I. PROGRAM ATTRIBUTES, COLLEGE OF EDUCATION

This course is structured to reflect the eight essential program attributes described in the College of Education Conceptual Framework. This conceptual framework was developed and adopted by the College of Education in 1998, and involved collaborations with University faculty, other institutions of higher education, state agencies, the business/commercial community, and preK-12 partner schools. The framework is driven by the mission of Wilmington University and reflects national standards—The framework document fully explicates each attribute. The framework is available online at: http://www.wilmu.edu/education/clinicalstudies/conceptframework.aspx#Collegephilosophy

Programs within the College of Education:
1. are knowledge-based (including content knowledge, theoretical knowledge, propositional knowledge, and craft knowledge);
2. view educators as learners;
3. are contextually and culturally sensitive;
4. feature extensive field experiences and authentic collaboration;
5. stress inquiry, analysis, reflection, and professional growth
6. are developmental, flexible, and allow for experimentation;
7. are standards-driven; and
8. promote the effective use of technology.

II. ISLLC-BASED PROGRAM COMPETENCIES*

M.Ed. candidates are expected to achieve the following Program Competencies:

A. The Vision of Learning: Facilitate the development, articulation, implementation, and
stewardship of a vision of learning that is shared and supported by the school community.

B. The Culture of Teaching and Learning: Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

C. The Management of Learning: Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

D. Relationships with the Broader Community: Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.
E. **Integrity, Fairness, and Ethics in Learning**: Act with integrity, fairness, and in an ethical manner.

F. **The Political, Social, Economic, Legal and Cultural Context of Learning**: Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

G. **Practicum Portfolio**: Complete all requirements for the school leadership practicum portfolio.

*The ISLLC 2008 Standards can be accessed at: http://www.ccesso.org/projects/education_leadership_initiatives/ISLLC_Standards/

### III. STANDARDS-BASED INSTRUCTIONAL GOALS

A. **The Vision of Learning**  
Standard: Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

B. **The Culture of Teaching and Learning**  
Standard: Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

C. **The Management of Learning**  
Standard: Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

D. **Relationships with the Broader Community**  
Standard: Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

E. **Integrity, Fairness, and Ethics**  
Standard: Act with integrity, fairness, and in an ethical manner.

F. **Contextual and Cultural Sensitivity**  
Standard: Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

G. **Structured External Assignment**  
Develop a strategic plan for an operational, organizational, or instructional innovation for your school designed to improve student learning. 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 innovation to be implemented.
• The needs assessment should include actual data as well as a brief review of any pertinent literature and research.
• Outline the actions to be implemented and the strategies to be used to evaluate the effectiveness of the innovation.
• 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.

NOTES:
This assignment is to be included in your MED 8900 School Leadership Practicum Portfolio, Section 3g.

For all Fall 2009 program starters, this Structured External Assignment (SEA) is to be completed on your MED SL 6102 E-Folio site (the e-Portfolio) under the course MED 7706.

IV. ATTENDANCE POLICY: College of Education Policy

In the College of Education, faculty must approve all requests for exceptions to the University/College policy. Vacations are not considered to be 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 grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended 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.

Assessment Rubric for the Structured External Assignment

Unsatisfactory
The plan is poorly organized, incomplete, or confusing. There is no evidence that the candidate understands the linkage between a school's vision for teaching and learning and school culture, and how that vision is related to organizational components such as scheduling, allocation of resources, curriculum/instruction, support services, stakeholder involvement. etc.

Emerging
The plan is inadequate or insufficient, or may reflect limited effort in its preparation. There is limited evidence that the candidate understands the linkage between the school's vision for teaching and learning, school environment/culture, and organizational components. Some project requirements met, but essential elements may be missing, incomplete, or unclear.

Basic
The plan is logical, needs-driven, contextually and culturally appropriate, and reflects moderate effort. There is evidence to show that the candidate understands the linkage between the school's vision of teaching and learning, school environment/culture, and organizational components. The evidence may not reflect the task in its complexity, may be lacking in depth or breadth, and/or may be less detailed than expected. Project requirements have been met but without distinction.
Proficient
The work is thoughtful, analytical, and reflects considerable effort. There is evidence to show that the candidate can develop or modify organizational components in order to reflect a school's vision of teaching and learning and to improve the school's overall environment/culture. The evidence is reasonable, specific, and addresses the complexity of the issue. Quality of work exceeds satisfactory accomplishment, and shows initiative, comprehension of material, and the ability to work with concepts related to the course.
Distinguished
The work reveals new insights into school operations, school organization, and school environment/culture. There is clear and consistent evidence that the candidate can design and implement operational and organizational plans that will engage all stakeholders and enhance student achievement. Quality of work is far beyond normal requirements and shows originality of thought as well as mastery of material.