 SPECIALI­­­­ST PROGRAM

 Entry Plan Guidance

GETTING THE NEXT JOB: The Drake Specialist Program features three seminar days at the beginning, middle, and end of the program. These days are designed to reflect on field experiences as well as help prepare students for future career aspirations. Specific detail will be given to cover letters, resumes, portfolios, and interview strategies. Students should add to their entry plan throughout the program. Upon completion of the program students should have an entry plan product that helps them demonstrate preparedness for superintendent or central office positions and updated application materials. The below information will help outline what should be added to their entry plan after each course in the program.

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| Course | Topics for Entry Plan |
| EDL292 - Introductory Seminar | * + Introduction
	+ Purpose-Purpose of the entry plan
	+ Goals-Clear goals are established for the individual, staff, students, and community.
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| 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.
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| 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
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| 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
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| EDL285 - Ethics and Social Justice | * + Equity audit of new district addressed
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| 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
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| 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
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| EDL 292 - Mid-year Seminar  | * + Standards are included for the reader to reference.
	+ Update cover letter and resume
* Clinical log updated
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| EDL286 - Systems Thinking | * Systems analysis
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| 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
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| 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
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| 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
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**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. |