SMSU Graduate Studies

SMSU is offering a Superintendent program
leading to licensure in Summer 2018

Students applying for the Superintendent program must have completed a specialist or doctoral program or a program consisting of 60 semester credits beyond the bachelor's degree that includes a terminating graduate degree and topics preparatory for educational administration and the Minnesota competencies identified in part 3512.0510.

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TERM 1:

ED 682   Transforming Superintendent Perspectives **3 cr.**
ED 684   Research Seminar and Field Experience 1:
             Principal, SPED Educ Dir, Superintendent **2 cr**.

TERM 2:

 ED 685   Research Seminar and Field Experience 2:
             Principal, Special Education Director, Superintendent, **2 cr**.

TERM 3:

ED 686   Research Seminar and Field Experience 3:
             Principal, Special Education Director, Superintendent, **2 cr.**

- **All candidates for superintendent licensure must complete an internship (field experience)**

  - A minimum 320 hours of internship (field experience) working directly with a licensed and practicing superintendent is required for licensure over a 12 continuous month time span. This program incorporates the Minnesota Competencies identified in MN Rule 3512.2500. The field experiences enhance knowledge and develop skills for future educational leadership.

Check out your options at SMSU!!!

Are YOU seeking a licensure as a Superintendent? You can select either a Superintendent Certificate or Ed Specialist Degree option for their program.

ED Specialist Degree: Students must take one additional three-credit class, **ED-687** Ed Specialist Research & complete an action research project and formal paper.

**Time is running out.
Summer semester is quickly
approaching... Apply Now!!**

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Please Visit Our Website or Contact us for More Information!

Apply Now

Southwest Minnesota State University
Marshall, Minnesota 56258
Administrators Graduate Program

The Vision:

The SMSU Professional Education Unit is a community of learners dedicated to the continuous development of quality practice, personal/professional growth, and leadership.

The Mission:

The mission of Professional Education at SMSU is to create communities of practice where each learner is an active participant in the development of learning, teaching, and leadership processes by engagement in inquiry, critical reflection, and study of educational theory, research, and practice in pursuit of excellence.

ED 682: Transforming Superintendents' Perspectives
3 Credits
Fall 2014

Graduate Administrative Program
Southwest Minnesota State University
ED 682: Transforming Superintendents' Perspectives
3 Credits
Grading: A-F

Instructor:	*Class Days:*
Office:	*Class Hours:*
Telephones:	*Meeting Room:*
E-Mail Address:	*Office Hours:*

Course Description: In this course students will explore and understand leadership theory and practice at the executive level. Looking beyond management, students will be immersed in the realities of practice and the specific leadership skills that create effective school systems. Practical topics which will be addressed include strategic planning, goal setting, decision making, budgeting, negotiations and collective bargaining, and effective communication with staff, the board, unions and the media.

Texts/Readings/Resources:

Callan, M. R. & Levinson, W. (2011). *Achieving success for new and aspiring superintendents*.
    Thousand Oaks, CA : Corwin.
Moor, E. H., Gallagher, D. R. & Bagin, D. (2012). *The school and community relations, Tenth*
    Ed. Boston: Pearson.
Norton, S. C. (2005). *Executive leadership for educational administration*. Boston: Pearson.
Green, R. L. (2013). *Practicing the art of leadership*, 4th Ed. Boston: Pearson.
Owings, W. A. & Kaplan, L. S. (2012). Ethics, integrity, and social justice in leadership. *In Leadership and*
    organizational behavior in education: Theory into practice (446-496). Boston: Pearson.
Poston, W. K. Jr. (2011). *School budgeting for hard times: Confronting cutbacks and*
     critics. Thousand Oaks, CA: Corwin.

 Resources:

Brimley, Jr. V., Verstegen, D. A. & Garfield, R. R. (2012). *Financing education in a climate of change,*
Eleventh Ed. Boston: Pearson.
Gorton, R., Alston, J. & Snowden, P. (2007). *School leadership and administration: Important*
    concepts, case studies, & simulations. Boston: McGraw Hill.
Kowalski, T. J. (2012). *Case Studies on Educational Administration*, 6th Ed. Boston: Pearson.

Course Objectives:
As a result of this course, students will demonstrate the ability to:

No.	Critical Objective	MNBOSA	ISLLC	ELCC	Activities/Assessments
1.	Understand the role and coordination of social agencies and human services	E.3	6.A 4.D	6.1 6.2 6.3	• Create and share a flowchart of Internal and External Support Services within a district and identify who is responsible for the coordination of services
2.	Recognize and apply an understanding of individual and group behavior in normal and stressful situations	F.3	3.D	2.1 3.4	• Green Scenario Analyses • Reflections
3.	Demonstrate an understanding of conflict resolution and problem solving strategies	F.5	3.C	3.3 5.1 5.2	• Case Studies on Shared Decision-making
4.	Request and respond to community feedback	G.2	4.C 4.D	4.1 4.2	• Internal/External Publics Communication Plan
5.	Demonstrate the ability to build community consensus	G.3	1.A	4.1 4.2 4.3 4.4	• Internal/External Publics Communication Plan
6.	Understand and respond to news media	G.6	3.B	1.1	• Internal/External Publics Communication Plan
7.	Demonstrating understanding of the role of education in a democratic society	K.1	5.C	5.3 5.4	• Making Ethical Decisions-Hunt Valley
8.	Demonstrating understanding of and model democratic value systems, ethics, and moral leadership	K.2	5.C	5.3 5.4	• Philosophy of Ethical Leadership • Reflections
9.	Demonstrating the ability to balance complex community demands in the best interest of learners	K.3	4.A 5.E	4.1 5.5	• Making Ethical Decisions-Hunt Valley
10.	Demonstrating understanding and application of the Code of Ethics for Administrators under Part 3512.5200	K.5	5.B 5.D	5.1 5.2 5.3	• Superintendent's Code of Ethics

Superintendents' Competencies Benchmarks

No.	Critical Objective	MNBOSA	ISLLC	ELCC	Activities/Assessments
1.	Demonstrating an understanding of the role policy plays in school district governance and administration	A.1	3.A	3.1	• Case studies • Work with a superintendent to review and update or write a comprehensive policy addressing bullying, GLBT, racial, diversity and/or equity issues • Interview a superintendent and discuss the processes used in the district for review and update of policies and regulations and write a report for presentation • Reflections
2.	Demonstrating knowledge of statutory regulations affecting School Board meetings, communications, procedures, and practices	A.2	3.A	3.1	• Interview a superintendent about the processes, procedures, communications, and practices of working with the board. • Shadow a superintendent as an agenda and plans for a meeting are developed. • Attend the board meeting and write a review which covers the entire planning and implementation of the meeting.
3.	Demonstrating an understanding of the roles and responsibilities of the School Board	A.3	3.D	3.4	• Interview a superintendent to determine how school boards are trained. Develop a process for training a board with continuing professional development. • Case Studies • Simulation- Finalist for superintendency- Questions you would ask about the district, board/superintendent relationships • Reflections

4.	Demonstrating an understanding of the role the political process plays in public education and the connection between them	B.1	6.B	4.1 4.2 4.3 4.4	• Case Studies • Interview a superintendent re: Politics and the power structure in the community and how that is addressed in policy making? • Work with a team to design a comprehensive referendum or bond issue plan. • Reflections
5.	Demonstrating understanding of how to interact with local and state government	B.2	6.B	4.1 4.2 4.3 4.4	• Teams AYP data for a district and design an improvement process and model that will address the new exemptions to NCLB which Minnesota received. • Presentation
6.	Demonstrating understanding of the roles played by other community leaders in the school district	B.3	4.D	4.2 4.3 4.4	• Interview a superintendent to determine a list of key communicators in the district and how those persons play a key role in communication • Reflections
7.	Demonstrating knowledge of cultivating positive relationships between and with School Board members	C.1	4.D	4.2 4.3 4.4	• What are the ways that your superintendent builds relationships with Board members? • Reflections on building positive board relationships
8.	Demonstrating understanding of the importance of communication leadership between school district and its community	C.2	4.D	4.2 4.3 4.4	• Develop a model of internal and external relationships and communication in your school district and write a news article explaining the need for increased technology support. • Reflections
9.	Demonstrating knowledge of factors that affect school finance, including sources of revenue, expenditure classifications, generally acceptable accounting principles; and local, state, and federal finance calculations	D.1	3.B	3.2	• Prepare a training session for the local school board members explaining school finance and the factors which affect finances for that particular district
10.	Demonstrating knowledge of how to balance varied and competing interests to ensure the mission and vision of the school district is carried forward.	E.1	1.A 5.D	1.1 5.4 6.1	• Develop the processes to create a new ,vision, mission and five year strategic plan that would involve multiple stakeholders.

Course Standards and Web Addresses:
Minnesota Board of School Administrators: http://mnbosa.org/
NAESP: http://www.naesp.org/
NASSP: http://www.nassp.org/
SMSU Graduate Program: http://www.smsu.edu/CampusLife/GraduateOffice/Index.cfm
ISLLC Standards
http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

Note: Candidates will be provided with the list of field experiences at the summer academy. Experiences may be completed in the summer or during internships.

Field Experiences:
- Work with a superintendent to review, update or write a comprehensive policy addressing bullying, GBLT, racial, diversity and/or equity issues
- Interview a superintendent and discuss the processes used in the district for review and update of policies and regulations and write a report for presentation.
- Review Callan Ch 6 – *Working with a School Board* . Interview a superintendent about the processes, procedures, communications and practices of working with the board. Interview a superintendent to determine how school boards are trained. Develop a process for training a board with continuing professional development. Report

- Interview a superintendent re: Politics and the power structure in the community and how that is addressed in policy making? Analysis
- Interview a superintendent to determine a list of key communicators in the district and how those persons play a key role in communication. Report
- Shadow a superintendent as an agenda and plans for a board meeting are developed. Attend the board meeting and write a review which covers the entire planning and implementation of the meeting Report
- Describe the superintendent's role in maintenance of facilities, and grounds Report
- Describe the hiring and supervision processes and responsibilities of the superintendent
- Describe what each of the following is and how and where they are used in the district? Minnesota FERPA- Data Privacy, EDRS (ADM LEP) Average Daily membership, SERVS Financial- Grants, UFARS- Uniform Financial Accounting and Reporting Standards
- Describe the superintendent and Board role in negotiating contracts.
- Work with a superintendent in the budget planning process- Report/Analysis
- Describe the superintendent's role in maintaining safety within the district. Report
- Interview a superintendent re: Referendum processes
- Develop a yearly calendar which defines the role of a superintendent (responsibilities, duties, etc.) and when they are a primary focus.
- **Design with your mentoring superintendent field experiences which meet your needs based on the MN Core competencies and superintendent competencies.- Journal reports**

Grading Scale:

100% A+	92-89 B+	82-79 C+	72-69 D +
99-96 A	88-86 B	78-76 C	68-66 D
95-93 A-	85-83 B-	75-73 C-	65-63 D-

Minimum competency for a graduate class is 73%

ASSESSMENT METHODS	GRADE PERCENTAGES
Reflections	15
Presentations	15
Case Studies, Scenarios, Simulations, In Basket Activities	20
Projects	20
Field Experiences	30
	100

Portfolio Components: Artifacts and/or assignments from this course or field experience may document proficiency with standards in the program portfolio. Artifacts and/or assignments from this course or field experience may document proficiency with standards in the program portfolio.

Rubric for Grading Administrative Projects, Presentations, Papers, Reflections, and Assignments

Rubric Rating Scale

4 - Proficient: Demonstrates exceptional reflective understanding and displays exceptional growth
3 - Competent: Demonstrates appropriate reflective understanding and displays adequate growth
2 - Developing: Demonstrates basic reflective understanding and displays marginal growth
1 - Aware: Demonstrates limited or no reflective understanding and displays limited or no growth

Class Policies:

Collaboration - All class members are expected to use professional and ethical interactions to support a positive learning environment. The instructor wants open, honest, and supportive communication.

Academic Honesty – As stated in the SMSU Student Handbook, any form of academic dishonesty, including, but not limited to, cheating, and plagiarism, is prohibited.

Disabilities – If you are a student with a documented disability and wish to discuss your academic accommodations, please make an appointment with the instructor. You may also wish to contact the Coordinator of Disabled Student Academic Accommodations in the SMSU Learning Resources, IL 220, 537-6169.

Attendance Policy – Attendance is an important aspect of professionalism. You will need to have high, consistent attendance (including timely arrival and departure) in your role as a professional; therefore, attendance is expected in this course. You may miss class once but missing more than this will result in a lower grade. If you must be gone, please call the instructor. If there are extenuating circumstances for missing class, we will discuss alternative measures for correcting the absence. If the attendance policy poses a problem, you may appeal first of all to the chair of the department, and if you are not satisfied with this, you may appeal to the education department.

Appeal Process - The Education Department appeal process is available in the Education Department Office. Refer to the Southwest Minnesota State University (SMSU) Student Handbook for additional policies.

Please Note: Additional resource materials and readings which are not identified in this syllabus may be added by the instructor.

Southwest Minnesota State University
Marshall, Minnesota 56258
Administrators Graduate Program

The Vision:
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The Mission:
The mission of Professional Education at SMSU is to create communities of practice where each learner is an active participant in the development of learning, teaching, and leadership processes by engagement in inquiry, critical reflection, and study of educational theory, research, and practice in pursuit of excellence.

ED 684-Research Seminar and Field Experience 1: Principal, Special Education Director, Superintendent
2 credits

Graduate Administrative Program
Southwest Minnesota State University
ED 684 Research Seminar and Field Experience 1 : Principal, Special Education Director, Superintendent, Ed Specialist
2 credits
Grading: A-F

Instructor:	*Class Days:*
Office:	*Class Hours:*
Telephones:	*Meeting Room:*
E-Mail Address:	*Office Hours:*

Course Description: Students seeking a Licensure will attend monthly seminars during their field experiences that will address their research and progress toward licensure requirements.

Principal: To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing principal for a minimum of 320 hours over the course of three semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately one third or approximately 107 hours toward the completion of the required hours. Because the Minnesota Administrative License is a K-12 license, student interns are also required to have practical experience in each of the three levels: elementary, middle school, and high school. A minimum of 160 hours should be in the area of expertise and/or current teaching background. must include 40 hours or one week at each level not represented by applicant′s primary teaching experience.

Special Education Director: To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing special education director for a minimum of 320 hours over the course of three semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately 107 hours toward the completion of the required hours associated with this internship.A minimum of 160 hours should be in the area of expertise and/or current teaching background. Forty hours will be required in each of the other two grade levels.

Superintendent: To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing superintendent for a minimum of 320 hours over the course of two semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately approximately 107 hours toward the completion of the required hours associated with this internship.The field experience must include 40 hours or one week at each level not represented by applicant′s primary teaching experience.

Texts/Readings/Resources:
Internship Handbook
Research Materials appropriate to the Licensure Area Certificate

Minnesota Core Leadership Competencies, ISLLC Standards, ELCC Standards

SMSU Education Administration Licensure Standards

The SMSU Department of Education has adopted the Interstate School Leadership Licensure Consortium (ISLLC) Standards, as well as the Educational Leadership Constituent Consortium (ELCC) Standards, which are aligned with the Minnesota Administrator core competencies.

Minnesota Core Competencies, ISSLC Standards, and ELCC Standards		
A. Leadership	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
A1: Collaboratively assessing and improving culture, and climate	**2A:** Nurture and sustain a culture of collaboration, trust, learning, and high expectations	**2.1** 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 **4.1** 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
A2: Providing purpose and direction for individuals and groups	**1A:** Collaboratively develop and implement shared vision and mission	**1.1** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school **6.1** Candidates understand and can advocate for school students, families, and caregivers
A3: Modeling shared leadership and decision-making strategies	**3D:** Develop the capacity for distributed leadership	**1.1** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school **3.4** Candidates understand and can develop school capacity for distributed leadership
A4: Demonstrating an understanding of issues affecting education	**6C:** Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	**1.2** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals **6.3** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
A5: Through a visioning process, formulating strategic plans and goals with staff and community	**1A:** Collaboratively develop and implement shared vision and mission **1C:** Create and implement plans to achieve goals	**1.1** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school **1.2** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals **4.1** 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
A6: Setting of priorities in the context of stakeholder needs	**1E:** Monitor and evaluate progress and revise plans	**1.2** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals **4.4** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners
A7: Serving as a spokesperson for the welfare of all learners in a multicultural context	**3C:** Promote and protect the welfare and safety of students and staff **6A:** Advocate for children, families, and caregivers	**3.3** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school **5.3** Candidates understand and can safeguard the values of democracy, equity, and diversity within the school

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		6.1 Candidates understand and can advocate for school students, families, and caregivers
A8: Understanding how education is impacted by local, state, national, and international, events	**6C:** Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	**6.2** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment **6.3** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
A9: Demonstrating the ability to facilitate and motivate others	**2A:** Nurture and sustain a culture of collaboration, trust, learning, and high expectations	**2.1** 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
A10: Demonstrating the ability to implement change or educational reform	**1B:** Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning **1D:** Promote continuous and sustainable improvement	**1.2** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals **1.3** Candidates understand and can promote continual and sustainable school improvement
B. Organizational Management	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
B1: Demonstrating an understanding of organizational systems	**1B:** Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;	**1.2** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals
B2: Defining and using processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation	**1B:** Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;	**1.2** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals **1.4** Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders **2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
B3: Planning and scheduling personal and organizational work, establishing procedures to regulate activities and projects, and delegating and empowering others at appropriate levels	**1C:** Create and implement plans to achieve goals **3A:** Monitor and evaluate the impact of the instructional program **3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources **3D:** Develop the capacity for distributed leadership **3E:** Ensure teacher and organizational time is focused to support quality instruction and student learning	**2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff **3.1** Candidates understand and can monitor and evaluate school management and operational systems **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations **3.3** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school **3.4** Candidates understand and can develop school capacity for distributed leadership **3.5** Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning
B4: Demonstrating the ability to analyze need and allocate personnel and material resources	**3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	**2.4** Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations **4.2** 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 **4.4** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with

	ISLLC Standards (2008)	ELCC Standards (2011)
B5: Developing and managing budgets and maintain accurate fiscal records	**3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	community partners **3.1** Candidates understand and can monitor and evaluate school management and operational systems **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations
B6: Demonstrating an understanding of facilities development, planning and management	**3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	**3.1** Candidates understand and can monitor and evaluate school management and operational systems **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations **3.5** Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning
B7: Understanding and using technology as a management tool	**3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	**3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations
C. Diversity Leadership	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
C1: Demonstrating an understanding and recognition of the significance of diversity, and responding to the needs of diverse learners	**2C:** Create a personalized and motivating learning environment for students **2E:** Develop assessment and accountability to monitor student progress **4A:** Collect and analyze data and information pertinent to the educational environment **4B:** Promote understanding, appreciation, and use of the communities' diverse, cultural, social, and intellectual section **5A:** Ensure a system of accountability for every student's academic and social success **5C:** Safeguard the values of democracy, equity, and diversity **5E:** Promote social justice and ensure that individual student needs inform all aspects of schooling	**2.1** 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 **2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program **5.3** Candidates understand and can safeguard the values of democracy, equity, and diversity within the school **5.5** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling **6.1** Candidates understand and can advocate for school students, families, and caregivers
C2: Creating and monitoring a positive learning environment for all students	**2A:** Nurture and sustain a culture of collaboration, trust, learning, and high expectations; **2I:** Monitor and evaluate the impact of the instructional program	**2.1** 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 **2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
C3: Creating and monitoring a positive working environment for all staff	**2A:** Nurture and sustain a culture of collaboration, trust, learning, and high expectations **2C:** Create a personalized and motivating learning environment for students; Create and monitor a positive working environment for staff	**2.1** 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 **2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff
C4: Promoting sensitivity of diversity throughout the school community	**4B:** Promote understanding, appreciation, and use of the communities' diverse cultural, social, and intellectual resources **4C:** Build and sustain positive relationships with families and caregivers **4D:** Build and sustain productive relationships with community partners **5C:** Safeguard the values of democracy, equity, and diversity **5E:** Promote social justice and ensure that individual student needs inform all aspects of schooling	**4.2** 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 **4.3** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers **4.4** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners **5.1** Candidates understand and can act with integrity

		and fairness to ensure a school system of accountability for every student's academic and social success **5.3** Candidates understand and can safeguard the values of democracy, equity, and diversity within the school **5.5** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
C5: Demonstrating the ability to adapt educational programming to the needs of diverse constituencies	**2C:** Create a personalized and motivating learning environment for students **5A:** Ensure a system of accountability for every student's academic and social success	**2.1** 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 **3.3** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
D. Policy and Law	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
D1: Developing, adjusting, and implementing policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications	**5D:** Consider and evaluate the potential moral and legal consequences of decision-making **6B:** Act to influence local, district, state, and national decisions affecting student learning	**5.4** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school **6.2** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment **6.3** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
D2: Recognizing and applying standards of care involving civil and criminal liability for negligence, harassment, and intentional torts	**5D:** Consider and evaluate the potential moral and legal consequences of decision-making	**5.4** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school
D3: Demonstrating an understanding of state, federal, and case law governing general education, special education, and community education	**5D:** Consider and evaluate the potential moral and legal consequences of decision-making	**5.4** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school **6.2** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment
E. Political Influence and Governance	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
E1: Exhibiting an understanding of school districts as a political system, including governance models	**6B:** Act to influence local, state, and national decisions affecting student learning	**6.1** Candidates understand and can advocate for school students, families, and caregivers **6.2** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment **6.3** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
E2: Demonstrating the ability to involve stakeholders in the development of educational policy	**6B:** Act to influence local, state, and national decisions affecting student learning	**4.1** 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 **4.2** 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 **4.3** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers **4.4** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners **6.2** Candidates understand and can act to influence local, district, state, and national decisions affecting

		student learning in a school environment
E3: Understanding the role and coordination of social agencies and human services	**6A:** Advocate for children, families, and caregivers **4D:** Build and sustain productive relationships with community partners	**6.1** Candidates understand and can advocate for school students, families, and caregivers **6.2** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment **6.3** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
E4: Demonstrating the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support	**4B:** Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources **4D:** Build and sustain productive relationships with community partners	**4.1** 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 **4.2** 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 **4.3** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers **4.4** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners **6.1** Candidates understand and can advocate for school students, families, and caregivers **6.2** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment **6.3** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
F. Communication	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
F1: Formulating and carrying out plans for internal and external communications	**4C:** Build and sustain positive relationships with families and caregivers	**1.1** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school **4.1** 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 **4.3** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers
F2: Demonstrating facilitation skills	**1C:** Create and implement plans to achieve goals **2A:** Nurture and sustain a culture of collaborative, trust, learning, and high expectations	**2.1** 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 **3.4** Candidates understand and can develop school capacity for distributed leadership **4.1** 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
F3: Recognizing and applying an understanding of individual and group behavior in normal and stressful situations	**3D:** Develop the capacity for distributed leadership	**2.1** 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 **3.4** Candidates understand and can develop school capacity for distributed leadership **4.1** 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
F4: Facilitating teamwork	**2A:** Nurture and sustain a culture of collaborative, trust, learning, and high expectations **3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	**2.1** 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 **3.4** Candidates understand and can develop school capacity for distributed leadership **4.1** 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
F5: Demonstrating an understanding of conflict resolution and problem solving strategies	**3C:** Promote and protect the welfare and safety of students and staff	**3.3** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school **5.1** Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success **5.2** Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school
F6: Making presentations that are clear and easy to understand	**4C:** Build and sustain positive relationships with families and caregivers	**4.1** 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
F7: Responding, reviewing and summarizing information for groups	**4D:** Build and sustain productive relationships with community partners	**4.1** 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
F8: Communicating appropriately speaking, listening, and writing for different audiences such as students, teachers, parents, community, and other stakeholders	**4C:** Build and sustain positive relationships with families and caregivers	**4.1** 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 **4.2** 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 **4.3** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers **4.4** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners
F9: Understanding and utilizing appropriate communication technology	**2H:** Promote the use of the effective and appropriate technologies to support teaching and learning;	**2.4** Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment
G. Community Relations	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
G1: Articulating organizational purpose and priorities to the community and media	**1A:** Collaboratively develop and implement shared vision and mission **4D:** Build and sustain productive relationships with community partners	**1.1** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school **4.4** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners
G2: Requesting and responding to community feedback	**4C:** Build and sustain positive relationships with families and caregivers **4D:** Build and sustain productive relationships with community partners	**4.1** 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 **4.2** 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
		4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers
		4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners
G3: Demonstrating the ability to build community consensus	**1A:** Collaboratively develop and implement shared vision and mission	**4.1** 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
		4.2 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
		4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers
		4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners
G4: Relating political initiatives to stakeholders, including parental involvement programs	**6B:** Act to influence local, state, and national decisions affecting student learning	**6.2** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment
		6.3 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
G5: Identifying and interacting with internal and external publics	**4C:** Build and sustain positive relationships with families and caregivers **4D:** Build and sustain productive relationships with community partners **6B:** Act to influence local, state, and national decisions affecting student learning	**4.3** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers
		4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners
		6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment
G6: Understanding and responding to the news media	**3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	**1.1** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school
G7: Promoting a positive image of schools and the school district	**4C:** Build and sustain positive relationships with families and caregivers **4D:** Build and sustain productive relationships with community partners	**1.1** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school
		4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers
		4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners
G8: Monitoring and addressing perceptions about school-community issues	**4D:** Build and sustain productive relationships with community partners	**4.1** 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
		4.2 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
		4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers

		4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners
G9: Demonstrating the ability to identify and articulate critical community issues that may impact local education	**4A:** Collect and analyze data and information pertinent to the educational environment **6B:** Act to influence local, state, and national decisions affecting student learning	**4.1** 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 **4.2** 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 **4.3** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers **4.4** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners **6.1** Candidates understand and can advocate for school students, families, and caregivers **6.2** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment
H. **Curriculum Planning and Development for the Success of All Learners**	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
H1: Demonstrating the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners, including pre-kindergarten, elementary, middle and junior high school, high school, special education, gifted and talented, and adult levels	**2E:** Develop assessment and accountability systems to monitor student progress **2F:** Develop the instructional and leadership capacity of staff **3I:** Monitor and evaluate the impact of the instructional program **3E:** Ensure teacher and organizational time is focused to support quality instruction and student learning	**2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program **2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff
H2: Demonstrating the ability to provide planning and methods to anticipate trends and educational implications	**6C:** Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	**6.3** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
H3: Demonstrating the ability to develop, implement, and monitor procedures to align sequence, and articulate curriculum and validate curricular procedures	**2B**: Create a comprehensive, rigorous, and coherent curricular program **3I**: Monitor and evaluate the impact of the instructional program	**2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school programs **3.5** Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning
H4: Demonstrating the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes	**2B:** Create a comprehensive, rigorous, and coherent curricular program **2E:** Develop assessment and accountability systems to monitor student progress;	**2.1** 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 **2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
H5: Appropriately using learning technologies	**2H:** Promote the use of the most effective and appropriate technologies to support teaching and learning;	**2.4** Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment
H6: Demonstrating an understanding of alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications	**2B:** Create a comprehensive, rigorous, and coherent curricular program **2C:** Create a personalized and motivating learning environment for students;	**2.1** 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 **2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular

		and instructional school program
H7: Demonstrating an understanding of the urgency of global competitiveness	**6C:** Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	**6.3** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
I. Instructional Management for the Success of All Learners	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
I1: Demonstrate an understanding of research of learning and instructional strategies	**2B:** Create a comprehensive, rigorous, and coherent curricular program **2C:** Create a personalized and motivating learning environment for students **2E:** Develop assessment and accountability systems to monitor student progress **2F:** Develop the instructional and leadership capacity of staff **2H:** Promote the use of the most effective and appropriate technologies to support teaching and learning;	**2.1** 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 **2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program **2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff **2.4** Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment
I2: Describing and applying research and best practices on integrating curriculum and resources to help all learners achieve at high levels	**2C:** Create a personalized and motivating learning environment for students **2F:** Develop the instructional and leadership capacity of staff	**2.1** 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 **2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff
I3: Demonstrating the ability to utilize data for instructional decision making	**2E:** Develop assessment and accountability systems to monitor student progress **2I:** Monitor and evaluate the impact of the instructional program	**2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program **2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff
I4: Demonstrating the ability to design appropriate assessment strategies for measuring learner outcomes	**2E:** Develop assessment and accountability systems to monitor student progress	**2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
I5: Demonstrating the ability to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications	**2B:** Create a comprehensive, rigorous, and coherent curricular program **2C:** Create a personalized and motivating learning environment for students **2E:** Develop assessment and accountability systems to monitor student progress **2F:** Develop the instructional and leadership capacity of staff	**2.1** 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 **2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program **2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff
I6: Demonstrating the ability to appropriately use technology to support instruction	**2H:** Promote the use of the most effective and appropriate technologies to support teaching and learning	**2.4** Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment
J. Human Resources Management	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
J1: Demonstrating knowledge of effective personnel recruitment, selection, and retention	**3A:** Monitor and evaluate the management and operational systems **3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	**2.1** 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 **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations **3.3** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the

	ISLLC Standards (2008)	ELCC Standards (2011)
		school
J2: Demonstrating an understanding of staff development to improve the performance of all staff members	**2D:** Supervise instruction	**2.1** 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 **2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff
J3: Demonstrating the ability to select and apply appropriate models for supervision and evaluation	**2D:** Supervise instruction	**2.1** 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 **2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff
J4: Describing and demonstrating the ability to apply the legal requirements for personnel selection, development, retention, and dismissal	**3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	**2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations **3.3** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
J5: Demonstrating understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management	**3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	**2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations **3.3** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
J6: Demonstrating understanding of labor relations and collective bargaining	**3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources;	**2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations **3.3** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
J7: Demonstrating understanding of the administration of employee contracts, benefits, and financial accounts	**3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	**2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations **3.3** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
K. Values and Ethics of Leadership	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
K1: Demonstrating understanding of the role of education in a democratic society	**5C:** Safeguard the values of democracy, equity, and diversity	**5.3** Candidates understand and can safeguard the values of democracy, equity, and diversity within the school **5.4** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school
K2: Demonstrating understanding of and model democratic value systems, ethics, and moral	**5C:** Safeguard the values of democracy, equity, and diversity	**5.3** Candidates understand and can safeguard the values of democracy, equity, and diversity within the school

		5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school
K3: Demonstrating the ability to balance complex community demands in the best interest of learners	**4A:** Collect and analyze data and information pertinent to the educational environment **5E:** Promote social justice and ensure that individual student needs inform all aspects of schooling	**4.1** 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 **5.5** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
K4: Helping learners grow and develop as caring, informed citizens	**5E:** Promote social justice and ensure that individual student needs inform all aspects of schooling	**5.5** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
K5: Demonstrating understanding and application of the Code of Ethics for Administrators under Part 3512.5200	**5B:** Model principles of self-awareness, reflective practice, transparency, and ethical behavior **5D:** Consider and evaluate the potential moral and legal consequences of decision-making	**5.1** Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success **5.2** Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school **5.3** Candidates understand and can safeguard the values of democracy, equity, and diversity within the school
L. Judgment and Problem Analysis	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
L1: Identifying the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions	**5D:** Consider and evaluate the potential moral and legal consequences of decision-making	**4.1** 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 **5.4** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school
L2: Demonstrating adaptability and conceptual flexibility	**3D:** Develop the capacity for distributed leadership **5D:** Consider and evaluate the potential moral and legal consequences of decision-making	**3.4** Candidates understand and can develop school capacity for distributed leadership **5.1** Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success
L3: Assisting others in forming opinions about problems and issues	**3D:** Develop the capacity for distributed leadership; **F4:** Facilitating teamwork	**2.1** 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 **2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff **3.4** Candidates understand and can develop school capacity for distributed leadership
L4: Reaching logical conclusions by making quality, timely decisions based on available information	**5D:** Consider and evaluate the potential moral and legal consequences of decision-making	**1.2** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals **4.1** 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 **5.4** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school
L5: Identifying and giving priority to significant issues	**5D:** Consider and evaluate the potential moral and legal consequences of decision-making	**5.4** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school **6.3** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
L6: Demonstrating understanding of and utilize appropriate	**3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological	**2.4** Candidates understand and can promote the most effective and appropriate technologies to support

technology in problem analysis	resources	teaching and learning in a school environment **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations
L7: Demonstrating understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation	**5D:** Consider and evaluate the potential moral and legal consequences of decision-making	**2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations **3.4** Candidates understand and can develop school capacity for distributed leadership **4.1** 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 **5.4** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school
M. Safety and Security	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
M1: Demonstrating the ability to develop and implement policies and procedures for safe and secure educational environments	**3C:** Promote and protect the welfare and safety of students and staff	**3.3** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
M2: Demonstrating the ability to formulate safety and security plans to implement security procedures including an articulated emergency chain of command, safety procedures required by law, law enforcement assistance, communication with the public, and evacuation procedures	**3C:** Promote and protect the welfare and safety of students and staff	**3.3** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
M3: Demonstrating the ability to identify areas of vulnerability associated with school buses, buildings and grounds and formulate a plan to take corrective action	**3C:** Promote and protect the welfare and safety of students and staff	**3.3** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
M4: Demonstrating understanding of procedural predictabilities and plan variations where possible	**3C:** Promote and protect the welfare and safety of students and staff	**3.3** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
M5: Demonstrating the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling and implement recommended threat assessment procedures	**3C:** Promote and protect the welfare and safety of students and staff	**3.3** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school

Principal Competencies:
Throughout the course of two consecutive semesters, the student intern will be required to demonstrate at the competent level in each of the Principal Competencies identified in the chart. Student interns, along with Mentoring Principals and the University Supervisor will identify specific activities that will assist in developing a level of competency that will be showcased in their portfolios. Students who fail to demonstrate a level of competence will be put on a growth plan, which will provide specific feedback for remediation and/or changes needed for improvement (see Internship Handbook).

The Minnesota Competencies for Principals
(MN Rules 3512.0510, subp. 1 and subp. 3)

Principal Competencies		
A. Instructional Leadership	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
A1: Demonstrating the ability to understand and apply school-wide literacy and numeracy systems	**2B:** Create a comprehensive, rigorous, and coherent curricular program	**2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
A2: Demonstrating the ability to understand and apply district wide literacy and numeracy systems	**2B:** Create a comprehensive, rigorous, and coherent curricular program	**2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
B. Monitor Student Learning	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
B1: Demonstrating the ability to create a culture that fosters a community of learners	**2A:** Nurture and sustain a culture of collaboration, trust, learning, and high expectations	**2.1** 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
B2: Demonstrating an understanding of student guidance systems and auxiliary services	**2C:** Create a personalized and motivating learning environment for students	**2.1** 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
B3: Demonstrating the ability to implement a positive and effective student management system	**2E:** Develop assessment and accountability systems to monitor student progress	**2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
B4: Demonstrating the ability to develop and implement effective student discipline plans	**2A:** Nurture and sustain a culture of collaboration, trust, learning, and high expectations **2E:** Develop assessment and accountability systems to monitor student progress	**2.1** 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 **2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
B5: Demonstrating the ability to develop a master instructional schedule	**3A:** Monitor and evaluate the management and operational systems	**2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
B6: Demonstrating the ability to meet the enrichment, remediation, and special education needs of all students	**5A:** Ensure a system of accountability for every student's academic and social success	**5.1** Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success
B7: Demonstrating the ability to understand and support a comprehensive program of student activities	**5A:** Ensure a system of accountability for every student's academic and social success	**5.1** Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success

C. K-12 Leadership	ISLLC Standards (2008)	ELCC Standards (2011)
C1: Demonstrating understanding of the articulation and alignment of curriculum from pre-school through grade 12	**2B:** Create a comprehensive, rigorous, and coherent curricular program	**2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
C2: Demonstrating understanding of different organizational systems and structures at pre-K, elementary, middle or junior high, and high school levels	**1B:** Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	**1.2** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals
C3: Demonstrating the ability to work with children of all ages	**5B:** Model principles of self-awareness, reflective practice, transparency, and ethical behavior	**5.2** Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school
C4: Demonstrating the ability to work with parents, teachers and other staff in all levels of schooling	**5B:** Model principles of self-awareness, reflective practice, transparency, and ethical behavior	**5.2** Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school
C5: Demonstrating understanding of the characteristics of effective transitions from one level of schooling to the next	**5E:** Promote social justice and ensure that individual student needs inform all aspects of schooling	**5.5** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
C6: Demonstrating understanding of the developmental needs of children of all ages	**5E:** Promote social justice and ensure that individual student needs inform all aspects of schooling	**5.5** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling

Special Education Director Competencies:
Throughout the course of two consecutive semesters, the student intern will be required to demonstrate at the competent level in each of the Special Education Director Competencies identified in the chart. Student interns, along with Mentoring Special Education Directors and the University Supervisor will identify specific activities that will assist in developing a level of competency that will be showcased in their portfolios. Students who fail to demonstrate a level of competence will be put on a growth plan, which will provide specific feedback for remediation and/or changes needed for improvement (see Internship Handbook). Students will be required to present their final portfolios at the end of the first semester and at the conclusion of the second semester of the internship.

The Administrative Competencies for Director of Special Education
(MN Rules 3512.0510, subp. 1 and subp. 4)

Director of Special Education Competencies		
A. Policy and Law	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
A1: Demonstrate an understanding of state and federal laws, rules, and procedures governing special education finance, budgeting, and accounting	**3A:** Monitor and evaluate the management and operational systems **3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources **5D:** Consider and evaluate the potential moral and legal consequences of decision-making **6B:** Act to influence local, district, state, and national decisions affecting student learning	**3.1** Candidates understand and can monitor and evaluate school management and operational systems **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations **5.4** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school **6.2** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment
A2: Demonstrate an understanding of state and federal regulations governing the monitoring of special education programs	**1E:** Monitor and evaluate progress and revise plans **2B:** Create a comprehensive, rigorous, and coherent curricular program **3A:** Monitor and evaluate the management and operational systems **3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources **5D:** Consider and evaluate the potential moral and legal consequences of decision-making **6B:** Act to influence local, district, state, and national decisions affecting student learning	**1.4** Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders **2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program **3.1** Candidates understand and can monitor and evaluate school management and operational systems **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations **5.4** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school **6.2** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment
B. Organizational Management	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
B1: Demonstrate an understanding of the role policy and procedure play in school district governance and administration	**2A:** Nurture and sustain a culture of collaboration, trust, learning, and high expectations **2B:** Create a comprehensive, rigorous, and coherent curricular program **2E:** Develop assessment and accountability systems to monitor student progress **2I:** Monitor and evaluate the impact of the instructional program **3A:** Monitor and evaluate the management and operational systems **3E:** Ensure teacher and organizational time is focused to support quality instruction and student learning **5D:** Consider and evaluate the potential moral and legal consequences of decision-making	**2.1** 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 **2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program **3.1** Candidates understand and can monitor and evaluate school management and operational systems **3.5** Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning **5.4** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school

B2: Demonstrate knowledge of statutory regulations affecting board meetings, communications, procedures, and practices that affect special education governance	**1B:** Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning **1E:** Monitor and evaluate progress and revise plans **3A:** Monitor and evaluate the management and operational systems **4C:** Build and sustain positive relationships with families and caregivers **4D:** Build and sustain productive relationships with community partners **5B:** Model principles of self-awareness, reflective practice, transparency, and ethical behavior **5D:** Consider and evaluate the potential moral and legal consequences of decision-making	**1.2** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals **1.4** Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders **3.1** Candidates understand and can monitor and evaluate school management and operational systems **4.3** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers **4.4** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners **5.2** Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school **5.4** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school
B3: Demonstrate an understanding of special education administrative models used in Minnesota.	**1B:** Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	**1.2** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals
C. Resource Allocation	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
C1: Demonstrate an understanding of special education program development including needs assessment, design, and evaluation	**2B:** Create a comprehensive, rigorous, and coherent curricular program **2C:** Create a personalized and motivating learning environment for students **2E:** Develop assessment and accountability systems to monitor student progress **2H:** Promote the use of the most effective and appropriate technologies to support teaching and learning **2I:** Monitor and evaluate the impact of the instructional program	**2.1** 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 **2.2** Candidates understand and can create an evaluate a comprehensive, rigorous, and coherent curricular and instructional school program **2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff **2.4** Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment
C2: Demonstrate an understanding of the resources available, along with the agencies and organizations that serve students with a disability and their families	**2H:** Promote the use of the most effective and appropriate technologies to support teaching and learning **3A:** Monitor and evaluate the management and operational systems **3B:** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources **4B:** Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources **4C:** Build and sustain positive relationships with families and caregivers	**2.4** Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment **3.1** Candidates understand and can monitor and evaluate school management and operational systems **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations

	4D: Build and sustain productive relationships with community partners	4.2 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 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers 4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners

Superintendent Competencies:

Throughout the course of two consecutive semesters, the student intern will be required to demonstrate at the competent level in each of the Superintendent Competencies identified in the chart. Student interns, along with Mentoring Superintendents and the University Supervisor will identify specific activities that will assist in developing a level of competency that will be showcased in their portfolios. Students who fail to demonstrate a level of competence will be put on a growth plan, which will provide specific feedback for remediation and/or changes needed   for improvement (see Internship Handbook). Students will be required to present their final   portfolios at the end of the first semester and at the conclusion of the second semester of the internship.

The Administrative Competencies for Superintendents
(MN Rules 3512.0510, subp. 1 and subp. 2)

Superintendent Competencies		
A. Policy and Law	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
A1: Demonstrating an understanding of the role policy plays in school district governance and administration	**3A:** Monitor and evaluate the management and operational systems	**3.1** Candidates understand and can monitor and evaluate school management and operational systems
A2: Demonstrating knowledge of statutory regulations affecting School Board meetings, communications, procedures, and practices	**3A:** Monitor and evaluate the management and operational systems	**3.1** Candidates understand and can monitor and evaluate school management and operational systems
A3: Demonstrating an understanding of the roles and responsibilities of the School Board	**3D:** Develop the capacity for distributed leadership	**3.4** Candidates understand and can develop school capacity for distributed leadership
B: Political Influence and Governance	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
B1: Demonstrating an understanding of the role the political process plays in public education and the connection between them	**6B:** Act to influence local, district, state, and national decisions affecting student learning	**6.2** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment
B2: Demonstrating understanding of how to interact with local and state government	**6B:** Act to influence local, district, state, and national decisions affecting student learning	**6.2** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment

	4D: Build and sustain productive relationships with community partners	4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners
B3: Demonstrating understanding of the roles played by other community leaders in the school district		
C: Communication	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
C1: Demonstrating knowledge of cultivating positive relationships between and with School Board members	4D: Build and sustain productive relationships with community partners	4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners
C2: Demonstrating understanding of the importance of communication leadership between school district and its community	4D: Build and sustain productive relationships with community partners	4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners
D: Organizational Management	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
D1: Demonstrating knowledge of factors that affect school finance, including sources of revenue, expenditure classifications, generally acceptable accounting principles; and local, state, and federal finance calculations	3B: Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations
E: Judgment and Problem Analysis	**ISLLC Standards (2008)**	**ELCC Standards (2011)**
E1: Demonstrating knowledge of how to balance varied and competing interests to ensure the mission and vision of the school district is carried forward	1A: Collaboratively develop and implement shared vision and mission 5D: Consider and evaluate the potential moral and legal consequences of decision-making	1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school

Course Standards and Web Addresses:
Minnesota Board of School Administrators: www.mnbosa.org/
NAESP: www.naesp.org/
NASSP: www.nassp.org/ **SMSU**
Graduate Program:
http://www.southwestmsu.edu/CampusLife/GraduateOffice/Index.cfm?Id=2717 **ISLLC**
Standards:
http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

Grading Scale:

100% A+	**92-89 B+**	**82-79 C+**	**72-69 D+**	**0-62- F**
99-96 A	**88-86 B**	**78-76 C**	**68-66 D**	
95-93 A-	**85-83 B-**	**75-73 C-**	**65-63 D-**	

Minimum competency for a graduate class is 76%

ASSESSMENT METHODS	GRADE PERCENTAGES
Journal Reflections	30
Portfolio/Artifacts or Project Design/Lit Review	50
Presentations	20
	100

Portfolio Components: Artifacts and/or assignments from this course or field experience may document proficiency with standards in the program portfolio. Students will be required to present their final portfolios at the end of the first semester and at the conclusion of the second semester of the internship.

Rubric for Grading Administrative Projects, Presentations, Papers, Reflections, and Assignments

Rubric Rating Scale

4 - Proficient: Demonstrates exceptional reflective understanding and displays exceptional growth
3 - Competent: Demonstrates appropriate reflective understanding and displays adequate growth
2 - Developing: Demonstrates basic reflective understanding and displays marginal growth
1 - Aware: Demonstrates limited or no reflective understanding and displays limited or no growth

Class Policies:
Collaboration - All class members are expected to use professional and ethical interactions to support a positive learning environment. The instructor wants open, honest, and supportive communication.
Academic Honesty – As stated in the SMSU Student Handbook, any form of academic dishonesty, including, but not limited to, cheating, and plagiarism, is prohibited.
Disabilities – If you are a student with a documented disability and wish to discuss your academic accommodations, please make an appointment with the instructor. You may also wish to contact the Coordinator of Disabled Student Academic Accommodations in the SMSU Learning Resources, IL 220, 537-6169.
Attendance Policy – Attendance is an important aspect of professionalism. You will need to have high, consistent attendance (including timely arrival and departure) in your role as a professional; therefore, attendance is expected in this course. You may miss class once but missing more than this will result in a lower grade. If you must be gone, please call the instructor. If there are extenuating circumstances for missing class, we will discuss alternative measures for correcting the absence. If the attendance policy poses a problem, you may appeal first of all to the chair of the department, and if you are not satisfied with this, you may appeal to the education department.
Appeal Process - The Education Department appeal process is available in the Education Department Office. Refer to the Southwest Minnesota State University (SMSU) Student Handbook for additional policies.

Please Note: Additional resource materials and readings which are not identified in this syllabus may be added by the instructor.