Program Competencies: Masters in School Leadership Framework

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

College of Education Attendance Policy:

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).
Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first

Learning Outcome 1 – (NELP Standard 1)

1. Candidate

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

Structured External Assignment: Classroom and School Culture
Develop a strategic plan for an operational, organizational, or instructional innovation for your school designed to improve school culture. The plan should link the school's vision of teaching and learning with school environment and culture, staffing, scheduling, resource allocation, curriculum and instructional strategies, support services, stakeholder involvement, and school/community partnerships.
Begin with an assessment of the needs of the site, followed by a clear description of the innovations to be implemented. The needs assessment should include actual data as well as a brief review of any pertinent literature and research. Outline as timeline of the actions to be implemented and the strategies to be used to evaluate the effectiveness of the innovation. Outline steps to be implemented to insure institutionalization of the innovation; and explain how assessment results will be used to make adjustments.

MED 7702 – Classroom and School Culture Rubric

	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
NELP Standard 1	Candidates misunderstand or fail to demonstrate the capacity to promote the current and future success and well-being of each student and adult. Candidates fail to demonstrate the ability to effectively apply the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement. Candidates plans fail to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	Candidates demonstrate limited knowledge of methods to address the importance of the current and future success of students. Plans for improvement are generalized or vague and are not representative of a collaborative vision.			

	Unsatisfactory	Emerging	Basic	

	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
		policies, and regulations.	laws, policies, and regulations.		

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