

# Inspired Leaders Principal Licensure Program Instructor & Student Manual



*Revised Fall 2020*



*Educators Inspired To Lead*



*College of Education and Human Services  
Counseling, Educational Leadership, and Adult Learning*

Dear Inspired Leader,

Welcome to the Center for Educational Leadership at Cleveland State University. The Center was established in 2008 to create and deliver high quality, relevant professional development and licensure programs for educators who are *inspired to lead*.

The Inspired Leaders Principal Licensure Program is a nationally recognized, accelerated principal licensure program. The rigorous, standards-based coursework includes relevant, job-embedded topics including school reform, education policy, school operations, and technology. The program uses best practices for adult learners that include nearly three hundred hours of field experience.

As the Director of the Center for Educational Leadership, I take particular pride in our many graduates who are doing great work throughout northeast Ohio and beyond. During their time in our programs, our participants develop powerful professional networks that allow for collaborations across a variety of districts. Those connections remain strong through graduation and as they advance in their respective careers.

As you continue on your career path, we encourage you to come back to the Center for continued development. We offer programs that enrich and propel educators along their leadership pathways from teacher leader to superintendent. Our programs include a Teacher Leader endorsement, Masters in Educational Leadership Cohort Track, Principal Licensure, Superintendent Licensure, the Washington D.C. based Education Policy Fellowship Program, and a number of Leadership Institutes including our foundational program, the First Ring Leadership Academy.

Best regards,

Dr. Deborah E. Morin  
Director  
Center for Educational Leadership  
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This handbook was developed by the Center for Educational Leadership at Cleveland State University for the Inspired Leaders Principal Licensure Program. Its contents are specific to this program.

Sources:  
[www.csuohio.edu](http://www.csuohio.edu)  
[www.ncate.org](http://www.ncate.org)  
[www.taskstream.com](http://www.taskstream.com)



## Contact Information

**Center for eLearning:** for questions about Blackboard

There are several ways you can get help with technical issues for your eLearning course. Follow these easy steps whenever you have a technical problem or question.

Note: If you have a question about course content, assignments, or other course activities, you should direct those questions to your instructor. These steps are for seeking help with technical questions only.

- Visit this resource website: <https://www.csuohio.edu/center-for-elearning/technical-support>
- Call the 24/7 Help Desk at (216) 687-5050 and select option #2 for Blackboard Support, or access the Live Chat option at the link above.
- For general information or questions about eLearning, students may contact the Center for eLearning via phone (216) 687-3960 or email [elarning@csuohio.edu](mailto:elarning@csuohio.edu). For email submissions, please provide your CSU ID number for the fastest response. The Center for eLearning operates Monday-Friday 8:00 a.m.-5:00 p.m.

**Financial Aid Office:** for questions about financial issues

<https://www.csuohio.edu/financial-aid/financial-aid>  
Phone: (216) 687-5411  
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**Education Student Services Center/Advising Offices:** for questions about licensure

<https://cehs.csuohio.edu/essc/essc>  
(216) 687-4625  
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## Course Descriptions

### **CEL 600: Leadership for 21<sup>st</sup> Century Schools**

Field Hours: 10

Successful school leaders must develop emotional intelligence defined as personal and social competencies to manage themselves and their relationships with others. Emotional intelligence begins with self-awareness. In this course, participants will create professional learning plans in alignment with essential skills for leadership in urban and inner-ring schools. Participants will assess their leadership strengths and weaknesses along with principles of integrity, fairness, ethics, democracy, equity, diversity and social justice, along with moral and legal implications.

#### *Assessment Description: Case Study Analysis*

School leaders are expected to apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their role with in the school. Furthermore, leaders will be charged with safeguarding the values of democracy, equity, and diversity with the school, evaluating the potential moral and legal consequences of decision making in the school, and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling. (ELCC Standard 5.0)

This assignment is comprised of three case studies, A-C, and is designed to familiarize participants with all components of ELCC Standard 5.0 through

- examination of primary sources (Ohio Revised Code, Ohio Department of Education standards and documents, district policies and documents);
- analyses of policy versus policy implementation/practice in their current work environment; and
- application of primary source knowledge to contemporary case studies and their resolutions.

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### **CEL 603: Visionary Leadership**

Field Hours: 10

Great organizations are the product of inspiring leadership. Inspiring leaders articulate a clear, inspirational vision and mission and hold all members of the organization accountable for aligning the vision and mission to the work each does every day. In this course, participants will experience, understand and learn how to apply this theory to school leadership. Inspirational leadership—the ability to “move” people, both in the literal and emotional context—is complex, dynamic, exhausting and exhilarating when executed with purpose. In order for leaders to make a difference in the culture of today's schools, individuals must learn how to create and articulate a vision and compelling mission that will inspire the entire educational community. In this course, participants will analyze and apply strategies for creating and implementing a shared vision for their schools, and examine ways to effectively integrate and promote the process steps needed to reach their visionary goals. This course is designed to help students improve their understanding of: The essential nature of a clear and inspirational vision; The factors influencing the development of an organizational vision; The nature and elements of a mission, which serves to move members of the organization to implement operational strategies.

#### *Assessment Description: School Visioning Scenario*

School leaders are expected to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school (ELCC 1.1). This assessment is designed to help participants become more familiar with how to create a vision for their school. Participants will create a vision for a school given a hypothetical set of circumstances, and based on their opinions of vision and mission statements and case studies they will review in class.

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### **CEL 606: Making Global Connections through Technology**

Field Hours: 10

Educational leaders need to understand, develop and support student learning using all available technology. They must be familiar with and support engagement of these processes in the classroom. The course will focus on improving teacher instruction and student learning by incorporating digital technology in the classroom.

Participants will understand the evolution of student's media-based learning styles. Focusing on researched developed frameworks for integrating technology, leaders will have a basis for understanding technology assisted instruction. Leveraging available technological tools, both in administrative and educational settings will assist the educator in becoming a 21st century global leader.

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### **CEL 609: Leading School Reform**

Field Hours: 10

Effective school leaders must develop essential leadership and operational management skills to lead their schools through cycles of continuous improvement. In this course, participants will examine successful school reforms and the leadership practices that contribute to success - with an emphasis on the importance of school culture. Three major themes are explored: 1) leadership skills needed to direct the change process in schools, 2) reform strategies used in schools that are out-performing their peers, and 3) the role of school culture in the school reform process.

#### *Assessment Description: School Culture Profile*

School culture is a unique fingerprint, a style of work, and a set of attitudes and philosophies that define the school. School leaders are expected to understand and sustain a school culture conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students (ELCC 2.1). This class exercise is designed to help participants become more familiar with various aspects of school culture through an examination and analysis of a school. Participants conduct interviews and observe a variety of school activities. Based on these interviews and observations, participants provide examples of the dimensions of school culture, compare interviews to observations, and make recommendations of ways to improve school culture.

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### **CEL 612: Data Driven Decision Making**

Field Hours: 30

Today's school leaders are being held accountable for student and school success by many stakeholders at the local, state, and national levels. Leaders must develop competence and confidence in mastering their understanding and use of data in a way that not only impacts student and school success, but also communicates to external stakeholders. In this course, participants will work with a variety of data sources and use data to build and justify an Action Plan to improve a particular aspect of schooling.

Effective principals must make wise use of data to understand their school - students, staff, parents and community. They need to understand the strengths and limitations of various data sources, how to combine data to make effective decisions and monitor their implementation and effectiveness. In effect, they need to understand and know how to use data to guide and monitor action in their schools so that student achievement is optimized for all students.

CEL 612 is designed to provide school leaders with an understanding of the various kinds of data that are available and/or can be collected to describe a school, make decisions about progress and success, and develop optimal ways to plan and implement change. Data include demographics, perception, local formative and summative assessment data, as well as state data.

#### *Assessment Description: Action Plan*

A building-level education leader must apply knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and school improvement; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans by school-based stakeholders (ELCC 1).

In this assignment participants will develop an action plan to solve a problem they identify by analyzing school data. They will also create a Power Point to present their data and identified problem, in order to collect feedback from classmates and school staff and collaborate on ideas for their action plan.

### **CEL 615: Raising Student Achievement**

Field Hours: 25

The essential business of all schools is student achievement. When making decisions relative to curriculum and instruction, effective school leaders must comprehend the many different variables that contribute to inequities in learning and make a clear and explicit commitment to high expectations for all students. In this course participants will examine barriers and generate solutions to raising student achievement in their schools. Participants will examine and practice research-based strategies for instruction and assessment that will mitigate the challenges of race, poverty, student mobility and academic achievement gaps in their schools.

*Assessment Description: Analysis of School Instructional Capacity*

A school leader must apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment (ELCC 2).

The focus of this assignment is curricular and instructional building leadership in a 21<sup>st</sup> Century context. Upon being appointed, one of the first things that a new principal will need to do is conduct an analysis of the school's capacity to meet next generation academic and non-academic accountability benchmarks. The Analysis of School Capacity assignment provides participants simulated opportunities to investigate, analyze, and make recommendations on a real time, authentic issue.

Participants will conduct an evidentiary review, interviewing teachers, administrators, and others to develop a capacity profile of a selected school. Participants will identify strengths and weaknesses of the profile, analyze implications, predict future student performance on high stakes assessments, and make recommendations to improve capacity.

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### **CEL 618: Communicating Effectively**

Successful school leaders must be able to communicate effectively in a variety of forms to multiple stakeholders. Participants will develop a basic understanding of the essentials of school communications, with emphasis on sound planning and practical techniques and will build their writing, presentation, negotiation and public relations skills.

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### **CEL 621: Education Policy and Practice**

Field Hours: 10

Today's school leaders must be informed and effective advocates for their students, staff, families and caregivers. In this course, participants will examine their role in education policy development, advocacy, implementation and communication through a historical perspective and the study of current best practices. Upon completion of this course, participants will be able to identify and utilize key resources and strategies to manage policy mandates; anticipate emerging policy changes; and develop collaborative relationships to drive and shape policies that support student achievement.

Participants in this course will examine local, state, and national education policy. There will be a focus on strategies to identify accurate and reliable information, analyze policy content, and engage in effective education policy advocacy and outreach with policy makers and school stakeholders.

*Assessment Description: Policy Brief Analysis*

A building-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 through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies (ELCC 6).

A school leader is expected to monitor, interpret and often respond to a variety of policy changes throughout the year. This assessment is designed to help participants become more familiar with the elements of an education policy brief and ways to find credible, informative policy briefs that can be used to help provide timely feedback to policy makers and clear and relevant policy updates to school employees, parents, elected officials and other stakeholders. In this assessment, participants are expected to examine feasibility of the policy proposal and identify some of the benefits, challenges and possible unintended consequences that may arise if the policy recommendations were executed at his or her local school.

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### **CEL 624: Leadership, Community, and Engagement**

Field Hours: 50

Thriving schools depend on a number of engaged community partners to help promote and support student learning and wellbeing. Viable community partners can include parent groups, faith-based organizations, nonprofit charities, local libraries, senior centers, sports organizations, health care providers, and an almost limitless array of individuals with a vested interest in the success of your local school(s) and the students in their community.

In this course, participants will identify, engage, and work with a nonprofit community partner that provides services or support to their local school families. Though purposeful work with this school community partner, participants will seek to develop, enhance and/or nurture a greater mutual understanding of the school & nonprofit's goals and approach to serving constituent groups, a more efficient or impactful use of joint resources, and a sustainable partnership that will lead to improved outcomes and opportunities for their school's teachers, students, and families.

#### *Assessment Description: Community Engagement Project*

A building-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 on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. (ELCC Standard 4.0)

Thriving schools depend on a number of engaged community partners to help promote and support student learning and wellbeing. Viable community partners can include parent groups, faith-based organizations, nonprofit charities, local libraries, senior centers, sports organizations, health care providers, and an almost limitless array of individuals with a vested interest in the success of your local school(s) and the students in their community.

For this assignment candidates will identify, engage, and work with a nonprofit community partner that provides services or support to their local school families. Though purposeful work with this school community partner, candidates will seek to develop, enhance and/or nurture a greater mutual understanding of the school & nonprofit's goals and approach to serving constituent groups, a more efficient or impactful use of joint resources, and a sustainable partnership that will lead to improved outcomes and opportunities for your school's teachers, students, and families.

At the beginning of this course, candidates will consult with colleagues, parents and students to identify and approach a community organization that is currently providing services or support to the candidate's local school community. The community organization must be a registered 501(c)3 nonprofit, and the candidate should not have any preexisting relationship with the agency as a client, volunteer or employee.

Once the community partner has been identified, candidates will contact the agency to propose and initiate their Community Engagement Project. The Community Engagement Project consists of two written papers.

## **CEL 627: School Operations and Personnel Management**

Field Hours: 30

Successful school leaders ensure that sound and effective operational management systems are in place to support high-quality instruction and student learning. In this course, participants will conduct field work in their current school or organization to identify, analyze and apply scheduling, budgeting, facility management and school security best practices. Central to this work will be an examination of the effective use of human, fiscal and material resources, and the leadership skills needed to build and manage a high functioning team.

During this course, you will be asked to investigate and critically analyze three essential elements of school operations: scheduling, budgeting, and school security. We will also delve into staff hiring and supervision. Building-level education leaders must effectively manage each of these crucial areas and provide efficient, knowledgeable leadership to ensure that operational procedures are designed to support the most effective environment for teaching and student learning.

### *Assessment Description: School Operations Portfolio*

For this assessment, participants will be asked to investigate and critically analyze four essential elements of school operations: scheduling, budgeting, facilities management, and school security.

Effective school leaders apply knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning (ELCC 3).

As participants examine ways to develop and maximize school management and organizational leadership skills in class, they will also be completing relevant fieldwork in their current school or organization. This work will provide participants with an opportunity to explore operational improvements in their school, while allowing them to closely examine some of the complex design, planning and execution issues that often arise in building and personnel management.

The School Operations Portfolio assignment has been divided into three sections to highlight elements of each of the operational areas will be discussed:

- Knowledgeable school leaders understand and ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning (ELCC 3.5). In the first section of the portfolio, participants will analyze their school's current master schedule and use staff input to identify and address some challenges and opportunities that exist within the current schedule.
- Principals must understand and efficiently use human, fiscal, and technological resources to manage school operations (ELCC 3.2). In the second section of the portfolio, participants will analyze their school's budget and facilities plan, explore various resources to address existing challenges, and project the future needs of their school.
- Principals must understand and promote school-based policies and procedures that protect the welfare and safety of students and staff within their school (ELCC 3.3). School leaders will need to consider a wide array of factors when they develop and periodically review their school safety plans. For this assignment participants will closely consider a single school safety issue and the related protocol, legislation, operational considerations, public perception and communication factors that influence a school's approach to the issue.

**CEL 630: Capstone**

Field Hours: 96

The Capstone Course is the culminating experience for graduating participants of the Inspired Leaders Program. Participants will demonstrate their transformation into leadership by showcasing their school-based project or initiative, which will be developed and completed during their final semester and implemented in their work environment. This course will mark the successful completion of the Inspired Leaders Program, which enables participants to seek Principal Licensure.

*Assessment Description: Capstone Project Paper*

Over the course of the 16-month Inspired Leaders Principal Licensure Program (ILP), candidates have gained the skills and knowledge necessary to meet the leadership standards outlined by the Educational Leadership Constituent Council (ELCC). In the Capstone Course, candidates will put their knowledge and skills into practice to create a plan to address the first 90 days in the candidate's school or school district. The Capstone Project should be inherently complex, multi-faceted and designed to have a positive, sustainable impact on school culture, stakeholders, and student learning. The project should also demonstrate the candidate's leadership strengths, how they approach a leadership role, and their capacity to effectively assess and address school challenges to benefit student learning and wellbeing.

During the final 12 weeks of the Inspired Leaders Principal Licensure Program, participants will develop a Capstone Project that will allow them to demonstrate their core leadership competencies, knowledge of resources to advance student learning, and their capacity to capitalize on new skills and personal growth. Each participant will individually tailor their Capstone Project to address the first 90 days as a new administrator and design and conduct fieldwork that will have a positive, lasting impact on school culture and student achievement.

## ELCC Standards, Assessments, and Field Hours

Course Name & Number	Assessment Name	Standard(s) Addressed	Field Hours	Field Hour Description
<b>CEL 600: Leadership for 21<sup>st</sup> Century Schools</b>	Case Study Analysis	ELCC 5	10	Observing/shadowing practicing school leaders.
<b>CEL 603: Visionary Leadership</b>	School Visioning Scenario	ELCC 1.1	10	Observing school activities and leaders.
<b>CEL 606: Making Global Connections through Technology</b>	NONE	ELCC 2.4 ELCC 3.2	10	Observing/shadowing practicing school leaders.
<b>CEL 609: Leading School Reform</b>	School Culture Profile	ELCC 2.1	10*	Conducting interviews with school staff and observing a variety of school activities.
<b>CEL 612: Data Driven Decision Making</b>	Action Plan	ELCC 1.2 ELCC 1.3 ELCC 1.4 ELCC 2.2 ELCC 2.4	30	Collecting and analyzing data to guide an Action Plan designed to improve outcomes.
<b>CEL 615: Raising Student Achievement</b>	Analysis of School Instructional Capacity	ELCC 2	25	Assessing the instructional capacity of a school through observations, interviews, and participation in instructional leadership activities.
<b>CEL 618: Communicating Effectively</b>	NONE	ELCC 1.4 ELCC 4.1 ELCC 5.3 ELCC 6.1 ELCC 6.2	0	NONE
<b>CEL 621: Education Policy and Practice</b>	Policy Brief Analysis	ELCC 6	10	Discussing policy issues with school staff and leadership.
<b>CEL 624: Leadership, Community, and Engagement</b>	Community Engagement Project	ELCC 4	50**	Working with community and not-for-profit agencies.
<b>CEL 627: Managing Personnel</b>	School Operations Portfolio	ELCC 3	30	Participating in school operations activities, including scheduling, budgeting, facilities, and school safety.
<b>CEL 630: Capstone</b>	Capstone Project Paper	All Standards	96	Designing and implementing a project aimed at improving the school or district. Additionally, completing a tiered leadership project that requires candidates to observe, participate in, and then lead an instructional leadership activity.
<b>Total</b>			<b>281</b>	

\*CEL 609 field hours should be completed in a school environment different from your own (e.g. rural/urban; elementary/middle/high school).

\*\*CEL 624 field hours will be completed in a nonprofit community partner that provides services or support to their local school families.

## The Ohio Standards for Principals

 <b>Leadership</b>	<b>Standard 1: Mission, Vision and Core Values</b>	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
	<b>Standard 2: Ethics and Professional Norms</b>	The effective educational leader acts ethically and according to professional norms.
	<b>Standard 3: School Improvement</b>	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
 <b>Learning</b>	<b>Standard 4: Curriculum, Instruction and Assessment</b>	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
	<b>Standard 5: Professional Capacity of School Personnel</b>	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
 <b>Culture</b>	<b>Standard 6: Equity and Cultural Responsiveness</b>	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
	<b>Standard 7: Community of Care and Support</b>	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
	<b>Standard 8: Meaningful Engagement of Families and Community</b>	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
 <b>Management</b>	<b>Standard 9: Strategic Staffing</b>	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
	<b>Standard 10: School Operations</b>	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

*Source: education.ohio.gov*

## ELCC Standards

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

<b>Element</b>	<b>Content Knowledge</b> <i>Programs provide evidence of candidate knowledge of:</i>	<b>Professional Leadership Skills</b> <i>Programs provide evidence that candidates demonstrate skills required to:</i>
<b>1.1</b> Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborative school visioning;</li> <li><input type="checkbox"/> Theories relevant to building, articulating, implementing, and stewarding a school vision;</li> <li><input type="checkbox"/> Methods for involving school stakeholders in the visioning process.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design and support a collaborative process for developing and implementing a school vision;</li> <li><input type="checkbox"/> Articulate a school vision of learning characterized by a respect for students and their families and community partnerships;</li> <li><input type="checkbox"/> Develop a comprehensive plan for communicating the school vision to appropriate school constituencies;</li> <li><input type="checkbox"/> Formulate plans to steward school vision statements.</li> </ul>
<b>1.2:</b> Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The design and use of assessment data for learning;</li> <li><input type="checkbox"/> Organizational effectiveness and learning strategies;</li> <li><input type="checkbox"/> Tactical and strategic program planning;</li> <li><input type="checkbox"/> Implementation and evaluation of school improvement processes;</li> <li><input type="checkbox"/> Variables that affect student achievement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and use evidence-centered research strategies and strategic planning processes;</li> <li><input type="checkbox"/> Create school-based strategic and tactical goals;</li> <li><input type="checkbox"/> Collaboratively develop implementation plans to achieve those goals;</li> <li><input type="checkbox"/> Develop a school improvement plan that aligns to district improvement plans.</li> </ul>
<b>1.3:</b> Candidates understand and can promote continual and sustainable school improvement.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continual and sustained improvement models and processes;</li> <li><input type="checkbox"/> School change processes for continual and sustainable improvement;</li> <li><input type="checkbox"/> Role of professional learning in continual and sustainable school improvement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement;</li> <li><input type="checkbox"/> Design a transformational change plan at the school-building-level;</li> <li><input type="checkbox"/> Design a comprehensive, building-level professional development program.</li> </ul>
<b>1.4:</b> Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a school plan to monitor program development and implementation of school goals;</li> <li><input type="checkbox"/> Construct an evaluation process to assess the effectiveness of school plans and programs;</li> <li><input type="checkbox"/> Interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.</li> </ul>

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

<b>Element</b>	<b>Content Knowledge</b> <i>Programs provide evidence of candidate knowledge of:</i>	<b>Professional Leadership Skills</b> <i>Programs provide evidence that candidates demonstrate skills required to:</i>
<b>2.1:</b> Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	<ul style="list-style-type: none"> <li>□ Theories on human development behavior, personalized learning environment, and motivation;</li> <li>□ School culture and ways it can be influenced to ensure student success.</li> </ul>	<ul style="list-style-type: none"> <li>□ Collaborate with others to accomplish school improvement goals;</li> <li>□ Incorporate cultural competence in development of programs, curriculum, and instructional practices;</li> <li>□ Monitor school programs and activities to ensure personalized learning opportunities;</li> <li>□ Recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices;</li> <li>□ Promote trust, equity, fairness, and respect among students, parents, and school staff.</li> </ul>
<b>2.2:</b> Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	<ul style="list-style-type: none"> <li>□ Curriculum development and instructional delivery theories;</li> <li>□ Measure of teacher performance;</li> <li>□ Multiple methods of evaluation, accountability systems, data collection, and analysis of evidence;</li> <li>□ School technology and information systems to support and monitor student learning.</li> </ul>	<ul style="list-style-type: none"> <li>□ Collaborate with faculty to plan, implement, and evaluate a coordinated aligned, and articulated curriculum;</li> <li>□ Use evidence-centered research in making curricular and instructional decisions;</li> <li>□ Interpret information and communicate progress toward achievement.</li> <li>□ Design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.</li> </ul>
<b>2.3:</b> Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	<ul style="list-style-type: none"> <li>□ High-quality professional development for school staff and leaders;</li> <li>□ Instructional leadership practices;</li> <li>□ Leadership theory, change processes, and evaluation;</li> <li>□ Standards for high-quality teacher, principal, and district practice.</li> </ul>	<ul style="list-style-type: none"> <li>□ Work collaboratively with school staff to improve teaching and learning;</li> <li>□ Design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction;</li> <li>□ Design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.</li> </ul>
<b>2.4:</b> Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.	<ul style="list-style-type: none"> <li>□ Technology and its uses for instruction within the school;</li> <li>□ Infrastructures for the ongoing support, review, and planning of instructional technology.</li> </ul>	<ul style="list-style-type: none"> <li>□ Use technologies for improved classroom instruction, student achievement, and continuous school improvement;</li> <li>□ Monitor instructional practices within the school and provide assistance to teachers;</li> <li>□ Use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.</li> </ul>

**Standard 3.0:** A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

<b>Element</b>	<b>Content Knowledge</b> <i>Programs provide evidence of candidate knowledge of:</i>	<b>Professional Leadership Skills</b> <i>Programs provide evidence that candidates demonstrate skills required to:</i>
<b>3.1:</b> Candidates understand and can monitor and evaluate school management and operation	<ul style="list-style-type: none"> <li><input type="checkbox"/> School management of organizational, operational, and legal resources;</li> <li><input type="checkbox"/> School management of marketing and public relations functions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school;</li> <li><input type="checkbox"/> Develop school operational policies and procedures;</li> <li><input type="checkbox"/> Develop plans to implement and manage long-range plans for the school.</li> </ul>
<b>3.2:</b> Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Methods and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities;</li> <li><input type="checkbox"/> Alignment of resources to building priorities and forecasting resource requirements for the school;</li> <li><input type="checkbox"/> Technology and management systems.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals;</li> <li><input type="checkbox"/> Analyze a school's budget and financial status;</li> <li><input type="checkbox"/> Develop facility and space utilization plans for a school;</li> <li><input type="checkbox"/> Project long-term resource needs of a school;</li> <li><input type="checkbox"/> Use technology to manage school operational systems.</li> </ul>
<b>3.3:</b> Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	<ul style="list-style-type: none"> <li><input type="checkbox"/> School strategies supporting safe and secure learning environments including prevention, crisis management, and public relations;</li> <li><input type="checkbox"/> School strategies supporting student development of self-management, civic literacy, and positive leadership skills;</li> <li><input type="checkbox"/> School-based discipline management policies and plans.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment;</li> <li><input type="checkbox"/> Plan an aligned building discipline management policies and plan;</li> <li><input type="checkbox"/> Evaluate and implement discipline management plans.</li> </ul>
<b>3.4:</b> Candidates understand and can develop school capacity for distributed leadership.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The meaning of distributed leadership in a school environment and how to create and sustain it.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify leadership capabilities of staff;</li> <li><input type="checkbox"/> Model distributed leadership skills;</li> <li><input type="checkbox"/> Involve school staff in decision-making processes.</li> </ul>
<b>3.5:</b> Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Supervision strategies that ensure that teachers maximize time spent on high-quality instruction and student learning;</li> <li><input type="checkbox"/> Management theories on effective school time, priorities, and schedules.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop school policies that protect time and schedules to maximize teacher instructional time and student learning;</li> <li><input type="checkbox"/> Develop a school master schedule.</li> </ul>

**Standard: 4.0:** A building-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 on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

<b>Element</b>	<b>Content Knowledge</b> <i>Programs provide evidence of candidate knowledge of:</i>	<b>Professional Leadership Skills</b> <i>Programs provide evidence that candidates demonstrate skills required to:</i>
<p><b>4.1</b> Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaboration and communication techniques to improve the school’s educational environment;</li> <li><input type="checkbox"/> Information pertinent to the school’s educational environment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information;</li> <li><input type="checkbox"/> Communicate information about the school within the community.</li> </ul>
<p><b>4.2</b> Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and mobilize effective community resources;</li> <li><input type="checkbox"/> School-based cultural competence;</li> <li><input type="checkbox"/> Diverse cultural, social, and intellectual community resources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and use diverse community resources to improve school programs.</li> </ul>
<p><b>4.3</b> Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The needs of students, parents or caregivers;</li> <li><input type="checkbox"/> School organizational culture that promotes open communication with families and caregivers;</li> <li><input type="checkbox"/> School strategies for effective oral and written communication with families and caregivers;</li> <li><input type="checkbox"/> Approaches to collaboration with families and caregivers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct needs assessments of families and caregivers;</li> <li><input type="checkbox"/> Develop collaboration strategies for effective relationships with families and caregivers;</li> <li><input type="checkbox"/> Involve families and caregivers in the decision-making processes at the school.</li> </ul>
<p><b>4.4</b> Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The needs of community partners;</li> <li><input type="checkbox"/> School organizational culture that promotes open communication with community partners;</li> <li><input type="checkbox"/> School strategies for effective oral and written communication with community partners;</li> <li><input type="checkbox"/> Collaboration methods to develop and sustain productive relationships with community partners.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct needs assessment of community partners;</li> <li><input type="checkbox"/> Develop effective relationships with a variety of community partners;</li> <li><input type="checkbox"/> Involve community partners in the decision-making processes at the school.</li> </ul>

**Standard 5.0:** A building-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 school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

<b>Element</b>	<b>Content Knowledge</b> <i>Programs provide evidence of candidate knowledge of:</i>	<b>Professional Leadership Skills</b> <i>Programs provide evidence that candidates demonstrate skills required to:</i>
<b>5.1</b> Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practices demonstrating principles of integrity and fairness;</li> <li><input type="checkbox"/> Federal, state, and local legal and policy guidelines that create operational definitions of accountability, equity, and social justice.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Act with integrity and fairness in supporting school policies and staff practices that ensure every student’s definitions of accountability, equity, and social justice.</li> </ul>
<b>5.2</b> Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The basic principles of ethical behavior established by legal and professional organizations;</li> <li><input type="checkbox"/> The relationship between ethical behavior, school culture, and student achievement;</li> <li><input type="checkbox"/> The effect of ethical behavior on one’s own leadership.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formulate a school-level leadership platform grounded in ethical standards and practices;</li> <li><input type="checkbox"/> Analyze leadership decisions in terms of established ethical practices.</li> </ul>
<b>5.3</b> Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Democratic values, equity, and diversity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues;</li> <li><input type="checkbox"/> Develop appropriate communication skills to advocate for democracy, equity, and diversity.</li> </ul>
<b>5.4</b> Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Moral and legal consequences of decision making in schools;</li> <li><input type="checkbox"/> Strategies to prevent difficulties related to moral and legal issues.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formulate sound school strategies to educational dilemmas;</li> <li><input type="checkbox"/> Evaluate school strategies to prevent difficulties related to moral and legal issues.</li> </ul>
<b>5.5</b> Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The relationship between social justice, school culture, and student achievement;</li> <li><input type="checkbox"/> Theories of efficacy.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and critique school 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 school;</li> <li><input type="checkbox"/> Develop the resiliency to uphold core values and persist in the face of adversity.</li> </ul>

**Standard 6.0:** A building-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 through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

<b>Element</b>	<b>Content Knowledge</b> <i>Programs provide evidence of candidate knowledge of:</i>	<b>Professional Leadership Skills</b> <i>Programs provide evidence that candidates demonstrate skills required to:</i>
<b>6.1:</b> Candidates understand and can advocate for school students, families, and caregivers.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Policies, laws, and regulations enacted by state, local, and federal authorities that affect schools;</li> <li><input type="checkbox"/> The effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how law and policy is applied consistently, fairly and ethically within the school;</li> <li><input type="checkbox"/> Advocate based on an analysis of the complex causes of poverty and other disadvantages; serve as a respectful spokesperson for students and families within the school.</li> </ul>
<b>6.2:</b> Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The larger political, social, economic, legal, and cultural context;</li> <li><input type="checkbox"/> Ways that power and political skills can influence local, state, or federal decisions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advocate for school policies and programs that promote equitable learning opportunities and student success;</li> <li><input type="checkbox"/> Communicate policies, laws, regulations, and procedures to appropriate school stakeholders.</li> </ul>
<b>6.3:</b> Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Future issues and trends that can affect schools (e.g., entrepreneurial approaches);</li> <li><input type="checkbox"/> Contemporary and emerging leadership strategies to address trends.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and anticipate emerging trends and issues likely to affect the school;</li> <li><input type="checkbox"/> Adapt leadership strategies and practice to address emerging school issues.</li> </ul>

## Registering for Classes

Web registration is available through the CampusNet link from the My CSU Homepage. You will log into this service using your CSU ID and your personal CampusNet password. By using these pages you can view the online course schedule, add courses to your schedule, drop courses, and print your schedule. Use the help screens for any assistance you need with these web pages.

### **Basic Instructions:**

You will need to use your CSU ID number and the appropriate password to use CampusNet. Please have these available before you begin your registration session.

*\*If you do not know your CampusNet password, you can contact the IS&T Help Desk at 216-687-5050.*

**Step 1)** Sign into CampusNet.

**Step 2)** Click on the “**Student**” tab.

**Step 3)** Click the link “**Add/Drop.**”

**Step 4)** Click on the magnifying glass for the Academic Year you are registering for.

**Step 5)** Click on the link for the semester you are trying to register for.

**Step 6)** Click the blue plus sign that says “**Add class to this schedule.**”

**Step 7)** You are given a few options. The easiest way is the button for “**Search by Subject and Catalog Number.**”

**Step 8)** Select the Subject from the drop down: **CEL – Center Educational Leadership**

**Step 9)** Click **Search** after you have found the subject.

**Step 10)** Once you find your course, click the **blue plus sign** by that course. Be sure to select the correct section.

**Step 11)** Click **Continue.**

**Step 12)** Click **Enroll Now.**

Course Section: \_\_\_\_\_

## Estimated Tuition and Fees

- **Tuition:**
  - Estimated Tuition is based on the current credit hour rate of \$567.50
  - Estimated Tuition, fees, and books: \$14,000
  - *Estimated cost is subject to change based on University credit hour rates.*
  - *Payments are due on the Monday prior to the first day of each semester.*
    - † <http://www.csuohio.edu/treasury-services/how-pay>
- **Text Books:**
  - All participants must buy:
    - † *Case Studies on Diversity and Social Justice Education* by Paul Gorski & Seema G. Pothini.

## Financial Aid

- Financial aid is available, for those who qualify, through the University's Office of Financial Aid:
  - <https://www.csuohio.edu/financial-aid/financial-aid>
  - Phone: (216) 687-5411
  - Toll Free: (888) CSUOHIO
  - [allin1@csuohio.edu](mailto:allin1@csuohio.edu)
- You will need to file a FAFSA: <https://fafsa.ed.gov/>
- You may also want to look in to the Teacher Loan Forgiveness Program: <https://studentaid.ed.gov/repay-loans/forgiveness-cancellation/charts/teacher>

## Financial Standing

In order to receive financial aid, you must make Satisfactory Academic Progress (SAP) as defined by the U.S. Department of Education. SAP is different from the University's definition of academic standing. All Cleveland State students who have completed a Free Application for Federal Student Aid (FAFSA) and wish to be considered for federal, state, and institutional financial aid must meet the criteria stated in the policy regardless of whether or not they previously received aid. These requirements apply to part-time as well as full-time students for all semesters of enrollment within an academic year, including those semesters for which no financial aid was granted. Evaluation of SAP is made at the conclusion of each semester by the Financial Aid Office once grades are available in the university system. This review looks at grades received, courses attempted, GPA and pace towards graduation.

Read more at <https://www.csuohio.edu/standards-academic-progress>

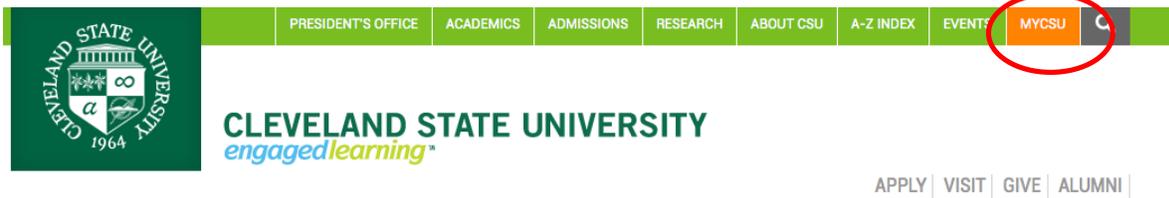
## Getting Started with Blackboard

Before classes begin, instructors use CSU email addresses to send information to students regarding an online course. Be sure to either check your CSU email or set up email forwarding (see instructions in handbook).

Courses are generally available one week BEFORE classes start. However, making the course available to students is at the instructor's discretion. If a course is not showing in your course list and you believe it should, first contact your instructor to ask if the course has been made available.

### Logging In:

1. The easiest way to get to the Blackboard login page is to go to MyCSU from the CSU homepage (csuohio.edu).



Click Blackboard.



Or go directly to the login page at this address: <https://www.csuohio.edu/center-for-elearning/academic-integrity-statement>

2. Login using the username format: your 7-digit **CSUID@vikes.csuohio.edu** and then your CampusNet Password.

### Getting Help:

<https://www.csuohio.edu/center-for-elearning/technical-support>

- Access 24/7 Blackboard technical support via **live chat** using the link above or by **calling** 216-687-5050 #2.
- Call or email the Center for ELearning M-F 8am-5pm, 216.687.3960 or [elearning@csuohio.edu](mailto:elearning@csuohio.edu)

Note: If you have a question about assignments, course content, or other course activities, you should direct those questions to your instructor. This guide is intended to provide steps to take for seeking help with technical questions only.

### Trainings:

As technology is ever-changing, we recommend that you register for the **Blackboard Student Orientation** course that you are welcome to take at any time: <https://www.csuohio.edu/center-for-elearning/blackboard-orientation-course>

## Taskstream

Taskstream is an online assessment management system used by the College of Education and Human Services at Cleveland State University. All ELCC assessments in the Inspired Leaders Program will be accessed, submitted, and graded through Taskstream. **All students in the Inspired Leaders Program are required to register their account upon beginning the first course.**

**Registering:** When you are enrolled in the first ILP program course (CEL 603), within the first week or two after it begins you will receive an email to your CSU account from Taskstream/Watermark on how to set up your account. Please watch for this email, which will contain directions and a link to register your account. Please register as soon as possible after receiving this email so submission of your assignments is not delayed.

If you encounter difficulties or the system cannot find your account for some reason, use your CSU email as an ID and click “Forgot password” to reset your password. If the account is still not found, contact Dr. Heather Gallacher at [h.gallacher@csuohio.edu](mailto:h.gallacher@csuohio.edu).

**Logging In:** To log into Taskstream, go to [www.taskstream.com](http://www.taskstream.com), enter your Username (CSU email address) and Password in the upper left-hand corner, and click “Log In.” If you forget your password, click “Forgot Password.”

**Enrolling:** Shortly before or during the first week of each semester, you will be enrolled in the courses and linked to your instructors. Upon logging in, you should see your classes for the semester. If you do not, please contact Dr. Heather Gallacher at [h.gallacher@csuohio.edu](mailto:h.gallacher@csuohio.edu).

**Submitting Work:** Course assignments that are required to be submitted through Taskstream should be indicated as such in your syllabus and on the Blackboard site for the course. A link to Taskstream should also be provided on Blackboard.

**Support** for Taskstream is available in a number of places.

If you receive a message when attempting to log in that you do not have an account or if you do not see your current semester’s courses after logging in, please contact Dr. Heather Gallacher ([h.gallacher@csuohio.edu](mailto:h.gallacher@csuohio.edu)).

For technical support using the site, “Help” and “Contact” links are located throughout the Taskstream site. You can also contact Taskstream by phone at (800) 311-5656 or email at [help@taskstream.com](mailto:help@taskstream.com).

Upon logging in to Taskstream, there is a link to download a “Getting Started Guide” and FAQs, which provide basic instructions for navigating the site, submitting work, and viewing feedback.

## Grading and Enrollment Policies

The Office of the University Registrar's web page should be referenced for complete up-to-date information for registration information, course schedules, and procedures. <http://www.csuohio.edu/registrar/registrar>

### **Enrollment Deadlines:**

Students are responsible for adhering to specific enrollment deadlines and procedures each term. This information is located on the University Registrar's web site and on CampusNet for each course. Enrollment/Withdrawal deadlines vary by term.

### **Credit Hour Load:**

In order to qualify for financial aid as graduate students, individuals must register for at least six graduate credit hours per term.

### **Attendance Requirement:**

Students are expected to attend class. If a student expects to be absent for an extended period of time, notification should be given to the course instructor. Non-attendance does not constitute a withdrawal. Please see CEL Attendance Policies for further information.

### **Grades:**

The grades for courses are as follows:

- A** Superior graduate attainment. Valued at 4.0 quality points.
- A-** Valued at 3.7 quality points.
- B+** Valued at 3.3 quality points.
- B** Acceptable graduate attainment. Valued at 3.0 quality points.
- B-** Attainment below graduate standards. Valued at 2.7 quality points.
- C** Attainment below graduate standards. Valued at 2.0 quality points.
- F** Failure. Valued at 0 quality points.

Note: There is no grade of C+, C-, or D for graduate (500-899) courses.

**I** Incomplete. A non-credit grade indicating course work has not been completed. An I grade must be removed within a maximum of one semester (by the last day of instruction of the next semester) or it converts to a grade of F, whether or not a student enrolls next term. An instructor may require course work be completed earlier. Incomplete deadline dates are noted on the University Registrar's web page.

An I grade may be assigned by the instructor when the following conditions are met:

1. The student has the potential to pass the course
2. The student has not completed all requirements for reasons deemed justified by the instructor.

It is highly recommended that a contract be developed between the student and instructor delineating when and how final course requirements will be met.

**W** Authorized withdrawal. A grade of W is recorded when a student withdraws from a course following the University Registrar's procedures or those outlined in the Withdrawal Policy section below, during the period extending from the beginning of the semester to the final date for withdrawal.

**X** A grade assigned by an instructor when a student has not completed all assignments for reasons that cannot be determined. An X also will be assigned by the University Registrar when no grade is submitted by an instructor. If a grade change is not submitted by the end of the following semester, the X becomes an F. Instructors will need to indicate the last date of contact upon entering a grade of X.

### Change of Grade:

Once the Office of the University Registrar receives a letter grade (A-F), a faculty member may *only* change the grade:

1. because of an error in computation;
2. due to a recording error; or
3. because of circumstances he or she deems “extraordinary,” which bears on the appropriateness of the grade awarded.

A change of grade request for a graduate course requires the approval of the Dean of the College of Graduate Studies.

Note: Instructors may change I or X grades, when appropriate.

### Successful Course Completion:

If a student receives a grade of W, F, I, or X, they have not successfully completed the course.

Academic standing includes a measure of your completion ratio for a semester. The completion ratio is the percentage of classes that you successfully completed out of the classes that you were registered for in a given term. Any course that has a W, X, I, or F grade is considered a non-completion. You must complete better than 67% of your courses.

Successful course completion is now tied to financial aid eligibility. Students who do not complete better than 67% of their course will be in danger of losing financial aid.

### Petition Guidelines:

The following guidelines must be followed so that petitions can be presented in a way most likely to correctly inform the College of Graduate Studies Petitions Committee. This body conducts the final review of graduate petitions.

When referring to a course, include the course number, title, semester taken, and the instructor’s name. Any petition requesting an exemption from a course requirement, a late withdrawal, an extension of an Incomplete grade, or change in grading status must include an instructor’s dated statement. The instructor’s statement **MUST** include:

1. information on the student’s attendance and performance in the course;
2. whether or not the student’s request is supported by the instructor; and
3. the instructor’s rationale for supporting, or not supporting, the petition.

All requests for action on the grounds of medical, personal, legal, or work-related difficulties, either previous or ongoing, **MUST** include written documentation of the situation and a dated and signed statement on official letterhead from the appropriate person (attorney, doctor, dentist, employer, etc.). The documentation provided **MUST** address directly how the difficulties noted had an adverse effect on the student’s academic performance. Without this information/documentation, petitions will be returned to the student without Petitions Committee action.

If questions arise in preparing a petition, contact the College of Graduate Studies at (216) 687-9370.

### **Withdrawal Policy:**

During the academic year, a student may withdraw from a course through the end of the tenth week of the semester in a 16-week semester. Academic Calendar dates are subject to change. **Please check CampusNet for the most up to date information about specific course dates. Courses scheduled outside of the traditional semester schedule are indicated in CampusNet as ALT (alternative) session courses.** Add/drop/withdrawal deadlines for ALT courses are adjusted according to the length of the session. Withdrawal deadlines can be found online at <http://www.csuohio.edu/enrollmentservices/registrar/calendar/>.

After the final date for withdrawal, a student may officially withdraw from a course only by means of a petition approved by the College of Graduate Studies Petitions Committee.

Please note that the University Graduate Council has determined that poor academic performance on a midterm examination or in other course requirements does not constitute sufficient grounds for granting a student a late withdrawal from a course.

Withdrawal from a course without approval, as indicated above, constitutes a failure and a grade of F will be recorded on the student's record.

### **Repeating a Course:**

Repeating a graduate course does not eliminate an earlier recorded grade on the student's transcript. With the exception of courses designed to have variable content from semester to semester, a repeated course will not count more than once in meeting graduate degree requirements. When a student repeats a course, both grades are counted in computing graduate cumulative grade point average.

## **Graduate Catalog Regulations & Requirements**

The University reserves the right to amend its rules and regulations within the limits commonly accepted by colleges and universities. Students must keep themselves informed of amendments.

### **Academic Warning and Dismissal:**

Optional dismissal from, or continued participation with academic warning in a graduate degree, certificate, or licensure program, are recommended by the graduate committee of the program.

### **Optional Dismissal:**

If, in 400- to 800-level courses, a student receives:

- a. one grade of F, or
- b. two grades of less than B, or
- c. two grades of NS,

then the individual **MUST** be reviewed by the Graduate Program Committee to determine his or her ability to continue in graduate school. If the Graduate Program Committee determines that dismissal is in order, this recommendation is made to the Dean of the College of Graduate Studies for review and notification of the student.

### **Academic Warning:**

If it is determined that the student may continue in the graduate program, the Graduate Program Committee will notify the Dean of the College of Graduate Studies and the student, in writing, regarding the grounds under which continuation is possible.

**Mandatory Dismissal:**

If, in 400- to 800-level courses, a student receives:

- a. two F grades, or
- b. accumulates a total of nine credit hours of B- or less grades and has a cumulative grade-point average below 3.0, then the student will be dismissed automatically from the program by the Dean of the College of Graduate Studies.

**Re-Admission:**

An academically dismissed student who is readmitted to the same graduate program, or enters a different graduate program, will again be dismissed by the College of Graduate Studies if the individual receives in 400-800 level courses:

- a. One or more grades of "F" or
- b. Two or more grades of "B-" or less

Programs may impose more stringent grade performance requirements on re-admitted students. Academic performance requirements must be stated clearly in readmission letters that are forwarded to the College of Graduate Studies for consideration.

A GRADUATE STUDENT WHO RECEIVES A SECOND ACADEMIC DISMISSAL IS NOT ELIGIBLE FOR FURTHER GRADUATE STUDY AT THE UNIVERSITY.

**Degree-Seeking Students: Re-Admission Procedures:**

- An academically dismissed degree, certificate, or licensure student who has been separated from the University for twelve or more months may request permission to be re-admitted to his or her prior program. Such requests are reviewed and acted upon by the Graduate Program Committee of the unit.
- An academically dismissed student who has been separated from the University for less than twelve months may petition for early re-admission. Early re-admission petitions must provide an explanation of the factors responsible for the student's poor academic performance and present a convincing case for why he/she are now prepared to succeed in their studies. The petition should be submitted to the unit's Graduate Program Committee. The committee shall act on the petition and present a step-by-step academic "game plan" that will lead to the completion of the program. The plan presented must have the full support of the student's Graduate Program. The petition, recommendations and "game plan" will be presented to the College of Graduate Studies Petitions Committee, whose decision shall be final.
- Students who seek admission to a program other than the program from which they were academically dismissed are considered new applicants. To initiate consideration of admission to a new program, a student must apply for admission to the new graduate program. The Graduate Admissions Office will forward a copy of the student's admission file to the Program Director of the new program.
- All graduate students dismissed from the College of Graduate Studies may not be readmitted by submission of an Application for Admission as a Non-Degree Graduate student without approval via the petition process through the College of Graduate Studies Petition's Committee.

**For more information about graduate enrollment policies, requirements, and regulations, refer to the Graduate Catalog: <https://catalog.csuohio.edu> (click on the Graduate Catalog link).**

## Attendance Policy

The University recognizes certain activities as legitimate reasons for an excused absence from class. In no case is an excuse from class for a University-authorized activity to be interpreted as a release from class responsibility. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes lies solely with the student.

Students entering late for a class session create a distraction for other students and the course instructor. Respect for others requires one to be in place and ready to begin at the scheduled time. If a student will miss a class session, enter more than one half hour late, or leave early, it is the student's responsibility to notify the instructor of the course prior to the class date/time.

The standard percentage for the participation portion of a student's grade is 10%. If a student does miss a class session, enter one half hour or later or leave early (without good excuse), it is at the discretion of the instructor to take away points from the student's participation grade.

Regular, full, and active participation is an essential, and unmistakably important aspect of graduate-level full or partially online education. Your success in this course is dependent upon not only your active participation (responsiveness to the instructor and engagement with fellow classmates), and fulfillment of assignments, but also that you do so in a timely manner. Should there be circumstances that prevent you from meeting and fulfilling these course expectations, you must notify your instructor immediately so that accommodations can be made on your behalf. Failure to do so will result in lowered grades and potential failure in the course.

## Contact Hours

- 2 Credit Courses, 5-week duration
- 12.5 contact hours per credit
- One Saturday, face to face from 8:30 to 4:00 p.m.= 7.5 contact hours  
\*Due to COVID-19, Saturday face-to-face sessions will be modified virtual meetings until further notice.
- 3.5 hours weekly for 5 weeks On-Line = 17.5 contact hours

**Total** = 25 contact hours per course for 11 courses in the program

## Emergency Closing Information

### General Policy Statement

If Cleveland State University's main campus is closed and classes are cancelled – partnership classes held at the location you are scheduled to meet are also cancelled (even if that campus is open). Example: if you are scheduled to meet at an Education Service Center and they are open, but CSU has closed, your class will still be cancelled.

If the location you are scheduled to meet is closed and classes are cancelled but CSU's main campus has not closed – partnership classes are also cancelled.

You will be notified by your instructor when/where classes will be held to make up classes that were cancelled. Due to accreditation standards, any face-to-face session that is postponed due to an emergency *will be rescheduled*. Every attempt will be made to replicate the conditions (time/location) of the original class meeting when possible. Attendance and participation expectations will be the same as for the originally-scheduled class meeting.

Note: this only applies to class sessions scheduled to physically meet. Online due dates are at the sole discretion of the instructor.

### Emergency Notifications

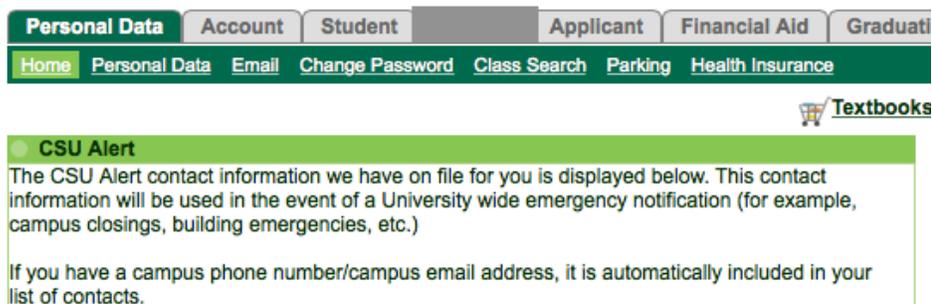
If an emergency is a critical incident, or becomes a critical incident, you can find important information through Cleveland State University's homepage, CSU Alert emergency notifications, and Cleveland State University's Facebook and Twitter accounts.

CSU Alert Website

- The CSU Alert website will post the current status of the University.
- <http://www.csuohio.edu/alert/alert>

You can sign up for CSU alert notifications through CampusNet. When you log into your CampusNet account, the CSU Alert box is right at the top of the first screen, with prompts to follow to enroll.

- Notifications use any or all of the following delivery methods: voice message (mobile and/or landline), text message, and email.



The screenshot shows a navigation bar with tabs: Personal Data, Account, Student, Applicant, Financial Aid, and Graduation. Below the navigation bar is a menu with links: Home, Personal Data, Email, Change Password, Class Search, Parking, and Health Insurance. To the right of the menu is a Textbooks icon. The CSU Alert notification box is highlighted in green and contains the following text:

**CSU Alert**  
The CSU Alert contact information we have on file for you is displayed below. This contact information will be used in the event of a University wide emergency notification (for example, campus closings, building emergencies, etc.)

If you have a campus phone number/campus email address, it is automatically included in your list of contacts.

## Professional Dispositions

Dear Student,

Welcome to the College of Education and Human Services! We look forward to working with you as you develop your knowledge of leadership and your expertise as a school leader through coursework, community interactions, and during supervised experiences working in the field.

One important aspect of your education here with us is the development of *professional dispositions*—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. In order to support your development in these areas we are sharing with you a list of key dispositions. Failure to demonstrate these dispositions through your behaviors at any point in the program may jeopardize your continuation in your program. We expect you to monitor your own development of these professional dispositions, beginning now and continuing throughout your career. The ability to reflect on one's own growth, strengths, and challenges is a central characteristic of effective school leaders.

In order to support you in this process, your course instructors and your advisor will be following the development of your professional dispositions. They are prepared to provide any assistance you might need. If, over time, a number of them have concerns, you may be contacted for a conference in which we will agree to a plan for your continued success in the program. Please speak with your advisor if you have any concerns or questions about this process. We see it as one more way we can help you become an effective teacher.

Sincerely,

The Faculty  
Center for Educational Leadership  
College of Education and Human Services

## Student List of Professional Dispositions\*

For Student Reference

### Communication Skills

1.	Demonstrate appropriate verbal communication.	
2.	Demonstrate appropriate written communication.	
3.	Demonstrate a disposition toward inquiry and problem solving.	
4.	Work collaboratively with parents, colleagues, and professionals.	
5.	Demonstrate consistently positive attitudes toward learning and teaching.	
6.	Accept responsibility for decisions and actions.	
7.	Establish and maintain mutually respectful interactions.	

### Work Ethic

8.	Demonstrate regular attendance.	
9.	Demonstrate punctuality.	
10.	Complete work in a timely manner.	
11.	Demonstrate organizational skills.	
12.	Observe all pertinent policies and procedures.	

### Professionalism

13.	Demonstrate a commitment to working with children, youth, and their families in developmentally appropriate ways.	
14.	Demonstrate an awareness of community, state, national, and world contexts that have an impact on the teaching profession and the learning process.	
15.	Treat university faculty/staff, colleagues, parents, and students fairly, equitably, and respectfully.	
16.	Accept constructive criticism and adjusts performance accordingly.	
17.	Express and demonstrate interest in and enthusiasm for teaching and learning.	
18.	Adapt to new and diverse learning situations.	
19.	Accept diverse learners and their needs.	
20.	Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.	
21.	Maintain confidentiality about student records unless disclosure serves a professionally compelling purpose or is required by law.	
22.	Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information.	
23.	Respect the points of view of others.	
24.	Develop and explain professional judgments using research-based theory and practice.	
25.	Contribute meaningfully and appropriately to discussions by asking questions and giving opinions, and listening to others.	
26.	Project an appropriate professional appearance in professional settings.	
27.	Project an appropriate professional demeanor in professional settings.	
28.	Accept leadership opportunities.	
29.	Understand and practice professional ethical standards.	

\* These disposition statements have been modified slightly from Kent State University.

## Obtaining a Principal's License

### Ohio Assessment for Educators:

- Near the end of your program you will want to register for the Ohio Assessment for Educators (formerly the Praxis). You will need to pass the exam with a score of 220 or higher in order to apply for your license.
  - Visit [www.oh.nesinc.com](http://www.oh.nesinc.com) and register for exam 015: Educational Leadership.
    - † *There is test prep available on the website.*
    - † *The Center for Educational Leadership also holds a test prep seminar each semester to assist graduating students with preparing for this exam.*

### Applying for the License:

- Once you have taken and passed the assessment you will need to apply online for your license.
  - To apply online visit [www.education.ohio.gov](http://www.education.ohio.gov)
  - Access or create your SAFE/OH|ID account
  - Once logged in, access My Educator Profile from the ODE CORE link on your account menu.
    - † You can complete your license application and pay from this page.
      - You should apply for all grade bands you qualify for. Qualifications are based on your license as well as your teaching experience (i.e. if you have taught fifth grade you qualify for all three grade bands.)
    - † When you have submitted your application your e-signer (from the Education Student Services Center at CSU) will endorse you for your license.
    - † Note: The current cost of the Principal License is \$200.

### Other Materials Needed:

- Program of Study.
  - The Education Student Services Center at Cleveland State must have a copy of your Program of Study on file in order to endorse you.
  - This should be completed at the start of your program.
  - There is a blank copy in your handbook or you can contact the Center for Educational Leadership for another copy.

**Please refer to the Appendix section “Applying for a License or Endorsement” (developed by the ESSC) in this manual for more in-depth information, frequently asked questions, and appropriate contact information regarding licensure.**

If you run in to any issues during the licensure process, please contact the Education Student Services Center (ESSC) at 216.687.4625.

## Licensure Requirements

### Ohio Revised Code 3301-24-05 Licensure:

(D) The professional administrator license shall be issued to an individual who holds a master's degree, who is deemed to be of good moral character, who has successfully completed an approved program of preparation for the licensure area sought, and who has been recommended by the dean or head of teacher education at an institution approved to prepare administrators, who has successfully completed an examination prescribed by the state board of education, and who has evidenced the requirements specified below. Administrator licenses shall be issued in the following areas:

(1) The professional principal license shall be issued in the areas described in paragraphs (D)(1)(a) to (D)(1)(e) of this rule to an individual who has completed the requirements specified in paragraph (D) of this rule and who has completed two years of successful teaching under one of the licenses specified in paragraphs (D)(1)(a) to (D)(1)(c) of this rule or two years of successful work experience in a school under the license specified in paragraph (D)(1)(d) of this rule at the age/grade levels for which the principal license is sought:

(a) Ages three through twelve and prekindergarten through grade six for those with an early childhood, middle childhood, multi-age, or intervention specialist license;

(b) Ages eight through fourteen and grades four through nine for those with a middle childhood, multi-age, adolescence to young adult, intervention specialist license, or career-technical license; and

(c) Ages ten through twenty-one and grades five through twelve for those with a middle childhood, multi-age, intervention specialist, adolescence to young adult, or career-technical license.

(d) Ages three to twenty-one and grades kindergarten to twelve for those with a pupil service license.

## Communication Policy

Upon acceptance in to the program, please provide the Center for Educational Leadership with the following:

- Photo.
- Brief biography.

### Communication with Faculty:

- Communicate any questions, concerns or requests to directly to your instructor. This includes:
  - Inability to complete an assignment.
  - Inability to attend a class session.
  - Concerns regarding course material.
  - Concerns regarding instruction.
- Instructor will provide timeline regarding when to expect feedback on course assignments.

### Communication with the Center:

- Please contact the Program Coordinator ([center\\_edleadership@csuohio.edu](mailto:center_edleadership@csuohio.edu) | 216.875.9912) for the following:
  - **If your instructor does not respond to an inquiry within 48 hours.**
  - If you have raised an issue with your instructor that has not been resolved within one week.
  - Issues with registration.
  - Concerns regarding your Program of Study (you may locate the POS in the Useful Documents section)

### Email:

- You will be provided with a CSU email address. If you do not plan on monitoring this email account you should forward your mail to your preferred address. You can find the step-by-step directions in this manual.

Please note:

- CSU email account policy number 3344-7-04 (B)
  - Faculty and staff are not permitted to automatically redirect their CSU email account to a non-CSU external (private) email address/account.
- CSU public record and privacy policy number 3344-7-06
  - Any work related email sent by faculty or staff from CSU or residing on CSU email servers may be considered a public record under the Ohio public records act and may be subject to disclosure.
    - Required to comply with the law;
    - Ordered to do so by a court of law;
    - Ordered to do so pursuant to a subpoena or other legally enforceable order
- Family Educational Rights and Privacy Act (FERPA)
  - FERPA is a law that protects the privacy of student education records. An education record is defined as any record that is directly related to the student and that is kept by the university.

For these reasons, it is the policy of the Center for Educational Leadership to promote the use of the LMS (ex: Blackboard) for online interactions between faculty and students.

## Forwarding Email

If you do not wish to utilize your CSU provided email, you will need to forward emails sent to you CSU account to the account you monitor the most.

### Why:

Your CSU email is issued to you when you become a student. Not only will you receive official communications from the University at this address, but you will also likely receive emails from your instructors. Instructors can email an entire class roster via CampusNet and Blackboard, both of which are set up with your CSU email address, not the personal one you provided.

Please see the following pages for step-by-step instructions.

**How to Forward Email:**

1. Open a web browser and enter the following url: <https://campusnet.csuohio.edu>. When you get there, click on the “CampusNet Login” link.



2. Login with your CSU ID and Password (note: passwords are case sensitive.)

3. Look at the upper left of the resulting screen; you're looking for a link which says "E-mail" Click on that link.

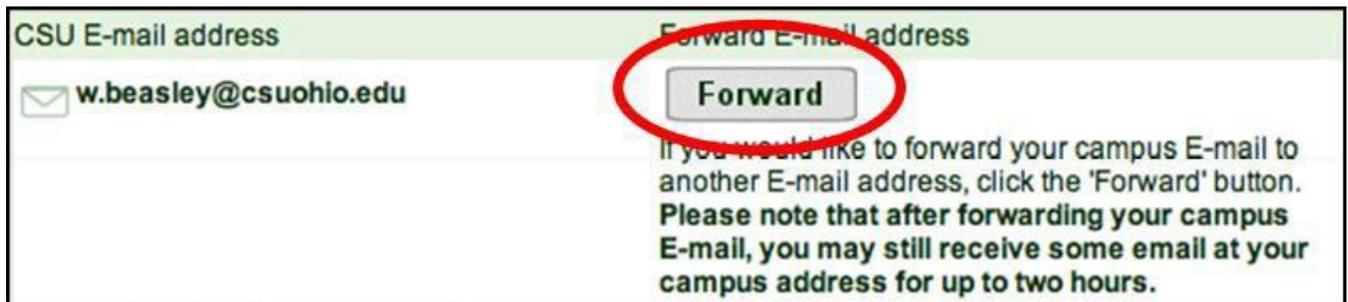


4. Look for two things on the resulting screen. If you have never been here before, at the left edge of your screen it will say:

Currently, your  
campus E-mail is  
being sent to your  
CSU E-mail address.

This is useful information. (If you have been here, and have set forwarding, it will tell you that instead).

5. In the middle of the screen you should see the following: To set up forwarding, click the "forward" button.



6. On the resulting screen, fill in the email address

CSU E-mail address		Forward E-mail address
 <b>p.reid@csuohio.edu</b>		 rulerworld@yahoo.com
<input type="button" value="Save"/>		

7. After a brief wait you should see a confirmation screen:

CSU E-mail address		Forward E-mail address	
 <b>p.reid@csuohio.edu</b>		 rulerworld@yahoo.com	
		<input type="button" value="Change Forward"/>	<input type="button" value="Remove Forward"/>

## Frequently Asked Questions

*Do I have to use my CSU email address?*

While it is not a requirement to use your CSU issued email, you will receive important information at this address. We recommend either utilizing this email or setting it up to forward to your primary email address so you do not miss important information pertaining to your courses.

*When can I register for classes?*

Typically, you can register for the next semester's courses at the beginning of each semester. To be helpful, the Center will typically send a registration reminder to each cohort with enrollment directions mid-way through the preceding semester.

*What books do I need?*

You will need to purchase *Case Studies on Diversity and Social Justice Education* by Paul Gorski & Seema G. Pothini, in addition to books required by your instructors for each course.

*What fees are associated with the program?*

Please view Tuition and Fees section of the student handbook. The estimated overall cost of the program is just under \$14,000.

*What do I do if I cannot be at class, cannot make a deadline, or have a question about a course?*

Your first point of contact should always be your instructor. If your instructor has not responded to your inquiry within 48 hours, please contact the Center.

*Who do I contact if I am having an issue with my instructor?*

Your first point of contact should always be your instructor. If he or she does not respond to your inquiry or you feel you need to contact someone else, please email the Program Coordinator at [center\\_edleadership@csuohio.edu](mailto:center_edleadership@csuohio.edu).

*What grade bands for licensure do I qualify for?*

You are qualified for a grade band based on your professional license **and** work experience. You must have the professional license that covers the grade band **and** 2 years' experience teaching in at least one grade within the band. We recommend you apply for all bands you qualify for as there is no additional fee. For example, if you have two years' experience in a 5<sup>th</sup> grade classroom you qualify for all three grade bands. Please reference the Ohio Revised Code in this manual, the Program of Study form, or the licensure guide in the appendix for more information.

*I received a letter stating the Education Student Services Center does not have my Program of Study on file...*

This is a simple fix. Please complete the Program of Study in this manual and send it to the Center. **Be sure to include all work experience relevant to your licensure** on the Program of Study. If you need assistance or have lost your copy, please contact the Center.

## Useful Documents

### **Program of Study:**

The Program of Study form must be completed before you apply for your Principal License. Note: the licensure grade band(s) you are qualified for are dependent upon your teaching license and teaching experience. Be sure to select all that apply - i.e. if you have taught 5th grade, you are qualified for all three grade bands; make sure the employment history (on form) shows this experience. Once the Program of Study is completed, submit to the Center for Educational Leadership for Dr. Morin's approval. We will then submit the form to the Education Student Services Center.

### **Self-Assessment:**

The Self-Assessment will be completed at the beginning and end of the program. We have included the cover page of the self-assessment in the forms section for your reference.

### **Field Experience:**

Candidates in the Inspired Leaders Principal Licensure Program are required to complete 281 hours in the field to be eligible for principal licensure. The hours requirements for each course can be found on page 10 of this manual. Unless otherwise specified by your instructor, the requisite field hours for a course must be completed within the time period the course takes place.

You must identify a school-based mentor with experience and who has demonstrated success in school leadership. For your convenience, we encourage you to identify a principal in the school or district where you teach to be your on-site mentor. You may wish to use the same on-site mentor and field experience site for all of your courses. If there is more than one principal in your building with whom you'd like to work, you may use a different mentor for different courses.

We do ask that you choose one course during which you complete your field hours in school with a different setting than your own (e.g. elementary, middle, high, urban, suburban, rural, virtual, alternative, etc.). You will need to identify an on-site mentor at this alternate location.

Upon identifying your on-site mentor(s), you will need to provide him or her with the Mentor Welcome Letter provided in the following section of this manual.

For each course that requires field hours, the Field Study Project Approval form must be completed at the beginning of the course and turned in to your instructor. Your instructor will provide you with a letter for your on-site mentor that will outline some of the goals and assignments of the course and include an evaluation for your mentor to complete at the end of your field experience. In addition to this evaluation, you will need to turn in the Field Experience Record form to your instructor upon completing your field hours requirements for the course.

### **Applying for Principal's License Guide:**

The Education Student Service Center (ESSC) is the College of Education's advising office and where all educator licensure applications are reviewed. Please review the guide that is included in this appendix before submitting your licensure application at the end of your program. This guide also contains contact information for the licensure specialist in the ESSC who can assist with individual questions.

**Program of Study Intended for:**

- PRINCIPAL (Grades PK-6)
- PRINCIPAL (Grades 4-9)
- PRINCIPAL (Grades 5-12)

**Note: you must complete the Experience Verification Form on the back of this program of study to determine your eligibility for the principal license you are seeking.**

Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City/State/Zip: \_\_\_\_\_

CSU ID: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_ Other Phone: \_\_\_\_\_  
 E-Mail: \_\_\_\_\_

**PREREQUISITES/ELIGIBILITY:** Candidates for Principal Licensure must hold a master's degree and have two years of successful teaching experience in one or more of the principal grades bands (PK-6, 4-9, 5-12) under one of the following licenses to be eligible for that particular principal license: Early Childhood, Middle Childhood, Multi-Age, AYA, Intervention Specialist, or Career-Tech.

<u>Program Requirements</u>	<u>Credits</u>	<input checked="" type="checkbox"/> <u>If Required</u>	<u>Enter substitute course number or waived if approved by petition</u>
CEL 600 Leadership for 21st Century Schools	2	<input type="checkbox"/>	_____
CEL 603 Visionary Leadership	2	<input type="checkbox"/>	_____
CEL 606 Making Global Connections Through Technology	2	<input type="checkbox"/>	_____
CEL 609 Leading School Reform	2	<input type="checkbox"/>	_____
CEL 612 Data Driven Decision Making	2	<input type="checkbox"/>	_____
CEL 615 Raising Student Achievement	2	<input type="checkbox"/>	_____
CEL 618 Communicating Effectively	2	<input type="checkbox"/>	_____
CEL 621 Education Policy and Practice	2	<input type="checkbox"/>	_____
CEL 624 Leadership, Community and Engagement	2	<input type="checkbox"/>	_____
CEL 627 Managing Personnel	2	<input type="checkbox"/>	_____
CEL 630 Capstone	2	<input type="checkbox"/>	_____

**LICENSURE TOTALS**

**LICENSURE INFORMATION:**  
 IS THIS YOUR FIRST CERTIFICATE/LICENSE (Does not include Temporary, Substitute, Non-Tax, or Non-Ohio Credentials)?  Yes  No  
 Please list other teaching credentials you currently hold: \_\_\_\_\_  
**ALL APPLICANTS FOR LICENSURE MUST READ AND SIGN THE MORAL VERIFICATION BELOW:**  
 In accordance with the Teacher Education Standards of the State of Ohio, the issuance of a teaching license is in part dependent on verification that the candidate is "of good moral character." In making a determination of the moral character of a candidate, the State requires each candidate to submit to a criminal record fingerprint check. In addition, you will be asked five questions on the licensure application regarding criminal convictions that must be answered truthfully. I certify that I have read this statement and understand what will be asked of me when applying for my license.  
 Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
**Beginning January 2014**, all requests for a new credential must be completed on-line through the Ohio Department of Education's (ODE) website. Information regarding the on-line license application process can be found at <http://education.ohio.gov/Topics/Teaching/Educator-Licensure>. After visiting this website if you still have questions regarding the on-line application process, please contact the Education Advising Office at 216-687-4625. Once you have submitted your on-line license application to the ODE and payment is made, it will be forwarded to Cleveland State for review. **CLEVELAND STATE MUST HAVE ON FILE AN APPROVED PROGRAM OF STUDY AND A RECORD OF YOUR PRAXIS/OAE SCORES TO REVIEW AND APPROVE YOUR LICENSE APPLICATION.** If your application is declined by Cleveland State, you will need to contact the Education Advising Office at 216-687-4625 for further information. You will be notified by the ODE if you do not have a current background check on file with them.  
**OHIO ASSESSMENTS FOR EDUCATORS (OAE) Effective 9/1/13:**  
 To receive a Principal License, a passing score on the following OAE Content exam must be achieved. **NOTE: You must designate CSU as a score recipient each time you register for the OAE as CSU will need to have a copy on file to approve your on-line license application.**  

<u>State/Association Licensure Area</u>	<u>Test Code Test Name</u>	<u>Qualifying Score</u>
Principal Licensure	015 Educational Leadership (eff. 9/1/13)	220

 The Ohio Assessments for Educators (OAE) exams offered by Pearson are computer-delivered and offered continuously on demand. Registration information and directions for the OAE can be found at <http://www.oh.nesinc.com/>.

Student _____	Date _____	Faculty Advisor _____	Date _____
Dept.Chair _____	Date _____	Associate Dean _____	Date _____

**PRINCIPAL LICENSURE EXPERIENCE VERIFICATION FORM**

Candidates for Principal Licensure must hold a master’s degree and have two years of successful teaching experience in one or more of the principal grade bands (PK-6, 4-9, 5-12) under one of the following licenses to be eligible for that particular principal license: Early Childhood, Middle Childhood, Mutli-Age, AYA, Intervention Specialist, or Career-Tech.

Name: \_\_\_\_\_ CSU ID: \_\_\_\_\_

**Please check the appropriate principal licensure area(s) your are seeking:**

- Principal Grades PK-6: Requires an Early Child, Middle Child, Multi-Age, or Interv. Specialist license & 2 yrs teaching exper in grades PK-6
- Principal Grades 4-9: Requires a Middle Child, Multi-Age, Interv. Specialist or Career-Tech license & 2 yrs teaching exper in grades 4-9
- Principal Grades 5-12: Requires a Middle Child, Multi-Age, Interv. Specialist or Career-Tech license & 2 yrs teaching exper in grades 5-12

Do you hold an Ohio provisional, resident educator, professional, or permanent license or certificate?  Yes  No

If yes, please state the credential(s) you hold: \_\_\_\_\_

**Employment History (list most current employer first, use additional paper if needed):**

Employer: \_\_\_\_\_

Position Held: \_\_\_\_\_

Grade Level(s) Served in this Position: \_\_\_\_\_

Number of Years at Position: \_\_\_\_\_

Position Start Date: \_\_\_\_\_ Position End Date: \_\_\_\_\_

\*\*\*\*\*

Employer: \_\_\_\_\_

Position Held: \_\_\_\_\_

Grade Level(s) Served in this Position: \_\_\_\_\_

Number of Years at Position: \_\_\_\_\_

Position Start Date: \_\_\_\_\_ Position End Date: \_\_\_\_\_

\*\*\*\*\*

Employer: \_\_\_\_\_

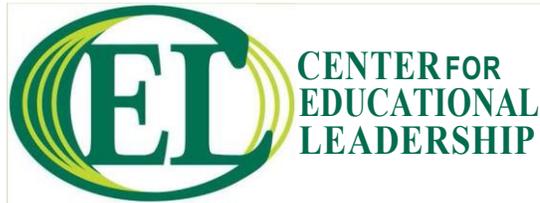
Position Held: \_\_\_\_\_

Grade Level(s) Served in this Position: \_\_\_\_\_

Number of Years at Position: \_\_\_\_\_

Position Start Date: \_\_\_\_\_ Position End Date: \_\_\_\_\_

**(Please keep this form attached to your program of study)**



*Educators Inspired To Lead*

## Inspired Leaders ELCC Self-Assessment

Name \_\_\_\_\_

CEL 603 | Initial Assessment Date \_\_\_\_\_

CEL 630 | Final Assessment Date \_\_\_\_\_

Directions: You will complete this self-assessment at the beginning and end of the program. Turn your initial assessment and reflection in to your CEL 603 instructor via TaskStream. You will then revisit your initial assessment and reflection during your Capstone course when you will complete the final assessment as part of a leadership audit.

For each standard element, indicate how important it is to your success as a school leader that you know and are able to do the items listed. Use the following scale:

- 3 = Extremely important
- 2 = Important
- 1 = Somewhat important
- 0 = Not important
- N = No opinion

Next, indicate your current knowledge of or skill level for each item listed. Use the following scale:

- 3 = Highly skilled/knowledgeable
- 2 = Skilled/knowledgeable
- 1 = Somewhat skilled/knowledgeable
- 0 = No skills/knowledge

After completing the assessment, reflect on the following questions in 2-3 pages.

What are your personal strengths related to the content knowledge and professional leadership skills addressed?

What are your challenges related to the content knowledge and professional leadership skills addressed?

What skills and content knowledge are most important to your success as a school leader? Why?

INITIAL ASSESSMENT: What are you most looking forward to learning in this program? Why?

FINAL ASSESSMENT: In what areas do you feel you have grown the most? Why?



*College of Education and Human Services  
Counseling, Educational Leadership, and Adult Learning*

Dear School Leader,

Thank you for agreeing to be an on-site mentor for an aspiring school leader in the Inspired Leaders Principal Licensure Program (ILP).

The ILP is a nationally recognized, accelerated principal licensure program offered through the Center for Educational Leadership at Cleveland State University. All participants must have a Master's degree and teaching experience under a valid teaching license. Over the course of sixteen months, participants complete eleven courses that will prepare them to be school leaders. Given participants' academic backgrounds and experience and the short timeline, the program has high expectations and significant rigor. Your support and mentorship of a participant will be crucial to his or her success in the program and as a future school leader.

For each course, you can expect to receive the following items:

- A letter from the course **instructor**: This letter will outline the course goals and assignments that are required during a participant's fieldwork. It will also include the instructor's contact information should you have any questions or concerns about the course and its field requirements.
- An evaluation: Each course has a field evaluation tailored to the standards it addresses. This evaluation should be provided to you by your mentee at the beginning of the course with the letter. It will need to be completed and returned to your mentee at the completion of the course.
- A Field and Clinical Internship Experience Approval Form: This form should be mostly completed by your mentee and will indicate the field hours requirement for the course as well as a description of any projects they may be required to do. Please complete the contact information and sign the form. This form must be returned to the mentee at the beginning of the field experience for the course.
- A Field Experience Record Form: This form will be primarily completed by the mentee to document their field hours and activities. You should expect to sign it once the requisite field hours have been completed.

Should you have any questions or concerns during your mentorship, please do not hesitate to contact a course instructor or the Center for Educational Leadership. Again, thank you for your commitment to nurturing a future school leader.

Best regards,

Dr. Deborah E. Morin  
Director | Center for Educational Leadership  
Cleveland State University

*Mailing Address: 2121 Euclid Avenue, JH 275, Cleveland, Ohio 44115  
Campus Location: Julka Hall 291, 2485 Euclid Avenue, Cleveland, Ohio 44115  
P: 216-875-9912  
center\_edleadership@csuohio.edu  
<https://cehs.csuohio.edu/casal/cel>*



**Inspired Leaders Program  
Field and Clinical Internship Experience Approval Form**

**Course Number and Name:** \_\_\_\_\_  
**Semester and Year:** \_\_\_\_\_

The information requested below, along with appropriate signatures, must be completed before a candidate commences his/her field/clinical experience or project.

Please complete this form (obtaining the required signatures) and submit it to your course instructor.

**Candidate Name:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

(Phone and email where you can be contacted during your project)

**On-Site Mentor Name:** \_\_\_\_\_

**On-Site Mentor E-Mail:** \_\_\_\_\_

**On-Site Mentor Title:** \_\_\_\_\_

**Number of Years of Administrative Experience:** \_\_\_\_\_

**Place of Field-Based Study/Project (School or Organization):**

\_\_\_\_\_

**Number of Hours Required for Project/Course:** \_\_\_\_\_

**Description of Field-Based Study/Project:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# APPLYING FOR A LICENSE OR ENDORSEMENT

There are many resources available through the College of Education and Human Services (CEHS) and the Ohio Department of Education (ODE) to assist you in the application process. Below is a list of contact information for people involved in the licensure process at both the CEHS and ODE along with some web resources provided by ODE. In addition, we have included in this handout some general guidelines for submitting an application. We also recommend that you become familiar with the ODE website for future reference as this site provides valuable information regarding advancing, renewing, and applying for additional credentials long after you have left CSU.

## I. CEHS Contacts and Guidelines

### A. CEHS Contact Information

CEHS Licensure Approver: Dr. Karie Coffman, [K.A.COFFMAN@csuohio.edu](mailto:K.A.COFFMAN@csuohio.edu), 216-687-4625

### B. CEHS Guidelines

1. Submitting a License Application (information you need to know before you apply)
2. Understanding the License Application Process
3. Applying for an Administrative License
4. Common Mistakes (resulting in processing delays or declined applications)

## II. ODE Contacts and Information

### A. ODE Contacts

1. Online License Application Issues: Office of Educator Licensure, 614-466-3593 or Toll Free 877-644-6338, [educator.licensure@education.ohio.gov](mailto:educator.licensure@education.ohio.gov)

### B. ODE Website Resources

1. Educator Licenses: <https://education.ohio.gov/Topics/Teaching/Licensure>
2. Apply for a New License:  
<http://education.ohio.gov/Topics/Teaching/Licensure/Apply-for-Certificate-License>
3. Administrators: <https://education.ohio.gov/Administrators>
4. FAQs about the Online License System:  
<https://education.ohio.gov/Topics/Teaching/Licensure/Additional-information/Help-and-FAQs-for-the-Online-License-System>
5. CORE User Manual: A link to the PDF version of the manual can be found on the ODE webpage to “Apply for a New License” (see item 2 above)

# SUBMITTING A LICENSE APPLICATION

## Before you apply

- All courses required for a license or endorsement must be completed and final grades posted (final grades are typically posted the Wednesday following the last day of classes for a given semester).
- Degrees must be awarded for all undergraduates and graduate students in the following master's or psychology specialist programs: Educational Administration, School Counseling, School Speech Language Pathologist and School Psychology. Check CampusNet for degree award approximately one week after final grades are posted.
- All required OAE's must be taken, passed and "official" results received (typically two to six weeks after taking the exam). "Unofficial" results received the day of the exam cannot be used to apply for your credential.
- For students applying for their first license, you must have a current (no older than one year) BCI/FBI background check on file with ODE. Once you have set up your OH|ID account and received an Educator ID, you should be able to check your account to verify ODE's receipt of your BCI/FBI results. If you do not see that ODE has received your BCI/FBI results, contact the ESSC at 216-687-4625 for assistance. Note: Please use your social security number when completing the form to request a background check via electronic fingerprinting as it is the only way ODE can match your license application with your BCI/FBI results.

# UNDERSTANDING THE APPLICATION PROCESS

## Who does what and when

- Students are to sign into the OH|ID portal to create an account (if you have not done so previously). The link: <https://ohid.ohio.gov>
- Once you have completed your application, selected Cleveland State University 062950 as the "Educator Preparation" Ohio College or University, and make payment, your completed application will be electronically sent to a Licensure Specialist in the CEHS at CSU.
- The licensure specialist will review your file to ensure all course work is successfully completed, all exams are taken and passed, and all other requirements for the license/endorsement is met. Please allow one to two weeks (possibly longer at the end of a semester) for CSU to review your application. If you have any questions regarding the licensure application process, please contact the CEHS Licensure Specialist as noted on page one.

- If there are issues with your application, the licensure specialist will notify you by email (be sure your email is correct on your application). It is important that you respond quickly to any email you receive as license applications can only remain 60 days in CSU's queue before they are declined by ODE. Resolving any issue that may result in declining your application can be done by CSU within the 60 day period with no penalties for reapplication at a later date. However, if ODE declines your application, you will pay a reapplication fee for a subsequent submission.
- If your application is approved by CSU, your application will be electronically forwarded to the ODE for further review. ODE will check for a current BCI/FBI background check and passing scores on all required exams and will notify you by email of missing requirements or that your credential has been issued.
- To check on your application status throughout this process, return to the OH|ID portal using the following link: <https://ohid.ohio.gov>
- **As a cautionary note, we highly recommend that you apply for your license within two years of your completion term. License applications submitted after two years may require completion of additional requirements, tests, or course work.**

## APPLYING FOR A 5 YEAR ADMINISTRATIVE LICENSE

- Principal Licenses
  - Principal grades PK-6 – License Code: 280100
  - Principal grades 4-9 – License Code: 280200
  - Principal grades 5-12 - License Code: 280300
  - Principal Eligibility Requirements: Applying for one, two, or three principal areas on a single application requires that you have the appropriate teaching credential and at least two years teaching experience in that particular grade band. You must cite your classroom teaching experience under the Educator Work Experience section of the license application (Note: Do not list any administrative experience as your eligibility is strictly based on your classroom teaching experience). Also, the Work Experience Verification form attached to your program of study must be completed (and submitted to the ESSC) and should match your teaching experience listed on the license application.
  - Note: The Urban Principal Endorsement can only be added after completing the 5-month Urban Principal Endorsement Program at CSU.

# COMMON MISTAKES

## Avoid these common errors to ensure a smooth application process

On the ODE website under the topic “Applying for a New License” (see page 1 Item 2 of this packet for the link) there is a link to the PDF version of the CORE User Manual that we recommend you read prior to submitting a license application. If you have questions regarding the online application, you can contact the Office of Educator Licensure at (Toll free) 877-644-6338. Questions dealing with the submission of a license application and the requirements necessary to submit an application should be referred to the CEHS Licensure Specialist by contacting the Education Student Services Center (ESSC) at 216-687-4625.

Please note that CSU does not review applications for temporary, substitute, or alternative licenses, aide permits, or applications to transition, advance, or renew a current credential. You should work with your school district who is responsible for reviewing and approving these types of applications. In addition, you do not need to submit transcripts or any other documentation if your application will be forwarded to CSU for review. CSU is responsible for reviewing your transcripts and ensuring all requirements are complete (with the exception of a current BCI/FBI background check which ODE is responsible for reviewing) prior to recommending you for a license. To ensure a smooth application process, a list of common mistakes to avoid are listed below:

- Applying prematurely
  - Applying before final grades are posted or degree awarded
  - Applying before you receive “official” results of your OAE exams (which may take two to six weeks after you take the exam)
  - Applying prior to passing all required OAE, Praxis II, or ACTFL exams
  - Applying before your EdTPA results are known (for those individuals with a student teaching component in their program)
- Applying for programs CSU does not offer.
- Applying for a Reading Endorsement based on the passage of OAE Reading exams without completing the necessary sequence of courses required for the endorsement (see page 6).
- Applying for a 5 Year Professional license rather than a 4 Year Resident Educator license for first time applicants of a teaching license.
- Submitting an application with a missing or invalid email which prohibits CSU or ODE from contacting you if there is an issue with your license application.
- Selecting the correct effective year. Licenses are issued with an effective year starting with July 1 and ending June 30<sup>th</sup>. If you completed a licensure program in the spring or summer semester of a given year, your effective year should start with July 1 of your license completion year. If you are finishing your licensure

program in the fall semester, you have the option of backdating your application by six months or having an effective year that begins the following July 1<sup>st</sup>. Those finishing in the fall who are actively pursuing a position in the schools beginning in January should consider backdating their effective year (with the understanding that you will lose six months of your 4 Year or 5 Year license) while all others should choose the following July 1<sup>st</sup> effective year.

- Having a valid and current BCI/FBI background check on file with ODE. All first time applicants must submit a BCI and FBI background check that is no older than one year at the time you submit your application. If you delay applying for your license after completing your program at CSU, it is up to you to submit an updated BCI/FBI background check before submitting your application. Only electronic fingerprinting (fingerprinting services provided in the ESSC, Julka Hall, Room 170, M-F 9am to 4pm) is accepted with the Bureau of Criminal Investigation and ODE. If you leave Ohio prior to applying for your license and your BCI/FBI background check is not current, you will either need to return to Ohio to complete an electronic fingerprint check or you will have to request ink cards from ODE and complete your fingerprinting through your local police station or other fingerprint services in your state.
- Selecting the correct Principal grade bands. Eligibility for a principal license requires the appropriate teaching or pupil services license for each principal grade band (P-6, 4-9, 5-12) AND two years of teaching or pupil services experience in the grades relative to the principal grade bands sought. Your teaching experience or experience under a pupil services license must be fully documented under the Educator Work Experience section of your license application in support of the principal area(s) you are seeking. If you are not currently eligible for a principal grade band based on your teaching credential or experience, apply for those areas you do qualify for now and seek an alternative principal license to add another grade band later. Contact your school district regarding the process for obtaining an alternative principal license.
- Entering an incorrect social security number when setting up your OH|ID account or when completing an electronic fingerprint check can result in processing delays or a declined application.

# Taskstream Author FAQs



## Taskstream Author FAQs

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## General

### Q: What is Taskstream?

**A:** Taskstream is a cloud-based software solution that promotes educational excellence. Taskstream enables students and other users to create e-portfolios that demonstrate their skills and accomplishments, and to submit their work online for assessment and accreditation purpose.

### The Learning Achievement Tools (LAT) by Taskstream helps you do all this:

- Keep track of your assignments and due dates online, and know what your instructors expect from you.
- Request feedback from instructors, peers and others, for improving your work.
- Organize your work into online assessment and showcase portfolios.
- Share your e-portfolios in a variety of ways, including email, password-protected or open access web pages, PDF documents or CD/DVD.
- Look back on work you've done throughout your program, and reflect upon your personal growth.
- Turn your work into high-impact online portfolios that incorporates video, mp3, web links, slideshows and documents.
- Create targeted showcase portfolios to demonstrate to employers, schools, and others what you know and what you can do.
- Maintain your portfolios of work samples and accomplishments even after you graduate.

### Improve Teaching and Learning

Taskstream also benefits you by helping your school improve its programs and learning outcomes. Your school can use the data it collects from scoring your work to evaluate its effectiveness in helping you develop the skills and knowledge you need to be successful. Taskstream helps your school meet the critical challenge of maintaining its accreditation, which certifies that the school meets accepted standards of educational quality.

### Q: What is a DRF?

**A:** A DRF is a Directed Response Folio. DRFs allow users, as Authors, to assemble work to satisfy program-related requirements and submit it to an Evaluator for evaluation.

Work might include online forms, text blocks, etc. provided by instructors via the DRF template, and/or uploaded work files such as documents, slideshows and videos. A DRF program might be equivalent to a full academic program, a course, or any other division of study at your organization.

Authors enrolled into a DRF program can also request feedback on their work, publish it to the web, and email it to other Taskstream users or external email addresses.

### Q: How can I get more help with Taskstream?

**A:** As a Subscriber, there are several ways that you can access information about Taskstream and get help with using the website.

**Online Help:** While working in Taskstream, you can access our complete online resource at any time from the

Help link at the top of your screen.  [My Account](#) | [Logout](#) | [AMS](#) |  IM |  Help

You are navigated to the **Help Home** page, where you can choose to:

- Browse Help by topic area. When Help has been opened (in a separate pop-up window), you can continue to browse the table of contents or search for other areas of interest.
- Click the **Downloadable Guides** link to access PDF versions of the help documentation.
- View a schedule of **Mentoring Services WebCasts** and register for valuable demonstrations and feature discussions.

**Help for a specific tool:** Many work pages and even specific features in Taskstream display a **Help on this Topic** or **Help and Preferences** link. This context-sensitive help opens special FAQs or navigates you directly to an online Help page related to that area.

Some elements of a page may display a  icon. Click this icon for quick help related to that element.

**Taskstream Glossary:** Taskstream uses a special vocabulary to describe tasks and artifacts. Online Help includes a Glossary to familiarize you with these terms.

#### Q: How do I find the Glossary?

**A:** When you are reading any page (like this one!) in Taskstream online Help, notice the *Table of Contents* panel that displays on the left side of the window.

1. Click the **Glossary** bar below the Table of Contents.
2. The alphabetically-ordered Glossary REPLACES the Table of Contents in the left pane of the Help window.
  - Notice that the main reading pane of Help does NOT CHANGE -- you can reference the phrase while reading the text where it appeared.
3. Click the phrase you want defined. The definition displays *immediately* below the phrase.
  - (Optional) Click the phrase again to collapse the definition.
4. To restore the Table of Contents display, click the **Table of Contents** bar.

**Personal Support:** If you need additional assistance, please do not hesitate to contact Taskstream's Mentoring Services department by calling 1-800-311-5656 and Press 1 for Support or [emailto:help@taskstream.com](mailto:help@taskstream.com).

#### Q: Do I need to make any changes to my computer or Internet browser to use Taskstream?

**A:** Taskstream is accessed online, using your standard Internet browser. In most cases, the default Internet browser settings are compatible with Taskstream features. Some users of Internet Explorer (IE) may experience features as "missing" due to IE security settings and will need to add Taskstream as a trusted site.

In some cases, you may need to make adjustments to other browser settings (such as "cookies"). For more information, please refer to the Taskstream Technical FAQs.

#### Q: What is a Taskstream WebCast, and how can I register to attend one?

**A:** Taskstream offers a wide variety of online demonstrations and presentations. WebCasts are available to all Taskstream subscribers and range from introductions to areas of the application and walk-throughs of specific tasks, to timely discussions of new challenges facing educators and institutions, and how Taskstream can help you

prepare to meet them. You can access these events over the web while listening to audio content over your telephone. A moderator will be available to answer questions.

To register for a WebCast, log into your Taskstream account and click the [Attend A Webcast](#) link that displays in the yellow **Mentoring Services** box in the right-hand panel of your home page. A list of upcoming events will display, with dates and times. Click the **Register Now!** Button next to the specific WebCast (event/date/time) you want to attend.

*You will need a telephone and an Internet connection to participate in the WebCasts. For optimal viewing, we recommend a high-speed Internet connection. Please note that you will be prompted to download a small program at the beginning of the WebCast.*

*If you have any questions about the WebCast offerings, please [contact the Mentoring Services](#) department at 800-311-5656.*

## Courses and Uploading Work

### Q: How do I enroll myself in a program?

**A:** If you are expected to enroll yourself as an Author in a DRF program so that you can submit work for evaluation, your learning community should have provided you with a program self-enrollment code.

If you have *not* been provided with a program code, you will need to contact your instructor, academic counselor or advisor, or the department at your school that administers that program/course. They will either enroll you into your course in Taskstream or give you a program code to self-enroll.

Follow the directions on your program code sheet or use these steps:

1. Click the **Self-enrollment code** button at the bottom of the home page. *If you are already enrolled in a number of programs, you may need to scroll to see this.*
2. Enter the program code you were provided. Be sure not to enter any additional spaces.
3. Click the **Search button**. If you have entered a valid program code for your learning community, you should see information about the program.
4. If this is the appropriate program, click the **Enroll** button. You will then be notified that you were successfully enrolled into the program. *If you are not sure this is the correct program, you may wish to clarify with your instructor.*

### Q: Where do I upload work for my courses?

**A:** Verify that you are enrolled into a DRF program. If so, you will see the program listed on your Taskstream home page under *Work on a DRF Program*.

- To start working, click on the name of that DRF program.

If you are not enrolled into a program but you have been given a program code, click **Self-enrollment code** (at the bottom of your home page) and enroll into your program.

- To start working on that DRF program, click **Start working on your new program**.

*The steps for adding and uploading work appear in these FAQs as the answer to "[I see my courses but I don't know how to add my work.](#)"*

### Q: I don't see any courses listed in Taskstream. What should I do?

**A:** If you do not see a program or course listed, you will need to contact your instructor, academic counselor or advisor, or the department at your school that administers that program/course. They will either enroll you into your course in Taskstream or give you a Program Code to self-enroll.

If you have been given a code to enroll yourself into a program:

1. Click the **Self-enrollment code** button at the bottom of the home page.
2. Enter the program code you were provided. Be sure not to enter any additional spaces!
3. Click the **Search** button. If you have entered a valid program code for your learning community, you should see information about the program.
4. If this is the appropriate program, click the **Enroll** button. You will then be notified that you were successfully enrolled into the program. *If you are not sure this is the correct program, you may wish to clarify with your instructor.*

### Q: I see my courses, but I don't know how to add my work. What do I do?

**A:** After selecting your DRF program from your home page, you will see a structure tree in the left frame of your work screen. This tree displays all of the requirements that are associated with that DRF.

To add work to your DRF:

1. Click the name of the appropriate requirement in the left-hand structure tree. The workspace for that requirement opens in the main, right-hand frame.
2. Click any of the buttons in the **Add** toolbar at the bottom of the page. You can enter text, add an image, add standards, and attach files, web links, and/or Taskstream work. *Please note that some of these buttons may not be available, depending on how your DRF was set up by your organization.*

To upload a file (as an attachment) into Taskstream:

1. Click the **Attachments** button in the **Add** toolbar. You are navigated to an *Add/Edit Attachments* screen.
2. Click the **Browse** or **Choose File** button (depending on your browser) on the left side of the screen. Find your work on your computer.
3. (Optional) **Name File** (or leave blank, and your DRF will reference the original file name) and/or add a **Description**. *Names and Descriptions can help you and your instructor(s) recall the purpose of these attachments.*
4. (Optional) Check the box to **Attach Standards** to this file. This option may not be available for your DRF.
5. Click the **Add File** button. You can add as many attachments as you need, however there is a maximum file size of 50MB for each attachment.
6. *If you chose to Attach Standards to this file (Step 4, above):*  
You are advised that, immediately after the file uploads, you will be taken to the Standards Wizard to select standards applicable to your work.
  - a. Click the **OK** button to continue. You are temporarily navigated away from the DRF, to the Standards Wizard.
  - b. Select a set of standards, and click the **Go** button to navigate to a list of specific related standards.
  - c. Click the **Go to Next Level** button for any standard and, from the list provided, check as many specific aspects of this standard (performance, knowledge or critical disposition) as apply to your uploaded file.
  - d. Click the **Save and Select from a Different Set** button.
  - e. Continue until you have attached all applicable standards.
  - f. When you are finished attaching standards, click the **Return to** button.
7. When you are done with all attachments, click the **Save and Return** button to go back to the work area for this DRF requirement.

### Q: How do I send my paper to my instructor for evaluation?

**A:** If you have completed an assignment using a software program outside of Taskstream, such as Microsoft Word or PowerPoint, you can attach your work to your Directed Response Folio (DRF) Program as an attachment, and submit it to your instructor for evaluation.

To attach outside work to a DRF:

1. After selecting the DRF program from your home page, select the Requirement (from the left-hand structure tree) to which you want to attach your work.
2. Click the **Attachments** button in the **Add** toolbar at the bottom of the work panel. You are navigated to an *Add/Edit Attachments* screen.
3. Click the **Browse** or **Choose File** button (depending on your Internet browser) and locate your file on your computer.

4. (Optional) **Name File** (or leave blank, and your DRF will reference the original file name) and/or add a **Description**. *Names and Descriptions can help you and your instructor(s) recall the purpose of these attachments.*
5. (Optional) Check the box to **Attach Standards** to this file. This option may not be available for your DRF.
6. Click the **Add File** button. *You can use the same directions to upload multiple files.* Note that there is a maximum file size of 50 MB for each attachment.
7. *If you chose to Attach Standards to this file (Step 5, above):*  
You are advised that, immediately after the file uploads, you will be taken to the Standards Wizard to select standards applicable to your work.
  - g. Click the **OK** button to continue. You are navigated away from the DRF, to the Standards Wizard.
  - h. Select a set of standards, and click the **Go** button to navigate to a list of specific related standards.
  - i. Click the **Go to Next Level** button for any standard and, from the list provided, check as many specific aspects of this standard (performance, knowledge or critical disposition) as apply to your uploaded file.
  - j. Click the **Save and Select from a Different Set** button.
  - k. Continue until you have attached all applicable standards.
  - l. When you are finished attaching standards, click the **Return to** button.
8. Once you have uploaded your file(s), click the **Save and Return** button to go back to the work area for this DRF requirement.

When you determine that you are ready to submit your work for evaluation, click the **Submit Work** button for that assignment.

- a. *Depending on the settings for your program, you may need to select your Evaluator before clicking the **Send for Evaluation** button; otherwise, you will click the **Yes - Submit My Work** button.*
- b. *Either enter a comment to send to your Evaluator and click the **Send Comments** button, OR click the **Skip Sending Comments** button to submit your work without any comments.*

Once your work has been submitted for evaluation, it will automatically be locked and a lock icon will appear next to it. This will prevent you from adding additional work, or editing existing work.

*If you would like to see this process demonstrated, click this link or copy and paste it into your Internet browser to view a flash video: <http://www.taskstream.com/Main/help/demos/AddSubmit/default.html>. You will need speakers or headsets to hear the audio. Please note that you may be also required to install or update your Adobe Flash Player software.*

### **Q: I need to upload a video into Taskstream. Where can I do this?**

**A:** You can upload videos into your DRF program, web folio, or web page by clicking on the requirement or assignment to which you want to upload a video.

*The maximum upload size per video is 500 MG. If your video is larger than 500 MB, you will need to compress the video or reduce its size before uploading to Taskstream.*

*Please note that, because video compression and manipulation occur outside of Taskstream, we are only able to provide limited support and do not endorse or support any specific video program.*

If your video is 500 MB or less:

1. Click the **Video** button in the **Add** toolbar at the bottom of the page. You are navigated to an *Add/Edit Video* screen.
2. In the *Add New Video* panel on the left side of the screen, select **A file saved to your computer**.

3. Click the **Browse** or **Choose File** button (depending on your Internet browser) and locate the video file on your computer.
4. **Name File** and (optional) enter a **Description** of the video. *Names and Descriptions can help you and your instructor(s) recall the purpose of these attachments.*
5. (Optional) Enter the **Play Length** of the video, in minutes.
6. (Optional) Check the box to **Attach Standards** to this file. This option may not be available for your DRF.
7. Click the **Add File** button.
8. *If you chose to Attach Standards to this file (Step 6, above):*  
You are advised that, immediately after the file uploads, you will be taken to the Standards Wizard to select standards applicable to your work.
  - a. Click the **OK** button to continue. You are navigated away from the DRF, to the Standards Wizard.
  - b. Select a set of standards, and click the **Go** button to navigate to a list of specific related standards.
  - c. Click the **Go to Next Level** button for any standard and, from the list provided, check as many specific aspects of this standard (performance, knowledge or critical disposition) as apply to your uploaded file.
  - d. Click the **Save and Select from a Different Set** button.
  - e. Continue until you have attached all applicable standards.
  - f. When you are finished attaching standards, click the **Return to** button.
9. Once you have uploaded your video, click the **Save and Return** button to go back to the work area for this DRF requirement.

#### Q: Can I use a file attachment in more than one place/program in Taskstream?

**A:** Once you have attached a file to a DRF, Web Folio or Web Page, you can easily attach the same file elsewhere in Taskstream. Note that attaching previously-uploaded files will NOT use additional storage space.

To attach a previously-uploaded file:

1. Click the **Attachments** button in the **Add** toolbar at the bottom of the work panel. You are navigated to an *Add/Edit Attachments* screen.
2. Click the **Attach a previously uploaded file** radio button and choose the category where the file was previously attached (Web Pages, Web Folios, etc.).
3. Select the specific file you want to attach to the current position.
4. (Optional) Rename the file and/or add a description for the current purpose.
5. Click the **Add File** button. The file name is added to the list of attached files on the right.
6. Click the **Save and Return** button to complete the process.

To attach a previously-uploaded video:

1. Click the **Video** button in the **Add** toolbar. You are navigated to an *Add/Edit Video* screen.
2. In the *Add New Video* panel on the left side of the screen, select **A previously uploaded file**.
3. From the pull-down **Select Category** list, select the type of work to which the video is already attached (e.g. Web Page, Lesson Plan, Web Folio, Folio Directions, etc.). You will be prompted if you have not previously-uploaded any videos in the category you choose.
4. From the pull-down **Select file** list, select the specific video you want to attach to the current work area.
5. (Optional) **Name file** with a new name for the current new purpose. If you do not enter a new name, the video will use the same name as it has previously used. The same option applies for **Description**.
6. (Optional) Enter the **Play Length** of the video, in minutes.
7. (Optional) Check the box to **Attach Standards** to this file. This option may not be available for your DRF.
8. Click the **Add File** button.
9. *If you chose to Attach Standards to this file (Step 7, above):*  
You are advised that, immediately after the file uploads, you will be taken to the Standards Wizard to select standards applicable to your work.

- g. Click the **OK** button to continue. You are navigated away from the DRF, to the Standards Wizard.
  - h. Select a set of standards, and click the **Go** button to navigate to a list of specific related standards.
  - i. Click the **Go to Next Level** button for any standard and, from the list provided, check as many specific aspects of this standard (performance, knowledge or critical disposition) as apply to your uploaded file.
  - j. Click the **Save and Select from a Different Set** button.
  - k. Continue until you have attached all applicable standards.
  - l. When you are finished attaching standards, click the **Return to** button.
10. Once you have uploaded your video, click the **Save and Return** button to complete the process.

### Q: I am trying to type text into Taskstream, but can't. What should I do?

**A:** Taskstream uses JavaScript in Text entry areas. Your Internet browser comes with JavaScript capability, which is usually enabled by default. If you are having problems typing text into the text area of a DRF or lesson plan, or on a web folio or web page, your browser's JavaScript feature may have been disabled. You must manually enable this feature and restart your Internet browser. Please follow the onscreen directions for your browser to enable JavaScript.

If Java is enabled but out of date, you can update (or download) the latest version by going to [www.java.com](http://www.java.com). Java is a free software.

This issue can also be caused by certain security software. You should disable or adjust your preferences on your computer while working in Taskstream.

*Note: Google Chrome has JavaScript enabled by default, and does not currently support in-browser functionality to disable it. If you receive a message that you require JavaScript and are using Chrome, please check your security software.*

### Q: When I log into Taskstream, my old program is missing. How do I find my old work?

**A:** It is likely that the program for your coursework in a previous semester has been made inactive by the Program Manager at your organization. You can access the DRF for this program by clicking **Folios & Web Pages** in the top menu bar. In the yellow box on the right side of the page, click the **Access Your Inactive DRFs** button. This takes you to a list of your inactive DRF Programs, which have all of your original work attached. You can then open a read-only view of the DRF, or save it as an editable Presentation Folio.

You can also use the Mybrary to access and view any work you have completed in your Taskstream account, including work related to inactive DRFs. Click **Resources** in the top menu bar and then click the **Go to Mybrary** link. You will find a list of *all* the work you have created in your account and can access your old work. (please remember that work cannot be submitted through the Mybrary; you can only submit work for evaluation by accessing the active program from your home page).

## Work Submission and Grading

### Q: My professor has asked me to submit my work to Taskstream. How do I do this?

**A:** Once you have uploaded your work to Taskstream and determined that you are ready to submit your work for evaluation, click on the **Submit Work** button in the top right corner of the screen.

Depending on how your program is set up, the pop-up window that opens will *either* ask you to select the name of your evaluator *or* display a text entry field that can be used to send comments to your evaluator. Make your selection and/or add your comments; then click the **Submit** button to submit your work.

Once your work has been submitted for evaluation, it will automatically be locked and a lock icon will appear next to it. This will prevent you from adding additional work, or editing existing work that is in the process of being evaluated.

### Q: My professor can't see my work. What do I do?

**A:** If your professor cannot see your work, please return to the DRF to confirm that your work has been submitted properly.

- In the DRF structure in the left panel, submitted work will appear with a lock icon (🔒)
- When you click an assignment, a Tip box displays at the bottom of the related *Work* tab to alert you that "you cannot add content because work has been submitted" and the lock icon appears at the top of the page, next to the **Status** caption.

If you do NOT see these visual cues and the **Status** caption says "Work in Progress," try submitting again.

*For more information, see ["My professor has asked me to submit my work to Taskstream"](#)*

*If you DO see these visual cues and the **Status** caption is NOT "Work in Progress," please have your professor [contact the Mentoring Services](#) department at 800-311-5656.*

### Q: I need to submit work, but my instructor is not listed. What should I do?

**A:** If your instructor is not listed when you try to submit your work, that means they are either not enrolled as an evaluator for the assignment or are not assigned to be *your* evaluator. Please contact your instructor and let them know that they are not enrolled as your evaluator.

### Q: How do I cancel my work submission?

**A:** Your work submission can only be canceled if your Evaluator has not yet begun the evaluation process.

To cancel your submission:

1. After selecting the DRF program from your home page, select the Requirement (from the left-hand structure tree) that you need to cancel.
2. Click the **Cancel Submission** button in the upper right corner of the work area.

3. When asked to confirm, click the **Yes Undo Submission and Unlock** button.
4. After making your changes, click the **Submit Work** button to resubmit.

 If the **Cancel Submission** button is not enabled, the evaluation process has begun and you can no longer cancel this submission. In this case, you will need to contact your Evaluator or instructor and ask for your work to be sent back for revision. Once your work is unlocked, you can edit the content and resubmit.

#### Q: How do I revise my work when it is locked?

**A:** Work is locked when it is submitted for evaluation. The work is unlocked when *either* the submission is canceled or when an Evaluator sends the work back for revision.

If the evaluation process has not yet begun, you can [cancel your own work submission](#) and revise your work.

If the evaluation process has already begun, you will need to contact your Evaluator or instructor, to ask him or her to send your work back for revision.

Once your work is unlocked, you will be able to edit the content of your work using the **Add** toolbar or the **Edit/Manage** buttons. After making the appropriate changes, you can resubmit your work for evaluation.

#### Q: How do I check my grades in Taskstream?

**A:** Access the Scores/Results tab of your DRF Program to see if your work has been evaluated. The evaluation page contains a chart displaying five columns:

- **Description** displays the structure of your DRF.
- **Status** displays the progress of work submissions.
- **Actions** may contain an **Edit Work** or **Submit Work** button, if there is work in that requirement/category to be edited or submitted.
  - Once you click the **Submit Work** button, it will record the date the work has been submitted and (if applicable) the name of the evaluator.
- **Results** displays the evaluation score.
  - Click the **View Report** button in this column for a detailed evaluation.
- **History** allows you to view the history of submissions and comments on each assignment.

## Accounts and Subscriptions

### Q: How do I change my username, password and/or email address?

**A:** You can manage personal information, including username, password and email address, from My Account. A link to **My Account** is always located at the top of your Taskstream window.

To change your username, password or email address, click the **Username/Password** tab. You will need to verify your current password before you are allowed to proceed and make any changes. After you make your changes, be sure to click the **Apply Changes** button to save them.

You can also edit your email address from the My Account **Personal Information** tab.

*To manage the automated Taskstream notifications that are sent to this email address, go to the My Account **Email Subscriptions** tab.*

### Q: My account is about to expire. What do I do?

**A:** If your account is about to expire but you still need to do work in Taskstream, you will need to renew your account.

To renew your account while logged into Taskstream, click on the **My Account** link (at the top of the page); then click **Renew Subscription**. This will take you to the registration area.

If your organization is purchasing your account renewal for you, you will need a *Key Code*. To obtain a key code please contact your school or organization. Once you have obtained your Key Code, type it into the Option 2 area. You will then proceed through the Renewal Steps.

If you are purchasing your own account renewal with a credit or debit card you will need to click on the **Continue** button under Option 1. You will then proceed through the Renewal Steps.

### Q: What happens to my work after my account expires?

**A:** An archive of your Taskstream work will be stored for six months following the expiration of your subscription.

#### To access your Taskstream archive during this six-month period

- Login to your account and click the **Access My Taskstream Archive** button. This archive includes read-only copies of your Taskstream work and the Pack-It-Up tool.
- To save your work offline, click the **Pack-It-Up: Save Offline** tab of your Taskstream Archive.
  - Click the **Create a New Package** button.
  - Follow the directions for downloading a package of work to your computer. *It may take up to 2 hours to process your package request.*
  - Once you have been notified by e-mail that your package is ready, you can download the package to your computer, and then save this work to disk or burn onto a CD if your computer has that capability.

*Note: **Should you choose to renew your account** at any time during this six-month period, your work will remain available in your account and once again become editable using the Taskstream tools*

# Quick-Start Guide

## Authors

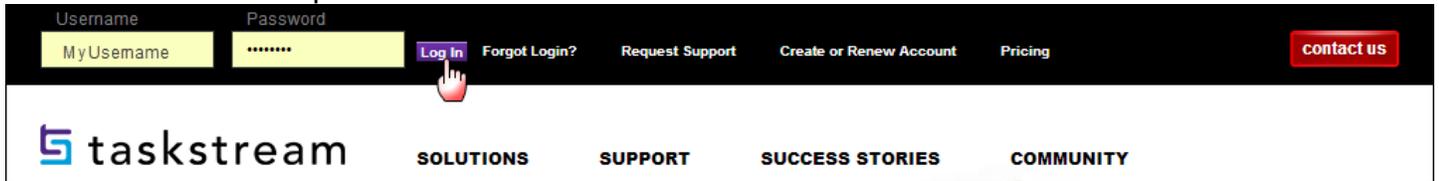


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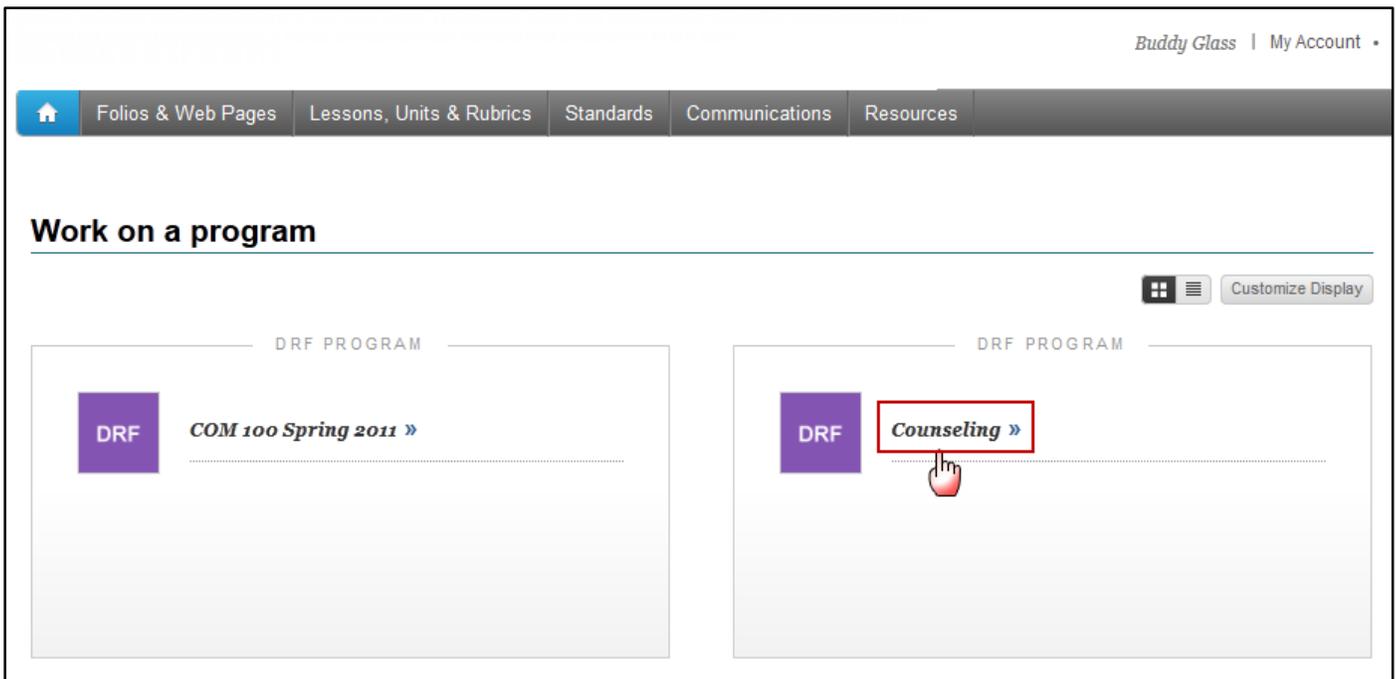
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## Accessing Your DRF Program(s)

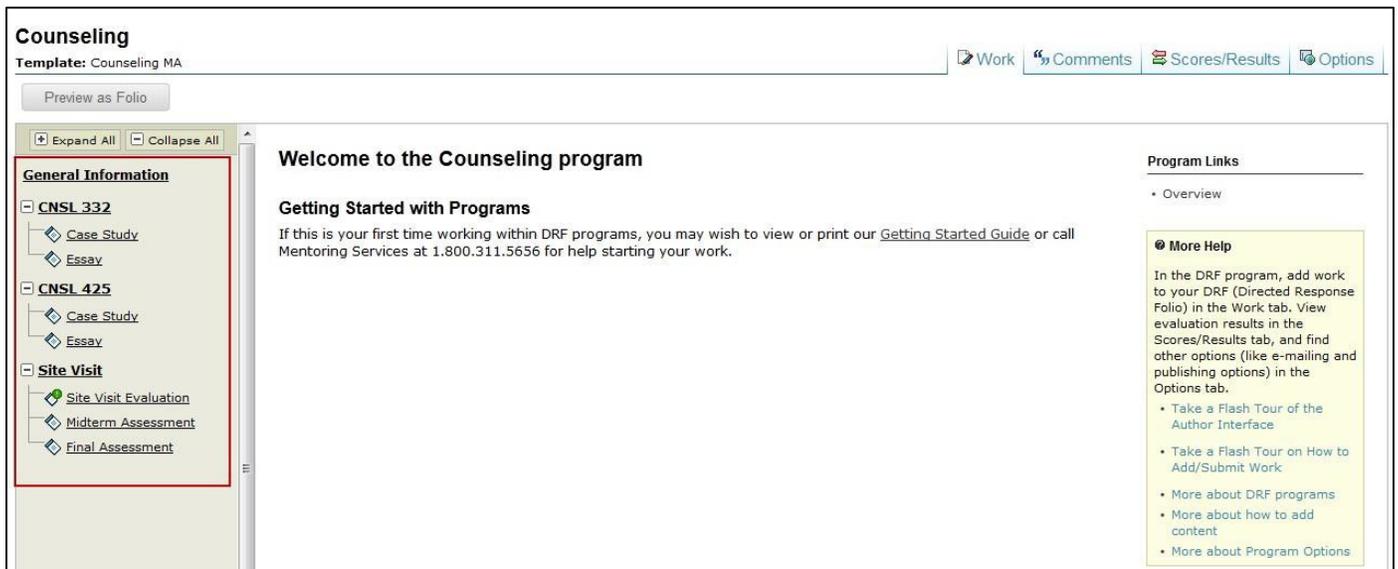
1. To begin, go to [www.Taskstream.com](http://www.Taskstream.com) and log into Taskstream using your assigned username and password.



2. To access your Directed Response Folio (DRF), click the name of the DRF program from the home page.



3. You will see the structure of your Directed Response Folio (DRF) in the left frame.



- Find the appropriate standard/course in the structure section and click the desired requirement. The content of the chosen requirement section will be displayed in the right frame area. You can view the directions for the requirement by clicking on **Directions**. If you would like to see the rubric being used to evaluate your work, click the **Evaluation Method** link for that requirement.

The screenshot shows the 'Counseling' interface with the 'Essay' requirement selected. The left sidebar shows a tree view with 'CNSL 332' and 'CNSL 425' expanded. The main content area shows the 'Essay' requirement with 'Directions' and 'Evaluation Method' sections. The 'Evaluation Method' section contains the text: 'A rubric is used in this Evaluation. Name of rubric: Essay Evaluation Rubric [View rubric] Final scoring method: Score is automatically computed based on rubric criteria scores'. A red box highlights the 'View rubric' link, and a red hand cursor points to it. At the bottom, there is an 'Add' toolbar with buttons for 'Text & Image', 'Slideshow', 'Standards', 'Attachments', 'Videos', 'Links', and 'Embed Media'.

- If you need to complete a form, click the **Complete Form** button

The screenshot shows a 'Form: Midterm Assessment Form' section. The text reads: 'Please complete this form as part of this requirement.' In the top right corner, there is a red-bordered button labeled 'Complete Form' with a red hand cursor pointing to it.

- When you are ready to add work, click the button from the bottom *Add* toolbar that corresponds with the type of content you wish to add. You can choose to add **Text & Image**, **Slideshow**, **Standards**, **Attachments**, **Videos**, **Links**, and **Embed Media**.

## Adding Attachments

1. Select the type of file you wish to add.
  - If you choose to add a file saved on your computer, select the *A file saved on your computer* option, click the **Browse** button to find the file you want to attach.
  - If you choose to add a previously uploaded file, select the *Attach a previously uploaded file* option, and then select the category of work and the specific work product where the file is attached.
  - If you choose to add work that you created in Taskstream, select the *An artifact created in Taskstream* option. You will then be able to select the type of work to be added (web page, web folio, etc.), and the specific work you would like to attach.
2. Name the file.
3. Add a description of the file, if applicable.
4. Select the checkbox if you would like to specify standards that this attachment addresses.
5. Click the **Add File** button when finished.

Cancel

Save and Return

Add New Attachment

**Select File:**

- A file saved on your computer  
C:\Users\imguinn\Docume | Browse...
- Attach a previously uploaded file
- An artifact created in Taskstream (Lesson, Folio, etc.)

**Name File:**

Thesis

**Description: (Optional)**

My research paper for CNSL 332.

**Attach Standards: (Optional)**

Attach standards to this file

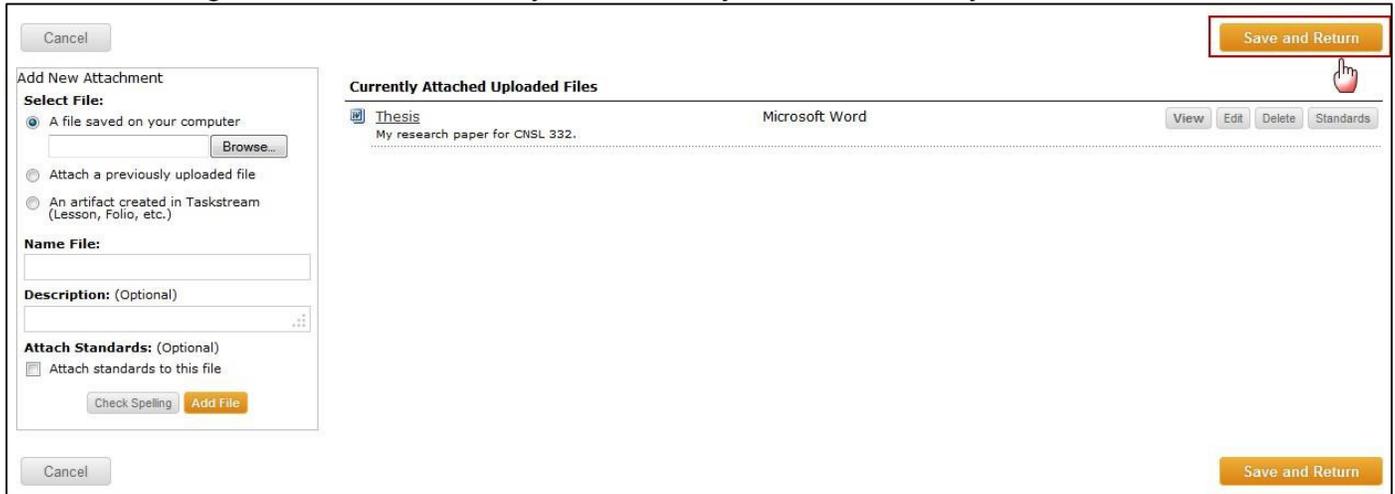
Check Spelling Add File

Cancel

Save and Return

No files have been attached yet.

6. Click **Save and Return** to go back to the main program work area when you are done adding attachments. You may add as many attachments as you wish.

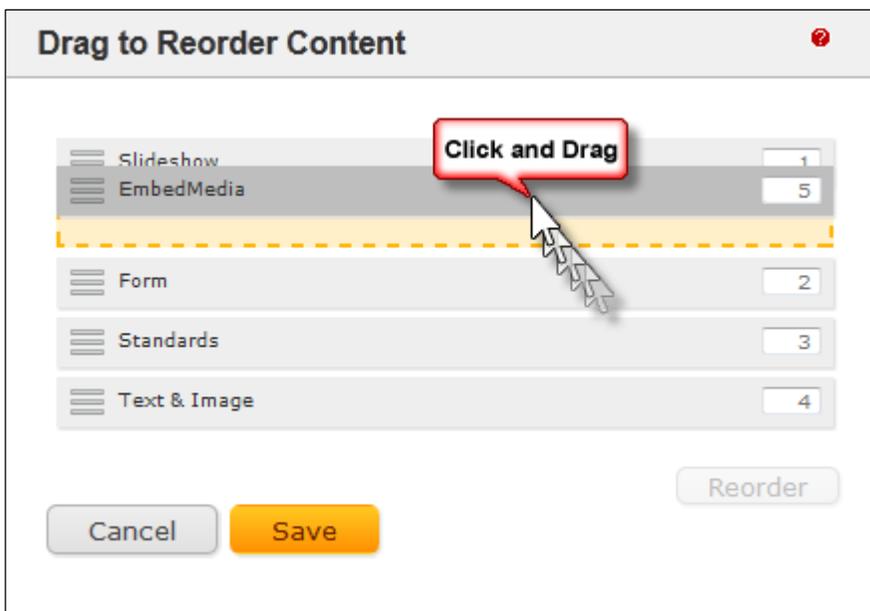


You have now successfully attached work to your Directed Response Folio (DRF)!

## Change the Order of Your Content

 Once you have added at least two (2) content sections to any area, a **Reorder Content** button is displayed at the top of the right work panel. Use this button to reorganize the various types of content you have added.

1. Click **Reorder Content** in the right work panel.
2. In the *Drag to Reorder Content* pop-up box you will see the various content types that you have already added to the selected area. There are two approaches to Reorder Content:



### Drag and drop content sections

- Select (click with mouse or, if using a touch-screen, tap) the row of the content type that you want to move.
- Drag that row through the list to the preferred new position. As you drag, an orange placeholder indicates the potential new positions in which the selected item might land.
- Release the “drag.” The row comes to rest in the last position held by the placeholder.
- Click the **Save** button.

## Manually re-number content type sections

- Type new position numbers in the text boxes that display to the far right of every content type on this list.
- (Optional) Preview your new display order by clicking the **Reorder** button that appears below the column of text boxes. The new order is applied immediately: any numbering conflicts are automatically resolved, and rows automatically shift position according to their new numbers.
- If your manual entry includes duplicate numbers, for example if two rows are marked as “3”, the reorder function will automatically resolve these conflicts.
- Click the **Save** button.

## Submitting the Requirement to Your Evaluator

1. Click the **Submit Requirement** button from the top of the Work tab.

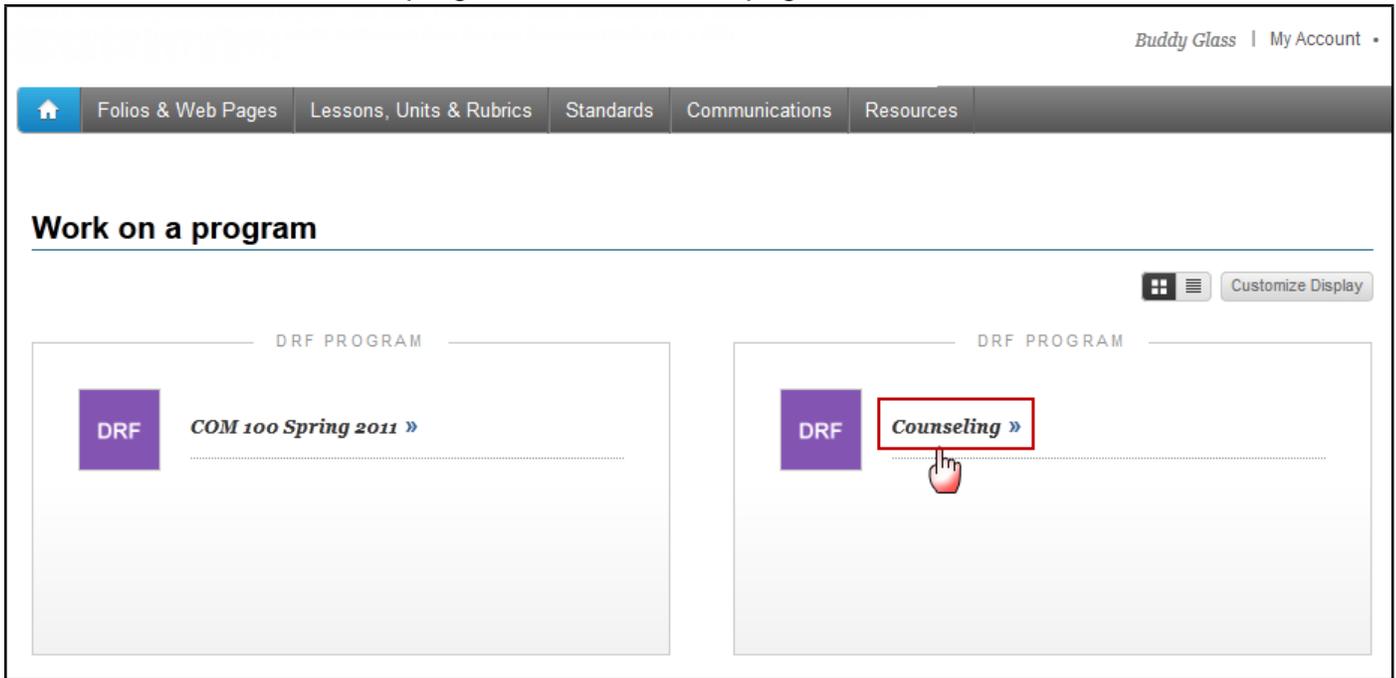
The screenshot shows the 'Counseling' interface with the 'Work' tab selected. A yellow notification bubble says 'Don't forget to submit!'. The status is 'Work in Progress'. The 'Submit Work' button is highlighted with a red box and a hand cursor. The left sidebar shows a tree view with 'CNSL 332' expanded to 'Essay'. The main content area shows 'Essay' details, including 'Directions', 'Evaluation Method', and an 'Attachment Section' with a file named 'Thesis'.

2. Follow the instructions on the screen to submit your assignment and add comments, as necessary.

The dialog box asks: 'Are you sure you want to submit Essay (of CNSL 332) for Evaluation?'. It includes a warning: 'Your work will be locked and no further edits will be possible.' Below this is a section for 'Add optional comments for your evaluator' with a text area containing 'This is the final draft of my thesis.' At the bottom, there are buttons for 'Cancel', 'Check Spelling', and 'Yes - Submit My Work'. A hand cursor is pointing at the 'Yes - Submit My Work' button.

# Viewing Your Completed Evaluation

1. Click the name of the program from the home page.



2. Click the **Scores/Results** tab and find the work you would like to view.



3. Click the **View Report** button associated with the assignment for which you wish to view the evaluation.

Area	Status	Actions	Results	History
<b>CNSL 332</b>				
Case Study		<a href="#">Edit Work</a>		
Essay	Evaluation Released	Submitted: 04/01/2013 09:12:56 PM	<b>1.00/1</b> <a href="#">Score/Results Report</a>	<a href="#">History/Comments</a>

*If you have any additional questions or comments, please do not hesitate to contact Mentoring Services at [help@Taskstream.com](mailto:help@Taskstream.com) or at 800-311-5656, press 1 for support.*