

ELCC Competencies

TCU Educational Leadership Portfolio Evaluation Form

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

*****Meets Standards for School Building Leadership (K-12 Principal)**

1.1 Develop a Vision	Portfolio Evidence	Self Score					Comments	
		1	2	3	4	5		
a. Candidates develop a vision of learning for a school that promotes the success of all students.		⊖	–	(–)	(+)	+	⊕	
b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners’ needs, schools as interactive social and cultural systems, and social and organizational change.		⊖	–	(–)	(+)	+	⊕	
1.2 Articulate a Vision	Portfolio Evidence	Self Score					Comments	
		1	2	3	4	5		
a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.		⊖	–	(–)	(+)	+	⊕	
b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.		⊖	–	(–)	(+)	+	⊕	

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c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.		⊖ - (–) (+) + ⊕	
1.3 Implement a Vision	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision.		⊖ - (–) (+) + ⊕	
b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).		⊖ - (–) (+) + ⊕	
1.4 Steward a Vision	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.		⊖ - (–) (+) + ⊕	
b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.		⊖ - (–) (+) + ⊕	
c. Candidates assume stewardship of the vision through various methods.		⊖ - (–) (+) + ⊕	
1.5 Promote Community Involvement in the Vision	Portfolio Evidence	Self Score 1 2 3 4 5	Comments

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a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.		⊖ - (-) (+) + ⊕	
b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.		⊖ - (-) (+) + ⊕	

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g. population, language, disability, gender, race, socio-economic) of the school community improve school programs and culture.		⊖ - (-) (+) + ⊕	
2.2 Provide Effective Instructional Program	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.		⊖ - (-) (+) + ⊕	
b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.		⊖ - (-) (+) + ⊕	

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c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.		⊖ - (–) (+) + ⊕	
2.3 Apply Best Practice to Student Learning	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.		⊖ - (–) (+) + ⊕	
b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.		⊖ - (–) (+) + ⊕	
c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.		⊖ - (–) (+) + ⊕	
2.4 Design Comprehensive Professional Growth Plans	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.		⊖ - (–) (+) + ⊕	
b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.		⊖ - (–) (+) + ⊕	

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c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.		\ominus $-$ $(-)$ $(+)$ $+$ \oplus	
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Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.		\ominus $-$ $(-)$ $(+)$ $+$ \oplus	
b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.		\ominus $-$ $(-)$ $(+)$ $+$ \oplus	
c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.		\ominus $-$ $(-)$ $(+)$ $+$ \oplus	
3.2 Manage Operations	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.		\ominus $-$ $(-)$ $(+)$ $+$ \oplus	

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b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.		⊖ - (–) (+) + ⊕	
c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility..		⊖ - (–) (+) + ⊕	
3.3 Manage Resources	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.		⊖ - (–) (+) + ⊕	
b. Candidates creatively seek new resources to facilitate learning.		⊖ - (–) (+) + ⊕	
c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.		⊖ - (–) (+) + ⊕	

Standard 4.0: 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, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.		⊖ - (–) (+) + ⊕	

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b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.		⊖ - (–) (+) + ⊕	
c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.		⊖ - (–) (+) + ⊕	
d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.		⊖ - (–) (+) + ⊕	
e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.		⊖ - (–) (+) + ⊕	
f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.		⊖ - (–) (+) + ⊕	
g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.		⊖ - (–) (+) + ⊕	
h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.		⊖ - (–) (+) + ⊕	
4.2 Respond to Community Interests and Needs	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.		⊖ - (–) (+) + ⊕	

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b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.		⊖ - (-) (+) + ⊕	
c. Candidates provide leadership to programs serving students with special and exceptional needs.		⊖ - (-) (+) + ⊕	
d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.		⊖ - (-) (+) + ⊕	
4.3 Mobilize Community Resources	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.		⊖ - (-) (+) + ⊕	
b. Candidates demonstrate how to use school resources and social service agencies to serve the community.		⊖ - (-) (+) + ⊕	
c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.		⊖ - (-) (+) + ⊕	

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity	Portfolio Evidence	Self Score 1 2 3 4 5	Comments

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a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.		⊖ - (–) (+) + ⊕	
5.2 Acts Fairly	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.		⊖ - (–) (+) + ⊕	
5.3 Acts Ethically	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates make and explain decisions based upon ethical and legal principles.		⊖ - (–) (+) + ⊕	

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Context	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.		⊖ - (–) (+) + ⊕	
b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the		⊖ - (–) (+) + ⊕	

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opportunities available to children and families in a particular school.			
c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.		⊖ - (–) (+) + ⊕	
d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.		⊖ - (–) (+) + ⊕	
e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.		⊖ - (–) (+) + ⊕	
f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.		⊖ - (–) (+) + ⊕	
g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.		⊖ - (–) (+) + ⊕	
h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.		⊖ - (–) (+) + ⊕	
6.2 Respond to the Larger Context	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.		⊖ - (–) (+) + ⊕	

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6.3 Influence the Larger Context	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.		\ominus $-$ $(-)$ $(+)$ $+$ \oplus	
b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.		\ominus $-$ $(-)$ $(+)$ $+$ \oplus	
c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.		\ominus $-$ $(-)$ $(+)$ $+$ \oplus	

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.1 Substantial	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.		\ominus $-$ $(-)$ $(+)$ $+$ \oplus	

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b. Each candidate should have a minimum of six months (or equivalent, see note below) of fulltime internship experience.		⊖ - (-) (+) + ⊕	
7.2 Sustained	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.		⊖ - (-) (+) + ⊕	
7.3 Standards-based	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.		⊖ - (-) (+) + ⊕	
b. Experiences are designed to accommodate candidates' individual needs.		⊖ - (-) (+) + ⊕	
7.4 Real Settings	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.		⊖ - (-) (+) + ⊕	
b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.		⊖ - (-) (+) + ⊕	
7.5 Planned and Guided Cooperatively	Portfolio Evidence	Self Score 1 2 3 4 5	Comments

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a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.		⊖ - (-) (+) + ⊕	
b. Mentors are provided training to guide the candidate during the intern experience.		⊖ - (-) (+) + ⊕	
7.6 Credit	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates earn graduate credit for their intern experiences.		⊖ - (-) (+) + ⊕	