ABSTRACT

        National Council for Accreditation of Teacher Education
institutions that prepare principals, superintendents, and curriculum
directors now have the responsibility to comply with Educational Leadership
Constituent Council standards and reporting processes. This revised system of
accreditation requires institutions preparing educational administrators to
make candidate performance the foundation of the learning experience. This
transition takes the focus from teaching to the effects of teaching on
student learning that include knowledge, skills, and dispositions that will
mark excellence in leadership for educational administration. This paper
describes one program's experience with this process and offers suggestions
to others approaching the task. (Author)

Running Head: Accreditation: New Directions

Accreditation: New Directions and New Reports

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Abstract

NCATE accredited institutions that prepare principals, superintendents, and curriculum directors now have the responsibility to comply with the Educational Leadership Constituent Council (ELCC) standards and reporting process. This revised system of accreditation requires institutions preparing educational administrators to make candidate performance the foundation of the learning experience. This transition takes the focus from teaching to the effects of teaching on student learning that include knowledge, skills, and dispositions that will mark excellence in leadership for educational administration. "Programs will now be assessed on how well graduates are prepared to perform in the workplace rather than on the number of courses offered or on objectives listed in the syllabus" (NPBEA,2002).This session will describe one program's experience with this process and offer suggestions to others approaching this task.

Accreditation: New Directions and New Reports

The National Policy Board for Educational Administration (NPBEA) has been responsible for conducting accreditation audits for programs in educational administration for the National Council for Accreditation of Teacher Education. In January 2002, the NPBEA (2002) approved standards for building-level and district-level administrator preparation programs. In its regular five-year revision of the NCATE guidelines during the fall of 2000, a writing group of representatives from NPBEA members American Association of School Administrators, (AASA), the Association for Supervision and Curriculum Development (ASCD), the National Association of Elementary School Principals (NAESP), and the National Association of Secondary School Principals (NASSP) met with the charge to integrate the ELCC and ISLLC standards, include standards for doctoral level programs, and add the performance assessment component outlined in the NCATE initiative (NPBEA, 2002).

In development of the revised standards, the working group relied heavily on the Standards for School Leaders that had been developed in 1995 by the Interstate School Leaders Licensure Consortium (ISLLC). The Educational Leadership Constituent Council (ELCC) is the Specialized Professional Association (SPA) now responsible for review of educational administration programs seeking NCATE accreditation. Departments of educational administration at colleges and universities seeking NCATE accreditation must now meet the revised standards as part of their institutional review (NPBEA, 2002).

Background

Preparation of school and district leadership is at a new level of scrutiny. Policymakers at the state and federal levels are focusing attention on the knowledge, skills, and dispositions required of today's educational administrators. The changing landscape of public school

governance has created different demands on how the nation's school leaders are prepared. Schools must now adapt to new structures and ways of responding to the more demanding expectations of state legislatures, local school boards, and national accreditation agencies. As reported in the NPBEA (2002) report, "Every educational reform report of the last decade concludes that the United States cannot have excellent schools without excellent leaders" (p.2). The task of those in administrator preparation programs has rapidly become to redesign preparation and certification programs that develop competent leaders to guide the efforts of creating schools that will meet the growing requirements for student achievement and the accompanying accountability measures.

Glass (2000) reported that the superintendency now demands a more collaborative leadership style for dealing with the growing trend toward school-based management and decision making as school districts become increasingly decentralized and local schools become more autonomous. This collaborative leadership characteristic is not only basic for those around the superintendency, but also for leaders at the school level.

<div align="center">Theoretical Framework</div>

Demont and Demont (1975) put forth the theory of educational accountability that the organization and the individual share common goals. The previously accepted practice of accountability was that the "greater good" of the organization compromised the goals of the individual. These authors contended that their system of accountability would be implemented when professionals in the organization would be committed to the diverse individual goals of the clients.

In putting this theory to application of the preparation of educational administrators, these programs were held accountable to meeting the demands of external accreditation agencies

dealing with inputs and not outcomes. These inputs included accountability for meeting requirements of student qualifications, professor accomplishments, and organizational bookkeeping. NPBEA (2002) has now shifted to making institutions accountable for preparing graduates that demonstrate skills, knowledge and dispositions that contribute to successful administrative practice.

Changing Knowledge and Skills for Educational Leaders

Current research shows that the expectations of school leaders seem to be shifting from the traditional knowledge base to five contemporary requirements needed for successful leadership. The NPBEA writers (Schneider, 2002) based their expectations on these five specific shifts in the knowledge and skills required of future educational leaders. These included the following:

1. From technical skills to interpersonal skills.

2. From director to consensus builder and motivator.

3. From resource allocation to accountability for learning.

4.   From campus administrator to integrator of school and community services.

5. From policy recipient to policy participant.

Components of the Educational Leadership Constituent Council Report

Program Narrative

Complete definition of the narrative is provided in the Instructions to Implement Standards for Advanced Programs in Educational Leadership (Schneider, 2002). Specific items that are to be addressed in narrative form include the following:

1. Program knowledge and skill base.

2. Program philosophy for preparation of leaders.

3. Program standards, goals, and objectives.

4. Description of the program of studies.

5. Assessment of leadership program.

6. Faculty qualifications that include scholarly productivity, evaluation policies, school collaboration activities, etc.

7. Faculty Chart showing program professors, rank, degree, tenure status, workload, average class size, years of previous or current school administrator experience, and professional association membership.

8. Candidate qualifications that describe admissions processes, acceptance rate of applicants, and evaluation of an applicant's leadership potential.

9. Candidate Chart for past five years that shows average admissions scores, average candidate grade point average, number of graduates, graduates passing licensure exam and number of graduates working in the field.

10. Compliance with Program Criteria verifying that program curricula are problem-based and that instructional emphasis is directed toward workplace issues.

Program Report Matrix

Complete definition of the matrix element is provided in the Instructions to Implement Standards for Advanced Programs in Educational Leadership (Schneider, 2002). The Matrix is organized according to each ELCC standard and the standard elements. The Matrix includes the following components:

1. Program Activities for Building Level Administrators – these significant activities are used by the program to meet the ELCC standards for preparation of building level administrators.

2. Program Assessment for Building Level Administrators – these performance assessments are designed to judge the candidate's ability to solve "real-life" problems.

3. Program Activities for District Level Administrators – these significant activities are used by the program to meet the ELCC standards for preparation of district level administrators.

4. Program Assessment for District Level Administrators – these are performance-based assessments aligned with the ELCC standards.

5. Program Outcome Measurements – this is evidence that the overall program has been effective in meeting the ELCC standards.

6. Internship Requirements – a description of how the internship experience is substantial, sustained, standards-based, conducted in real settings, planned and guided cooperatively and offers credit.

Appendix

Complete definition of the Appendix is provided in the Instructions to Implement Standards for Advanced Programs in Educational Leadership (Schneider, 2002). The Appendix will include the following supportive materials:

> Course Syllabi - components of each syllabus that include significant activities that are identified in the Matrix to describe how the ELCC standards will be practiced. As the report is limited in the number of pages to be submitted, the submitted syllabi need not include all of the bibliographic entries.

> Assessment Rubrics – assessment measures that evaluate student achievement of the significant activities.

> Candidate and Program Assessment – results of data summarized showing that candidates' perform to the expected levels of achievement

Writing the Program Report

The report must be prepared in such a way that all components are aligned and cross-referenced throughout the document. Experience of this university faculty in submitting the ELCC report led to the following suggestions for preparation of the report.

1. Identify the program standards, goals, and objectives that will correspond to the ELCC standards and state standards. (see Appendix A for sample)

2. Develop one curriculum map that aligns the ELCC standards to the standards identified in the course syllabi and another curriculum map that aligns the state standards to the standards identified in the course syllabi. (see Appendix B for sample)

3. Develop all course syllabi that identify the program standards to be met in that course. Each program standard should also identify the corresponding ELCC standard and state standard. (see Appendix C for sample)

4. Identify the methods being used by the program as Measures of Program Outcome Effectiveness. (see Appendix C for sample).

5. Write the program narrative in its complete form. Completing this section first will allow for better more accurate pagination in the Matrix (ELCC requires no more than 25 pages for this section).

6. Develop the Matrix naming the program evidence and evidence assessment for each ELCC standard on the Matrix (ELCC requires no more than 15 pages for this section). Delay inserting Program Report page numbers in the Matrix at this time. Allow space in the Matrix for later insertion of page numbers.

7. Assemble the Appendix materials in sequential order.

8. Examine all elements of the Program Report to avoid further changes and insertions.

9. Paginate the full Program Report.

10. Cross-reference those items in the Matrix to the Program Report page number to which the

reader may make reference. (see Appendix D for sample)

Review of the Program Report

Once the report is submitted to NCATE, it is sent to the ELCC office for distribution to

reviewers. The report is analyzed by one university professor and one practicing building or

district administrator. The two reviewers complete a separate evaluation and then meet to write a

final report. Their final report is sent to the ELCC for review. ELCC staff will evaluate the report

and make a decision to grant "National Recognition," "Deny," or "Defer." A decision to

"Defer" will allow the institution to submit missing documentation for further ELCC review

(Schneider, 2002).

Summary

Preparation of school and district administrators is in a period of rapid transition. This

evolutionary process comes also at the time of major turnover in the field. The efforts of the

NPBEA organizations must now be integrated into preparation programs that will be the

foundation for the significant reforms that must come to educational administrator preparation

programs.

References

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www.ncate.org

EDUCATIONAL ADMINISTRATION AND SUPERVISION PROGRAM STANDARDS

The following six standards form the foundation for program curriculum, instruction and assessment. These standards, goals, and objectives are found throughout the program of study and woven across the courses and significant activities that a student must successfully complete. These standards provide the common base of knowledge as defined by the Arkansas Department of Education and the learned societies of the profession.

1.0. <u>Vision of Learning</u> - The EDAS candidate for the M.Ed., Ed.S., or Ed.D. degree will be 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. Upon completion of the EDAS program of study the student will be able to demonstrate that:

   EDAS 1.1. the vision and mission of the school are effectively communicated to staff, parents, students, and community members. (C) (ELCC 1.2; ADE I.5, IV.2)

   EDAS 1.2. the core beliefs of the school vision are modeled for all stakeholders. (SE, C) (ELCC 1.3; ADE IV.3)

   EDAS 1.3. the vision is developed with and among the stakeholders. (SE, C) (ELCC 1.1, 3.2; ADE I.3, 5. 7)

   EDAS 1.4. progress toward the vision and mission is communicated to all stakeholders. (SE, C) (ELCC 1.2, 1.4, 1.5; ADE I 3)

   EDAS 1.5. the school community is involved in school improvement efforts. (SE, C) (ELCC 1.5; ADE I.7)

   EDAS 1.6. an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated. (SE, C) (ELCC 1.3; ADE I. 3.5)

   EDAS 1.7. assessment data related to student learning are used to develop the school vision and goals. (SE, C) (ELCC 1.2, 1.4; ADE I.12)

   EDAS 1.8. existing resources are used in support of the school vision and goals. (SE, C) (ELCC 3.3; ADE II. 13, 14)

   EDAS 1.9. needed resources are sought and obtained to support the implementation of the school mission and goals. (SE, C) (ELCC 3.3, 4.2; ADE II.14)

   EDAS 1.10. the vision, mission, and implementation plans are regularly monitored, evaluated, and revised. (SE, C) (ELCC 1.4; ADE I.5)

2.0. <u>Curriculum, Instruction & Supervision</u> - The EDAS candidate for the M.Ed., Ed.S., or Ed.D. degree will be an educational 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. Upon completion of the EDAS program of study the student will be able to demonstrate that:

   EDAS 2.1. all individuals are treated with fairness, dignity, and respect. (C) (ELCC 5.1; ADE I.1)

   EDAS 2.2. students and staff feel valued and important. (C) (ELCC 5.1.; ADE 5.1; VI.6.)

EDAS 2.3. professional development promotes a focus on student learning consistent with the school vision and goals. (PD) (ELCC 2.2, 6.1; ADE V.1, 2, 3; VI.1, 3)

EDAS 2.4. barriers to student learning are identified, clarified, and addressed. (SE) (ELCC 2.1, 2.3, 4.2; ADE VI. 2. 6)

EDAS 2.5. diversity is considered in developing learning experiences. (SE) (ELCC 2.2; ADE III.5; V.5, 7., 8, 9, 10)

EDAS 2.6. technologies are used in teaching and learning. (SE) (ELCC 2.3, 6.1; ADE V. 1, 2.,3; VI.1, 3)

EDAS 2.7. curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies. (SE) (ELCC 2.2, 2.3; ADE III. 5; V.3, 5, 7, 8, 9, 10)

EDAS 2.8. student learning is assessed using a variety of techniques. (SE) (ELCC 2.1; ADE II.4, V.10)

EDAS 2.9. the school culture and climate are assessed on a regular basis. (SE, C) (ELCC 1.5; ADE III.1, 2, 4)

EDAS 2.10. pupil personnel programs are developed to meet the needs of students and their families. (SE) (ELCC 3.1, 4.3; ADE III.4)

3. 0. Professional and Ethical Leadership - The EDAS candidate for the M.Ed., Ed.S., or Ed.D. degree will be an educational leader who promotes the success of all students by ensuring leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Upon completion of the EDAS program of study the student will be able to demonstrate that:

EDAS 3.1. knowledge of learning, teaching, and student development are used to inform management decisions. (SE) (ELCC 3.1; ADE I.4, 9; II.1, 17)

EDAS 3.2. the school plant, equipment, and support systems operate safely, efficiently, and effectively. (SE) (ELCC 3.1; ADE II.11, 12)

EDAS 3.3. time is managed to maximize attainment of organizational goals. (SE) (ELCC 3.1; ADE I.8; II 17)

EDAS 3.4. problems are confronted and resolved in a timely manner. (C) (ELCC 3.2; ADE I.11)

EDAS 3.5. stakeholders are involved in decisions affecting schools. (C) (ELCC 1.5; ADE I. 5)

EDAS 3.6. effective communication skills are used. (C) (ELCC 3.2, 4.1, 4.2; ADE IV.1, 2, 3, 4)

EDAS 3.7. fiscal resources of the school are managed responsibly, efficiently, and effectively. (SE) (ELCC 3.1, 3.3; ADE II 13, 14)

EDAS 3.8. confidentiality and privacy of school records are maintained. (SE) (ELCC 3.1)

EDAS 3.9. responsibility is shared to maximize ownership and accountability. (C) (ELCC 3.1, 3.2; ADE I.7, 8, 9)

EDAS 3.10. financial, human, and material resources are aligned to the goals of the school. (C) (ELCC 3.3, 4.3; ADE II.13, 14)

4.0. Communication - The EDAS candidate for the M.Ed., Ed.S., or Ed.D. degree will be an educational leader who promotes the success of all students by collaborating with

EDAS Standards - 2

families and community members, responding to diverse community interests and needs, and mobilizing community resources. Upon completion of the EDAS program of study the student will be able to demonstrate that:

EDAS 4.1. high visibility, active involvement, and communication with the larger community is a priority. (C) (ELCC 2.2, 4.2; ADE II.16)

EDAS 4.2. information about family and community concerns, expectations, and needs is used regularly. (C) (ELCC 4.2; ADE II.16)

EDAS 4.3. credence is given to individuals and groups whose values and opinions may conflict. (C) (ELCC 4.1; ADE II.16)

EDAS 4.4. the school and community serve one another as resources. (C) (ELCC 3.1, 3.3; ADE II.15)

EDAS 4.5. partnerships are established with area business, institutions of higher education, and community groups to strengthen programs and support school goals. (C) (ELCC 5.2, 6.3; ADE I.7; II.5.)

EDAS 4.6. community stakeholders are treated equitably. (C) (ELCC 5.2)

EDAS 4.7. diversity is recognized and valued. (C) (ELCC 1.1, 4.2)

EDAS 4.8. effective media relations are developed and maintained. (SE) (ELCC 4.1; ADE IV.4, 5)

EDAS 4.9. community collaboration is modeled for staff. (C) (ELCC 1.5; ADE I.7)

EDAS 4.10. opportunities for staff to develop collaborative skills are provided. (PD) (ELCC 2.2; ADE III.5)

5.0. Ethics - The EDAS candidate for the M.Ed., Ed.S., or Ed.D. degree will be an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. Upon completion of the EDAS program of study the student:

EDAS 5.1. demonstrates a personal and professional code of ethics. (C, PD) (ELCC 5.3; ADE I.1)

EDAS 5.2. demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance. (C) (ELCC 5.1; II.5)

EDAS 5.3. serves as a role model. (SE, C) (ELCC 5.1)

EDAS 5.4. accepts responsibility for school operations. (SE, C) (ELCC 3.2; I.10, 12)

EDAS 5.5. considers the impact of one's administrative practices on others. (SE) (ELCC 3.1)

EDAS 5.6. uses the influence of the office to enhance the educational program rather than for personal gain. (SE) (ELCC 6.3; ADE I.1)

EDAS 5.7. treats people fairly, equitably, and with dignity and respect. (C) (ELCC 5.2; ADE III.3)

EDAS 5.8. protects the rights and confidentiality of students and staff. (SE) (ELCC 5.1; ADE III.4)

EDAS 5.9. demonstrates appreciation for and sensitivity to the diversity in the school community. (SE, C) (ELCC 1.1; ADE III.4)

EDAS 5.10. applies laws and procedures fairly, wisely, and considerately. (SE, C) (ELCC 3.2, 3.3; ADE II.9)

6.0. <u>Influence</u> - The EDAS candidate for the M.Ed., Ed.S., or Ed.D. degree will be 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. Upon completion of the EDAS program of study the student will be able to demonstrate that:

EDAS 6.1. the environment in which schools operate is influenced on behalf of students and their families. (SE, C) (ELCC 4.2)

EDAS 6.2. communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate. (C) (ELCC 6.1; ADE II.16)

EDAS 6.3. there is ongoing dialogue with representatives of diverse community groups. (C) (ELCC 6.1; ADE II.16)

EDAS 6.4. the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities. (SE) (ELCC 3.3, 6.3; ADE II.11)

EDAS 6.5. public policy is shaped to provide quality education for students. (SE, C) (ELCC 6.1; ADE II.9, IV.6)

EDAS 6.6. lines of communication are developed with decision makers outside the school community. (C) (ELCC 4.1; ADE II.16)

EDUCATIONAL ADMINISTRATION AND SUPERVISION PROGRAM
MASTER OF EDUCATION CURRICULUM MAP

EDUCATIONAL LEADERSHIP CONSTITUENT COUNCIL (ELCC) STANDARDS	EDAS 7300 - Found of Ed Administration	EDAS 7301 - Admin/ Assess of Curric Prog	EDAS 7302 - School Fin & Human Res Alloc	EDAS 7303 - Educ Law and Ethics	EDAS 7304 - Sup of Learn Services	EDAS 7306 - Elem Principalship	EDAS 7307 - Sec Principalship	EDAS 7209 - Building Coalitions in Sch & Com	EDAS 7310 - Facil School Imp	CNSL 7212 - Effect Com in Educ Org	EDFN 7315 - Research in Ed Ad	IRED 7240 - Computer Apps for Administrators	EDAS 7380-01 & 02 Internship
1.0 Shared Vision of Learning													
1.1 Develop a Vision [SE, C]	X	X				X	X	X	X				X
1.2 Articulate a Vision [C]	X	X	X			X	X	X	X	X	X	X	X
1.3 Implement a Vision [SE]	X	X				X	X	X	X	X	X		X
1.4 Steward a Vision [SE]	X				X	X	X	X	X	X	X	X	X
1.5 Promote Community Involvement [SE, C]	X				X	X	X	X	X	X	X		X
2.0 School Culture and Professional Growth													
2.1 Promote A positive School Culture [SE]	X	X				X	X	X	X	X	X		X
2.2 Provide Effective Instructional Program [SE]	X	X	X		X	X	X	X	X	X	X	X	X
2.3 Apply Best Practice to Student Learning [SE, C]	X	X			X	X	X	X	X	X	X		X
2.4 Design Comprehensive Prof Growth Plan [SE]					X								
2.5 Principles of effective instruction [SE]													
3.0 Organizational Management													
3.1 Manage the Organization [SE]	X	X	X	X	X	X	X	X	X	X	X		X
3.2 Manage Operations [SE]	X	X	X	X	X	X	X	X	X	X	X	X	X
3.3 Manage Resources [SE]	X	X	X	X	X	X	X	X	X	X	X		X
4.0 Collaboration With Families and Community Members, diverse community interest and needs, and mobilizing community resources													
4.1 Collaborate with Families/Community [SE]					X	X	X	X	X	X	X	X	X
4.2 Respond to Community Interests and Needs [SE]					X	X	X	X	X	X	X	X	X
4.3 Mobilize Community Resources (C)	X					X	X	X	X	X			X

Conceptual Framework Element
SE = Specialized Expertise
PD = Professional Development
C = Communication

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EDUCATIONAL ADMINISTRATION AND SUPERVISION PROGRAM
MASTER OF EDUCATION CURRICULUM MAP

ARKANSAS DEPARTMENT OF EDUCATION (ADE) STANDARDS	EDAS 7300 - Found of Ed Administration	EDAS 7301 - Admin/ Assess of Curric Prog	EDAS 7302 - School Fin & Human Res Alloc	EDAS 7303 - Educ Law and Ethics	EDAS 7304 - Sup of Learn Services	EDAS 7306 - Elem Principalship	EDAS 7307 - Sec Principalship	EDAS 7209 - Building Coalitions in Sch & Com	EDAS 7310 - Facil School Imp	CNSL 7212 - Effect Com in Educ Org	EDFN 7315 - Research in Ed Ad	IRED 7240 - Computer Apps for Administrators	EDAS 7380-01 & 02 Internship
AREA I: Professional and Ethical Leadership													
1 Ethical conduct [C]	X				X	X	X		X				X
2 Personal philosophy [SE, C]	X					X	X		X				
3 Problem solving [SE, C]	X	X			X	X	X	X	X				
4 Assessing organizational outcomes [SE, C]	X	X				X	X	X	X				X
5 Strategic planning [SE, C]	X	X				X	X	X	X				X
6 Change process [SE, C]	X	X				X	X	X	X				
7 Group facilitation processes [SE, C]	X	X			X	X	X	X	X				X
8 Delegation [SE, C]	X					X	X		X				
9 Motivation of self and others [SE, PD, C]	X				X	X	X		X				X
10 Leadership theory [SE, PD, C]	X				X	X	X		X				X
11 Decisionmaking processes [SE, C]	X	X			X	X	X		X				X
12 Environment analysis of decisions [SE, C]	X	X		X	X	X	X	X	X				X
Area II: Action planning implementation													
1 Organizational development [SE, C]	X				X	X	X		X				X
2 Dynamics of organizational life [SE, C]	X				X	X	X		X				X
3 Role of individual in organizations [SE, C]	X				X	X	X		X				X
4 Assessing organizational outcomes [SE, C]	X	X		X		X	X	X	X				X
5 Community and school interaction [SE, C]	X					X	X	X					X
6 Board of education functions [SE]	X					X	X						X
7 Roles of board and staff [SE]	X				X								X
8 Local decisionmaking [SE]				X		X	X						X
9 Legislative & electoral process [SE]				X									
10 Legal concepts, rules, regulations [SE]				X								X	X
11 Policy implementation [SE]						X	X		X				X
12 Facilities management [SE]						X	X		X				X
13 Financial management [SE]	X		X					X					X

ADE Map - 1

COURSE OUTLINE/SYLLABUS

UNIVERSITY OF ARKANSAS AT LITTLE ROCK
College of Education
Department of Educational Leadership

Course Prefix and Number: EDAS 7209

Course Title: Building Coalitions in School and Community

Credit: Two (2) Graduate Semester Hours

Semester and Year Summer, 2002

Relevance To Program Of Study This course is taken in sequence during the third semester (of five) in the master's degree program. It is a required class.

Instructor: Jo Chesser
Dickinson 415

Office Hours: Monday, Tuesday, Wednesday, Thursday, 1:00 - 4:30 p.m.

Course Description: This course will provide the student with the knowledge and dispositions needed to facilitate and engage in collaborating with families and community members, respond to diverse community interests and needs, and mobilize community resources that promote the success of all children.

Knowledge Base:

The UALR leadership program prepares school leaders to: demonstrate ethical leadership that achieves common educational goals; promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; create a secure environment that promotes high student achievement; to work in collaboration with families and community members to gather information from, and communicate it effectively to students, parents, staff, the community, and the media to facilitate greater student achievement, and; promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

EDAS 7209-1

Conceptual Framework of the College of Education:

The Conceptual Framework for programs in the College of Education is Leadership in Learning through specialized expertise (SE), communication (C), and professional development (PD).

Professional Association Standards

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 practice 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.

Program Goals and Objectives:

1.0. Vision of Learning - The EDAS candidate for the M.Ed., Ed.S., or Ed.D. degree will be 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. Upon completion of the EDAS program of study the student will be able to demonstrate that:

EDAS 7209-2

EDAS 1.7. assessment data related to student learning are used to develop the school vision and goals. (SE, C) (ELCC 1.2, 1.4; ADE I.12)

EDAS 1.9. needed resources are sought and obtained to support the implementation of the school mission and goals. (SE, C) (ELCC 3.3, 4.2; ADE II.14)

2.0. <u>Curriculum, Instruction & Supervision</u> - The EDAS candidate for the M.Ed., Ed.S., or Ed.D. degree will be an educational 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. Upon completion of the EDAS program of study the student will be able to demonstrate that:

EDAS 2.4. barriers to student learning are identified, clarified, and addressed. (SE) (ELCC 2.1, 2.3. 4.2; ADE VI. 2, 6)

EDAS 2.8. student learning is assessed using a variety of techniques. (SE) (ELCC 2.1; ADE II.4, V.10)

3. 0. <u>Professional and Ethical Leadership</u> - The EDAS candidate for the M.Ed., Ed.S., or Ed.D. degree will be an educational leader who promotes the success of all students by ensuring leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Upon completion of the EDAS program of study the student will be able to demonstrate that:

EDAS 3.10. financial, human, and material resources are aligned to the goals of the school. (C) (ELCC 3.3, 4.3; ADE II.13, 14)

4.0. <u>Communication</u> - The EDAS candidate for the M.Ed., Ed.S., or Ed.D. degree will be 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. Upon completion of the EDAS program of study the student will be able to demonstrate that:

EDAS 4.1. high visibility, active involvement, and communication with the larger community is a priority. (C) (ELCC 2.2, 4.2; ADE II.16)

EDAS 4.5. partnerships are established with area business, institutions of higher education, and community groups to strengthen programs and support school goals. (C) (ELCC 5.2, 6.3; ADE I.7; II.5)

EDAS 4.7. diversity is recognized and valued. (C) (ELCC 1.1, 4.2)

5.0. <u>Ethics</u> - The EDAS candidate for the M.Ed., Ed.S., or Ed.D. degree will be an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. Upon completion of the EDAS program of study the student:

EDAS 5.9. demonstrates appreciation for and sensitivity to the diversity in the school community. (SE, C) (ELCC 1.1; ADE III.4)

EDAS 7209-3

6.0. <u>Influence</u> - The EDAS candidate for the M.Ed., Ed.S., or Ed.D. degree will be 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. Upon completion of the EDAS program of study the student will be able to demonstrate that:

EDAS 6.1. the environment in which schools operate is influenced on behalf of students and their families. (SE, C) (ELCC 4.2)

EDAS 6.2. communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate. (C) (ELCC 6.1; ADE II.16)

EDAS 6.3. there is ongoing dialogue with representatives of diverse community groups. (C) (ELCC 6.1; ADE 1.6)

EDAS 6.6. lines of communication are developed with decision makers outside the school community. (C) (ELCC 4.1; ADE II.16)

Methods/Instructional Strategies

The instructional methods include: individual research, lecture, Socratic questioning and discussion, situational problem analysis, communication skills examination, student recording and reporting of data, and individual/small group problem solving.

Course Textbook:

None Required

Readings:

Educational Leadership, Association for Supervision and Curriculum Development
Principal, National Association of Elementary School Principals

Instructional Resources:

Resource Links for Educational Administration at UALR. Available online at:
    http://members.tripod.com/ ~wkchristy/administration-1.html

Course Assignments:

1. The interactive nature of this course requires consistent attendance at and appropriate involvement in all class meetings.

2. Students will work in groups to develop a school improvement plan using the Study Circle method.

3. A midterm and a final examination will be offered.

EDAS 7209-4

Significant Activities:

The significant activity is the development of a School-Community Coalition Framework using   1.1 , 1.5
the Study Circle method of simulating community involvement. Students will work in groups for
completion of the Framework. This Framework will be included in the individual student's
portfolio. This portfolio element serves as the basis for the visioning component in the portfolio.
The Framework will be presented and judged by district-level candidates from another class.

The purpose of this activity is to collaboratively research and develop a school-community   4.1
framework designed to engage family and community members in the school improvement
process. Students will gather information about their chosen community. The data used in   2.1
compilation of the plan will be disaggregated by race and gender. Candidates will be taught to
respect the rights of students when viewing any student data. When using student data,   5.1
candidates will act with integrity to retain the code of conduct expressed in their individual
Administrative Platform.
                                                                             2.2 , 2.3
                                                                             1.4 , 3.3
The plan will identify various strategies for stewardship of the vision, mission, and   4.3 , 3.2
implementation plans. The candidate will have the responsibility to operationalize the vision
during the Framework presentation at conclusion of the course. This presentation will show   4.2 , 1.2
stewardship of the vision, related research, data-gathering, confidentiality of information, and   5.2
plans for the communication of the vision to the community, including the ongoing dialogue
with representatives of diverse community groups.

The Framework will be assessed using the School Community Coalition Framework Rubric.
Individual team members will complete the Dispositions assessment to report group attitudes and
dispositions and each member will also complete an individual Dispositions assessment for each
student in their work group. These assessments will be tabulated and used for course and
program improvement. The Dispositions assessment shows the attitude of candidates to combine
impartiality, sensitivity to student diversity, and ethical considerations in their interactions with
others based upon ethical and legal principles.

Evaluation Procedures:

Each student will be required to submit assignments and examinations as performance
         assessment for inclusion in the candidate's Master's Degree or Specialist Degree
         Portfolio, if appropriate.

Grade Interpretation (Accumulated points X .01)

12%	(4 points per class)	Class attendance, participation, and assignment
40%	(160 points)	School-Community Coalition Framework
24%	(96 points)	Midterm examination
24%	(96 points)	Final examination

EDAS 7209-5

Each student will be required to submit assignments and examinations as performance assessment for inclusion in the candidate's Master's Degree or Specialist Degree Portfolio, if appropriate.

Grade Interpretation (Accumulated points X .01)

15%	(4 points per class)	Class attendance, participation, and assignment
35%	(140 points)	School-Community Coalition Framework
25%	(100 points)	Midterm examination
25%	(100 points)	Final examination

Grading Policy:

A   Of high quality (3.50-4.00)
B   Of expected quality for graduate work (2.50-3.49)
C   Of marginal quality (1.50-2.49)
F   Inadequate (<1.50)

Class Schedule/Topical Outline:

Family-professional partnerships (Standards 1, 4)
School-business partnerships (Standards 1, 4, 6)
Public School-higher education partnerships (Standards 1, 4, 6)
Interagency collaboration (Standards 1, 4, 6)
Coalitions building (Standards 1, 3, 4, 6)
Area school community (Standards 1, 2, 3)
District school community (Standards 1, 2, 3)
Local school community (Standards 1, 2)
Public relations (Standard 4)
Staff relations (Standards, 3 4)
Parental involvement (Standards 1, 4, 6)
Community assessment (Standard 1)
Commission on Achieving Necessary Skills (SCANS) (Standards 6)
Service-learning (Standards 6)
Community diversity (Standards 1, 2, 4, 6)
Creating a community of learners (Standards 1, 4)
Home-school communication (Standard 4)
Parent involvement (Standard 4)
Policy development (Standard 6)
Group facilitation (Standard 1, 4)
Diversity issues (Standards 1, 2, 4, 6)
Problem solving strategies (Standards 3, 4)

EDAS 7209-6

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School-Community Coalition Framework Rubric

Please circle the rating that best describes your perception of the group's effort to develop the School-Community Coalition Framework

1. Defined a vision of learning that promotes the success of all students.

    Always   Sometimes   Never
    10   9   8   7   6   5   4   3   2   1

2. Demonstrated an accurate profile of the selected community.

    Always   Sometimes   Never
    10   9   8   7   6   5   4   3   2   1

3. Demonstrated development of a vision based upon relevant knowledge and data-based research of a diverse community.

    Always   Sometimes   Never
    10   9   8   7   6   5   4   3   2   1

4. Demonstrated an understanding of the role effective communication skills play in building a shared commitment to the Framework.

    Always   Sometimes   Never
    10   9   8   7   6   5   4   3   2   1

5. Developed a vision, goals, and objectives that the community would embrace.

    Always   Sometimes   Never
    10   9   8   7   6   5   4   3   2   1

6. Demonstrated plans and processes for implementing the Framework.

    Always   Sometimes   Never
    10   9   8   7   6   5   4   3   2   1

7. Exhibited an operable plan to communicate the educational vision and mission to staff, parents, students, and community members,

    Always   Sometimes   Never
    10   9   8   7   6   5   4   3   2   1

8. Showed the use of student data to identify student educational needs.

    Always   Sometimes   Never
    10   9   8   7   6   5   4   3   2   1

9. Utilized diversity as a strength to building community coalitions.

    Always   Sometimes   Never
    10   9   8   7   6   5   4   3   2   1

10. Recognized the community as a valuable partner in meeting the educational needs of students.

	Always				Sometimes				Never	
	10	9	8	7	6	5	4	3	2	1

11. Provided methods for the leadership to assume stewardship of the vision.

	Always				Sometimes				Never	
	10	9	8	7	6	5	4	3	2	1

12. Demonstrated collaboration with team members.

	Always				Sometimes				Never	
	10	9	8	7	6	5	4	3	2	1

13. Respected the rights of others with regard to confidentiality and dignity.

	Always				Sometimes				Never	
	10	9	8	7	6	5	4	3	2	1

14. Communicated with members of the school community concerning trends, issues, and potential changes in the environment.

	Always				Sometimes				Never	
	10	9	8	7	6	5	4	3	2	1

14. Exhibited a plan for ongoing dialogue with representatives of diverse community groups.

	Always				Sometimes				Never	
	10	9	8	7	6	5	4	3	2	1

Score = ☐

Evaluator _____   Date _____

EDUCATIONAL ADMINISTRATION AND LEADERSHIP PROGRAM EVALUATION OF WORK TEAM MEMBERS DISPOSITIONS

The other members of this work team:	4 Always	3 Mostly	2 Sometimes	1 Never
1. were cooperative	◯	◯	◯	◯
2. allowed others to express opinions	◯	◯	◯	◯
3. showed a value that all students can learn	◯	◯	◯	◯
4. demonstrated high standards for completion of the work project	◯	◯	◯	◯
5. contributed equally to completion of the work project	◯	◯	◯	◯
6. identified a plan of action to complete the work project	◯	◯	◯	◯
7. implemented the work project plan of action	◯	◯	◯	◯
8. assessed the success for completing the work project plan of action	◯	◯	◯	◯
9. displayed appropriate knowledge to complete the work project	◯	◯	◯	◯
10. displayed appropriate leadership skills to complete the work project	◯	◯	◯	◯

_____   _____
Class   Date

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, implementarion, and stewardship of a school or district vision of learning supported by the school community.

Elements	Evidence that Program(s) Meet Standards for School Building Leadership		Evidence that Program(s) Meet Standards for School District Leadership			
STANDARD 1.0	Candidate Performance Evidence	Assessment of Candidate Proficiency	Candidate Performance Evidence	Assessment of Candidate Proficiency	Program Indicators of Excellence	Measures of Program Outcome Effectiveness
1.1 Develop a Vision [Curriculum Maps, pp. 42, 44, 46]	EDAS 7209 School-Community Coalition Framework, p. 75, pp. 76-78; Dispositions, p. 75 • EDAS 7300, In-basket, p. 85, p. 86; Entrenched Behaviors, pp. 88-89 • EDAS 7301, School Profile, p. 95, p. 97 • EDAS 7306/ 7307, Administrative Platform, p. 124, Strategic Plan, p. 125, Case Study, p. 125, 126 • EDAS 7310, Change Plan, p. 133 •EDAS 7380, Internship Portfolio, pp. 145; Internship Mentor Evaluation, pp. 49-52	EDAS 7209, School-Community Coalition Framework Rubric; pp. 79-80; Evaluation of Dispositions, p. 81 • EDAS 7300, In-basket Rubric, p. 87; Entrenched Behaviors Rubric, p. 91-92 • EDAS 7301, School Profile Rubric, p. 98 • EDAS 7306/ 7307, Administrative Platform Rubric, p. 127, Strategic Plan Rubric, p. 128, Case Study Rubric, p. 129 • EDAS 7310, Change Plan Rubric, p. 135 • EDAS 7380, Internship Evalution, pp. 49-52; Portfolio Assessment, p. 55, Portfolio Presentation p. 56	EDAS 7300, In-basket, p. 85, p. 86; Entrenched Behaviors, pp. 88-89 • EDAS 7301, School Profile, p. 95, p. 97; Scenario Planning p. 90 • EDAS 8301, Group Dynamics, p. 154 • EDAS 8303, Case Analysis, p. 157 • EDAS 8305, Personnel Policy and Regulations, p. 163 •EDAS 8307, Debate, p. 170 • EDAS 8308, Curriculum Audit, p. 177, 178-179, Dispositions, p. 177 • EDAS 8311, What would you do if? Scenario, p. 184, p. 186 • EDAS 8315, Problem Analysis, p. 200; Case Record. p. 200, 202-203 • EDAS 8380, Internship Portfolio, pp. 225; Internship Mentor Evaluation, pp. 49-52	EDAS 7300, In-basket Rubric, p. 87; Entrenched Behaviors Rubric, p. 91-92 •EDAS 7301, School Profile Rubric, p. 98 • EDAS 8301, Grade Interpretation p. 154 • EDAS 8303, Case Analysis Rubric, p. 159 • EDAS 8305, Personnel Policy Rubric, p. 165-166 • EDAS 8307, Debate Research Rubric, p. 172 • EDAS 8308, Curriculum Audit Rubric, p. 180; Evaluation of Dispo-sitions, p. 81 • EDAS 8311, What would you do if? Analysis Rubric, p. 187 • EDAS 8315, Problem Analysis Rubric p. 204 • EDAS 8380, Internship Evalution, pp. 49-52; Portfolio Assess-ment, p. 55, Portfolio Presentation p. 56	Too early in the process to judge.	**Candidate Profile** p. 26, Results p. 57, [Standard 1, items 1, 2, 3. 4. 5. 6. 7, 10] / [Standard 2, Item 9] / [Standard 3, Items 5, 9] p. 58 [Standard 4, items 3, 7, 9] / [Standard 5, Item 9] **Internship Assessment** p. 26, Results p. 59, [Standard 1, items 1, 2, 3. 4. 5. 6. 7. 10] / [Standard 2, Item 9] [Standard 3, Items 5, 9] p.60 [Standard 4, items 3, 7, 9] / [Standard 5, Item 9]
1.2 Articulate a Vision [Curriculum Maps, pp. 42, 44, 46]	EDAS 7209, School-Community Coalition Framework, p. 75, pp. 76-78; Dispositions, p. 75 • EDAS 7300, In-basket, 85, p. 86; Entrenched Behaviors, pp. 88-89 • EDAS 7301, School Profile, p. 95, p. 97 • EDAS 7302, District Budget, p. 101, 103-104; Building Budget, p. 101, 105-106•EDAS 7304, Pathwise, p. 118, 119	EDAS 7209, School-Community Coalition Framework Rubric, pp. 79-80; Evaluation of Dispositions, p. 81 • EDAS 7300, In-basket Rubric, p. 87; Entrenched Behaviors Rubric, p. 91-92 • EDAS 7301, School Profile Rubric, pp. 96-97•EDAS 7302, District Budget Rubric, p. 107; Building Budget Rubric, p. 108 • EDAS 7304, Pathwise Rubric, p. 120	EDAS 7300, In-basket, p. 85, p. 86; Entrenched Behaviors, pp. 88-89 • EDAS 7301, School Profile, p. 95, p. 97 • EDAS 7302, District Budget, p. 101, 103-104; Building Budget, p. 101, 105-106 • EDAS 7304, Pathwise, p. 118, 11 • EDAS 8308, Curriculum Audit, p. 177, 178-179, Dispositions, p. 177, Overview, pp. 171-172	EDAS 7300, In-basket, p. 86; Entrenched Behaviors, pp. 88-89 • EDAS 7301, School Profile, p. 95, p. 97 • EDAS 7302, District Budget Rubric, p. 107; Building Budget Rubric, p. 108 • EDAS 7304, Pathwise Rubric, p. 120 • EDAS 8308, Curriculum Audit Rubric, p. 180; Evaluation of Dispositions, p. 81		**Student Survey** p. 26, Results p. 61, [Standard 1, items 1, 2, 3. 4. 5. 6. 7. 10] / [Standard 2, Item 9] / [Standard 3, Items 5, 9] p. 62 [Standard 4, items 3, 7, 9] / [Standard 5, Item 9]

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