**Class: EDL 292-Superintendent Seminar Institution/Program: Drake University**

| **Standard 1:** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. | | | | |
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| **Standard/Component** | **Approaching Standard** | **Meets Standard** | **Exceeds Standards** | **Assessment Plan** |
| **Component 1.2**  Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.  **Key question:**  *Can candidates demonstrate their understanding and capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation?* | Candidates understand the research on and process of strategic planning, continuous improvement, and implementation theory.  Candidates do not demonstrate the capacity to engage in the following:   1. evaluate an existing improvement process, 2. develop an improvement process that includes data collection, diagnosis, design, implementation, and evaluation, 3. articulate a process for strategic planning, and 4. develop an implementation process that supports district improvement. | Candidates understand the research on and process of strategic planning, continuous improvement, and implementation theory.  Candidates apply their understanding to design a process for:   1. evaluating an existing improvement process, 2. developing an improvement process that includes data collection, diagnosis, design, implementation, and evaluation, 3. articulating a process for strategic planning, and 4. developing an implementation process that supports district improvement. | Candidates understand the research on and process of strategic planning, continuous improvement, and implementation theory.  Candidates apply their understanding to design a process for:   1. evaluating an existing improvement process, 2. developing an improvement process that includes data collection, diagnosis, design, implementation, and evaluation, 3. articulating a process for strategic planning, and 4. developing an implementation process that supports district improvement.   Candidates use their understanding and capacity to undertake and implement this work within a district setting. |  |

| **Standard 2:** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and to cultivate professional norms and culture. | | | | |
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| **Standard/Component** | **Approaching Standard** | **Meets Standard** | **Exceeds Standards** | **Assessment Plan** |
| **Component 2.2**  Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.  **Key question:**  *Can candidates demonstrate their understanding and capacity to evaluate and advocate for ethical and legal decisions?* | Candidates understand the importance of and how to evaluate and advocate for ethical and legal decisions.  Candidates do not demonstrate the capacity to engage in the following:   1. evaluate ethical dimensions of issues, 2. analyze decisions in terms of established ethical frameworks, and 3. advocate for ethical and legal decisions. | Candidates understand the importance of and how to evaluate and advocate for ethical and legal decisions.  Candidates apply their understanding to:   1. evaluate ethical dimensions of issues, 2. analyze decisions in terms of established ethical frameworks, and 3. advocate for ethical and legal decisions. | Candidates understand the importance of and how to evaluate and advocate for ethical and legal decisions.  Candidates apply their understanding to:   1. evaluate ethical dimensions of issues, 2. analyze decisions in terms of established ethical frameworks, and 3. advocate for ethical and legal decisions.   Candidates use their understanding and capacity to undertake and implement this work within a district setting. |  |
| **Component 2.3**  Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.  **Key question:**  *Can candidates demonstrate their understanding and capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others?* | Candidates understand the importance of and how to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.  Candidates do not demonstrate the capacity to engage in the following:   1. model ethical behavior in their personal conduct and relationships with others, and 2. cultivate ethical behavior in others. | Candidates understand the importance of and how to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.  Candidates apply their understanding to design a process for:   1. model ethical behavior in their personal conduct and relationships with others, and 2. cultivate ethical behavior in others. | Candidates understand the importance of and how to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.  Candidates apply their understanding to design a process for:   1. model ethical behavior in their personal conduct and relationships with others, and 2. cultivate ethical behavior in others.   Candidates use their understanding and capacity to undertake and implement this work within a district setting. |  |

| **Standard 5:** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate that capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student and community needs. | | | | |
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| **Standard/Component** | **Approaching Standard** | **Meets Standard** | **Exceeds Standards** | **Assessment Plan** |
| **Component 5.3**  Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.  **Key question:**  *Can candidates demonstrate their understanding and capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs?* | Candidates understand the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.  Candidates do not demonstrate the capacity to:   1. conduct a needs assessment of the district, school, and community, 2. develop a plan for identifying and accessing resources, 3. gather information about the district and policy context, 4. cultivate relationships with members of the business, civic, and policy community, 5. develop targeted communication for oral, written, and digital distribution, and 6. advocate for district, school, and community needs. | Candidates understand the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.  Candidates demonstrate the capacity to:   1. conduct a needs assessment of the district, school, and community, 2. identify and access resources, 3. gather information about the district and policy context, 4. cultivate relationships with members of the business, civic, and policy community, 5. develop targeted communication for oral, written, and digital distribution, and 6. advocate for district, school, and community needs. | Candidates understand the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.  Candidates demonstrate the capacity to:   1. conduct a needs assessment of the district, school, and community, 2. identify and access resources, 3. gather information about the district and policy context, 4. cultivate relationships with members of the business, civic, and policy community, 5. develop targeted communication for oral, written, and digital distribution, and 6. advocate for district, school, and community needs.   Candidates use their understanding and capacity to understand and implement this work within a district setting. |  |

| **Standard 7:** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. | | | | |
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| **Standard/Component** | **Approaching Standard** | **Meets Standard** | **Exceeds Standards** | **Assessment Plan** |
| **Component 7.1**  Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the shared mission and vision of the district.  **Key question:**  *Can candidates demonstrate their understanding and capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the shared mission and vision of the district?* | Candidates understand the importance of and how to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the shared mission and vision of the district.  Candidates do not demonstrate the capacity to:   1. represent the district and its mission, strengths, and needs to the board of education, 2. cultivate a positive respectful and responsive relationship with the board, and 3. advocate for board actions that will support the mission and vision of the district and meet the district needs. | Candidates understand the importance of and how to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the shared mission and vision of the district.  Candidates demonstrate the capacity to:   1. represent the district and its mission, strengths, and needs to the board of education, 2. cultivate a positive respectful and responsive relationship with the board, and 3. advocate for board actions that will support the mission and vision of the district and meet the district needs. | Candidates understand the importance of and how to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the shared mission and vision of the district.  Candidates demonstrate the capacity to:   1. represent the district and its mission, strengths, and needs to the board of education, 2. cultivate a positive respectful and responsive relationship with the board, and 3. advocate for board actions that will support the mission and vision of the district and meet the district needs.   Candidates use their understanding and capacity to undertake and implement this work within a district setting. |  |
| **Component 7.2**  Program completers understand and can demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.  **Key question:**  *Can candidates demonstrate their understanding and capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members?* | Candidates understand the importance of and how to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups.  Candidates do not demonstrate the capacity to:   1. evaluate district governance and stakeholder engagement systems, 2. design governance systems that engage multiple and diverse stakeholder groups, 3. implement strategies that support stakeholder engagement in district governance, and 4. cultivate an effective and collaborative system for district governance and engagement. | Candidates understand the importance of and how to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups.  Candidates demonstrate the capacity to:   1. evaluate district governance and stakeholder engagement systems, 2. design governance systems that engage multiple and diverse stakeholder groups, 3. implement strategies that support stakeholder engagement in district governance, and 4. cultivate an effective and collaborative system for district governance and engagement. | Candidates understand the importance of and how to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups.  Candidates demonstrate the capacity to:   1. evaluate district governance and stakeholder engagement systems, 2. design governance systems that engage multiple and diverse stakeholder groups, 3. implement strategies that support stakeholder engagement in district governance, and 4. cultivate an effective and collaborative system for district governance and engagement.   Candidates use their understanding and capacity to undertake and implement this work within a district setting. |  |