SPECIALIST PROGRAM



*CLINCIAL TALKING POINTS and ENTRY PLAN ARTIFACTS*

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| **EDL283 - Leading Complex Organizations** |
| *Topics to discuss with mentor:* | *Possible artifacts for entry plan:* |
| Civic engagementDistrict publications/newslettersPublic relationsPersonal and professional balanceSchool safetyChange strategiesConflict management | * Meetings-The entry plan lists key people, organizations/clubs, and business that the superintendent should meet with.
* Meetings should be prioritized and appropriately scheduled to maximize the benefit of the entry plan.
* Community events & traditions
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|  | * Strategic action planning
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| **EDL288 - Human Resource Dynamics** |
| *Topics to discuss with mentor:* | *Possible artifacts for entry plan:* |
| Staff handbookNew board member orientationNew staff orientationMaster contract negotiationsSuperintendent evaluationPrincipal evaluationsEmployment law | * + Protocols for hiring and dismissal are included that will be used by various groups.
	+ Professional development strategies/schedule
	+ Collective bargaining timeline and process
	+ Personnel files
	+ Master contract review
	+ Protocols for employee investigations
	+ Bullying investigation
	+ Dealing with the media/social media
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| **EDL291 - Policy, Influence and Legal Issues** |
| *Topics to discuss with mentor:* | *Possible artifacts for entry plan:* |
| FERPAGrievance proceduresDistrict field tripsOpen meeting laws | * + Critical Filing Dates
		- Dates are incorporated into the monthly calendar. (found on IASB and SAI website)
		- Questions associated with these tasks are listed.
	+ Review of district policy and procedures-board policies, handbooks, master contract, other
	+ Important Dates & Numbers
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| **EDL285 - Ethics and Social Justice** |
| *Topics to discuss with mentor:* | *Possible artifacts for entry plan:* |
| Civil rights issuesSegregationUnderserved populationsFAPE | * + Equity audit of new district addressed
	+ Student achievement data
	+ Disciplinary data by race, gender, ethnicity
	+ Review of policies
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| **EDL287 - Curriculum and Evaluation** |
| *Topics to discuss with mentor:* | *Possible artifacts for entry plan:* |
| School Improvement Advisory Committee (SIAC)Site visit process & preparationStandardized testingTextbook renewal cycleTechnologyState reporting (CSIP, BEDS, Etc.) | * + Evaluation-Plan contains a process to evaluate process after six and twelve months.
	+ Identify standards and benchmarks
	+ Seek curriculum adoption cycle
	+ Identify details of district’s technology plan
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| **EDL286 - Systems Thinking** |
| *Topics to discuss with mentor:* | *Possible artifacts for entry plan:* |
| School ImprovementPDSA ModelSchool improvement models/frameworks | * Systems analysis
* Evaluation tools
* Deming’s 14 Points (translated to education)
* Improvement plan (PDSA)
* District/building action plans
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| **EDL290 - School Resource Management** |
| *Topics to discuss with mentor:* | *Possible artifacts for entry plan:* |
| Certified annual budgetSpecial education budgetActivity budgetGrants & donations | * + Action Plans
		- The “why” is clearly stated for the plan.
		- Specific questions are listed for individual and group interviews.
		- Protocols are included that will be used by various groups.
		- An individual professional development plan is incorporated.
	+ Financial indicators are identified (open-enrollment, registration, bond issues, etc)
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| **EDL289 - Organization Management** |
| *Topics to discuss with mentor:* | *Possible artifacts for entry plan:* |
| Food serviceState reporting (CSIP, BEDS, Etc.)TransportationPre-service planningCalendar developmentFacilities use agreementsBoard packet developmentBoard policy overview/reviewBoard member communicationPolitical advocacy | * + Monthly Calendar of Tasks and Responsibilities
		- Guiding questions/principles are established for each month.
		- Questions associated with individual tasks are listed.
		- Responsibilities for tasks are listed or if unsure, notation is made.
	+ Identify policies and procedures around nutrition, construction, transportation, building and grounds, and central office roles
	+ Create an agenda framework that may want to implement at a District when the time is appropriate.
	+ Create topics (not the entire agenda) by month that should be included starting with July and ending with June.
	+ Other topics include open enrollment, onboarding new board members, and open enrollment
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| **EDL284 – Data Analytics in Education Research** |
| *Topics to discuss with mentor:* | *Possible artifacts for entry plan:* |
| Research strategiesResearch methodsData analysisEffective communication strategiesIowa School Report Card | * + Data-Plan seeks to obtain relevant and useful district data including (but not limited to) student achievement data, staff surveys, busing, food service, technology use, etc.
	+ Reports-CSIP, grants, BEDS, etc. for review
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| **EDL292 – Final Clinical Seminar** |
| *Topics to discuss with mentor:* | *Possible artifacts for entry plan:* |
| Resume & Cover Letter UpdatesEntry plan developmentInterview process for applicantsDistrict strategic action plans/goalSuperintendent licensure (BOEE) | * + Introduction
	+ Purpose-Purpose of the entry plan
	+ Goals-Clear goals are established for the individual, staff, students, and community.
	+ Standards are included for the reader to reference.
	+ Update cover letter and resume
	+ Clinical log updated
	+ Entry plan has been developed for presentation during the interview process.
	+ Entry plan is personalized-Personal goals, vision, mission, core values, other.
	+ Entry plan has a professional appearance and organized.
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*MEETINGS & CONFERENCES TO REQUEST*

ISFLC (December & February)

Conference Superintendent Meetings

SAI Conference (August)

Superintendent Rounds (Elmore)

Strategic Action Planning Sessions

Area Human Resource Directors

ASCD Conference

DE or AdvancED Accreditation Visit

Union Negotiations

SAI Legal Labs

State Superintendent Networking

**ENTRY PLAN GRADING RUBRIC:**

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| **Criteria** | **High Quality** | **Acceptable Quality** | **Low Quality** |
| Resume | Updated resume that fully highlights candidate’s qualifications without any spelling/grammatical errors. | Updated resume that somewhat highlights candidates qualifications with few spelling/grammatical errors. | Resume that fails to highlight candidate’s qualifications without multiple spelling/grammatical errors. |
| Appearance | Entry plan is neat, highly presentable and personalized to the position and district desired. | Entry plan is mostly neat, presentable, and personalized to the position and district desired. | Entry plan is not neat, presentable, and/or personalized to the position and district desired. |
| Reflections | Meaningful reflections for each administrative standard that fully synthesize the candidates learning, understanding, and ability to meet the standard. | Meaningful reflections for each administrative standard that somewhat synthesizes the candidates learning, understanding, and ability to meet the standard. | Reflection for each administrative standard that fails to synthesize the candidates learning, understanding, and ability to meet the standard. |
| Content | Content of entry plan is well thought out and detailed. Steps are accurate and seek to gain true understanding of new district. | Content of entry plan is partially detailed and planned. Steps are accurate but lack depth of understanding. | Content lacks detailed and plan is generic. |

**Alignment to ISSL Standards (evidence and artifacts):**

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