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**Specialist in Education**

**with**

**Superintendent Licensure**



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**Program Abstract**

The Drake Educational Leadership Specialist Program with Superintendent / AEA Administrator licensure is a 30 credit hour program consisting of nine 3-hour courses and a 3-credit seminar. The foundation of the program is the new ISSLC Standards with seven instructional threads woven into each course. Field-Based Learning Experiences are the capstone of every course in the program. Relevant and meaningful clinical experiences with mentors in the field are also a major part of preparing future superintendents and AEA administrators in Iowa. The program mission is to build capacity and inspire Iowa educational leaders to transform learning systems. The vision for the program is that graduates will be growth-minded ethical leaders who effectively leverage their learning and resources to guide system improvement.

## Mission Statement

Drake's mission is to provide an **exceptional learning environment** that prepares students for **meaningful personal lives, professional accomplishments, and responsible global citizenship**. The Drake experience is distinguished by **collaborative learning** among students, faculty, and staff and by the **integration of the liberal arts and sciences with professional preparation.**

**Vision**

EDL graduates will be **growth-minded ethical leaders** who **leverage their learning** and **resources** to guide **system improvement**.

**Values**

* Continuous Improvement
* Collaboration
* Relationships
* Focus on Learning
* Diversity of thought

**Instructional Threads**

The following threads are weaved throughout the course work and clinical experience.

* Communication
* Diversity
* Ethics
* Leadership
* Growth mindset

**Iowa Standards for School Administrators**

**Standard 1:** A school administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Standard 2:** A school administrator is an education leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conductive to student learning and staff professional development.

**Standard 3:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.

**Standard 4:** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**Standard 6:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Courses**

EDL 283 Leading Complex Organizations

EDL 284 Advanced Research

EDL 285 Ethics and Social Justice

EDL 286 Systems Thinking

EDL 287 Curriculum and Evaluation

EDL 288 Human Resource Dynamics

EDL 289 Organization Management

EDL 290 School Resource Management

EDL 291 Policy, Influence and Legal Issues

EDL 292 Clinical Seminar

**Course Descriptions**

**EDL 283 - Leading Complex Organizations**

The purpose of the course is to help students analyze organizations and gain better understanding of personal leadership dispositions. Leading and managing organizations is not easy and attempts to improve organizations without adequate understandings are common. Whether trying to lead, follow, or just survive, understanding the inherent complexity of leadership helps reduce surprise, confusion, and at times catastrophe. This course seeks to analyze exemplary leadership and develop knowledge, skills, and dispositions needed to make positive differences in a group or organization. Public and private sectors increasingly impact one another, and shared understanding can help strengthen organizations locally, nationally, and internationally.

**EDL 284 – Advanced Research**

The literature supports the fact that influential instructional leaders utilize data and information for organizational improvement efforts. This Web-assisted course is designed to prepare organizational leaders for utilizing quantitative and qualitative research methods. Application of the actual practices of education research: basic statistical concepts, quantitative methods, and qualitative methods.

**EDL 285 – Ethics and Social Justice**

The goal of a socially justice environment is full and equal participation of all members of the society. An ethical school leader oversees the distribution of resources to ensure that all members are physically, emotionally, psychologically safe and secure and that educational needs are met. This course is designed to increase school leaders’ understanding of how their assumptions about diversity and equity shape educational policies and practices. It provides a platform for students to examine and reflect on their understanding of leadership for social justice and challenges them to design socially just environments necessary to ensure educational equity and excellence.

**EDL 286 – Systems Thinking**

Effective leaders carry out their roles from systems perspectives; viewing organizations as complex and dynamic in nature, with all the people and functions connected as a whole. This course is designed to provide students with a broad understanding of systems thinking: its foundations, key contributors to the body of knowledge, and applications for personal and professional leadership.

**EDL 287 – Curriculum and Evaluation**

The role of Superintendent as Instructional Leader is crucial to the success of the school and research findings indicate that superintendents of effective districts exhibit high levels of involvement in instructional matters. This course provides an overview of issues dealing with program design, development and evaluation that enhance teaching and learning in a multicultural society. Students in this course will be able to apply theories and knowledge of practices used in contemporary educational settings and effectively communicate to the public how district resources are being used to achieve instructional and curricular objectives.

**EDL 288 – Human Resource Dynamics**

The purpose of this course is to provide students with a practical overview of human resource management from a school and district perspective. It is designed to study the theoretical as well as practical application of school personnel management from the beginning of a public school employee’s career up through the end of the career. Basic background is presented on the selection, assignment, evaluation and development of school personnel and attention is also given to collective bargaining and the grievance process.

**EDL 289 - Organization Management**

Research findings and business literature speak to the importance of management functions and skills in organizational leadership. The role of managerial leader is, therefore, an important consideration for individuals who aspire to become organizational leaders. There are moral and ethical responsibilities to manage in ways that support all students and adults in the organization. This course helps to prepare students for managing a myriad of responsibilities that support learning. A significant portion of the course is devoted to practical, hand-on applications that may be implemented upon assuming a new superintendent or AEA administrative position.

**EDL 290 – School Resource Management**

Organizational leaders are responsible for resource management as part of their managerial role. This course is designed to enable students to assume the duties and ethical responsibilities of financial and resource management in educational organizations. Current requirements, issues, trends and forces in school finance and their impact on organizations will be the focus of the course.

**EDL 291 - Policy, Influence and Legal Issues**

Successful superintendents and AEA administrators must exhibit skills, knowledge, and sensitivity associated with politics. These are vital in collaborating with boards of education and the wider community. This course is designed to explore the concepts of leadership as they apply to the legal foundation associated with schools. This course will focus on the legal considerations necessary for the successful leader to know and exhibit while leading a school district.

**EDL 292 – Clinical Seminar**

This course encompasses the total program experience, from student orientation to mid-program review, and finally the culminating student presentation of learning.

**FBLE Course Performance Aligned to ISSL Standards and Instructional Threads**

|  |  |  |
| --- | --- | --- |
| **FBLE**  **(Student Performance)** | **ISSL Standards** | **Instructional Threads** |
| EDL 283- Leading Complex Organizations | 1, 2, 4, 5, 6 | Communication  Ethics  Leadership  Growth mindset |
| EDL 284-Advanced Research | 4, 5, 6 | Communication  Diversity  Ethics  Leadership |
| EDL 285- Ethics and Social Justice | 2, 4, 5 | Communication  Diversity  Ethics  Leadership  Growth mindset |
| EDL 286- Systems Thinking | 1, 3, 6 | Communication  Ethics  Growth mindset |
| EDL 287- Curriculum and Evaluation | 1, 2, 5 | Communication  Ethics  Leadership  Growth mindset |
| EDL 288- Human Resource Dynamics | 1, 2, 4, 5 | Communication  Diversity  Ethics  Leadership  Growth mindset |
| EDL 289- Organization Management | 2, 3, 4 | Communication  Ethics  Leadership  Growth Mindset |
| EDL 290- School Resource Management | 3, 5, 6 | Communication  Ethics  Leadership |
| EDL 291- Policy, Influence and Legal Issues | 1, 2, 4, 5, 6 | Communication  Diversity  Ethics  Leadership |

**Clinical Experience**

An important component of the program is the clinical experience. The experience consists of several features: a) course-embedded, real-life and field-based learning experiences (FBLE’s); b) supervision by an expert/critical friend for each course experience, and; c) ongoing guidance of a formal mentor.

The FLBE’s are embedded in nine courses (other than the seminar) and comprise the majority of the clinical experience. Students are provided 16 hours of clinical experience credit for each FBLE (144 hours total based on 9 classes). Each course FBLE is aligned to specific ISSL Standards and course objectives. In addition, an Individual Learning Proposal (ILP) will be available for students to design their own alternative for the FBLE allowing individual exploration for meaningful learning.

*Clinical Hours Defined*

FBLE’s: 9 courses x 16 hours=144 clinical hours

Clinical: 256 hours required with mentor and critical friends

Total: 400 hours (Chapter 79 Requirement)

Students will work with a different expert/critical friend for each of their FBLE’s in order to gain greater depth and expertise regarding the topics of study. The expert/critical friend may or may not be a member of their organization’s leadership team.

A formal mentor will selected after the initial seminar to help guide students throughout the program. The mentors, who will be decided between the student and advisor, will be provided information about the program expectations via a mentor handbook. The formal mentor will also be asked to provide input into the evaluation of the students they serve. This evaluation, a component of the assessment plan, will use the mentor’s feedback specific to student accomplishment of the standards, development of an entry plan and overall expectations of the program.

Students will keep a clinical log documenting their hours with their formal mentor and/or critical friend throughout the program. Students are expected to document 256 hours or more throughout the five semester program and provide detail on the log regarding a description of the clinical experience and which ISSL Standard the experience related to. This will ensure the student is exposed to deep and diverse experiences while allowing the advisor to monitor and support their experiences.

Heading for clinical log:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Description of Activity/Event | Mentor/Critical Friend | ISSL Standard | Hours |

**Program Clinical Seminar**

The program seminar is divided into 3 components: Initial seminar, Mid-Program Seminar, and Final Seminar. The agenda and resources for each seminar are available to students at [www.drakeedlseminar.weebly.com](http://www.drakeedlseminar.weebly.com). The components of each seminar are described below:

*Initial Seminar:*

Students participate in this weekend activity before they begin their first class in the program. The purpose is to provide background and information needed for a successful graduate level academic experience. Students will be provided with the following materials:

* Descriptions of all courses in the program
* Faculty and technology information
* Schedule of classes in the program
* Copies of all program templates to be completed during study
* Field-Based Learning Experience explanation
* Mentor structure & handbook
* Roles of critical friends/advocates, mentors and the advisor
* Student responsibilities
* Information regarding class registration, financial aid, etc.
* Examples of superintendent/AEA administrator entry plans
* APA formatting resources
* Setting cohort norms

*Mid-Program Seminar:*

After completion of the fifth class, students will collectively meet for a mid-program seminar. During this meeting, students will complete both the standards mid-program assessment and present a draft of their desired superintendent/AEA administrator entry plan to their peers. Students will get feedback from their peers and advisor in regard to the format and contents of their entry plan to date. An individual conference between the student and advisor will be held to review progress in the program and set goals for the remaining clinical experience. During this individual meeting the student will also be presented standards feedback from their advisor. The student and advisor will discuss areas of strength and areas for grown in regard to the standards assessment prior to the student establishing their clinical goals. Between the mid-program seminar and final seminar students are encouraged to seek guidance from their formal mentor, critical friends, peers and others to develop their final entry plan and help meet their clinical goal areas.

*Final Seminar:*

After completion of the ninth class, students will be required to provide evidence of learning relative to all ISSLC Standards by completing the end of the program standards assessment and presenting their final entry plan to the cohort. After collaboration and feedback from their cohort the students will finalize their entry plan and submit it to their advisor for final feedback and their EDL 292 grade. During the final seminar the students are also provided licensure information and guided through reflective exercises that are designed to gauge their growth and solidify key outcomes from the program. A school board president and/or search firm consultant will present information regarding application and traditional interview processes so that students are prepared to use their specialist degree completion and new learning to seek a superintendent/AEA administrative position (when ready).

**Iowa Board of Educational Examiners Authorization**

The holder of this endorsement is authorized to serve as a superintendent from the prekindergarten level through grade twelve or AEA Administrator

(A)       Degree—master’s degree plus at least thirty semester hours of planned graduate study in administration beyond the master’s degree.

(B)       Have had three years of administrative experience at the PK-12 level.

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| STATE REQUIREMENTSContent | INSTITUTIONAL REQUIREMENTSCourse(s) for Acquiring Content Knowledge and/or Demonstrating Competencies |
| 1. Models, theories, and practices that provide the basis for leading educational systems toward improving student performance. | EDL 283 Leading Complex Organizations  -Organizational change and implications  project  EDL 284 Advanced Research  -Critical review of current education issue  producing “White Paper.”  EDL 285 Ethics and Social Justice  -District equity audit  EDL 286 Systems Thinking  -Construction of system analysis of  Organization  EDL 287 Curriculum and Evaluation  -Examining classroom work-alignment |
| 2. Federal, state and local fiscal policies related to education. | EDL 290 School Resource Management  -Create presentation around fiscal issues in  organization |
| 3. Human resources management, including recruitment, evaluation, personnel assistance and development, and negotiations. | EDL 288 Human Resource Dynamics  -Compare/contrast hiring procedures used  by experts |
| 4. Current legal issues in general and special education. | EDL 291 Policy, Influence and Legal Issues  -Study current issues and present legal  Underlying issues |
| 5. Non-instructional support services management including but not limited to transportation, nutrition and facilities. | EDL 289 Organization Management  -Preparation of resource guide supporting  all services in organization |
| 6. Practicum in PK-12 school administration. | 9 Different Field-Based Learning Experiences in EDL 283 - 291 |
| 7. Evaluator approval component. | Students admitted to the program will hold a current approval. |
| 8. Acting with integrity, fairness, and in an ethical manner. | EDL 285 Ethics and Social Justice  -District equity audit |
| 9. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. | EDL 286 Systems Thinking  -Construction of system analysis of  Organization  EDL 291 Policy, Influence and Legal Issues  -Study current issue and present legal  underlying issues  -Study project with community, state,  Influential leaders |

**Mentors**

In addition to the hands-on work completed during courses, each student will be placed with a formal mentor. The mentor will serve as a guide during the program experience, often acting as a “broker” for assisting students in locating and learning from additional positive role models in the field. The mentor will be an encourager, challenger of ideas, and reflective coach. In collaboration with the student’s academic advisor, the formal mentor will serve to solidify the student’s experiences in the program and to be a sounding board for questions or concerns that arise through courses and clinical experiences/FBLEs. This Mentor Handbook will guide mentors and students alike, while providing internal program consistency.

**Mentor Selection**

Students will work with their academic advisor to select a formal mentor with whom they have a rapport or feel they can build rapport. The mentor should be someone who is viewed by their colleagues and other educational professionals as an experienced, knowledgeable, effective practitioner, who possesses strong coaching skills and is committed to the mentoring process. Mentors who have served as formal mentors in the Drake EDL Program are preferred. Formal mentors are solidified once both the student and advisor agree on whom the mentor will be and the mentor returns a signed Mentor Contract.

**Mentor Training**

The program advisor will be responsible for providing this handbook to all mentors, for making contact to review its contents, and for supervising the arrangements for student placement. Mentors will also be provided information and resources to broaden their understanding of their role and prompt the relationship between them and their mentee.

**Mentor Agreement**

An agreement/contract between Drake University and the mentor will be expedited as part of the mentoring process. The agreement for mentors is included in this handbook.

**Responsibilities of Mentors**

1. Converse with the program advisor to learn about the program and expectations for the candidate while in the specialist program.

2. Commit the time necessary to support student and when appropriate provide authentic learning experiences for students.

3. Engage in feedback sessions with students to help them grow and learn.

4. Provide opportunities to the student regarding meetings, conferences and other sessions that will expand their understanding of the superintendent/AEA administrator position.

**Responsibilities of Students**

1. Work with the program advisor to draft the Candidacy Petition outlining a schedule for the program.

2. Actively participate in seminars and courses throughout the program.

3. Report clinical hours at the conclusion of the experience.

4. Complete program evaluations.

5. Complete a culminating program entry plan for a Superintendent/AEA position.

**Responsibilities of Program Advisor**

1. Verify commitment of mentors by contract.
2. Provide handbooks to mentors before the experience.
3. Maintain contact with mentors as needed during the semester.

4. Assist students in coordinating mentor/student placements.

6. Monitor students in the cohort and provide regular feedback.

7. Conduct interview with mentor during clinical experience.

Specialist Program Mentoring Agreement

This agreement is made this \_\_\_\_\_\_\_day of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 200\_\_, by and between

Drake University and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, referred to as “Mentor”

As the Mentor:

I agree to provide professional support for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as s/he moves through the Specialist Program.

I am willing to provide time and assistance in securing content experts, building a network of colleagues for the student, and to provide coaching so that s/he builds confidence in becoming prepared to assume organizational leadership responsibilities. I will provide informal feedback on his/her learning experience and further agree to share my evaluative comments with the student’s advisor.

Duration:

The Specialist Program, according to Drake University policy, must be completed within five years of enrollment, however most students secure the degree in two to three years.

Student’s anticipated completion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stipend:

Drake does not offer a stipend.

Termination:

Either of the parties may terminate this agreement by timely notice to the other partner.

By: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Drake Advisor Mentor

**Clinical Mentor Questions Document**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentor Name and Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Clinical Professor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Submitted in writing, via e-mail, in-person or via telephone conference:

1. Please give your overall impression of this student and his/her commitment to the clinical experience?

1. What did you observe to be this student’s strongest leadership traits and talents?

3. In what areas do you feel the student needs to grow to be a successful leader (instruction, finance, special education, evaluation, other)?

1. How would you describe this student’s rapport with staff, students, colleagues and parents?
2. Are there any ethical concerns about the student that would keep you from recommending them for a desired job?
3. In what scenario or position do you think the student will be the most successful leader or administrator?

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| Responses will be kept confidential! If the mentor chooses they may share with the student. |

**Clinical Experience Hours**

To complete the 400 clinical hours required by the state, students will be required to document their work with the mentors and their work on their FBLEs. The following examples of experiences are listed to assist students as they plan their clinical experience as part of program completion and application for licensure.

Mentor

* Face-to-face meetings
* Work on projects that the mentor may offer as part of the experience
* Attendance at related meetings (in person or electronically) in the mentor’s organization, or other organization as set up by the mentor
* Telephone calls and e-mails regarding candidate questions
* District project work and course FBLEs
* Experience in interview process
* Observation of state reporting
* Budgeting
* Pre-service planning
* Policy review process

FBLEs

* Work on course projects
* Reading done to supplement and anchor learning around FBLE experience
* Face-to-face meetings with experts/critical friends
* Telephone and e-mail communications with experts/critical friends
* Collaboration with peers regarding course content

Local Organizations

* Attendance at board meetings, district committees, community support group meetings
* Professional development planning from a total organization perspective
* Professional development delivery for the total organization
* Observation of district negotiations
* Projects assigned by the superintendent or chief administrator that build experience toward organization-wide leadership
* New school board member orientation sessions
* Observation of grievance procedures
* Strategic action planning

**Clinical Experience Talking Points**

**Year 1 Clinical Year 2 Clinical**

Transportation

Food service

School safety

State reporting (CSIP, BEDS, Etc.)

Entry plan

Civic engagement

Certified annual budget

Special education budget

Activity budget

Personal and professional balance

District publications/newsletters

FERPA

District strategic action plans/goal

Pre-service planning

Calendar development

School Improvement Advisory Committee (SIAC)

Resume & Cover Letter Updates

Entry plan development

Site visit process & preparation

Interview process for applicants

Standardized testing

Grievance procedures

Facilities use agreements

District field trips

New board member orientation

New staff orientation

Textbook renewal cycle

Staff handbook

Technology

Grants & donations

Public relations

Master contract negotiations

Superintendent evaluation

Principal evaluations

Open meeting laws

Board packet development

Policy review process

Board member communication

**Meetings and Conferences**

ISFLC (December & February)

Conference Superintendent Meetings

SAI Conference (August)

Superintendent Rounds (Elmore)

State Superintendent Networking

Area Human Resource Directors

ASCD Conference

DE or AdvancED Accreditation Visit

Union Negotiations

Strategic Action Planning

Bond Issue/PPEL process

Iowa ASCD Day on the Hill

SAI Legal Labs

Iowa Civil Liberty Union Meetings

One Iowa Conference

Drake Improvement Network

Iowa Safe Schools Conference

ISFIS Conference

IASB Conference

Fiscal Management Conference (IASB)

Employment Law Conference (IASB)

IASBO Conference

**Specialist in Education Leadership**

*Standards Evaluation*

Procedure:

The self-assessment is utilized after five courses (one-half of the program), and again before the conclusion of the Seminar. Students complete the instrument individually. The faculty advisor provides feedback to each student, both at the mid-program and final seminar.

For students to be recommended for licensure, they must be evaluated at an overall level of “3” or higher on the program rubric. The rubric is included below:

EARLY LEARNER (1) = Identified as a candidate who has potential to become an organizational leader. This individual will need additional background and study.

PROGRESSING LEADER (2) = Identified as a candidate who has begun to demonstrate the knowledge, skills, and performances associated with organizational leadership.

PREPARED LEADER (3) = Identified as a candidate who is ready to assume an entry-level organizational leadership position.

EXCEPTIONAL LEADER (4) = Identified as a candidate who has demonstrated unusual readiness for organizational leadership.

**s included in this update. is an that was not completed in December is \_\_\_\_\_\_ Judence sequence numbers have changed, althoughStandard 1.0:** Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

**Narrative Explanation:** This standard addresses the need to prepare educational leaders who value and are committed to educating all students to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a climate of continuous improvement among all members of the educational staff. Such educational leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

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**Standard 2.0:** Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

**Narrative Explanation:** This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all students can learn and that student learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Students preparing to lead schools or districts must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.

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**Standard 3.0:** Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

**Narrative Explanation:** This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school’s and district’s accountability to the community. Skills in job analysis, supervision, recruitment, selection, professional development**,** and appraisal of staff positions, as well as an understanding of relevant collective bargaining agreements, strengthen the ability to use personnel resources. Effective educational leaders define job roles, assign tasks, delegate appropriately, and require accountability. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, educational leaders must be competent in conflict resolution, consensus building, group processes, and effective communication.

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**Standard 4.0:** Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

**Narrative Explanation:** This standard addresses the fact that cooperation among schools, the district, and the larger community is essential to the success of educational leaders and students. Educational leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. The ability to analyze emerging issues and trends that might affect schools and districts enables educational leaders to plan effective instructional programs and school services. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for schools. Seeing families as partners in the education of their youngsters, and believing that families have the best interests of their children in mind, encourages educational leaders to involve them in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, educational leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

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**Standard 5.0:** Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

**Narrative Explanation:** This standard addresses the educational leader’s role as the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader’s contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

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**Standard 6.0:** Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Narrative Explanation:** This standard addresses the need for educational leaders to understand and be able to operate within the larger context of the community and beyond, which affects opportunities for all students. Educational leaders must respond to and

influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for children. Educational leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students’ rights and improve students’ opportunities.

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**Standard 7.0:** Candidates who complete the program are educational leaders who promote the success of all students by committing to the common good for all people.

**Narrative Explanation:** This standard addresses candidates’ preparation and commitment to contribute to society, as well as the capacity to exercise empathy with individuals of diverse backgrounds. For all people to experience the beauty of an educated society, leaders at all levels must passionately and relentlessly exhibit the highest level of focus, energy and demonstrable effort toward the collective good. School leaders are in a unique position to do this.

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| **Rating** |  |

**Standard 8.0:** Candidates who complete the program are educational leaders who promote the success of all students by understanding and applying systems thinking in the creation of learning communities.

**Narrative Explanation:** This standard addresses the need for today’s educational leaders to be knowledgeable about the importance of understanding systems as they apply to schools and communities. The realities of our fast-paced global society render past reliance on industrial models for leadership insufficient, if not meaningless. Leaders for learning in the twenty-first century must study, practice, and model the interconnectedness of schools, communities, and society as a whole to ensure appropriate educational outcomes for all students.

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| **Rating** |  |

**Standard 9.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to build community capacity and commit to the achievement of common goals.

**Narrative Explanation**: This standard addresses the need to prepare educational leaders to deal with and understand the values, beliefs, and traditions that are embedded in the relationships among school leaders, teachers, students, parents, staff, and community members. Leaders for learning work among all stakeholders to successfully accomplish common goals.

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| **Rating** |  |

**Standard 10.0:** Candidates who complete the program are educational leaders who promote the success of all students by applying and integrating technology tools to support and enhance learning.

**Narrative Explanation**: This standard addresses the need for educational leaders to focus on the importance of technology in today’s learning environment. The focus must go beyond interest and tacit support for the use of technology, and must encompass a personal and professional commitment to systemic integration of technology for all learners. Leadership in this standard involves continuous research, training and implementation strategies due to the remarkable pace of change in the technology arena.

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| **Rating** |  |

**Student Assessment Table**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Term | Course | Persons Responsible | Field Based Learning Project | Standards | Assessment Plan Format |
| Term 1 | EDL 283 | Students  Instructor | FBLE 1 | Per course syllabus | FBLE  Entry Plan Artifacts |
| EDL 291 | Students  Instructor | FBLE 2 | Per course syllabus | FBLE  Entry Plan Artifacts |
| Term 2 | EDL 285 | Students  Instructor | FBLE 3 | Per course syllabus | FBLE  Entry Plan Artifacts |
| EDL 290 | Students  Instructor | FBLE 4 | Per course syllabus | FBLE  Entry Plan Artifacts |
| Term 3 | EDL 284 | Students  Instructor | FBLE 5 | Per course syllabus | FBLE  Entry Plan Artifacts |
| EDL 287 | Students  Instructor | FBLE 6 | Per course syllabus | FBLE  Entry Plan Artifacts |
| Mid-Program Seminar |  | Students  Advisor | NA | ISSL 1-3 | Entry Plan Shared for Feedback/Reflection  Mid-Program Assessment  Advisor/Student Meeting |
| Term 4 | EDL 286 | Students  Instructor | FBLE 7 | Per course syllabus | FBLE  Entry Plan Artifacts |
| EDL 288 | Students  Instructor | FBLE 8 | Per course syllabus | FBLE  Entry Plan Artifacts |
| Term 5 | EDL 289 | Students  Instructor | FBLE 9 | Per course syllabus | FBLE  Entry Plan Artifacts |
| EDL 292 | Students  Advisor | NA | ISSL 4-6 | Comprehensive Entry Plan Presented  Final Standards Assessment  Program Reflection |

**Entry Plan Sample Artifacts by Class**

|  |  |
| --- | --- |
| *EDS Course* | *Sample Artifacts for Entry Plan* |
| EDL292 – Clinical Seminar | * + Introduction   + Format of plan is identified   + Purpose-Purpose of the entry plan   + Goals-Clear goals are established for the individual, staff, students, and community. |
| EDL283 - Leading Complex Organizations | * 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. * Key people and businesses in the community are identified * Important community and district norms are identified |
| EDL291 - Policy, Influence and Legal Issues | * + 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   + Master contract is reviewed   + Legal counsel is identified   + Grievance procedure known |
| EDL290 - School Resource Management | * + 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 for analysis |
| EDL285 - Ethics and Social Justice | * Key organizations and resources for social justice are identified * Identify the key topics of equity, privilege, oppression, bias, institutional racism, sexism, as it relates to one's school district * Create an action plan for addressing issues of diversity utilizing the findings of the final interview paper   + Important historical, societal, behavioral norms are identified as it relates to social justice in America |
| EDL284 - Advanced Research | * + 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   + School publications considered |
| EDL287 - Curriculum and Evaluation | * + 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 |
| EDL 292 - Mid-year Seminar | * + Standards are included for the reader to reference.   + Update cover letter and resume * Clinical log updated |
| EDL286 - Systems Thinking | * Systems analysis * Evaluation tools * PDSA models * Baldridge Category Analysis |
| EDL288 - Human Resource Dynamics | * + Protocols for hiring and dismissal are included that will be used by various groups.   + Professional development strategies are conveyed.   + Collective bargaining timeline and process   + Review of master contract   + Collective bargaining is considered |
| EDL289 - Organization Management | * + 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 |
| EDL292 - Final Seminar | * + 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.   + Clinical log finalized |

**Entry Plan Grading Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Prepared Leader** | **Progressing Leader** | **Novice Leader** |
| Presentation | 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. |
| 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. |
| Standards Addressed | Clear and meaningful evidence and artifacts from each EDS course are highlighted in the entry plan. | Some evidence and artifacts from each EDS course are highlighted in the entry plan. | Little evidence and artifacts from each EDS course are highlighted in the entry plan. |