

ELCC DISTRICT-LEVEL STANDARDS – October 2011

ELCC Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

ELCC STANDARD ELEMENTS:

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.

ELCC 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable district improvement.

ELCC 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.

Acceptable Candidate Performance for ELCC District Level Leadership Standard 1.0	
ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ collaborative district visioning; ◆ theories relevant to building, articulating, implementing, and stewarding a district vision; ◆ methods for involving district stakeholders in the visioning process. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ design and support a collaborative process for developing and implementing a district vision; ◆ articulating a district vision of learning characterized by a respect for students and their families and community partnerships;

	<ul style="list-style-type: none"> ◆ develop a comprehensive plan for communicating the district vision to appropriate district constituencies; ◆ formulate plans to steward district vision statements.
<p>ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ the purposes and processes for collecting, analyzing, and using appropriate district data to drive decision making that effects student learning; ◆ designing and using assessment data for learning; ◆ organizational effectiveness and learning strategies; ◆ tactical and strategic program planning; ◆ implementation and evaluation of district improvement processes; ◆ variables that affect student achievement. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ develop and use evidence-centered research strategies and strategic planning processes; ◆ create district-based strategic, tactical, and strategic goals; ◆ collaboratively develop implementation plans to achieve those goals; ◆ evaluate district improvement processes.
<p>ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable district improvement.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ continual and sustained district improvement models and processes; ◆ strategic district management of human capital and its effect on continual and sustainable improvement; ◆ district change processes for continual 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ identify strategies or practices to build organizational capacity to support continual and sustainable district improvement; ◆ identify strategies for developing district

<p>and sustainable improvement.</p>	<p>leadership capacity;</p> <ul style="list-style-type: none"> ◆ create a district plan to implement transformational change; ◆ design a comprehensive, district-level professional development program.
<p>ELCC Standard Element 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ effective strategies for monitoring the implementation and revision of plans to achieve district improvement goals and program evaluation models. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ develop a district plan to monitor program development and implementation of district goals; ◆ construct evaluation processes to assess the effectiveness of district plans and programs; ◆ interpret information and communicate progress toward achievement of district vision and goals for educators in the district community and other stakeholders.

ELCC DISTRICT-LEVEL STANDARDS – 2011

ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

ELCC STANDARD ELEMENTS:

ELCC 2.1: Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

Acceptable Candidate Performance for ELCC District Level Leadership Standard 2.0	
ELCC Standard Element 2.1: Candidates understand and can sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ theories on human development behavior, personalized learning environment, and motivation; ◆ district culture and ways it can be influenced to ensure student success. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum, and instruction; ◆ incorporate cultural competence in development of programs, curriculum, and instructional practices; ◆ use learning management systems to support personalized learning across the district; ◆ develop comprehensive programs that meet the unique learning needs and interests of diverse student populations and school personnel across the district; ◆ promote trust, equity, fairness, and respect among school board members, school administrators, faculty, parents, students, and the district community.
ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.	
<i>Content Knowledge</i>	<i>Professional Leadership Skills</i>

<p><i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ curriculum development and instructional delivery theories; ◆ measures of teacher performance; ◆ multiple methods of program evaluation, accountability systems, data collection, and analysis of evidence. ◆ district technology and information systems to support and monitor student learning. 	<p><i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ align curriculum and instruction with district assessments; ◆ collaborate with faculty across the district to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; ◆ use evidence-centered research in making curricular and instructional decisions; ◆ provide district resources to support quality curriculum and instruction; ◆ design district evaluation systems, make district plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.
<p>ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ high-quality professional development for school staff and leaders; ◆ instructional leadership practices; ◆ leadership theory, change processes, and evaluation; ◆ district systems that promote effective and efficient practices in the management of people, processes, and resources. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ collaboratively develop plans to improve the district's effect on teaching and learning; ◆ design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction within the district; ◆ facilitate school leadership through development of district activities that focus on teaching and student learning; ◆ design district-level professional growth plans to increase the capacity of school

	<p>staff and leaders that reflect national professional development standards;</p> <ul style="list-style-type: none"> ◆ use a variety of district approaches to improve school staff performance; ◆ develop district systems for effective and efficient management of policies, procedures, and practices.
<p>ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ technology and its uses for instruction within the district; ◆ infrastructures for the ongoing support, review, and planning of district instructional technology. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ use technologies to enrich district curriculum and instruction; ◆ monitor instructional practices across the district and provide assistance to school administrators; ◆ use district technology and performance management systems to monitor, analyze, and evaluate district data results for accountability reporting.

ELCC DISTRICT-LEVEL STANDARDS – 2011

ELCC Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

ELCC STANDARD ELEMENTS:

ELCC 3.1: Candidates understand and can monitor and evaluate district management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

ELCC 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

ELCC 3.4: Candidates understand and can develop district capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

Acceptable Candidate Performance for ELCC District Level Leadership Standard 3.0	
ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate district management and operational systems.	
<p><i>Content Knowledge</i> (Mostly likely to be met in Assessments #1, #2)</p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ district management of organizational, operational, and legal resources; ◆ district management of marketing and public relations functions. 	<p><i>Professional Leadership Skills</i> (Most likely to be met in Assessments #3, #4, #5, #6)</p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ analyze district processes and operations to identify and prioritize strategic and tactical challenges for the district; ◆ develop district operational policies and procedures; ◆ develop plans to implement and manage long-range goals for the district; ◆ develop plans to create and sustain strategic alignment throughout the district.
ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.	
<p><i>Content Knowledge</i> (Mostly likely to be met in Assessments #1, #2)</p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ methods and procedures for managing 	<p><i>Professional Leadership Skills</i> (Most likely to be met in Assessments #3, #4, #5, #6)</p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ develop multi-year fiscal plans and

<p>district resources, including the strategic management of human capital, district operations, and facilities;</p> <ul style="list-style-type: none"> ◆ alignment of resources to district priorities and forecasting resource requirements for the district; ◆ technology and management systems. 	<p>annual budgets aligned to the district’s priorities and goals;</p> <ul style="list-style-type: none"> ◆ analyze a district’s budget and financial status; ◆ develop facility and space utilization plans for the district; ◆ project long-term resource needs of a district; ◆ use technology to manage district operational systems.
<p>ELCC Standard Element 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ district strategies supporting safe and secure learning environments including prevention, crisis management, and public relations; ◆ district strategies supporting student development of self-management, civic literacy, and positive leadership skills; ◆ district-based discipline management policies and plans. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ improve and implement district policies and procedures for safe and secure central office and school-work environments (including district office, school personnel, students, and visitors) that encompass crisis planning and management; ◆ evaluate and implement district-wide discipline management plan.
<p>ELCC Standard Element 3.4: Candidates understand and can develop district capacity for distributed leadership.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ the meaning of distributed leadership in a district environment and how to create and sustain it. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ identify leadership capabilities of staff at various levels within the district; ◆ model distributed leadership skills; ◆ involve district and school personnel in decision making processes.

ELCC Standard Element 3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.	
<p><i>Content Knowledge</i> (Mostly likely to be met in Assessments #1, #2)</p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ supervision strategies that ensure that teachers across the district maximize time spent on high-quality instruction and student learning; ◆ management theories on effective district time, priorities, and schedules. 	<p><i>Professional Leadership Skills</i> (Most likely to be met in Assessments #3, #4, #5, #6)</p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ develop district policies that protect instructional time and schedules; ◆ develop district calendars and schedules.

ELCC DISTRICT-LEVEL STANDARDS – 2011

ELCC Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

ELCC STANDARD ELEMENTS:

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.

**Acceptable Candidate Performance for
ELCC District Level Leadership Standard 4.0**

ELCC Standard Element 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.

Content Knowledge
(Mostly likely to be met in Assessments #1, #2)

Programs provide evidence of candidate knowledge of

- ◆ collaboration and communication techniques to improve the district’s educational environment;
- ◆ information pertinent to the district’s educational environment.

Professional Leadership Skills
(Most likely to be met in Assessments #3, #4, #5, #6)

Programs provide evidence that candidates demonstrate skills required to

- ◆ use collaboration strategies to collect, analyze, and interpret information pertinent to the district environment;
- ◆ communicate information about the district environment to the community.

ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.

Content Knowledge
(Mostly likely to be met in Assessments #1, #2)

Programs provide evidence of candidate knowledge of

- ◆ district cultural competence;
- ◆ diverse cultural, social and intellectual resources within a district community.

Professional Leadership Skills
(Most likely to be met in Assessments #3, #4, #5, #6)

Programs provide evidence that candidates demonstrate skills required to

- ◆ identify and use diverse community resources to improve district programs.

ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.

Content Knowledge
(Mostly likely to be met in Assessments #1, #2)

Programs provide evidence of candidate knowledge of:

- ◆ the needs of students, parents, and

Professional Leadership Skills
(Most likely to be met in Assessments #3, #4, #5, #6)

Programs provide evidence that candidates demonstrate skills required to:

<p>caregivers;</p> <ul style="list-style-type: none"> ◆ district organizational culture that promotes open communication with families and caregivers; ◆ district strategies for effective oral and written communication with families and caregivers; ◆ district collaboration methods for productive relationships with families and caregivers. 	<ul style="list-style-type: none"> ◆ conduct needs assessments of families and caregivers within the district; ◆ develop collaboration strategies for effective district relationships with families and caregivers; ◆ involve families and caregivers in district decision making about their student's education.
<p>ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.</p>	
<p><i>Content Knowledge</i> (Mostly likely to be met in Assessments #1, #2)</p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ the needs of district community partners; ◆ district organizational culture that promotes open communication with community partners; ◆ district strategies for effective oral and written communication with community partners; ◆ district collaboration methods for productive relationships with community partners. 	<p><i>Professional Leadership Skills</i> (Most likely to be met in Assessments #3, #4, #5, #6)</p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ conduct needs assessment of district community partners; ◆ develop effective relationships with a variety of district community partners; ◆ involve community partners in the decision making processes within the district.

ELCC DISTRICT-LEVEL STANDARDS – 2011

ELCC Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

ELCC STANDARD ELEMENTS:

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.

ELCC 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.

Acceptable Candidate Performance for ELCC District Level Leadership Standard 5.0	
ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ practices demonstrating principles of integrity and fairness; ◆ federal, state, and local legal and policy guidelines to create operational definitions of accountability, equity, and social justice within the district. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ act with integrity and fairness in supporting district policies and staff practices that ensure every student's academic and social success; ◆ create an infrastructure that helps to monitor and ensure equitable district practices.
ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p>	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates</p>

<ul style="list-style-type: none"> ◆ the basic principles of ethical behavior established by legal and professional organizations; ◆ the relationship between ethical behavior, district culture, and student achievement; ◆ the effect of ethical behavior on one’s own leadership. 	<p>demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ formulate a district-level leadership platform grounded in ethical standards and practices; ◆ analyze district leadership decisions in terms of established ethical practices.
<p>ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ democratic values, equity, and diversity. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ develop, implement, and evaluate district policies and procedures that support democratic values, equity, and diversity issues; ◆ develop appropriate communication skills to advocate for democracy, equity, and diversity.
<p>ELCC Standard Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in a district.</p>	
<p><i>Content Knowledge</i> <i>(Mostly likely to be met in Assessments #1, #2)</i></p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ moral and legal consequences of decision making in districts; ◆ strategies to prevent difficulties related to moral and legal issues. 	<p><i>Professional Leadership Skills</i> <i>(Most likely to be met in Assessments #3, #4, #5, #6)</i></p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ formulate sound district strategies to educational dilemmas; ◆ evaluate district strategies to prevent difficulties related to moral and legal issues.
<p>ELCC Standard Element 5.5: Candidates understand and can promote social justice within the district to ensure that individual student needs inform all aspects of schooling.</p>	

<p><i>Content Knowledge</i> (Mostly likely to be met in Assessments #1, #2)</p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ the relationship between social justice, district culture, and student achievement; ◆ theories of efficacy. 	<p><i>Professional Leadership Skills</i> (Most likely to be met in Assessments #3, #4, #5, #6)</p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ review and critique district policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the district; ◆ develop the resiliency to uphold core values and persist in the face of adversity.
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ELCC DISTRICT-LEVEL STANDARDS – 2011

ELCC Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

ELCC STANDARD ELEMENTS:

ELCC 6.1: Candidates understand and can advocate for district students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

<p>Acceptable Candidate Performance for ELCC District Level Leadership Standard 6.0</p>
<p>ELCC Standard Element 6.1: Candidates understand and can advocate for district students, families, and caregivers.</p>

<p><i>Content Knowledge</i> (Mostly likely to be met in Assessments #1, #2)</p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ policies, laws, and regulations enacted by state, local, and federal authorities that affect districts; ◆ the effect that poverty, disadvantages, and lack of resources have on families, caregivers, communities, students, and learning. 	<p><i>Professional Leadership Skills</i> (Most likely to be met in Assessments #3, #4, #5, #6)</p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ analyze how district law and policy is applied consistently, fairly, and ethically; ◆ advocate based on an analysis of the complex causes of poverty and other disadvantages; ◆ serve as a respectful spokesperson for students and families served by the district.
<p>ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.</p>	
<p><i>Content Knowledge</i> (Mostly likely to be met in Assessments #1, #2)</p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ the larger political, social, economic, legal, and cultural context; ◆ ways that power and political skills can influence local, state, and federal decisions. 	<p><i>Professional Leadership Skills</i> (Most likely to be met in Assessments #3, #4, #5, #6)</p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ advocate for district policies and programs that promote equitable learning opportunities for student success; ◆ communicate policies, laws/regulations, and procedures to appropriate district stakeholders.
<p>ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.</p>	
<p><i>Content Knowledge</i> (Mostly likely to be met in Assessments #1, #2)</p> <p>Programs provide evidence of candidate knowledge of</p> <ul style="list-style-type: none"> ◆ future issues and trends that can affect districts (e.g., entrepreneurial approaches); ◆ contemporary and emerging district 	<p><i>Professional Leadership Skills</i> (Most likely to be met in Assessments #3, #4, #5, #6)</p> <p>Programs provide evidence that candidates demonstrate skills required to</p> <ul style="list-style-type: none"> ◆ identify and anticipate emerging trends and issues likely to affect the district; ◆ adapt district leadership strategies and

leadership strategies to address trends.	practice to address emerging district issues.
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ELCC DISTRICT-LEVEL STANDARDS – 2011

ELCC Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

ELCC STANDARD ELEMENTS:

ELCC 7.1: Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership District-Level Program Standards* through authentic, district-based leadership experiences.

ELCC 7.2: Sustained Experience: Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.

ELCC 7.3: Qualified On-site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.