Examples of Candidate Performance Activities to Achieve ELCC Standards

The examples below represent the sample performance activities candidates may engage in to achieve ELCC Standards.

Standards 2.0, 3.0, and 4.0:
• Design an innovation to be implemented in a real school that will increase student learning. The proposal begins with an assessment of the needs of the selected site, which results in a clear definition of the innovation to be implemented. The needs assessment should include actual data as well as a review of pertinent literature and research. The proposal outlines the actions to be implemented and the strategies to be used to evaluate the effectiveness of the innovation both formatively and summatively. The candidate should outline steps to be implemented to ensure institutionalization of the innovation and explain how assessment results will be used to make adjustments to the innovation.

Standards 2.0 and 3.0:
• Prepare and present a plan for staffing, scheduling, and grouping in a school setting, and explain how this plan will impact teaching and learning in the school.

Standards 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0:
• Identify school practices that reflect cultural biases and present recommendations for ways to improve or stop those practices.

Standards 1.0, 2.0, and 4.0:
• Analyze and revise a written community or school strategic plan that includes activities to address the diversity and cultural norms of the community.

Standards 1.0 and 3.0:
• Review a district or school strategic plan to find links between student performance and financial, human, and material resources. The written analysis should explain how these resources connect to teaching and learning.

Standards 2.0, 3.0, and 4.0:
• Demonstrate consensus-building skills in an actual staff meeting discussion focusing on resource allocations for special needs students.

Standard 1.0:
• Conduct a visioning workshop in a graduate class, for a central office staff, or with a school staff focusing on ways to promote the success of all students.
• Develop a professional philosophy or vision statement reflecting his/her personal dispositions, philosophy, and vision of educational leadership.
• Shadow a principal and interview members of a school staff where there is a strong stewardship of a shared vision, then use this knowledge base as well as literature in the field to prepare a paper analyzing how vision is developed, articulated, and implemented.

Standard 2.0:
• Analyze student performance measures as identified in a school improvement plan, and make

From the Instructions to Implement Standards for Advanced Programs in Educational Leadership developed by the National Policy Board for Educational Administration.
specific recommendations for improvements to the plan.

- Lead a school or district taskforce that conducts a curriculum audit to demonstrate alignment of curriculum, pedagogy, and assessment.

- Design a standards-based personal professional development plan and share evidence of implementation.

**Standard 3.0:**
- Be an active participant in a simulated disciplinary hearing for an employee.

- Collect and analyze data related to a school facility and make recommendations for improvement showing their relationship to the school improvement plan.

- Perform a technology inventory in a school or a district, identify the critical shortages, and recommend areas where technology could be used to improve student learning.

**Standard 4.0:**
- Construct a school public relations and marketing program, relating each component to the school improvement plan.

- Plan and execute a one-day retreat that includes business, civic, religious, medical, and other community agencies and present a plan for integrated community services to benefit all youth in the school or district.

- Develop a brief memorandum for the superintendent or board of education that explains a complex state or federal law (e.g., IDEA, ADA, PL 94-142).

**Standard 5.0:**
- Lead a discussion around compliance issues for district, school, or professional association codes of ethics.

- Make a speech to a local service organization and articulate and demonstrate the importance of education in a democratic society.

- Survey constituents regarding their perceptions of his/her modeling the highest standards of conduct, ethical principles, and integrity in decision-making and behaviors.

- Present an analysis of how he/she promotes teaching and learning that recognizes learning differences, multicultural awareness, gender sensitivity, and appreciation of ethnic diversity.

**Standard 6.0:**
- Analyze and make a report to the school board or graduate class about the state’s accountability laws.

- Identify the most frequent legal issues facing a school or district, and develop a report identifying the reasons for these issues, including recommendations for solutions to particular situations.

- Select a board of education policy, analyze it, and discuss the underpinnings upon which its viability and validity are based.