Analyze the policies, regulations and protocols for the school in light of equity for resource allocation, personnel decisions, and students learning experiences and outcomes.
- Make recommendations for a plan to regularly evaluate the policies, regulations and protocols for the school manual based on the current challenges researched and determined as the school’s initiatives for carrying out the mission and vision.
- Collaborate by chairing or being a member of the school’s long range planning task force and writing the report of the evaluation results, development, implementation and communication plans for school-level governance and operations.
- Using technology and collaboration develop the school’s master schedule while advancing the learning needs of all students and embracing equity of material and personnel resource allocation.

Building rubric

6.1	Novice	Emerging	Proficient (TARGET)	Advanced Performance
<p>NELP 6.1 Educational Leadership Skills Candidates demonstrate skills required to use a process for auditing the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students’ experiences and outcomes; use research and evidence to analyze and identify strategic and tactical challenges for the school’s systems; develop and implement management, communication, assessment, technology, school-level governance, and operation systems; and develop a school’s mas</p>				

6.1	Novice	Emerging	Proficient (TARGET)	Advanced Performance
	<p>Candidate analyzes and implements assessment and technology.</p> <p>Candidate reviews school's master schedule.</p>	<p>Candidate analyzes, evaluates, develops and implements management, communication, assessment, technology, school-level governance, and operation systems.</p> <p>Candidate develops a school's master schedule.</p>	<p>with the school leadership team.</p> <p>Candidate analyzes, evaluates, develops and implements management, communication, assessment, technology, school-level governance, and operation systems in collaboration with the school leadership team.</p> <p>Candidate develops a school's master schedule in collaboration with the school leadership team.</p>	<p>the school leadership team, faculty and staff.</p> <p>Candidate analyzes, evaluates, develops and implements management, communication, assessment, technology, school-level governance, and operation systems in collaboration with the school leadership team, faculty and staff.</p> <p>Candidate develops a school's master schedule in collaboration with the school leadership team, faculty and staff.</p>

6.2 Evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Learning Outcomes 6.2

Candidate will

- Collaboratively develop an equitable multi-year resourcing plan for a subject area across multiple grade levels that is data-informed and is designed to support student learning and school improvement.
- Collaboratively develop an equitable multi-year resourcing plan for multiple subject areas that is data-informed and is designed to support student learning and school improvement.
- Analyze the appropriation of funds and make a presentation of ethical and equitable practices for school spending based on the school prioritized improvement goals.
- Recommend multi-year budget and resourcing plans as a member of the School Improvement Team that align with the school's improvement goals for optimal student development.
- Report to the administrative team prioritized resourcing plan initiatives and needs based on an analysis of the data and a raand5(si9BT/F1 12 Tf1 0 0 1 232.61 hnnBT/F1 12

- Based on data findings, s

7.3

Novice

Emerging

7.4	Novice	Emerging	Proficient (TARGET)	Advanced Performance
<p>staff with actionable feedback to support improvement; and develop a system for monitoring whether supervision and evaluation strategies promote improvement.</p>	<p>Candidate reviews district policies on instructional expectations.</p> <p>Candidate provides teaching staff with feedback.</p> <p>Candidate develops a schedule for monitoring supervision and evaluation requirements.</p>	<p>Candidate reviews and analyzes district policies on instructional expectations.</p> <p>Candidate provides teaching staff with actionable feedback to support improvement.</p> <p>Candidate develops a system for monitoring whether supervision and evaluation strategies promote improvement.</p>	<p>Candidate reviews and analyzes district policies on instructional expectations with the school leadership team.</p> <p>Candidate provides teaching staff with actionable feedback to support improvement with the school leadership team.</p> <p>Candidate develops a system for monitoring whether supervision and evaluation strategies promote improvement with the school leadership team.</p>	<p>Candidate reviews and analyzes district policies on instructional expectations with the school leadership team, faculty and staff.</p> <p>Candidate provides teaching staff with actionable feedback to support improvement with the school leadership team, faculty and staff.</p> <p>Candidate develops a system for monitoring whether supervision and evaluation strategies promote improvement with the school leadership team, faculty and staff.</p>

References

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