

# **University of Houston-Victoria**

**School of Education and Human Development**

**Administrative Education Department**



## **Practicum in Educational Leadership**

**Student/Host Administrator Handbook**

**AED 6304/6305**

**AED 6306/6307**

**AED 6308/6309**

**AED 6303**

**School Principal**  
**School Supervisor**  
**School Superintendent**  
**General Administrator**

## **Educational Leadership Training at UHV**

**L**eadership. . .

*begins with a clear vision of the future and combines a passion for doing what is right with the courage to act. The University of Houston Victoria Administrative Education Department is committed to providing future leaders with the knowledge and skills to transform our schools into successful learning organizations that meet the needs of all children in there present and future educational endeavors.*

*The Practicum experience is designed to give student interns an opportunity to participate in the daily work of leading schools and school districts. The quality of the Practicum experience is dependent upon the contributions of the participant, the mentoring of the host administrator and the help and support of the university supervisor. The enclosed pages will assist you through the clarification of mutual expectations between all parties in order to assure that the student gains valuable experiences and insights. Good leadership is a must for every school. The U.H.V. Administrative Education Department is committed to shaping tomorrow's leaders.*

***Administrative Education Department  
University of Houston-Victoria***

## TABLE OF CONTENTS

Title	Page
<b>THE CHANGING ROLES OF SCHOOL LEADERS . . . . .</b>	4
<b>The Challenge . . . . .</b>	4
<b>Getting it Right in Schools . . . . .</b>	5
<b>The Mix and the Match for Principals and Practicum Students .</b>	6
<b>Finding Time to Lead . . . . .</b>	6
<b>Preparing Leaders for District Responsibilities . . . . .</b>	7
<b>The Issue of Time . . . . .</b>	9
 <b>THE FRAMEWORK OF THE PRACTICUM EXPERIENCE . . . . .</b>	 10
 <b>THE PRACTICUM TEAM . . . . .</b>	 11
<b>The University Supervisor . . . . .</b>	11
<b>The Host Administrator . . . . .</b>	12
<b>The Practicum Student . . . . .</b>	12
 <b>PREPARING FOR A SUCCESSFUL PRACTICUM EXPERIENCE . . . . .</b>	 14
<b>Tips for the Student and the Host Administrator . . . . .</b>	14
 <b>THE WORK OF THE PRACTICUM . . . . .</b>	 16
<b>Areas of Leadership Work – The Principal . . . . .</b>	17
<b>Areas of Leadership Work – The Superintendent . . . . .</b>	19
<b>Areas of Leadership Work – The School Supervisor . . . . .</b>	23
<b>Areas of Leadership Work – The General Administrator . . . . .</b>	27
 <b>APPENDICES . . . . .</b>	 31
<b>Practicum Checklist-Getting Started . . . . .</b>	32
<b>Practicum Application/Agreement . . . . .</b>	33
<b>Practicum Sample Log . . . . .</b>	34
<b>Practicum Logs . . . . .</b>	36
<b>Practicum Evaluation . . . . .</b>	44
<b>Practicum Reflection . . . . .</b>	45
<b>Practicum Project Approval Form . . . . .</b>	46
<b>Host Administrator Evaluation Form . . . . .</b>	47
<b>ISSLC School Leadership Inventory . . . . .</b>	48
<b>ELCC Standards . . . . .</b>	59
 <b>REFERENCES . . . . .</b>	 65

## THE CHANGING ROLES OF SCHOOL LEADERS

### The Challenge

There is no question that school leaders find themselves in jobs that require transitional leadership as schools reorganize themselves and focus on improved learning for all children. Increasing pressure to ratchet up student achievement has caused graduate schools to examine new approaches to leadership training. In a national study of 25 colleges of education, Arthur Levine, former president of Columbia University's Teacher College concluded that most fell short of the need to successfully integrate theory and practice. The study also indicated that a majority of internships in school leadership lacked quality (2005).

### The School Principal

The Southern Regional Education Board (SERB) with support from the Wallace Foundation identified 13 *Critical Success Factors* that today's principal's must know and do in their study, *The Principal Internship: How Can We Get It Right?*. In their survey of 61 programs in the 16 state SREB region they found that:

- Only one third of the universities require interns to lead activities that contribute to a mission to improve student achievement and a vision of curriculum, instruction and assessment to increase the likelihood of improved student learning.
- Less than one out of every four university programs require interns to lead instructional improvement activities and direct work with teachers to improve curriculum, instruction and assessment
- Only 15% require interns to lead adults to improve literacy and numeracy achievement among students.
- Only a third of the university programs require interns to lead activities that improve the use of authentic assessments that set high expectations for all learners.
- Less than half of the universities require interns to lead activities that engage faculty in the analysis of student data and study of subgroup performance.

- Half of the university programs require interns to lead activities that use sustained professional training to support change.
- Only one-quarter of the programs require interns to lead activities that to organize time and resources to meet the need to improve schools.

### **Getting it Right in Schools**

The new role of the school principal must become one that leads sustained, daily work that improves learning for every student. Principals must engage faculty in ongoing learning and sharing through collaborative work centered in important improvements to curriculum, instruction and assessment. The same focus needs to take place in university training programs in school leadership. The skill sets of the new principal must link with leadership of improved teaching and learning. In their study, SREB identified 13 *Critical Success Factors* that are associated in improving student achievement in schools that were looking for better learning. We have used these success factors as the framework for the Practicum experience in the principals program so that future leaders can practice how to . . .

1. Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
2. Set high expectations for all students to learn higher-level content.
3. Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
4. Know how to lead the creation of a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.
5. Use data to initiate and continue improvement in school and classroom practices and student achievement.
6. Keep everyone informed and focused on student achievement.
7. Make parents partners in their student's education and create a structure for parent and educator collaboration.
8. Understand the change process and have the leadership and facilitation skills to manage it effectively.

9. Understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.
10. Use and organize time in innovative ways to meet the goals and objectives of school improvement.
11. Acquire and use resources wisely.
12. Obtain support from the central office and from community and parent leaders for their school improvement agenda.
13. Continually learn and seek out colleagues who keep them abreast of new research and proven practices.

### **The Mix and the Match for Principals and Practicum Students**

Looking at the demands of the principal's job and the need to transform the role of leadership it then raises a dilemma for some of our host administrators. . . "How can I provide a quality experience for a practicum student when I am trying to change my own role at the same time?" This is an excellent question, a unique problem and a wonderful opportunity all rolled into one. First, don't feel alone on this issue. One can hardly pick up a professional publication today without reading at least one article on the need for school principals to ratchet up student achievement through the transformation of their roles as school administrators to instructional leaders and teachers. Second, seize the opportunity to use the practicum student as a research assistant and design a project that aligns with the school's vision of improved teaching and learning. Third, use the university supervisor as a project consultant. We enjoy the opportunity to collaborate with schools and will work with you to help design a useful project that the Practicum student can invest a considerable amount of time in advancing.

### **Finding Time to Lead**

One of the first and most challenging issues for principals in the transformation process is to examine the day to day administrivia and tasks that consume the work day in order to reallocate their time to instructional leadership. Having a Practicum student provides a

unique opportunity to invest time into looking for ways to reduce tasks that do not contribute to the vision of better teaching and learning in the school. Students who are enrolled in the Practicum at UHV are simultaneously enrolled in a course called Mid Management. This course looks at all of the traditional tasks and work of the school principal and examines ways to offload and reduce time in those areas in order to refocus the daily work of the principal on instructional leadership. Students learn how to organize the work of the principal around teaching others to improve curriculum, instruction and assessment through collaborative learning and sharing in professional learning communities. Use your Practicum student as a valuable resource to support your own instructional leadership and endeavors to improve student achievement. You can also help us by focusing their experiences away from things like bus duty, cafeteria monitoring and athletic event supervision to areas that support your transforming leadership.

### **Preparing Leaders for District Responsibilities**

The Administrative Education Department at UHV also prepares professionals to aspire to district supervisory positions as well as to the superintendency. Just like the transforming role of the school principal, future district leaders are changing their daily work to support the vision of improved learning for all children. The National Policy Board for Educational Administration has reflected the changing roles of school leadership in their seven standards for university preparation programs. These standards have been used to identify the major areas for Practicum work in the supervision and superintendent's experiences:

**Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating**

**the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.**

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

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

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

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

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

**Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.**

Notice that the last standard specifically focuses the attention on the internship experience. Several of the standards go on to describe the type of practicum experience that we seek for those aspiring to become district leaders:

■ Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, school board members, students, parents, and school and community leaders.

- Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
- Experiences are designed to accommodate candidates' individual needs.
- Candidates' experiences occur in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills.
- Candidates' experiences include work with appropriate community organizations, parent groups, and school boards.
- Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. The three individuals work together to meet candidate and program needs.

### **The Issue of Time**

Organizing the Practicum around these standards will be challenging much like it is with the principalship. Today's superintendents and district supervisors find themselves in a crunch to transform their roles in ways to support better student learning. Yet, the reality of these positions is that they are heavily linked to a myriad of duties that are unrelated to the core business of schools. Refocusing their efforts will be a challenge notwithstanding attempts to mentor a Practicum student in areas that represent the future of school leadership. Again, we recommend that host administrators see this as a unique opportunity to utilize the time and talent of the Practicum student to support efforts to advance the school district. Consider a special project that with guidance and support, the student could lead and thus support the important vision of the school district. Our program at UHV prepares aspiring administrators to lead district level endeavors and therefore we encourage the host administrator to see this as an opportunity for mutual benefit.

## **The Framework of the Practicum Experience**

- ▶ **90 hours per semester of experiences from the areas of leadership defined in the practicum handbook**
- ▶ **2 semesters of experience**
- ▶ **3 graduate credits per semester**
- ▶ **satisfactory/unsatisfactory grade assigned by university supervisor**
- ▶ **special projects can be developed and hours credited for leadership work that meets the approval of the host administrator and the university supervisor**
- ▶ **practicum students turn in three updated logs per semester**
- ▶ **additional assignments are determined in a course syllabus provided by the university supervisor**

## **THE PRACTICUM TEAM**

### **The University Supervisor**

### **The Host Administrator**

### **The Practicum Student**

The quality of the Practicum experience is centered in the commitment of the student, host administrator and university supervisor to learn and share together. Beginning with the student, a strong commitment to explore multiple areas of leadership responsibility and to take the initiative to practice these is paramount to the success of the program. Frequent communication with the host administrator and the university supervisor will ensure that the Practicum will involve all of the cited leadership areas expected in the standards.

The host administrator and university supervisor play key roles in blending their knowledge and experiences in providing the student with a variety of perspectives, skill sets and training towards a successful entry into school leadership. The host administrator must be willing to delegate amounts of responsibility along with appropriate levels of authority to enable the student to practice leadership. The university supervisor is responsible for making certain that the Practicum experience meets the standards and requirements of the program by working collaboratively with the team and serving as a resource to enhance the quality of the learning experience.

### **The University Supervisor**

The university supervisor is responsible for supervising and coordinating the Practicum experience to ensure that the standards of the program are met and that the quality of the learning is enhanced through a collaborative effort between all parties. The UHV supervisor will also provide the following support:

1. Conduct a meeting of Practicum students at the beginning of the semester experience to review assignments and expectations.
2. Provide the Practicum student and host administrator with a copy of the Practicum Handbook.
3. Visit the Practicum student to observe the work being conducted and ensure a quality experience.
4. Assure that the guidelines contained in the Practicum Handbook are being followed.
5. Serve as a resource to both the student and the host administrator in the design and implementation of the Practicum.
6. Provide additional assignments to Practicum students as defined in a course syllabus.

7. Respond to student work and feedback submitted on WebCT.
8. Communicate with the student and the host administrator throughout the Practicum experience.
9. Evaluate the student's performance with input from the host administrator.
10. Conduct a wrap up meeting with Practicum students at the end of the semester.

### **The Host Administrator**

The role of the host administrator is to provide leadership experiences that align with the standards of the Practicum program and ensure that the student has access to a wide variety of opportunities. The host administrator will also provide the following support:

1. Conduct meetings with the Practicum student to review leadership opportunities and develop a calendar of experiences.
2. Provide the student with periodic feedback on the performance of leadership work and suggestions to improve and strengthen leadership skills.
3. Assure that the guidelines contained in the Practicum Handbook are being followed.
4. Meet with the university supervisor to discuss the progress of the student and explore future experiences that will meet the expectations of the Practicum experience.
5. Develop a project with the Practicum student (optional) that meets the standards of the program and provides a valuable service to the school.
6. Provide the university supervisor with input on the evaluation of the student's performance in meeting the requirements of the Practicum experience.

### **The Practicum Student**

The primary responsibility for the Practicum experience rests with the student. Although there will be significant support and guidance from the university supervisor and host administrator, the student is ultimately responsible for completing the standards of the program by taking the initiative to work with all parties concerned and complete the following expectations:

1. Attend all meetings called by the host administrator and the university supervisor.
2. Review and meet all expectations stated in the Practicum Handbook and the course syllabus.
3. Make contact with your host administrator to review the Practicum program and get approval to participate.

4. Return the Practicum application with all signatures and required information.
5. Submit three logs by the assigned dates located in the course syllabus and/or WebCt course site. The logs should reflect a total of 90 hours per semester of experience.
6. Meet with the host administrator to prepare a calendar of experiences that align with the standards set forth in the Practicum Handbook.
7. Schedule a visit from the university supervisor to enable an observation of leadership work as well as a joint meeting with the host administrator.
8. Seek advice and support from the university supervisor as needed.
9. Discuss on-site problems and issues with the host administrator as needed.
10. Complete a practicum experience evaluation using the enclosed form.
11. Complete a practicum reflection as stated in the Practicum Handbook.
12. Report unresolved issues to the university supervisor as soon as possible.

### **NOTICE TO ALL PRACTICUM PARTICIPANTS:**

The Practicum student must be engaged in a variety of experiences that are defined in the Practicum Handbook under Areas for Leadership Experience. Practicum students are under the direct control and supervision of the host administrator and can provide valuable work for the school, but will not be permitted to log hours for administrative tasks outside the areas stated on the following pages. **Examples of work that will not count towards practicum hours include but are not limited to:**

event supervision  
cafeteria supervision  
bus duty  
open house  
field trips  
detention duty  
in-school suspension supervision  
workshop attendance  
student attendance calls and data entry

**Practicum students should also note that they cannot log hours for any work that is already a normal expectation of their present job.** Exceptions will be considered for those who already serve in a formal leadership position if approved in advance by the university supervisor.

## PREPARING FOR A SUCCESSFUL PRACTICUM EXPERIENCE

### Tips for the Student and the Host Administrator

The majority of Practicums are for the most part, accomplished within the context of present jobs and thus, time and commitment become challenging for both parties in the school setting. Thus it is important to establish expectations and guidelines in advance and to understand that with a minimal amount of time devoted to planning, both the participant and the host administrator can have a very positive experience. The items contained in this handbook will be a valuable resource along with the help and support of the University of Houston supervisor assigned to the student.

Quite a bit has been written about administrative internships including research studies that tell us we need to do a better job of preparing future leaders with valuable hands on training experiences. In addition, administrators and participants in the field have offered useful suggestions that add to the richness of the practicum experience. The following information should be helpful in taking advantage of past successful experiences as well as avoiding common pitfalls.

**Tip #1 – Have a face to face planning meeting with handbooks and calendars in hand:** Perhaps the leading complaint of participants is that they did not get to participate in a broad variety of experiences because their host administrator was too busy to help them make a plan. Conversely, a leading complaint of host administrators is that the participant did not take enough initiative in explaining what he/she wanted to experience. Investing some time in a planning meeting will take care of much of this. Participants can be intimidated by the position of the administrator and thus it is important for the host to make the student feel comfortable to ask and suggest. It is equally important that both parties understand that the experience should be rigorous and meet the level of a three hour graduate experience.

**Tip #2 – Make sure there is something for everyone in the experience –** weak practicum experiences take place when initial expectations are set too low and the agreement to “leave one another alone and just go through the motions,” takes place. The host administrator should expect a payback in the form of a project that contributes significant work for the school. In return, the student should expect to have access to a variety of quality experiences that align with the list of leadership areas contained in the practicum curriculum.

**Tip #3 – Invite the practicum student to be an intern member of the leadership team** – there can be no better experience than hands on real time leadership. Practicum students can gain valuable insight into school administration by observing leaders in action.

**Tip #4 – Start small, think big** – just like any learning experience, it is wise to start on a small scale with easier tasks and assignments and as the practicum student gains confidence and experience, add more responsibility and increase the challenge.

**Tip #5 – Communicate on a routine basis** – start with positive communications, including thanks and pats on the back. When issues arise, don’t let them build. Have a quick face-to-face and get the experience back on track.

**Tip#6 – Provide feedback to the student** – a major part of the richness of the practicum experience is for seasoned administrators to share their knowledge of school leadership and their perspectives on a wide variety of the daily challenges that one faces. Find time for a cup of coffee and a sharing session that connects with the skills being learned on the job.

**Tip #7 – Call the university supervisor when an unresolved issue lingers on** – the UHV supervisor is there to support both the participant as well as the host. Good communication should resolve most issues but in the event a problem impedes the experience, call the supervisor. We are ready to help at all times.

# **The Work of the Practicum**

## **Expectations & Standards for the Areas of Leadership**

- ▶ **The Principal**
  - ▶ **The School Supervisor**
    - ▶ **The Superintendent**
      - ▶ **The General Supervisor**

## PRACTICUM IN EDUCATIONAL LEADERSHIP

### School Principal

University of Houston-Victoria

AED 6304/6305 Mid-Management

Areas of Leadership Work in the Practicum Experience

Listed below are critical success factors that today's principals must know as identified in research conducted by the Southern Regional Education Board (SREB). These factors are practiced by successful principals in their daily work and endeavors. Thus a quality practicum experience should include several experiences in each of the stated areas of leadership.

**Leadership Area #1 - Effective principals create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.**

- 1a. ...working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.
- 1b. ...working with the administration to develop, define and/or adapt best practices, based on current research, that supports the school's vision.
- 1c. ...working with the faculty to develop, define and/or adapt best practices based on current research that support the school's vision.
- 1d. ...assisting with transitional activities for students as they progress to higher levels of placement (e.g., elementary to middle, middle to high school, high school to higher education).

**Leadership Area #2 – Effective principals set high expectations for all students to learn high-level content.**

- 2a. ...developing/overseeing academic recognition programs that acknowledge and celebrate student's success at all levels of ability.
- 2b. ...activities resulting in raising standards and academic achievement for all students and teachers.
- 2c. ...authentic assessments of student work through the use and/or evaluation of rubrics, end of course tests, projects.

**Leadership Area #3 – Effective principals recognize and encourage implementation of good instructional practices that motivate and increase student achievement.**

- 3a. ...using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school.
- 3b. ...working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps.
- 3c. ...working on a school team to prioritize standards and map curriculum in at least one content area across all grade levels of the school.
- 3d. ...working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.
- 3e. ...working with a school team to monitor implementation of an adopted curriculum.
- 3f. ...involvement in the work of literacy and numeracy task forces.
- 3g. ...working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.

**Leadership Area #4 – Effective principals create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.**

- 4a. ...working with staff to identify needs of all students.
- 4b. ...collaborating with adults from within the school and community to provide mentors for all students.
- 4c. ...engaging in activities designed to increase parental involvement.
- 4d. ...engaging in parent/student/school collaborations that develop long-term educational plans for students.

**Leadership Area #5 – Effective principals use data to initiate and continue improvement in school and classroom practices and student achievement.**

- 5a. ...analyzing data (including standardized test scores, teacher assessments, psychological data, etc.) to develop/refine instructional activities and set instructional goals.
- 5b. ...facilitating data disaggregation for use by faculty and other stakeholders.

**Leadership Area #6 – Effective principals keep everyone informed and focused on student achievement.**

- 6a. ...analyzing and communicating school progress and school achievement to teachers, parents and staff.
- 6b. ...gathering feedback regarding the effectiveness of personal communication skills.

**Leadership Area #7 – Effective principals make parents partners in their student’s education and create a structure for parent and educator collaboration.**

- 7a. ...working in meaningful relationships with faculty and parents to develop action plans for student achievement.

**Leadership Area #8 – Effective principals understand the change process and have the leadership and facilitation skills to manage it effectively.**

- 8a. ...working with faculty and staff in professional development activities.
- 8b. ...inducting and/or mentoring new teaching staff.
- 8c. ...building a “learning community” that includes all stakeholders.

**Leadership Area #9 – Effective principals understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.**

- 9a. ... study groups, problem solving sessions and/or ongoing meetings to promote student achievement.
- 9b. ...scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement.

**Leadership Area #10 – Effective principals use and organize time in innovative ways to meet the goals and objectives of school improvement.**

- 10a. ...scheduling of classroom and/or professional development activities in a way that provides meaningful time for school improvement activities.
- 10b. ... scheduling time to provide struggling students with the opportunity for extra support (e.g., individual tutoring, small group instruction, extended-block time) so that they may have the opportunity to learn to mastery.

**Leadership Area #11 – Effective principals acquire and use resources wisely.**

- 11a. ...writing grants or developing partnerships that provide needed resources for school improvement.
- 11b. ...developing schedules that maximize student learning in meaningful ways with measurable success.

**Leadership Area #12 – Effective principals obtain support from the central office and from community and parent leaders for the school improvement agenda.**

- 12a. ...working with faculty to communicate with school board and community stakeholders in a way that supports school improvement.
- 12b. ...working with faculty, parents and community to build collaboration and support for the school’s agenda.

**Leadership Area #13 – Effective principals continually learn and seek out colleagues who keep them abreast of new research and proven practices.**

- 13a. ...working with faculty to implement research-based instructional practices.
- 13b. ...working with professional groups and organizations.

## PRACTICUM IN EDUCATIONAL LEADERSHIP

### **School Superintendent**

University of Houston-Victoria

AED 6308/6309 Practicum for the School Superintendency

Areas of Leadership Work in the Practicum Experience

Listed below are the essential knowledge and skills that aspiring superintendents must acquire as identified in the Standards for Advanced Programs in Educational Leadership by the National Policy Board for Educational Administration. Thus a quality practicum experience should include several experiences in each of the stated areas of leadership.

**Leadership Area #1 - Educational leaders have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.**

#### **1.1 Develop a Vision**

- a. Leaders develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.
- b. Leaders base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.
- c. Leaders use data-based research strategies to create a vision that takes into account the diversity of learners in a district.
- d. Leaders demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.

#### **1.2 Articulate a Vision**

- a. Leaders demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.
- b. Leaders demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
- c. Leaders demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

#### **1.3 Implement a Vision**

- a. Leaders demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.
- b. Leaders design research-based processes to effectively implement a district vision throughout an entire school district and community.

#### **1.4 Steward a Vision**

- a. Leaders demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
- b. Leaders understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.

#### **1.5 Promote Community Involvement in the Vision**

- a. Leaders demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

**Leadership Area #2 - Educational leaders have the knowledge and ability to enhance the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.**

#### **2.1 Promote Positive School Culture**

- a. Leaders develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

## **2.2 Provide Effective Instructional Program**

- a. Leaders demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.
- b. Leaders are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.
- c. Leaders demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.
- d. Leaders demonstrate the ability to allocate and justify resources to sustain the instructional program.

## **2.3 Apply Best Practice to Student Learning**

- a. Leaders demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.
- b. Leaders demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.
- c. Leaders understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.
- d. Leaders understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

## **2.4 Design Comprehensive Professional Growth Plans**

- a. Leaders demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.
- b. Leaders demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.
- c. Leaders develop personal professional growth plans that reflect commitment to life-long learning and best practices.

**Leadership Area #3 - Educational leaders have the knowledge and ability to enhance the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.**

### **3.1 Manage the Organization**

- a. Leaders demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.
- b. Leaders demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.
- c. Leaders demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.
- d. Leaders demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.
- e. Leaders demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

### **3.2 Manage Operations**

- a. Leaders demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
- b. Leaders can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.
- c. Leaders develop staff communication plans for integrating district's schools and divisions.
- d. Leaders develop a plan to promote and support community collaboration among district personnel.

### **3.3 Manage Resources**

- a. Leaders use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.
- b. Leaders creatively seek new resources to facilitate learning.

c. Leaders apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.

d. Leaders apply and assess current technologies for management, business procedures, and scheduling.

**Leadership Area #4 - Educational leaders have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.**

**4.1 Collaborate with Families and Other Community Members**

a. Leaders demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.

b. Leaders demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.

c. Leaders apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.

d. Leaders demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.

e. Leaders demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community.

f. Leaders demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.

g. Leaders demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.

h. Leaders develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

**4.2 Respond to Community Interests and Needs**

a. Leaders facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.

b. Leaders demonstrate the ability to promote maximum involvement with, and visibility within the community.

c. Leaders demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.

d. Leaders demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.

e. Leaders demonstrate the ability to advocate for students with special and exceptional needs.

**4.3 Mobilize Community Resources**

a. Leaders demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.

b. Leaders demonstrate how to use district resources to the community to solve issues of joint concern.

c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

**Leadership Area #5 - Educational leaders have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.**

**5.1 Acts with Integrity**

a. Leaders demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

**5.2 Acts Fairly**

a. Leaders demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

**5.3 Acts Ethically**

a. Leaders make and explain decisions based upon ethical and legal principles.

**Leadership Area #6 - Educational leaders have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

**6.1 Understands the Larger Context**

- a. Leaders demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.
- b. Leaders demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
- c. Leaders demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.
- d. Leaders can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.
- e. Leaders demonstrate the ability to work with political leaders at the local, state, and national level.
- f. Leaders can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.
- g. Leaders espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.

**6.2 Respond to the Larger Context**

- a. Leaders demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.
- b. Leaders apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.
- c. Leaders demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.

**6.3 Influence the Larger Context**

- a. Leaders demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.
- b. Leaders demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

## PRACTICUM IN EDUCATIONAL LEADERSHIP

### School Supervisor

University of Houston-Victoria  
AED 6306/6307 School Supervision Practicum  
Areas of Leadership Work in the Practicum Experience

Listed below are the essential knowledge and skills that aspiring supervisors must acquire as identified in the Standards for Advanced Programs in Educational Leadership by the National Policy Board for Educational Administration. Thus a quality practicum experience should include several experiences in each of the stated areas of leadership.

**Leadership Area #1 - Educational leaders have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.**

#### **1.1 Develop a Vision**

- a. Leaders develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.
- b. Leaders base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.
- c. Leaders use data-based research strategies to create a vision that takes into account the diversity of learners in a district.
- d. Leaders demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.

#### **1.2 Articulate a Vision**

- a. Leaders demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.
- b. Leaders demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
- c. Leaders demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

#### **1.3 Implement a Vision**

- a. Leaders demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.
- b. Leaders design research-based processes to effectively implement a district vision throughout an entire school district and community.

#### **1.4 Steward a Vision**

- a. Leaders demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
- b. Leaders understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.

#### **1.5 Promote Community Involvement in the Vision**

- a. Leaders demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

**Leadership Area #2 - Educational leaders have the knowledge and ability to enhance the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.**

#### **2.1 Promote Positive School Culture**

- a. Leaders develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

## **2.2 Provide Effective Instructional Program**

- a. Leaders demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.
- b. Leaders are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.
- c. Leaders demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.
- d. Leaders demonstrate the ability to allocate and justify resources to sustain the instructional program.

## **2.3 Apply Best Practice to Student Learning**

- a. Leaders demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.
- b. Leaders demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.
- c. Leaders understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.
- d. Leaders understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

## **2.4 Design Comprehensive Professional Growth Plans**

- a. Leaders demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.
- b. Leaders demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.
- c. Leaders develop personal professional growth plans that reflect commitment to life-long learning and best practices.

**Leadership Area #3 - Educational leaders have the knowledge and ability to enhance the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.**

### **3.1 Manage the Organization**

- a. Leaders demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.
- b. Leaders demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.
- c. Leaders demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.
- d. Leaders demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.
- e. Leaders demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

### **3.2 Manage Operations**

- a. Leaders demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
- b. Leaders can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.
- c. Leaders develop staff communication plans for integrating district's schools and divisions.
- d. Leaders develop a plan to promote and support community collaboration among district personnel.

### **3.3 Manage Resources**

- a. Leaders use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.
- b. Leaders creatively seek new resources to facilitate learning.

c. Leaders apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.

d. Leaders apply and assess current technologies for management, business procedures, and scheduling.

**Leadership Area #4 - Educational leaders have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.**

**4.1 Collaborate with Families and Other Community Members**

a. Leaders demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.

b. Leaders demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.

c. Leaders apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.

d. Leaders demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.

e. Leaders demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community.

f. Leaders demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.

g. Leaders demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.

h. Leaders develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

**4.2 Respond to Community Interests and Needs**

a. Leaders facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.

b. Leaders demonstrate the ability to promote maximum involvement with, and visibility within the community.

c. Leaders demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.

d. Leaders demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.

e. Leaders demonstrate the ability to advocate for students with special and exceptional needs.

**4.3 Mobilize Community Resources**

a. Leaders demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.

b. Leaders demonstrate how to use district resources to the community to solve issues of joint concern.

c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

**Leadership Area #5 - Educational leaders have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.**

**5.1 Acts with Integrity**

a. Leaders demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

**5.2 Acts Fairly**

a. Leaders demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

**5.3 Acts Ethically**

a. Leaders make and explain decisions based upon ethical and legal principles.

**Leadership Area #6 - Educational leaders have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

**6.1 Understands the Larger Context**

- a. Leaders demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.
- b. Leaders demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
- c. Leaders demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.
- d. Leaders can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.
- e. Leaders demonstrate the ability to work with political leaders at the local, state, and national level.
- f. Leaders can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.
- g. Leaders espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.

**6.2 Respond to the Larger Context**

- a. Leaders demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.
- b. Leaders apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.
- c. Leaders demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.

**6.3 Influence the Larger Context**

- a. Leaders demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.
- b. Leaders demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

## PRACTICUM IN EDUCATIONAL LEADERSHIP

### **General Administration**

University of Houston-Victoria  
AED 6303 School Supervision Practicum  
Areas of Leadership Work in the Practicum Experience

Listed below are the essential knowledge and skills that aspiring supervisors must acquire as identified in the Standards for Advanced Programs in Educational Leadership by the National Policy Board for Educational Administration. Thus a quality practicum experience should include several experiences in each of the stated areas of leadership.

**Leadership Area #1 - Educational leaders have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.**

#### **1.1 Develop a Vision**

- a. Leaders develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.
- b. Leaders base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.
- c. Leaders use data-based research strategies to create a vision that takes into account the diversity of learners in a district.
- d. Leaders demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.

#### **1.2 Articulate a Vision**

- a. Leaders demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.
- b. Leaders demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
- c. Leaders demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

#### **1.3 Implement a Vision**

- a. Leaders demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.
- b. Leaders design research-based processes to effectively implement a district vision throughout an entire school district and community.

#### **1.4 Steward a Vision**

- a. Leaders demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
- b. Leaders understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.

#### **1.5 Promote Community Involvement in the Vision**

- a. Leaders demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

**Leadership Area #2 - Educational leaders have the knowledge and ability to enhance the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.**

#### **2.1 Promote Positive School Culture**

- a. Leaders develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

## **2.2 Provide Effective Instructional Program**

- a. Leaders demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.
- b. Leaders are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.
- c. Leaders demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.
- d. Leaders demonstrate the ability to allocate and justify resources to sustain the instructional program.

## **2.3 Apply Best Practice to Student Learning**

- a. Leaders demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.
- b. Leaders demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.
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## **2.4 Design Comprehensive Professional Growth Plans**

- a. Leaders demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.
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**Leadership Area #3 - Educational leaders have the knowledge and ability to enhance the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.**

### **3.1 Manage the Organization**

- a. Leaders demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.
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- e. Leaders demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

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- a. Leaders demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
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- d. Leaders can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.
- e. Leaders demonstrate the ability to work with political leaders at the local, state, and national level.
- f. Leaders can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.
- g. Leaders espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.

**6.2 Respond to the Larger Context**

- a. Leaders demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.
- b. Leaders apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.
- c. Leaders demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.

**6.3 Influence the Larger Context**

- a. Leaders demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.
- b. Leaders demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

# Appendices

**A - Practicum Checklist – Getting Started**

**B - Practicum Application/Agreement**

**C - Practicum Sample Log**

**D - Practicum Logs**

**E - Practicum Evaluation**

**F - Practicum Reflection**

**G - Practicum Project Approval Form**

**H - Host Administrator Evaluation Form**

**I - ISSLC School Leadership Inventory**

**J - ELCC Standards**



**UNIVERSITY OF HOUSTON – VICTORIA**  
School of Human Development and Education  
Administrative Education Department

**PRACTICUM CHECKLIST**

**◀Getting Started▶**

- \_\_\_\_\_ 1. Obtain two copies of the Practicum Handbook
- \_\_\_\_\_ 2. Read the contents of the Practicum Handbook and make an appointment with the host school administrator who will be working with you. Review the content and expectations of the Practicum and obtain permission/approval to proceed.
- \_\_\_\_\_ 3. Complete the Practicum application and obtain all information and signatures requested. Return the application to the Office of the School of Education and Human Development *prior to registration*.
- \_\_\_\_\_ 4. Register for the Practicum course and any related courses (ex. AED 6337, 6336)
- \_\_\_\_\_ 5. Log into WebCt to review additional expectations outlined in your professor's syllabus.
- \_\_\_\_\_ 6. Attend and/or participate in meetings of the Practicum class as stated on WebCt and/or the class syllabus.

**◆This will get you started but does not include many other responsibilities contained in the Practicum Handbook or your professor's syllabus for the course...**



**UNIVERSITY OF HOUSTON – VICTORIA**  
**Administrative Education Department**  
**PRACTICUM APPLICATION/AGREEMENT**

AED 6303, 6304/6305, 6306/6307, 6308/6309      Semesters/Year for Practicum \_\_\_\_\_  
(circle)

**INSTRUCTIONS:** Submit this application and an updated copy of your certification plan prior to the class registration deadline. The Practicum class will meet during the first week of the semester. (See WebCt for information)

Student Name:	Student #
Address:	
City, State, Zip:	
Phone numbers:	
Work:	Home:                      Cell:
Work E-mail:	Home E-mail:
Current Position:	
Name of School:	

Academic Advisor:			
Program Completion Date:			
Courses remaining not including practicum:			
Host Administrator:			
School Address:	City:	State:	Zip:
Host administrator phone numbers:			
Work:	Home:	Cell:	
Host administrator E-mail:			

**I support the 90 hour Practicum experience for this UHV graduate student and will work with the Practicum Team to provide a quality experience as outlined in the UHV Practicum Handbook. It is understood that the Practicum student will take the primary initiative and responsibility for planning and performing the work of this experience.**

Student Signature:	Date: ___/___/___
Host Administrator:	Date: ___/___/___
Superintendent:	Date: ___/___/___
UHV Supervisor:	Date: ___/___/___

**Note: a new application must be submitted for AED 6305/6307/6309 only if placement location or application information has changed since the completion of AED 6304/6306/6309.**



**UNIVERSITY OF HOUSTON – VICTORIA**  
**Administrative Education Department**

**“Sample” Principals Practicum Log**

\_\_\_ AED 6304 or  AED 6305  
 Please check

Hours 1-30; \_\_\_ Hours 31-60; \_\_\_ Hours 61-90  
 Please check

Submitted: \_\_\_/\_\_\_/\_\_\_  
 Date

**Leadership Area #1 – Mission & Vision**

Date	Hours	Description of Work	Comments & Reflections
2/1	4 hrs.	Conducted interviews of students, staff and parents to collect feedback on the transition from grade 8 to grade 9.	Found some easy areas to fix that would make for more positive transitions.

**Leadership Area #2 – High Expectations for Standards/Evaluation**

Date	Hours	Description of Work	Comments & Reflections
3/4	2 hrs.	Assisted principal with organizing a faculty training session on standardizing end of course assessments.	Learned a lot about how to prepare for a meeting.

**Area #3 – Instructional Practices**

Date	Hours	Description of Work	Comments & Reflections
3/18-4/17	12 hrs.	Accompanied the principal and assistant principal on classroom walkthroughs to monitor instruction.	Found big differences in the levels of student engagement and quality of instruction.

**Area #4 – Focus on Students**

Date	Hours	Description of Work	Comments & Reflections
3/20	2 hrs.	Met with core teachers in grade 9 and shared results of transition survey. Teachers prepared draft list of strategies.	When teachers are given meaningful data they have the talent to work through strategies.

**Area #5 – Using Data to Drive Improvement**

Date	Hours	Description of Work	Comments & Reflections
3/2	4 hrs.	Prepared a series of data tables on 1 <sup>st</sup> semester end of course assessment for the principal to share in Dept. Meetings.	This was a lot detail work, but very revealing!

**Area #6 - Focus on Achievement**

Date	Hours	Description of Work	Comments & Reflections
4/1	1 hr.	Prepared a power point for the principal on 1 <sup>st</sup> semester grades and end of course assessments.	She loved the power point and let me present it at the faculty meeting.

**Leadership Area #7 – Parents as Partners**

Date	Hours	Description of Work	Comments & Reflections
4/3	1 hr.	Attended a Parent Advisory meeting with principal to discuss school discipline and changes to the handbook.	Looks like one parent want us to tighten up on the dress code.

**Leadership Area #8 – Facilitating Change**

Date	Hours	Description of Work	Comments & Reflections
2/18	2 hrs.	Conducted internet searches for teaming exercises that principal and A.P. can use to train Learning Team Leaders.	This is so needed for some of faculty who won't come out of their caves.

**Area #9 – Leading Professional Development**

Date	Hours	Description of Work	Comments & Reflections
2/14	2 hrs.	Worked with Assistant Principal to coordinate activities and resources for Learning Teams on the upcoming In-service Day.	Some of the teams are very organized. But others need interventions....not much in the way of plans.

**Area #10 – Organization of Time**

Date	Hours	Description of Work	Comments & Reflections

**Area #11 – Resource allocation**

Date	Hours	Description of Work	Comments & Reflections

**Area #12 – Communication with Central Office/Community**

Date	Hours	Description of Work	Comments & Reflections

Signatures signify successful completion of all activities listed.

\_\_\_\_\_ /\_\_\_\_\_/\_\_\_\_\_  
 UHV Student Signature Date

\_\_\_\_\_ /\_\_\_\_\_/\_\_\_\_\_  
 Host Administrator Signature Date

**UNIVERSITY OF HOUSTON – VICTORIA**  
**Administrative Leadership Department**  
**Principals Practicum Log**

\_\_ AED 6304 or \_\_ AED 6305  
 Please check

\_\_ Hours 1-30; \_\_ Hours 31-60; \_\_ Hours 61-90  
 Please check

Submitted: \_\_/\_\_/\_\_  
 Date

**Leadership Area #1 – Mission & Vision**

Date	Hours	Description of Work	Comments & Reflections

**Leadership Area #2 – High Expectations for Standards/Evaluation**

Date	Hours	Description of Work	Comments & Reflections

**Area #3 – Instructional Practices**

Date	Hours	Description of Work	Comments & Reflections

**Area #4 – Focus on Students**

Date	Hours	Description of Work	Comments & Reflections

**Area #5 – Using Data to Drive Improvement**

Date	Hours	Description of Work	Comments & Reflections

**Area #6 - Focus on Achievement**

Date	Hours	Description of Work	Comments & Reflections

**Leadership Area #7 – Parents as Partners**

Date	Hours	Description of Work	Comments & Reflections

**Leadership Area #8 – Facilitating Change**

Date	Hours	Description of Work	Comments & Reflections

**Area #9 – Leading Professional Development**

Date	Hours	Description of Work	Comments & Reflections

**Area #10 – Organization of Time**

Date	Hours	Description of Work	Comments & Reflections

**Area #11 – Resource allocation**

Date	Hours	Description of Work	Comments & Reflections

**Area #12 – Communication with Central Office/Community**

Date	Hours	Description of Work	Comments & Reflections

Signatures signify successful completion of **all** activities listed.

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 UHV Student Signature

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Host Administrator Signature

# UNIVERSITY OF HOUSTON

## Administrative Education Department

### Superintendent Practicum Log

\_\_ AED 6308 or \_\_ AED 6309  
Please check

\_\_ Hours 1-30; \_\_ Hours 31-60; \_\_ Hours 61-90  
Please check

Submitted: \_\_/\_\_/\_\_  
Date

#### Leadership Area #1 - School Vision

Date	Hours	Description of Work	Comments & Reflections

#### Leadership Area #2 - School Culture, Instructional Program, Professional Growth

Date	Hours	Description of Work	Comments & Reflections

#### Area #3 - School Organization, Operations & Resources

Date	Hours	Description of Work	Comments & Reflections

**Area #4 - Collaboration with Families/Community**

Date	Hours	Description of Work	Comments & Reflections

**Area #5 - Integrity, Ethics & Fairness**

Date	Hours	Description of Work	Comments & Reflections

**Area #6 - Promotion of Student Success**

Date	Hours	Description of Work	Comments & Reflections

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signatures signify successful completion of **all** activities listed.

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 UHV Student Signature Date

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Host Administrator Signature Date



# UNIVERSITY OF HOUSTON

## Administrative Education Department

### School Supervisor Practicum Log

\_\_ AED 6306 or \_\_ AED 6307  
Please check

\_\_ Hours 1-30; \_\_ Hours 31-60; \_\_ Hours 61-90  
Please check

Submitted: \_\_/\_\_/\_\_  
Date

#### Leadership Area #1 - School Vision

Date	Hours	Description of Work	Comments & Reflections

#### Leadership Area #2 - School Culture, Instructional Program, Professional Growth

Date	Hours	Description of Work	Comments & Reflections

#### Area #3 - School Organization, Operations & Resources

Date	Hours	Description of Work	Comments & Reflections

**Area #4 - Collaboration with Families/Community**

Date	Hours	Description of Work	Comments & Reflections

**Area #5 - Integrity, Ethics & Fairness**

Date	Hours	Description of Work	Comments & Reflections

**Area #6 - Promotion of Student Success**

Date	Hours	Description of Work	Comments & Reflections

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signatures signify successful completion of **all** activities listed.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 UHV Student Signature Date

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 Host Administrator Signature Date



# UNIVERSITY OF HOUSTON

## Administrative Education Department

### General Administration Practicum Log

AED: 6303

\_\_\_ Hours 1-30; \_\_\_ Hours 31-60; \_\_\_ Hours 61-90  
Please check

Submitted: \_\_\_/\_\_\_/\_\_\_  
Date

### Leadership Area #1 - School Vision

Date	Hours	Description of Work	Comments & Reflections

### Leadership Area #2 - School Culture, Instructional Program, Professional Growth

Date	Hours	Description of Work	Comments & Reflections

### Area #3 - School Organization, Operations & Resources

Date	Hours	Description of Work	Comments & Reflections

**Area #4 - Collaboration with Families/Community**

Date	Hours	Description of Work	Comments & Reflections

**Area #5 - Integrity, Ethics & Fairness**

Date	Hours	Description of Work	Comments & Reflections

**Area #6 - Promotion of Student Success**

Date	Hours	Description of Work	Comments & Reflections

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signatures signify successful completion of all activities listed.

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 UHV Student Signature Date

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Host Administrator Signature Date



**University of Houston – Victoria**  
 School of Human Development and Education  
 Administration Education Department

**Practicum Evaluation**

- AED**
- \_\_\_ 6303
- \_\_\_ 6304
- \_\_\_ 6305
- \_\_\_ 6306
- \_\_\_ 6307
- \_\_\_ 6308
- \_\_\_ 6309

(Please check)

Name of Participant: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

**DIRECTIONS:** Circle the statement that best describes your Practicum experience.

**SA=Strongly Agree    A=Agree    D=Disagree    DS=Disagree Strongly**

1. learned valuable leadership skills.	SA	A	D	DS
2. was able to match meaningful experiences with the required leadership areas stated in the Practicum Handbook.	SA	A	D	DS
3. met with my host administrator at intervals to review plans and progress.	SA	A	D	DS
4. had freedom to complete leadership responsibilities with some autonomy.	SA	A	D	DS
5. felt that I made worthwhile contributions to the school.	SA	A	D	DS
6. was able to spend the majority of my work on leadership skills vs. management tasks.	SA	A	D	DS
7. received ongoing support from my host administrator.	SA	A	D	DS
8. received help and support from my UHV supervisor.	SA	A	D	DS
9. took the primary responsibility for my own learning.	SA	A	D	DS
10. started to reflect on my own vision of school leadership	SA	A	D	DS

Comments:

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◆Submit this form to your UHV supervisor◆

**UNIVERSITY OF HOUSTON – VICTORIA**  
School of Human Development and Education  
Administrative Education Department

**AED**

\_\_\_ 6303  
\_\_\_ 6304  
\_\_\_ 6305  
\_\_\_ 6306  
\_\_\_ 6307  
\_\_\_ 6308  
\_\_\_ 6309

(Please check)

**Practicum Reflection**

NAME: \_\_\_\_\_

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

Reflect on your experiences, learning and growth during the Semester Practicum and share your thoughts on this page.  
Add additional pages if necessary.

◆ Submit this reflection to your UHV Supervisor prior to the end of the semester. ◆

# UNIVERSITY OF HOUSTON – VICTORIA

## School of Human Development and Education

### Administrative Education Department

### Practicum Project

### Approval Form

AED

\_\_\_ 6303

\_\_\_ 6304

\_\_\_ 6305

\_\_\_ 6306

\_\_\_ 6307

\_\_\_ 6308

\_\_\_ 6309

(Please check)

Name: \_\_\_\_\_

Semester: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Direction:** An option for the Practicum student and host administrator is to design a special project (not to exceed 30 long-in hours) that directly connects to the leadership areas identified in the Practicum Handbook and benefit the school. The project must involve existing faculty projects and initiatives. Please provide a description of the project and obtain approval from the host administrator and university supervisor. Work on the project cannot begin until all approval signatures have been obtained.

#### ✦ DESCRIPTION OF PROJECT:

✦ AREAS OF LEADERSHIP: (Specify the numbers and sub-numbers from the Practicum Handbook)

#### ✦ EVIDENCE OF COMPLETION OF PROJECT:

#### ✦ TIME LINE FOR PROJECT:

#### ✦ ESTIMATED HOURS OF PARTICIPATION:

I approve of the project described and will provide assistance as needed. The primary responsibility for completion of the project will rest with the graduate student.

\_\_\_\_\_  
Graduate Student

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

\_\_\_\_\_  
Host Administrator

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

\_\_\_\_\_  
UHV Supervisor

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date



**UNIVERSITY OF HOUSTON – VICTORIA**  
 School of Human Development and Education  
 Administrative Education Department

**Host Administrators Final Evaluation  
 UHV Practicum**

**Host Administrator Name:** \_\_\_\_\_

**Practicum Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

The primary purpose of this report is to provide the student and university supervisor with your feedback on the work and experiences completed in the Practicum. A secondary purpose is to assist the university in a review of the Practicum program and identification of areas for modification and enhancement.

Please circle the items that best describe your evaluation and feel free to add comments at the bottom of this form or on a separate paper.

**SA=Strongly Agree    A=Agree    D=Disagree    SD=Strongly Disagree**

<b>1. The student demonstrated a significant amount of self-initiative throughout this experience.</b>	SA	A	D	SD
<b>2. The student was prepared in most of the Leadership Areas of the Practicum.</b>	SA	A	D	SD
<b>3. The student was given leadership responsibility with adequate authority to complete assigned work.</b>	SA	A	D	SD
<b>4. The student demonstrated an understanding of the schools vision for student achievement.</b>	SA	A	D	SD
<b>5. The student demonstrated courage in dealing with difficult situations.</b>	SA	A	D	SD
<b>6. The student demonstrated a passion for leadership in his/her work.</b>	SA	A	D	SD

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
**Host Administrator Signature** **Date**

◆Return this form to the UHV supervisor via e-mail, fax or U.S. mail◆

# Standards for Advanced Programs in Educational Leadership

for

Principals, Superintendents,  
Curriculum Directors and Supervisors

NATIONAL POLICY BOARD FOR EDUCATIONAL  
ADMINISTRATION

**Published January, 2002**

**Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.**

### **1.1 Develop a Vision**

- a. Candidates develop a vision of learning for a school that promotes the success of all students.
- b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.
- a. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.
- b. Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.
- c. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district.
- d. Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.

### **1.2 Articulate a Vision**

- a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.
- b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
- c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.
- a. Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.
- b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
- c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

### **Elements**

### **1.3 Implement a Vision**

- a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.
- b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and

teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

- a. Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.
- b. Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.

#### **1.4 Steward a Vision**

- a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.
  - b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.
  - c. Candidates assume stewardship of the vision through various methods.
- a. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
  - b. Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.

#### **1.5 Promote Community Involvement in the Vision**

- a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
  - b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.
- a. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

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

#### **2.1 Promote Positive School Culture**

- a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.
- a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

#### **2.2 Provide Effective Instructional Program**

- a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.

- b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
- c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.
  - a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.
  - b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.
  - c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.
  - d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.

### **2.3 Apply Best Practice to Student Learning**

- a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
- b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
- c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.
  - a. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.
  - b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.
  - c. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.
  - d. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

### **2.4 Design Comprehensive Professional Growth Plans**

- a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
- b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
- c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.
  - a. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.

- b. Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.
- c. Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.

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

### **3.1 Manage the Organization**

a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.

b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.

c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

a. Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.

b. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.

c. Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.

d. Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.

e. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.

### **3.2 Manage Operations**

a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.

b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.

c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.

a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.

- b. Candidates can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.
- c. Candidates develop staff communication plans for integrating district's schools and divisions.
- d. Candidates develop a plan to promote and support community collaboration among district personnel.

### **3.3 Manage Resources**

- a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.
- b. Candidates creatively seek new resources to facilitate learning.
- c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.
- a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.
- b. Candidates creatively seek new resources to facilitate learning.
- c. Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.
- d. Candidates apply and assess current technologies for management, business procedures, and scheduling.

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

### **4.1 Collaborate with Families and Other Community Members**

- a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.
- a. Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
- b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.
- c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.
- d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.
- e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.

f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.

g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.

h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

b. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.

c. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.

d. Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.

e. Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community.

f. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.

g. Candidates demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.

h. Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

#### **4.2 Respond to Community Interests and Needs**

a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.

b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.

c. Candidates provide leadership to programs serving students with special and exceptional needs.

d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

a. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders. b. Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community.

c. Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.

- d. Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.
- e. Candidates demonstrate the ability to advocate for students with special and exceptional needs.

#### **4.3 Mobilize Community Resources**

- a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.
- b. Candidates demonstrate how to use school resources and social service agencies to serve the community.
- c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.
- a. Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.
- b. Candidates demonstrate how to use district resources to the community to solve issues of joint concern.
- c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

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

#### **5.1 Acts with Integrity**

- a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
- a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

#### **5.2 Acts Fairly**

- a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
- a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

#### **5.3 Acts Ethically**

- a. Candidates make and explain decisions based upon ethical and legal principles.
- a. Candidates make and explain decisions based upon ethical and legal principles.

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

## **6.1 Understand the Larger Context**

- a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.
- b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.
- c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
- d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.
- e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.
- f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.
- g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.
- h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.
- a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.
- b. Candidates demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
- c. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.
- d. Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.
- e. Candidates demonstrate the ability to work with political leaders at the local, state, and national level.
- f. Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.
- g. Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.

## **6.2 Respond to the Larger Context**

- a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.
- a. Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.
- b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.

c. Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.

### **6.3 Influence the Larger Context**

a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.

b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.

c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

a. Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.

b. Candidates demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

## **Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.**

**7.1 Substantial** a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.

b. Each candidate should have a minimum of six months (or equivalent, see note below) of fulltime internship experience.

a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, school board members, students, parents, and school and community leaders.

b. Each candidate should have a minimum of six-months (or equivalent, see note below) of full-time internship experience.

**7.2 Sustained** a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of skills and knowledge on a full-time basis.

**7.3 Standards-based** a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.

b. Experiences are designed to accommodate candidates' individual needs.

a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.

b. Experiences are designed to accommodate candidates' individual needs.

**7.4 Real Settings** a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.

b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.

a. Candidates' experiences occur in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills.

b. Candidates' experiences include work with appropriate community organizations, parent groups, and school boards.

**7.5 Planned and Guided Cooperatively**

a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.

b. Mentors are provided training to guide the candidate during the intern experience.

a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. The three individuals work together to meet candidate and program needs.

b. Mentors are provided training to guide the candidate during the intern experience.

**7.6 Credit** a. Candidates earn graduate credit for their intern experience.

a. Candidates earn graduate credit for their intern experience.

# ISLLC Standards for School Leaders

## Standard 1

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

*The administrator has knowledge and understanding of:*

- . learning goals in a pluralistic society
- . the principles of developing and implementing strategic plans
- . systems theory
- . information sources, data collection, and data analysis strategies
- . effective communication
- . effective consensus-building and negotiation skills

*The administrator believes in, values, and is committed to:*

- . the education of all
- . a school vision of high standards of learning
- . continuous school improvement
- . the inclusion of all members of the school community
- . ensuring that students have the knowledge, skills, and values needed to become successful adults
- . a willingness to continuously examine one's own assumption, beliefs, and practices
- . doing the work required for high levels of personal and organization performance

*The administrator facilitates processes and engages in activities ensuring that:*

- . the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- . the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- . the core beliefs of the school vision are modeled for all stakeholders
- . the contributions of school community members to the realization of the vision are recognized and celebrated
- . progress toward the vision and mission is communicated to all stakeholders
- . the school community is involved in school improvement efforts
- . the vision shapes the educational programs, plans, and actions
- . an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- . assessment data related to student learning are used to develop the school vision and goals
- . relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- . barriers to achieving the vision are identified, clarified, and addressed
- . needed resources are sought and obtained to support the implementation of the school mission and goals
- . existing resources are used in support of the school vision and goals

. the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

## **Standard 2**

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

***The administrator has knowledge and understanding of:***

- . student growth and development
- . applied learning theories
- . applied motivational theories
- . curriculum design, implementation, evaluation, and refinement
- . principles of effective instruction
- . measurement, evaluation, and assessment strategies
- . diversity and its meaning for educational programs
- . adult learning and professional development models
- . the change process for systems, organizations, and individuals
- . the role of technology in promoting student learning and professional growth
- . school cultures

***The administrator believes in, values, and is committed to:***

- . student learning as the fundamental purpose of schooling
- . the proposition that all students can learn
- . the variety of ways in which students can learn
- . life long learning for self and others
- . professional development as an integral part of school improvement
- . the benefits that diversity brings to the school community
- . a safe and supportive learning environment
- . preparing students to be contributing members of society

***The administrator facilitates processes and engages in activities ensuring that:***

- . all individuals are treated with fairness, dignity, and respect
- . professional development promotes a focus on student learning consistent with the school vision and goals
- . students and staff feel valued and important
- . the responsibilities and contributions of each individual are acknowledged
- . barriers to student learning are identified, clarified, and addressed
- . diversity is considered in developing learning experiences
- . life long learning is encouraged and modeled
- . there is a culture of high expectations for self, student, and staff performance
- . technologies are used in teaching and learning
- . student and staff accomplishments are recognized and celebrated
- . multiple opportunities to learn are available to all students
- . the school is organized and aligned for success
- . curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- . curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies

- . the school culture and climate are assessed on a regular basis
- . a variety of sources of information is used to make decisions
- . student learning is assessed using a variety of techniques
- . multiple sources of information regarding performance are used by staff and students
- . a variety of supervisory and evaluation models are employed
- . pupil personnel programs are developed to meet the needs of students and their families

### **Standard 3**

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

***The administrator has knowledge and understanding of:***

- . theories and models for organizations and the principles of organizational development
- . operational procedures at the school and district level
- . principles and issues relating to school safety and security
- . human resources management and development
- . principles and issues relating to fiscal operations of school management
- . principles and issues relating to school facilities and use of space
- . legal issues impacting school operations
- . current technologies that support management functions

***The administrator believes in, values, and is committed to:***

- . making management decisions to enhance learning and teaching
- . taking risks to improve schools
- . trusting people and their judgments
- . accepting responsibility
- . high-quality standards, expectations, and performances
- . involving stakeholders in management processes
- . a safe environment

***The administrator facilitates processes and engages in activities ensuring that:***

- . knowledge of learning, teaching, and student development is used to inform management decisions
- . operational procedures are designed and managed to maximize opportunities for successful learning
- . emerging trends are recognized, studied, and applied as appropriate
- . operational plans and procedures to achieve the vision and goals of the school are in place
- . collective bargaining and other contractual agreements related to the school are effectively managed
- . the school plant, equipment, and support systems operate safely, efficiently, and effectively
- . time is managed to maximize attainment of organizational goals
- . potential problems and opportunities are identified
- . problems are confronted and resolved in a timely manner
- . financial, human, and material resources are aligned to the goals of schools
- . the school acts to support continuous improvement
- . organizational systems are regularly monitored and modified as needed
- . stakeholders are involved in decisions affecting schools
- . responsibility is shared to maximize ownership and accountability

- . effective problem-framing and problem-solving skills are used
- . effective group process and consensus building skills are used
- . effective communication skills are used
- . there is effective use of technology to manage school operations
- . fiscal resources of the school are managed responsibly, efficiently, and effectively
- . a safe, clean, and aesthetically pleasing school environment is created and maintained
- . human resource functions support the attainment of school goals
- . confidentiality and privacy of school records are maintained

#### **Standard 4**

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

***The administrator has knowledge and understanding of:***

- . emerging issues and trends that potentially impact the school community
- . the conditions and dynamics of the diverse school community
- . community resources
- . community relations and marketing strategies and processes
- . successful models of school, family, business, community, government and higher education partnerships

***The administrator believes in, values, and is committed to:***

- . schools operating as an integral part of the larger community
- . collaboration and communication with families
- . involvement of families and other stakeholders in school decision-making processes
- . the proposition that diversity enriches the school
- . families as partners in the education of their children
- . the proposition that families have the best interests of their children in mind
- . resources of the family and community needing to be brought to bear on the education of students
- . an informed projects

***The administrator facilitates processes and engages in activities ensuring that:***

- . high visibility, active involvement, and communication with the larger community is a priority
- . relationships with community leaders are identified and nurtured
- . information about family and community concerns, expectations, and needs is used regularly
- . there is outreach to different business, religious, political, and service agencies and organizations
- . the school and community serve one another as resources
- . available community resources are secured to help the school solve problems and achieve goals
- . partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support schools goals
- . community youth family services are integrated with school programs
- . community stakeholders are treated equitably
- . diversity is recognized and valued

- . effective media relations are developed and maintained
- . a comprehensive program of community relations is established
- . public resources and funds are used appropriately and wisely
- . community collaboration is modeled for staff
- . opportunities for staff to develop collaborative skills are provided

### **Standard 5**

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

***The administrator has knowledge and understanding of:***

- . the purpose of education and the role of leadership in modern society
- . various ethical frameworks and perspectives on ethics
- . the values of the diverse school community
- . professional codes of ethics
- . the philosophy and history of education

***The administrator believes in, values, and is committed to:***

- . the ideal of the common good
- . the principles in the Bill of Rights
- . the right of every student to a free, quality education
- . bringing ethical principles to the decision-making process
- . subordinating one's own interest to the good of the school community
- . accepting the consequences for upholding one's principles and actions
- . using the influence of one's office constructively and productively in the service of all students and their families
- . development of a caring school community

***The administrator facilitates processes and engages in activities ensuring that:***

- . examines personal and professional values
- . demonstrates a personal and professional code of ethics
- . demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- . serves as a role model
- . accepts responsibility for school operations
- . considers the impact of one's administrative practices on others
- . uses the influence of the office to enhance the educational program rather than for personal gain
- . treats people fairly, equitably, and with dignity and respect
- . protects the rights of confidentiality of students and staff
- . demonstrates appreciation for and sensitivity to the diversity in the school community
- . recognizes and respects the legitimate authority of others
- . examines and considers the prevailing values of the diverse school community
- . expects that others in the school community will demonstrate integrity and exercise ethical behavior
- . opens the school to public scrutiny
- . fulfills legal and contractual obligations
- . applies laws and procedures fairly, wisely, and considerately

## **Standard 6**

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

***The administrator has knowledge and understanding of:***

- . principles of representative governance that support the system of American schools
- . the role of public education in developing and renewing a democratic society and an economically productive nation
- . the law as related to education and schooling
- . the political, social, cultural, and economic systems and processes that impact schools
- . models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling
- . global issues and forces affecting teaching and learning
- . the dynamics of policy development and advocacy under our democratic political system
- . the importance of diversity and equity in a democratic society

***The administrator believes in, values, and is committed to:***

- . education as a key to opportunity and social mobility
- . recognizing a variety of ideas, values, and cultures
- . importance of a continuing dialogue with other decision makers affecting education
- . actively participating in the political and policy-making context in the service of education
- . using legal systems to protect student rights and improve student opportunities

***The administrator facilitates processes and engages in activities ensuring that:***

- . the environment in which schools operate is influenced on behalf of students and their families
- . communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- . there is ongoing dialogue with representatives of diverse community groups
- . the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- . public policy is shaped to provide quality education for students
- . lines of communication are developed with decision makers outside the school

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