

# ACCREDITATION: A STANDARDS-BASED MODEL FOR ALIGNING LEARNING OUTCOMES IN A MASTER'S DEGREE EDUCATIONAL LEADERSHIP PREPARATION PROGRAM\*

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## Abstract

This document examines specific elements found in a curriculum guide for learning outcomes in a university master's degree educational leadership preparation program. Each element is presented as a sample for formatting of a matrix that aligns specific curriculum components. The matrix design is a framework for connecting the program's logic and identified elements to national standards, national accreditation, and state program approval. This is especially important for faculty in educational leadership preparation programs who are interested in Teacher Education Accreditation Council (TEAC) as a means to obtain national accreditation. The opportunity is provided to observe samples generated from an existing program and how they might aligned to meet TEAC quality standards and principles. The guide can be used for improvement in principal preparation program design and accountability for 21st Century learners.



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<sup>1</sup><http://ijelp.expressacademic.org>

## 1 Introduction

The purpose of this document is to provide a standards-based model for aligning learning outcomes in a master's degree educational leadership preparation program. Alignment is defined as a framework for program design based on national standards, national accreditation, and state program approval. The format is specified elements that would be found in a model program curriculum guide. Review of this curriculum guide can provide new as well as established programs the opportunity to reflect upon an authentic model that has provided foundational components for curriculum alignment in the attainment of "Initial Accreditation" from the Teacher Education Accreditation Council (TEAC).

The primary focus of this document is to address accountability for program learning outcomes. Items presented in this model curriculum guide are identified as samples and include: a program logic; vision, mission, values, and goals; learning outcomes; courses; national accreditation principles; state program approval; a matrix that connects all elements; concluding with course descriptions and competencies. The samples have been generated primarily from items in the past or currently in use in a university educational leadership preparation program (School of Education, 2009). They were initially designed and developed for the program and/or integrated into this document. The efforts of faculty and colleagues who have supported the process are greatly appreciated. The model presented is not all inclusive.

TEAC Quality Principles are key components in this model curriculum guide as well as the Virginia Department of Education (VDOE) competencies for state approved preparation programs in administration and supervision preK-12. The purpose for the use of a university's program components, TEAC and VDOE is to provide authenticity to the presentation of samples.

For those already engaged in or have already designed and developed a leadership preparation program curriculum guide, or those considering a similar endeavor, encouragement and a caveat are offered. The process, though ultimately beneficial, will be very frustrating at times and very difficult because much time is required for successful outcomes. Engaging the entire faculty and staff is demanding. But for those who make the commitment to persevere in the process, the potential end product will be well worth the time, energy, and effort expended. It will also provide a greater level of accountability for all stakeholders and a means to assist in evaluation for continuous program improvement.

### 1.1 Access Full Manuscript

This entire published module is available here in PDF version.<sup>2</sup>

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<sup>2</sup>See the file at <<http://cnx.org/content/m31907/latest/koonce.pdf>>

## Table of Contents

Introduction.....	1
Program Logic ( <i>Sample</i> ).....	2
Program Vision, Mission, Values, and Goals ( <i>Sample</i> ).....	8
Program Learning Outcomes ( <i>Sample: Interstate School Leaders Licensure Consortium Standards</i> ).....	10
Program Courses ( <i>Sample</i> ).....	18
Program National Accreditation ( <i>Sample: Teacher Education Accreditation Council..... Quality Principles</i> ).....	19
Program State Approval ( <i>Sample: Virginia Department of Education Competencies</i> ).....	25
Program Leadership and Learning Matrix ( <i>Sample</i> ).....	28
Program Course Descriptions and Competencies ( <i>Sample</i> ).....	44
Summary.....	56
Appendix ( <i>Sample: Interstate School Leaders Licensure Consortium Standards, 2008</i> ).....	57
References.....	59

### Program Logic (*Sample*)

The following is a research-based logic for a master's level educational leadership preparation program. It is presented as a sample.

Educational leadership preparation program (referred to hereafter as the program) faculty must collaborate on a conceptual framework that will capture the guiding philosophy and orientation for the program. As a model with samples for review, a program faculty could develop four pillars in its conceptual framework to achieve the mission of the university, its school of education, and the program. The pillars would be researched based and evident in all of the areas of the program, including the samples presented in this document. As a first sample, the program could commit to providing learning opportunities that promote the skills, dispositions, and understandings that will encourage its graduates to do the following (School of Education, 2009 and Arroyo, Koonce, and Hanes, 2007):

1. Seek knowledge by formulating questions and answers to current educational issues and formulate research-based solutions. This pillar is consistent with the research of Levine (2006), Ravitch (2000), and Shulman (1987), which points to the importance of school leaders acquiring professional knowledge, strategic decision-making, and caring leadership skills.
2. Seek wisdom by applying the knowledge in a manner that demonstrates wisdom to create an environment in which justice, human dignity, and academic achievement are valued. This pillar is consistent with the research of Sternberg (1998, 2002), which defines a wise person as one who uses one's intelligence and gifts for the common good.
3. Serve others by treating them with dignity, love, and respect as well as supporting and encouraging others. This pillar is consistent with the work of Greenleaf and Spears (2002) and Palmer (1997), in which service and relationship building in teaching and leadership are involved.
4. Edify others by demonstrating awareness of and sensitivity to the individual needs of students, colleagues, and the community by growing in competence and character. This pillar is consistent with the research of Lickona (1991) and Selig and Arroyo (1996), which emphasizes the relationship between building workmanship and relationship character traits and academic achievement.

The essence of the program would be to seek knowledge and wisdom in order to serve and edify others as a learning leader for the schools (Reeves, 2006). While the program would contain all four elements of this sample conceptual framework, in general, every area of emphasis has its unique research base. This research base supports both this model program's mission and its supporting curriculum guide.

The following sample could be used for a model program mission statement: to improve PreK-12 student achievement by developing the academic and intellectual competencies, personal attributes, and performances of prospective learning leaders for schools, specifically identify

what successful school leadership entails, why school leadership matters, and how to sustain effective school leadership [see Section 2]. Included in this sample mission statement are four program goals [see Section 2]. The first goal is to integrate learning principles through the conceptual framework. Learning opportunities should be provided for students to seek knowledge and wisdom in order to serve and edify those in a professional learning community. Professional learning communities focus on collective knowledge as a component of servant leadership (Church, 2005; DuFour & Eaker, 2005; National Association of Elementary School Principals, 2001). Servant leadership exemplifies the conceptual framework and should be a program focus.

Serving leaders manifest themselves in the care taken to make sure that other individual's highest priority needs are being served (Greenleaf, 1991, p. 13). Leadership responsibility is a "first choice decision" (Blanchard & Hodges, 2003, p. 15) made for the benefit of those being led. One of Maxwell's (1999) 21 indispensable qualities of a leader is servant hood. A true servant leader puts others ahead of their own agenda, possesses the confidence to serve, initiates service to others, is not position-conscious, and serves out of love. Servant leadership ministers to individual needs by furnishing help to , and serving the needs of parents, teachers, and students (Sergiovanni, 2001). The conceptual framework presented in this model sets the stage, through servant leadership, for developing caring leaders and focusing on the moral dimension of educational leadership.

Leadership is first and foremost a moral act (Burns, 1978). "Effective school leaders are moral agents for the children and the communities they serve," (Council of Chief State School Officers, 1996, p. 5). Fullan (2003) stated that the moral imperative of school leadership is student achievement where "all students learn, and the gap between high and low performance becomes greatly reduced" (p. 29). The moral demands placed on educational leaders, create a "learning environment that promotes the moral integrity of learning, which is the search for truth about ourselves, our culture, and our physical world" (Cunningham & Corderio, 2006, p. 18). Leadership and Learning (Reeves, 2006) environments are the results of a moral craft comprised of three distinct dimensions: the heart—one's beliefs and values; the head—one's theories of practice; and the hand—one's decisions and actions (Sergiovanni, 1992). All three are important in the academic preparation of school leaders. These dimensions require leaders to continuously explore the moral fibers of their own learning (Cunningham & Coderio, 2006). This aspect of lifelong learning should be present in all educational leadership preparation programs (Teacher Education Accreditation Council, 2005).

A model educational leadership program and supporting curriculum guide should be designed to respond to the moral imperative by accomplishing its mission, which in this presentation is pre-k-12 student achievement. The focus is specifically on the development of learning leaders for the schools (Teacher Education Accreditation Council, 2005 and Reeves, 2006). "University preparation programs must logically compete in the market by providing increased outcome oriented evidence" (Murphy & Vriesenga, 2004, p.5). This evidence would most logically be collected from program graduates' employer evaluations in the field after completing the program and attaining a school leadership position. Thus, the focus is on student achievement in pre-k-12 schools where the graduate is employed. It is not the intent of this model curriculum guide to provide the assessment infrastructure for gathering program outcome data. This

information is a topic requiring its own guide in the collection and evaluation of data for program improvement. This should be accomplished as a follow-up to the model curriculum guide being presented in this document.

“Leaders for the schools, speaks to all educational leaders: superintendents, intermediate superintendents, principals, vice-principals, business managers, curriculum supervisors, personnel directors, and their equivalents,” according to the Teacher Education Accreditation Council (2005, p.22). The Interstate School Leaders Licensure Consortium (ISLLC) agreed, noting that their six standards for school leaders not only apply to principals but for nearly all formal leadership positions in education (Council of Chief State School Officers, 1996). Most states have adopted the ISLLC standards for their educational leadership preparation programs (Owens & Valesky, 2007). This model program’s learning outcomes are addressed through the framework of the ISLLC standards, which is Goal #2 of the model program presented in this document [see Section 2]. The program is designed for all qualified candidates, those who desire a school assistant principal or principal position and for those who aspire to the variety of other leadership positions available in education.

Performance by leaders for the schools can be linked through standards to a clear, educationally focused mission and well-defined goals. In the same sense, and repeated here for importance, educational leadership preparation programs must have a well defined mission [see Section 2]. Collins (2005) stated in his CD monograph, *Good to Great and the Social Sector*, that performance must be assessed relative to mission: “how effectively do we deliver our mission and make a distinct impact upon our community relative to our values [see Section 2]. “Servant leadership also entails service to the school’s mission and vision” (Sergiovani, 2001). These apply to any educational leadership preparation program and its mission. Leaders need to be clear about their own values and affirm the values they share with others in the organization (Northouse, 2007, Kouzes and Posner, 2002). Collaboration and empowerment communicates expectations that are so clear that all stakeholders understand what is expected (Reeves, 2002). Through an inspired mission, there can be a challenge for all to “transcend the status quo and do something for others” (Northouse, 2007, p. 188). The program should have clearly defined its mission and goals consistent with the servant-leader concept. It would also be reflected in this model educational leadership program curriculum guide.

The current and ongoing reform movement in educational leadership preparation program design has been linked to adoption of the ISLLC Standards (Hessel & Holloway, 2002). In addition, reform can be attributed to “the current educational policy environment promoting heightened scrutiny and accountability of traditional educator preparation providers, that is, universities” (Murphy & Vriesenga, 2004, p. 5). “Many preparation programs fall short of developing the knowledge, skills, and attributes required of school leaders in today’s workplace” (Shipman et al., 2007, p. xiv). Prior to 1994, and just before the ISLLC standards were adopted, school leaders were “literally left out of the loop” because early school reform primarily emphasized curriculum standards and teacher instruction (Engler, 2004, p. ix). The ISLLC standards are now being used as the platform to re-culture the leadership profession, partnering with some of the Consortium’s most respected members—Education Testing Service (ETS), the National Association of Elementary School Principals, and the National Association of Secondary School Principals. The Pathwise Framework provided by ETS to link the ISLLC Standards to practice

states that the standards promise “to occupy a central position in the fight to reshape the profession around learner-centered leadership” (Hessel & Holloway, 2002, p. 9).

The ISLLC produced six standards where the success of students is paramount. Each one of the six standards is preceded with the words, “A school administrator is an educational leader who promotes the success of all students by...” (Council of Chief State School Officers, 1996, p. 8). Following the word “by” are the phrases that identify, connect, and conclude each statement with the focus for the particular standard. The ISLLC standards are research-based with the knowledge, dispositions, and performances necessary for exemplary school leadership (Engler, 2004). When taken as a whole, they focus on four broad themes: a vision for success, a focus on teaching and learning, an involvement of all stakeholders, and a demonstration of ethical behavior (Hessel & Holloway, 2002). These themes do not work in isolation, but in concert, with successful school leadership and with successful school leadership preparation.

ISLLC (Council of Chief State School Officers, 1996) indicates six specific areas of focus in their standards: 1) the vision for learning; 2) the culture of teaching and learning; 3) the management of learning; 4) relationships with the broader community to foster learning; 5) integrity, fairness, and ethics in learning; and 6) the political, social, economic, legal, and cultural context of learning. Incorporating ISLLC Standards into educational leadership programs offers guidance and a shared vision of what school leaders should know and do (Ricken, 2007). By the fall of 2004, policy makers in at least 40 states had incorporated the ISLLC standards into principal licensure policies (Waters and Grubb, 2004). Furthermore, many university programs are moving “from a strict course-based program to a standards-driven program” (Green, 2005, p. 4). A graduate program for preparing transformational leaders should be a “program” and not a series of disparate courses (Senge, 2000, p. 319). Using a standards-based program is the fairest way to assess human performance whether it is in the classroom, the executive suite, the performance stage, or the boardroom (Reeves, 2002). For the rationale just presented, the model curriculum guide was designed and developed, having at its core the ISLLC standards.

To bolster ISLLC practices, Reeves (2006), and Marzano, Waters, and McNulty (Marzano et al., 2005) developed research-based school leadership frameworks that focus on student achievement. Reeves (2006) designed a “leadership for learning” framework based on extensive field work and research that supports his earlier writings, noting “multiple disciplines and distinct dimensions” of leadership (p. xviii). The multidimensional nature of leadership is important to both school leadership assessment and/or development. School leadership development is a continuous learning process. As a result of Marzano’s work, the Mid-continent Research for Education and Learning (McREL) (2006) designed the Balanced Leadership Framework that integrates findings from, meta- and factor-, analyses on principal leadership and extensive analysis of the theoretical literature on leadership, change, and the adoption of new ideas. Marzano’s (et al., 2005) research on school leadership identified 21 leadership variables that correlate with student achievement. The work of the Mid-continent Research for Education and Learning (2006) is important to the model program’s use of “research to strengthen the use of standards for administrator preparation and licensure programs” (p. 1). In addition to the conceptual framework and standards, program goals should include collaborating with local school divisions to foster cohort and partnership opportunities. The Southern Regional Education



Board clearly delineates “University/district partnerships for principal preparation” as one of its four core conditions for redesigning principal preparation programs (Shipman et al., 2007, p. xvi). This model program includes partnerships as one of its goals (see Vision and Goals).

There is a “desperate need” in school leadership and leadership preparation for “knowledge and skills to support changing societal issues, norms, diversity, and the impact of poverty on students” (Wilmore, 2004, p. 10). Becoming more responsive to diversity requires school leaders who practice respect, care, and social responsibility (Comer, 2004). ISLLC standards address social context but more attention is required as issues and concerns continue to appear on the landscape of school leadership practices.

The digital age requires school leadership that can impact the success of technology change initiatives (Mid-continent Research for Education and Learning, 2006). Understanding that transforming educational leadership includes research-based practices, demands for instructional leadership, and responding to ever-changing societal issues requires a life-long learning model. Although noted by Wilmore (2004, p. 11) that “the standards, taken in totality, cover the full range of essential administrator knowledge and skills,”

The National Policy Board for Educational Administration (Council of Chief State School Officers, 2008) recently reviewed and updated the ISLLC Standards. There is new focus on research-based practices for student achievement and an emphasis on critical areas such as assessment and links to technology (Cunningham & Cordeiro, 2006; Owens & Valesky, 2007). See Appendix 2 for the updated ISLLC standards: *Educational Leadership Policy Standards: ISLLC 2008* (Council of Chief State School Officers, 2007). Knowledge, disposition, and performance indicators are replaced with “functions” (p.3). Functions “represent the broad, high-priority themes that education leaders must address in order to promote the success of every student” (Council of Chief State School Officers, 2008, p. 2). The original intention remains “to give policymakers and education leaders a common vision and goals for how to improve student achievement through better educational leadership” (p. 1). This is of particular interest for, “how improvements in school leadership education programs at colleges and universities should be planned, implemented, and evaluated” (p. 3).

Preparing and being a school leader is a formidable challenge. “Who can possibly handle a task this complex” (Reeves, 2002, p. 60)? It takes a “near perfect human being” (Ricken, 2007, p.1) and a “miracle worker” (p.107). An educational leadership preparation program should be committed to teaching and modeling continuous learning. One of the model curriculum guide’s elements is that students will be able to demonstrate lifelong learning by modeling it to their colleagues. Most students/candidates in educational leadership preparation programs are already practicing teachers in the classroom every day. They participate during the evenings, on weekends, residencies, and more and more in on line environments. In the spirit of Garner’s (1964) writings on self-renewal, we are all students on life’s journey.

As a concluding statement for the model program logic; “the most important ingredient of leadership is integrity,” (Maxwell, 2001, p. 35). Integrity means building trust and influencing followers to achieve the organization’s mission. In *Integrity*, Cloud (2006) writes that successful leaders have three qualities: competence, relationships, and character. Character building is

crucial to school leadership success. Improving student achievement requires self-examination and a commitment to lead with character by becoming a servant leader “who has shaped the creed of the school and collaboratively developed clear priorities for learning” (Williams & Taylor, 2003, p. 51). Character is transforming values into action (Covey, 1989), which connects well with the “moral mission” (Smith & Piele, 1996, p.104) (Fullan, 2003, p. ix) of leadership for the schools and to the learning outcomes in the model program and its supporting curriculum guide. Thus, there is connection once again with the program’s sample conceptual framework to continuously improve the program by developing competent, caring, and qualified leaders.

In this model program curriculum guide, there is a strong commitment to preparing competent, caring, and qualified leaders as evidenced by connecting to both national accreditation standards and state program approval competencies. Samples are provided for national accreditation from the Teacher Education Accreditation Council (TEAC) and state program approval from the Virginia Department of Education (VDOE). One of the two recognized national accreditors for leadership preparation programs is TEAC. Consistent with TEAC Quality Principle I, the emphasis is on professional knowledge, strategic decision-making, and caring leadership skills. TEAC cross-cutting themes of technology, multiculturalism, and lifelong learning should also be embedded throughout the program, as will be demonstrated in certain sample sections of this document. All have been addressed in some manner in this model program logic.

### Vision And Goals (*Sample*)

The following sample vision, mission, values, and goals are presented for consideration in design and development of a model educational leadership program curriculum guide:

#### Vision

The Educational Leadership Program is a leading preparatory program for improving prek-12 student achievement by developing learning leaders for our nation's schools.

#### Mission

The Educational Leadership Program, affirming the School of Education mission and vision, is to *improve preK-12 student achievement* by developing the academic and intellectual competencies, personal attributes, and performances of prospective learning leaders for public and independent schools, specifically identify what successful school leadership entails, why school leadership matters, and how to sustain effective school leadership.

#### Values

1. Excellence through Integrity, building trust and influencing followers to achieve the program's mission
2. Excellence through Teamwork: being a team member, trusting of other team members, and being supportive of every member in progressing towards program goals
3. Excellence through Continuous Improvement: constantly collecting and using information (data) for determining priorities, monitoring progress, and evaluating changes to assure program effectiveness

#### Goals

1. Integrate teaching and learning through the program's conceptual framework
2. Utilize standards to teach and **assess** the program's learning outcomes and for providing professional development to the faculty
3. Partner the program and program faculty with the university, the School of Education, school divisions, schools, other institutions and external individuals
4. Team for the most effective procurement and management of resources

#### *Goal 1: Conceptual Framework*

The conceptual framework provides for a learner-centered program that is developmental, inquiry-focused, problem-oriented, and standards-based. The program provides learning opportunities (knowledge, dispositions, and performances) required by students who seek knowledge and wisdom in order to serve and edify others as learning leaders for the schools.

To this end, members of the educational leadership faculty will be encouraged to support a culture that values the following principles (School of Education, 2009):

*Seeking Knowledge:* such as to...

- formulate questions and answers that demonstrate critical thinking and reflection,
- identify research-based solutions for current issues in the field,
- design and develop frameworks and applications that are relationship sensitive, and solution oriented, and
- demonstrate the scholarly characteristics of a life-long learner.

*Seeking Wisdom:* such as to...

- demonstrate an understanding of educational leadership and its application to learning and life, and
- apply knowledge in a manner which demonstrates a wisdom to create a world in which social justice and human dignity are valued.

*Serving Others:* such as to...

- speak the truth in love,
- treat others with dignity and respect,
- support and encourage others, and
- display qualities found in integrity.

*Edifying Others:* such as to...

- inspire others to seek knowledge and wisdom and support them in that pursuit,
- enable and encourage others to grow in character, and to seek purpose for their lives,
- demonstrate awareness of and sensitivity to the individual needs of their students, colleagues, and community, and strive to meet those needs in love and service, and
- exemplify a life of service which will encourage others to do likewise.

*Goal 2: Standards to Teach and Assess Learning outcomes*

Program learning outcomes, for improving preK-12 student achievement, are taught and assessed by faculty through the framework of the six Interstate School Leaders Licensure Consortium (ISLLC) Standards promoting success for all students by: (1) developing, communicating, implementing, monitoring, and evaluating a vision of learning; (2) assuring a culture and instructional program that values teaching and learning; (3) managing a safe and efficient learning environment; (4) ensuring relationships with the broader community to foster learning; (5) having integrity, fairness, and ethics in learning; and (6) participating in the broader political, social, economic, legal, and cultural context of learning.

*Goal 3: Partnerships*

The program will partner with school divisions providing executive leadership cohorts for candidates to attain a master's degree and qualify for state Department of Education Administration and Supervision pre-K12 endorsement (using Virginia as a sample). Partnerships will also be developed with individuals, schools, school divisions, and organizations for developing effective learning leaders for the schools and increasing student achievement.

*Goal 4: Teaming*

Program leadership will be a collaborative effort in planning, securing, implementing, monitoring, and evaluating resources required to meet its mission.

Program Learning Outcomes (*Sample:*  
*Interstate School Leadership Licensure Consortium Standards, ISLLC*)

One of the faculty’s primary goals for the Educational Leadership Program is to address school leadership development through the framework of the six ISLLC Standards. The faculty will teach and assess the skills and qualities of an effective school leader who promotes success for all students by: developing, communicating, implementing, monitoring, and evaluating a vision of learning; assuring a culture and instructional program that values teaching and learning; while managing a safe and efficient learning environment; ensuring relationships with the broader community to foster learning; having integrity, fairness, and ethics in learning; as part of the broader political, social, economic, legal, and cultural context of learning.

Interstate School Leaders Licensure Consortium (ISLLC) Standards

<u>Standard 1</u>	<u>Standard 2</u>	<u>Standard 3</u>	<u>Standard 4</u>	<u>Standard 5</u>	<u>Standard 6</u>
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.	A school administrator is 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.	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.	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.	A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	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.
<p>Specific knowledge and performance indicators of each ISLLC standard speak to the fulfillment of the goal. Many of the knowledge, disposition, and performance indicators cross cut through the courses in the program. Therefore a thorough understanding of the six ISLLC Standards and a working knowledge of the Standards’ indicators are important. The Standards and indicators provide a common language for effective teaching strategies and core values upon which educational leadership program student achievement can be obtained. Disposition indicators are <u>not</u> noted in the learning outcomes primarily because the consortium that designed the Standards noted the “inability to assess dispositions.” Dispositions are <u>not</u> scored on the School Leaders Licensure Assessment (SLLA). It is wise to note that the consortium did believe that “dispositions in many fundamental ways nourish and give meaning to performance. Dispositions are the proclivities that lead us in one direction rather than another within the freedom of action that we have. Knowledge, dispositions, and performance go together. Dispositions are the soul of intelligence, without which the understanding and know-how do little good.”</p> <p>- quotes from <i>Interstate School Leaders Licensure Consortium Standards for School Leaders, CCSSO, 1996</i></p>					

Interstate School Leaders Licensure Consortium Standards (ISLLC)  
(Council of Chief State School Officers, 1996)

Below are the six ISLLC standards. Each standard is followed by the *Knowledge* required for the standard, the *Dispositions* or attitudes manifested by the accomplishment of the standard, and *Performances* that could be observed by an administrator who is accomplished in the standard. They are coded below for inclusion in the Leadership and Learning Matrix (see page 28) and other uses in the program, under each of the six separate standards, by standard (1, 2, 3, 4, 5, or 6), Knowledge (K), Disposition (D), or Performance (P), and then by each individual indicator number (1-23). For example: Standard 1, Knowledge indicator 1 would be displayed as 1K1. Standard 3, Disposition indicator 3 would be displayed as 3P3. The author is not aware if ISLLC has been coded in this manner in the literature.

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.

Knowledge

*The administrator has knowledge and understanding of:*

- 1K1• learning goals in a pluralistic society
- 1K2• the principles of developing and implementing strategic plans
- 1K3• systems theory
- 1K4• information sources, data collection, and data analysis strategies
- 1K5• effective communication
- 1K6• effective consensus-building and negotiation skills

Dispositions

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

- 1D1• the educability of all
- 1D2• a school vision of high standards of learning
- 1D3• continuous school improvement
- 1D4• the inclusion of all members of the school community
- 1D5• ensuring that students have the knowledge, skills, and values needed to become successful adults
- 1D6• a willingness to continuously examine one's own assumptions, beliefs, and practices
- 1D7• doing the work required for high levels of personal and organization performance

Performances

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

- 1P1• the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- 1P2• the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- 1P3• the core beliefs of the school vision are modeled for all stakeholders
- 1P4• the vision is developed with and among stakeholders
- 1P5• the contributions of school community members to the realization of the vision are recognized and celebrated
- 1P6• progress toward the vision and mission is communicated to all stakeholders
- 1P7• the school community is involved in school improvement efforts

- 1P8• the vision shapes the educational programs, plans, and actions
- 1P9• an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- 1P10• assessment data related to student learning are used to develop the school vision and goals
- 1P11• relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1P12• barriers to achieving the vision are identified, clarified, and addressed
- 1P13• needed resources are sought and obtained to support the implementation of the school mission and goals
- 1P14• existing resources are used in support of the school vision and goals
- 1P15• the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

### Standard 2

A school administrator is 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.

Knowledge

*The administrator has knowledge and understanding of:*

- 2K1• student growth and development
- 2K2• applied learning theories
- 2K3• applied motivational theories
- 2K4• curriculum design, implementation, evaluation, and refinement
- 2K5• principles of effective instruction
- 2K6• measurement, evaluation, and assessment strategies
- 2K7• diversity and its meaning for educational programs
- 2K8• adult learning and professional development models
- 2K9• the change process for systems, organizations, and individuals
- 2K10• the role of technology in promoting student learning and professional growth
- 2K11• school cultures

Dispositions

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

- 2D1• student learning as the fundamental purpose of schooling
- 2D2• the proposition that all students can learn
- 2D3• the variety of ways in which students can learn
- 2D4• life-long learning for self and others
- 2D5• professional development as an integral part of school improvement
- 2D6• the benefits that diversity brings to the school community
- 2D7• a safe and supportive learning environment
- 2D8• preparing students to be contributing members of society

FOR Performances

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

- 2P1• the school is organized and aligned for success
- 2P2• curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined

- 2P3• curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2P4• the school culture and climate are assessed on a regular basis
- 2P5• a variety of sources of information is used to make decisions
- 2P6• student learning is assessed using a variety of techniques
- 2P7• multiple sources of information regarding performance are used by staff and students
- 2P8• a variety of supervisory and evaluation models is employed
- 2P9• pupil personnel programs are developed to meet the needs of students and their families
- 2P10• all individuals are treated with fairness, dignity, and respect
- 2P11• professional development promotes a focus on student learning consistent with the school vision and goals
- 2P12• students and staff feel valued and important
- 2P13• the responsibilities and contributions of each individual are acknowledged
- 2P14• barriers to student learning are identified, clarified, and addressed
- 2P15• diversity is considered in developing learning experiences
- 2P16• life-long learning is encouraged and modeled
- 2P17• there is a culture of high expectations for self, student, and staff performance
- 2P18• technologies are used in teaching and learning
- 2P19• student and staff accomplishments are recognized and celebrated
- 2P20• multiple opportunities to learn are available to all students

### 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.

#### Knowledge

*The administrator has knowledge and understanding of :*

- 3K1• theories and models of organizations and the principles of organizational development
- 3K2• operational procedures at the school and district level
- 3K3• principles and issues relating to school safety and security
- 3K4• human resources management and development
- 3K5• principles and issues relating to fiscal operations of school management
- 3K6• principles and issues relating to school facilities and use of space
- 3K7• legal issues impacting school operations
- 3K8• current technologies that support management functions

#### Dispositions

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

- 3D1• making management decisions to enhance learning and teaching
- 3D2• taking risks to improve schools
- 3D3• trusting people and their judgments
- 3D4• accepting responsibility
- 3D5• high-quality standards, expectations, and performances
- 3D6• involving stakeholders in management processes
- 3D7• a safe environment

#### Performances

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



- 3P1• knowledge of learning, teaching, and student development is used to inform management decisions
- 3P2• operational procedures are designed and managed to maximize opportunities for successful learning
- 3P3• emerging trends are recognized, studied, and applied as appropriate
- 3P4• operational plans and procedures to achieve the vision and goals of the school are in place
- 3P5• collective bargaining and other contractual agreements related to the school are effectively managed
- 3P6• the school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3P7• time is managed to maximize attainment of organizational goals
- 3P8• potential problems and opportunities are identified
- 3P9• problems are confronted and resolved in a timely manner
- 3P10• financial, human, and material resources are aligned to the goals of schools
- 3P11• the school acts entrepreneurially to support continuous improvement
- 3P12• organizational systems are regularly monitored and modified as needed
- 3P13• stakeholders are involved in decisions affecting schools
- 3P14• responsibility is shared to maximize ownership and accountability
- 3P15• effective problem-framing and problem solving skills are used
- 3P16• effective conflict resolution skills are used
- 3P17• effective group-process and consensus building skills are used
- 3P18• effective communication skills are used
- 3P19• there is effective use of technology to manage school operations
- 3P20• fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3P21• a safe, clean, and aesthetically pleasing school environment is created and maintained
- 3P22• human resource functions support the attainment of school goals
- 3P23• 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.

Knowledge

*The administrator has knowledge and understanding of:*

- 4K1• emerging issues and trends that potentially impact the school community
- 4K2• the conditions and dynamics of the diverse school community
- 4K3• community resources
- 4K4• community relations and marketing strategies and processes
- 4K5• successful models of school, family, business, community, government and higher education partnerships

Dispositions

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

- 4D1• schools operating as an integral part of the larger community
- 4D2• collaboration and communication with families
- 4D3• involvement of families and other stakeholders in school decision-making processes
- 4D4• the proposition that diversity enriches the school
- 4D5• families as partners in the education of their children

4D6• the proposition that families have the best interests of their children in mind

4D7• resources of the family and community needing to be brought to bear on the education of students

4D8• an informed public

#### Performances

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

4P1• community youth family services are integrated with school programs

4P2• community stakeholders are treated equitably

4P3• diversity is recognized and valued

4P4• effective media relations are developed and maintained

4P5• a comprehensive program of community relations is established

4P6• public resources and funds are used appropriately and wisely

4P7• community collaboration is modeled for staff

4P8• opportunities for staff to develop collaborative skills are provided

4P9• high visibility, active involvement, and communication with the larger community is a priority

4P10• relationships with community leaders are identified and nurtured

4P11• information about family and community concerns, expectations, and needs is used regularly

4P12• there is outreach to different business, religious, political, and service agencies and organizations

4P13• credence is given to individuals and groups whose values and opinions may conflict

4P14• the school and community serve one another as resources

4P15• available community resources are secured to help the school solve problems and achieve goals

4P16• partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals

#### 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.

##### Knowledge

*The administrator has knowledge and understanding of:*

5K1• the purpose of education and the role of leadership in modern society

5K2• various ethical frameworks and perspectives on ethics

5K3• the values of the diverse school community

5K4• professional codes of ethics

5K5• the philosophy and history of education

##### Dispositions

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

5D1• the ideal of the common good

5D2• the principles in the Bill of Rights

5D3• the right of every student to a free, quality education

5D4• bringing ethical principles to the decision making process

- 5D5• subordinating one's own interest to the good of the school community
- 5D6• accepting the consequences for upholding one's principles and actions
- 5D7• using the influence of one's office constructively and productively in the service of all students and their families
- 5D8• development of a caring school community

Performances

*The administrator:*

- 5P1• examines personal and professional values
- 5P2• demonstrates a personal and professional code of ethics
- 5P3• demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5P4• serves as a role model
- 5P5• accepts responsibility for school operations
- 5P6• considers the impact of one's administrative practices on others
- 5P7• uses the influence of the office to enhance the educational program rather than for personal gain
- 5P8• treats people fairly, equitably, and with dignity and respect
- 5P9• protects the rights and confidentiality of students and staff
- 5P10• demonstrates appreciation for and sensitivity to the diversity in the school community
- 5P11• recognizes and respects the legitimate authority of others
- 5P12• examines and considers the prevailing values of the diverse school community
- 5P13• expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5P14• opens the school to public scrutiny
- 5P15• fulfills legal and contractual obligations
- 5P16• 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.

Knowledge

*The administrator has knowledge and understanding of:*

- 6K1• principles of representative governance that under-gird the system of American schools
- 6K2• the role of public education in developing and renewing a democratic society and an economically productive nation
- 6K3• the law as related to education and schooling
- 6K4• the political, social, cultural and economic systems and processes that impact schools
- 6K5• models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- 6K6• global issues and forces affecting teaching and learning
- 6K7• the dynamics of policy development and advocacy under our democratic political system
- 6K8• the importance of diversity and equity in a democratic society

Dispositions

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

- 6D1• education as a key to opportunity and social mobility

6D2• recognizing a variety of ideas, values, and cultures

6D3• importance of a continuing dialogue with other decision makers affecting education

6D4• actively participating in the political and policy- making context in the service of education

6D5• using legal systems to protect student rights and improve student opportunities

Performances

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

6P1• the environment in which schools operate is influenced on behalf of students and their families

6P2• communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate

6P3• there is ongoing dialogue with representatives of diverse community groups

6P4• the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities

6P5• public policy is shaped to provide quality education for students

6P6• lines of communication are developed with decision makers outside the school community

Program Courses (*Sample*)  
(School of Education, 2009)

The acronyms used in this sample program courses are indicated as: EADM=Education Administration, EADM is a pre-fix for program courses, except one ECUR (Education Curriculum) course and two EFND (Educational Foundation) courses noted below (see Leadership and Learning Matrix, Page 28 and Course Descriptions and Competencies, Page 44).

EADM 513 School Finance/ Management of Resources and Facilities

EADM 538 School Law

EADM 515 Research Design

EADM 511 Leadership, Organization, & Administration

EADM 512 Human Learning & Motivational Development

EADM 536 Personnel Management & Development

EADM 540 School & Community Relations

EADM 524 Supervision of Teaching Methods & Classroom Management

EADM 532 Technology for Administrators

ECUR 540 Instructional Leadership and Student Academic Achievement

EFND 503 Leadership and Character Development Curricula

Independent Requirements (see notes)

EADM 585 Field Study (Assigned to Practicing Principal)

EFND 598 Professional Project (For those not seeking the Add-on endorsement for Principalship)

EADM 596 School Leaders Licensure Assessment Prep. Course (For those seeking the Add-on endorsement for Principalship)

EADM 595 Principal Internship

## Program National Accreditation

(*Sample: Teacher Education Accreditation Council Quality Principles, TEAC*)

“The common purpose of teacher education programs and other programs for professionals who work in schools is to prepare competent, caring, and qualified educators. The faculty members seeking Teacher Education Accreditation Council accreditation of their program are required to affirm this straightforward goal as the goal of their program,” (Teacher Education Accreditation Council, 2009, p. 1). For complete information on TEAC accreditation, go to: *teac.org*.

### Addressing TEAC Quality Principle 1

“The core of TEAC accreditation is the quality of the evidence that the program faculty members provide in support of their claims about their students’ learning and understanding of the professional education curriculum” (p. 1). TEAC requires that the educational leadership faculty members address the following components of their program in ways that also indicate that they have an accurate and balanced understanding of the academic disciplines that are connected to the program: Professional Knowledge, Strategic Decision Making, Caring Leadership Skills, Learning How to Learn, Multicultural Perspectives and Understanding, and Technology (Teacher Education Accreditation Council, 2005).

### Educational Leadership Program Curriculum, Quality & Cross-Cutting Themes

Quality Themes (TEAC) and Cross-cutting Themes (*TEAC except for Problem Solving*) found in the model program’s courses are in alignment with the ISLLC Standards for School Leaders and through the ISLLC Standards with the Virginia (*sample*) Competencies for Educational Leadership Programs (*see TEAC column in the Leadership And Learning Program Matrix, Section 7*).

### TEAC Quality Themes:

1.1 Professional Knowledge in the Educational Leadership Program include an “amalgam” (*a mixture of different elements – Webster*) of the consensus literature in organizational theory and development; human resources management; school finance and law; instructional supervision; educational policy and politics; and data analysis and interpretation preparing graduates to create or develop (Teacher Education Accreditation Council, 2005):

(1) an ethical and productive school culture;

ISLLC 5 all indicators

(2) an effective instructional program, comprehensive staff development plans;

ISLLC 2 all indicators

(3) a safe and efficient learning environment;

ISLLC 3 all indicators

(4) a profitable collaboration with families and other community members;

ISLLC 4 all indicators

(5) the capacity to serve diverse community interests and needs; and

ISLLC 6 all indicators

(6) the ability to mobilize the community’s resources in support of the school’s goals.

ISLLC 1 all indicators

1.2 Strategic Decision Making in the Educational Leadership Program includes the primary obligation of school leaders to maintain and enhance an organization that meets the needs of all students and to create an environment in which the district's and school's curriculum can be learned and understood by all students. This requires the leader to (Teacher Education Accreditation Council, 2005): (1) make decisions fairly and collaboratively, and do so by the relevant research and evidence; (2) formulate strategy to achieve the school's goals; and (3) articulate and communicate an educational vision that is consistent with the school's mission and the nation's democratic ideals.

1K2• the principles of developing and implementing strategic plans

1P1• the vision and mission of the school are effectively communicated to staff, parents, students, and community members

1P8• the vision shapes the educational programs, plans, and actions

1P9• an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated

1P11• relevant demographic data pertaining to students and their families are used in developing the school mission and goals

1P12• barriers to achieving the vision are identified, clarified, and addressed

2P5• a variety of sources of information is used to make decisions

2P11• professional development promotes a focus on student learning consistent with the school vision and goals

3P4• operational plans and procedures to achieve the vision and goals of the school are in place

3P10• financial, human, and material resources are aligned to the goals of schools

3P11• the school acts entrepreneurially to support continuous improvement

3P17• effective group-process and consensus building skills are used

1.3 Caring Leadership Skills in the Educational Leadership Program includes the expectation that, "above all, educational leaders lead by acting on their knowledge in a caring and professional manner that results in appropriate levels of achievement for all the school's pupils. Caring is a particular kind of relationship between the leader and the staff and students that is defined by the leader's unconditional acceptance of the staff and students, the leader's intention to address the staff's and student's professional and educational needs, the leader's competence to meet those needs, and also by the student's and staff's recognition that the leader cares" (Teacher Education Accreditation Council, 2005).

2P10• all individuals are treated with fairness, dignity, and respect

2P12• students and staff feel valued and important

2P17• there is a culture of high expectations for self, student, and staff performance

2P19• student and staff accomplishments are recognized and celebrated

3D3• trusting people and their judgments

3P18• effective communication skills are used

5D8• development of a caring school community

5P3• demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance

5P6• considers the impact of one's administrative practices on others

5P8• treats people fairly, equitably, and with dignity and respect

5P9• protects the rights and confidentiality of students and staff

5P11• recognizes and respects the legitimate authority of others

## TEAC Cross-Cutting Dimensions (Themes) of Quality Principal 1

Learning How to Learn (Skills for Lifelong Learning) in the Educational Leadership Program includes a set of intellectual skills, tools, and ideas that enable leaders to learn on their own. “The program’s graduates must know how to acquire those other parts of the field that could not be taught in the program, but graduates will nevertheless be expected to know and use at some later time. The whole of the knowledge base cannot be covered in the curriculum” ...some knowledge will change; some is not yet known (Teacher Education Accreditation Council, 2005).

2K8• adult learning and professional development models

2D4• life-long learning for self and others

2D5• professional development as an integral part of school improvement

2D8• preparing students to be contributing members of society

2P16 life-long learning is encouraged and modeled

2P11• professional development promotes a focus on student learning consistent with the school vision and goals

4P8• opportunities for staff to develop collaborative skills are provided

5P3• demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance

Multicultural Perspectives and Understanding in the Educational Leadership Program include the knowledge of other cultural perspectives, practices, and traditions. Students must “understand the implications of confirmed scholarship on gender, race, individual differences, and ethnic and cultural perspectives for educational practice” (Teacher Education Accreditation Council, 2005).

2K7• diversity and its meaning for educational programs

2D6• the benefits that diversity brings to the school community

2P15• diversity is considered in developing learning experiences

4K2• the conditions and dynamics of the diverse school community

4D4• the proposition that diversity enriches the school

4P3• diversity is recognized and valued

4P13• credence is given to individuals and groups whose values and opinions may conflict

5K3• the values of the diverse school community

5P10• demonstrates appreciation for and sensitivity to the diversity in the school community

5P12• examines and considers the prevailing values of the diverse school community

6K8• the importance of diversity and equity in a democratic society

6D2• recognizing a variety of ideas, values, and cultures

6P3• there is ongoing dialogue with representatives of diverse community groups

Technology in the Educational Leadership Program include knowledge of the “technologies that enhance the work of leaders and staff and the students’ learning (e.g. grade book computer programs, databases, spreadsheets, word processors, electronic mail, bulletin boards and networked conferences, internet access, interactive videodiscs, and instructional software)” (Teacher Education Accreditation Council, 2005).

2K10• the role of technology in promoting student learning and professional growth

2P18• technologies are used in teaching and learning



- 3K8• current technologies that support management functions
- 3P19• there is effective use of technology to manage school operations

Non-TEAC, Program Theme: Problem Solving (*Not a TEAC Principle, but a program faculty-specific principle, see description below*) in the Educational Leadership Program includes

- 2P5• a variety of sources of information is used to make decisions
- 3P8• potential problems and opportunities are identified
- 3P9• problems are confronted and resolved in a timely manner
- 3P15• effective problem-framing and problem solving skills are used

Non-TEAC, Program Theme: ETHICS (*Not a TEAC Principle, but a program faculty-specific principle, see description below,*) in the Educational Leadership Program includes

- 5K4• professional codes of ethics
- 5D4• bringing ethical principles to the decision making process
- 5P2• demonstrates a personal and professional code of ethics

## Problem Solving: A Quality Approach

(Adapted for Educational Leadership from the Xerox Corporation Quality Model, 1986)

### 1- Identify 'The' Problem

- \* 'As is statement': where you/we are 'now'
- \* 'Desired statement': what you/we want to achieve
- \* What is the 'real' problem- the critical factor?
- \* (*explore, clarify, describe*)



### 6- Evaluating Solution

- \*Outcome Data = Results,
- \*Compare to the Desired State
- \*(*reporting accomplishments*)
- \* If not resolved, go to #1

### 2- Analyzing Problem

- \*Data Collection (assemble info)
- \*Disaggregating Data
- \*Applying Data Analysis (evaluate info)
- \*Identify Key Causes (cause/effect)
- \* (*assembling and evaluating information*)



### 5- Implementing Solution

- \*Persistent Attention
- \*Monitoring Progress
- \*Modifying Solutions
- \*Collect outcome data
- \*(*coordinating/measuring*)

### 3- Generating Potential Solutions

- \* Imagination
- \*Brainstorming
- \*Thinking outside the box
- \*Clarifying/Analyzing
- \*(*assembling/evaluating info*)



### 4- Selecting and Planning Solution

- \*Explore and List Potential Solutions
- \* Eliminate by Synthesizing List of Potential Solutions
- \*Select Final Solution
- \*Compare with the Desired State
- \*Design a Implementation Plan (Who, Where, When, What)
- \* (*developing consensus*)

Decision Making Model  
(Educational Theory and Practices Software, 2007)

Step 1: Identify the Issue that needs to be addressed

- A. Consider many possible explanations of what is happening, including inherent assumptions within each
- B. Deduce fundamental underlying nature of problem
- C. Seek an appropriate amount and nature of data in order to make the decision
- D. Identify the desired goals that define the scope and scale of necessary decision
- E. Deduce additional data needed
- F. Identify team of people who should become involved

Step 2: Identify the guiding principles you will apply as Criteria to the decision making process

- A. Identify appropriate guiding professional (declarative) knowledge
- B. Identify appropriate guidance to be derived from school goals and mission
- C. Identify dispositions that influence thinking

Step 3: Identify Alternatives with associated opportunities and constraints and analyze their merits using the guiding principles

- A. Consider alternatives that address problem/issue
- B. Allow for new and creative ideas
- C. Identify opportunities and constraints for each alternative
- D. Analyze alternatives using guiding principles and stakeholders' perspectives

Step 4: Select the best Decision for the context and create a plan

- A. Select alternative most consistent with guiding principles
- B. Create a plan of action

Step 5: Implement decision and evaluate effectiveness (determine principles or criteria to add, drop, or reprioritize)

Strategic Decision-Making  
(Teacher Education Accreditation Council, 2005)

The primary obligation of school leaders is to maintain and enhance an organization that meets the educational needs of the full range of the school's students and to create an environment in which the district's and school's curriculum can be readily learned and understood by all the school's students. As educational leadership candidates, it is incumbent upon you to learn how to (1) make decisions fairly and collaboratively, and do so informed by the relevant research and evidence; (2) formulate strategy to achieve the school's goals; and (3) articulate and communicate an educational vision that is consistent with the school's mission and the nation's democratic ideals.

## Section 7

Program State Approval (*Sample: Virginia State Department of Education, 2007*)

VDOE Competencies for Educational Leadership Programs\_(*see VDOE column in the Leadership and Learning Program Matrix, Section 7*). For complete information on VDOE program approval, go to: [doe.virginia.gov](http://doe.virginia.gov).

1. The program in administration and supervision preK-12 shall ensure that the candidate has demonstrated the following competencies:

- a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including;
  - (1) Principles of student motivation, growth, and development as a foundation for age- and grade-appropriate curriculum, instruction, and assessment;
  - (2) Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;
  - (3) Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment;
  - (4) Collaborative planning and implementation of a variety of assessment techniques, including examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention;
  - (5) Incorporation of differentiated and effective instruction that responds to individual learner needs including appropriate response to cultural, ethnic, and linguistic diversity;
  - (6) Integration of technology in curriculum and instruction to enhance learner understanding;
  - (7) Identification, analysis, and resolution of problems using effective problem-solving techniques;
  - (8) Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.
  
- b. Knowledge understanding, and application of systems and organizations, including;
  - (1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models;
  - (2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
  - (3) Information sources and processing, including data collection and data analysis strategies;
  - (4) Using data as a part of ongoing program evaluation to inform and lead change;
  - (5) Developing a change management strategy for improved student outcomes;
  - (6) Developing empowerment strategies to create personalized learning environments for diverse schools;
  - (7) Effective communication skills including consensus building, negotiation, and

mediation skills.

c. Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including;

- (1) Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division/district level;
- (2) Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community;
- (3) Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models;
- (4) Principles and issues related to fiscal operations of school management;
- (5) Principles and issues related to school facilities and use of space and time;
- (6) Legal issues impacting school operations and management;
- (7) Technologies that support management functions;
- (8) Application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement.

d. Knowledge understanding and application of the conditions and dynamics impacting a diverse school community, including;

- (1) Emerging issues and trends within school/community relations;
- (2) Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;
- (3) Developing appropriate public relations and public engagement strategies and processes;
- (4) Principles of effective two-way communication, including consensus building and negotiation skills;
- (5) Integration of technology to support communication efforts.

e. Knowledge understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including;

- (1) Historically and philosophically grounded philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior;
- (2) Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community;
- (3) Reflective understanding of theories of leadership and their application to decision-making in the school setting;
- (4) Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions;
- (5) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

f. Knowledge understanding and application of basic leadership theories and influences that impact schools including;

- (1) Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory;
- (2) Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations;
- (3) Identify and respond to internal and external forces and influences on a school;
- (4) Identify and apply the processes of educational policy development at the state, local, and school level; and
- (5) Identify and demonstrate ways to influence educational policy development at the state, local, and school level.

g. Embedded learning strategies for improved student learning totaling at least 120 clock hours including;

- (1) Experiential activities that complement, implement, and parallel the university curriculum;
- (2) Activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program.

Program Leadership and Learning Matrix (*Sample*)

Learning outcomes are aligned on this matrix by integrating the following elements: ISLLC Standards, TEAC, VDOE, and Program Courses.

*This matrix should continuously be developed and revised based on program evaluation and program improvement. In practice, this sample is presented using the continuous improvement process, thus current during a specific time in the program and curriculum guide development and design.*

<p align="center"><i>(sample- National Standards)</i>  <u>Interstate School Leaders Licensure Consortium</u>  <u>(ISLLC) Standards</u></p> <p align="center"><i>-Council of Chief State School Officers (CCSSO). There are knowledge, disposition, and performance indicators under each of the six standards, see link below:  <a href="http://www.ccsso.org/content/pdfs/isllcstd.pdf">-http://www.ccsso.org/content/pdfs/isllcstd.pdf</a></i></p>	<p align="center"><i>(sample-National Accreditation)</i>  <u>Teacher Education Accreditation Council</u>  <u>TEAC Quality Principle1 (QP1) THEMES</u>  <i>-TEAC's accreditation goal, principles, and standards for Educational leadership programs</i></p> <p align="center"><u>Quality</u>                      <u>Cross-cutting</u>  Professional Knowledge      Technology  Strategic Decision Making    Multicultural  Caring Leadership Skills      Life-long Learning  <i>-teac.org/educaleadership/index.asp</i></p>						<p align="center"><i>(sample – State Competencies)</i>  <u>Virginia State Competencies:</u>  <u>Licensure Regulations for Administration and Supervision prek-12</u>  <i>Virginia Code -8VAC 20-542-40</i></p>	<p align="center"><i>(sample- University Program Courses)</i>  <u>Educational Leadership Program Courses</u>  <i>-University Course Catalog  - School of Education, 2009</i></p>
<p align="center"><u>ISLLC</u> (see Section 3)</p>	<p align="center"><u>QP 1</u> (see Section 5)</p>						<p align="center"><u>STATE</u> (see Section 6)</p>	<p align="center"><u>University</u> (see Section 4 &amp; 8)</p>
	PK	SDM	CLS	TEC	MC	LLL	(see competency codes)	
<p><u>Standard 1</u>  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.</p>								
<p>Knowledge  The administrator has knowledge and understanding of:</p>								
<p>1K1• learning goals in a pluralistic society</p>	*						a.5. b.1, b.6, d.1, f.3, f.4	EADM 511 EFND 503
<p>1K2• the principles of developing and implementing strategic plans</p>	*	*					a.8, b.2, b.5, e.5, f.2, f.4, f.5	THEME

1K3• systems theory	*						b.1, b.5, d.1, e.5, f.1, f.2, f.4, f.5	EADM 503 EADM 511
1K4• information sources, data collection, and data analysis strategie	*						a.2, a.3, a.4, a.6, b.1, b.3, b.4, b.5, c.1, c.8, e.3, e.5, f.4, f.5	ECUR 540 EADM 512 EADM 511 EADM 515 EADM 532 EFND 503 ECUR 540
1K5• effective communication	*						b.7, d.4, e.5, f.2, f.3, f.4, f.5	EFND 503
1K6• effective consensus-building and negotiation skills	*						a.8, b.7, c.3, d.4, e.5, f.4, f.5	EADM 511
Dispositions <i>The administrator believes in, values, and is committed to:</i>								
1D1• the educability of all	*						a.1, a.5, b.5, c.8, d.6	EADM 511
1D2• a school vision of high standards of learning	*						a.1, a.2, a.3, a.8, b.2, b.3, b.4, c.8	EADM 511
1D3• continuous school improvement	*						a.2, a.3, b.1, b.2, b.3, b.4, c.8	EADM 511 EADM 513
1D4• the inclusion of all members of the school community	*						a.5	EADM 540
1D5• ensuring that students have the knowledge, skills, and values needed to become successful adults	*						b.1, b.5	EADM 511 EADM 503
1D6• a willingness to continuously examine one's own assumptions, beliefs, and practices	*						a.7, b.5, b.7, c.8, e.3	ALL
1D7• doing the work required for high levels of personal and organization performance	*						b.5, b.6, b.7, c.8, e.4	
Performances The administrator facilitates processes and engages in activities ensuring that:								
1P1• the vision and mission of the school are	*	*					a.8, b.2, b.7, d.4,	EADM 511



effectively communicated to staff, parents, students, and community members							e.5, f.4	THEME
1P2• the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities	*						b.7, d.4, e.5, f.4	EADM 511
1P3• the core beliefs of the school vision are modeled for all stakeholders	*						a.5, a.8, e.1, e.5, f.4	EADM 511 EADM 512 EADM 540
1P4• the vision is developed with and among stakeholders	*						a.8, b.1, d.1, e.5, f.3, f.4, f.5	EADM 511
1P5• the contributions of school community members to the realization of the vision are recognized and celebrated	*						a.8, e.2, e.5, f.4	EADM 511
1P6• progress toward the vision and mission is communicated to all stakeholders	*						a.8, b.7, d.4, e.5, f.4	EADM 511
1P7• the school community is involved in school improvement efforts	*						a.8, d.1, e.5, f.3, f.4	EADM 511 EFND 503
1P8• the vision shapes the educational programs, plans, and actions	*	*					a.8, b.1, b.2, e.3, e.5, f.4	THEME EADM 511
1P9• an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated	*	*					a.8, b.1, b.2, e.2, e.5, f.2, f.4, f.5	EADM 511
1P10• assessment data related to student learning are used to develop the school vision and goals	*						a.2, a.3, a.4, a.6, a.8, b.3, b.5, c.1, c.8, f.4	THEME EADM 511 EADM 512 EADM 515 EADM 532 EADM 524 ECUR 540
1P11• relevant demographic data pertaining to students and their families are used in developing the school mission and goals	*	*					a.2, a.5, a.8, b.4, b.6, f.4	EADM 511 EADM 515 EADM 532
1P12• barriers to achieving the vision are identified,	*	*					a.8, f.4, f.5	THEME

clarified, and addressed								
1P13• needed resources are sought and obtained to support the implementation of the school mission and goals	*						a.8, f.4	EADM 513
1P14• existing resources are used in support of the school vision and goals	*						a.8, f.4	EADM 513
1P15• the vision, mission, and implementation plans are regularly monitored, evaluated, and revised	*						a.8, b.5, c.1, d.1, f.4	EADM 511 EADM 515 EADM 532 EADM 511
<u>Standard 2</u> A school administrator is 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.								
Knowledge <i>The administrator has knowledge and understanding of:</i>								
2K1• student growth and development	*						a.1 , a.3, a.5, e.1	EADM 511 EADM 512 EFND 503
2K2• applied learning theories	*						a.1, a.3, a.5, f.5	EADM 512 EADM 524
2K3• applied motivational theories	*						a.1, c.3	EADM 512
2K4• curriculum design, implementation, evaluation, and refinement	*						a.1, a.3, a.4, a.5, c.1	ECUR 540 EADM 511 EADM 512 EADM 524
2K5• principles of effective instruction	*						a.1 a.2, a.3, a.5	ECUR 540 EADM 512
2K6• measurement, evaluation, and assessment strategies	*						a.1, a2, a.3, a.4, b.4, c.1, c.8	ECUR 540 EADM 512

								EADM 515 EADM 524
2K7• diversity and its meaning for educational programs	*				*		a.1, b.6	THEME
2K8• adult learning and professional development models	*					*	a.1, b.1, c.3, e.2	EADM 512 EADM 536
2K9• the change process for systems, organizations, and individuals	*						b.1, b.5. c.3, d.1, e.3, f.1, f.2, f.5	EADM 511 EADM 536
2K10• the role of technology in promoting student learning and professional growth	*			*			a.2, a.4, a.6, b.4, c.8, d.5	ECUR 540 EADM 532 THEME
2K11• school cultures	*						b.2, c.3	EADM 511
Dispositions The administrator believes in, values, and is committed to:								
2D1• student learning as the fundamental purpose of schooling	*						a.1, a.2, a.3, b.5, b.6, c1	EADM 511
2D2• the proposition that all students can learn	*						a.1, a.2, a.3, b.6	ALL
2D3• the variety of ways in which students can learn	*						a.4, a.6, b.6, c.8	ECUR 540 EADM 524
2D4• life-long learning for self and others	*					*	a.7, a.8, b.1, b.5, b.6, e.1, e.5	ALL
2D5• professional development as an integral part of school improvement	*					*	a.4, a.6, b.5, c-2, c-3, c.8, e.2, e.5	EADM 511 EADM 536
2D6• the benefits that diversity brings to the school community	*				*		a.5, b.6, d.1	EADM 540
2D7• a safe and supportive learning environment	*						c.2	EADM 538 EADM 524
2D8• preparing students to be contributing members of society	*					*	c.8	ALL
Performances The administrator facilitates processes and engages in activities ensuring that:								

2P1• the school is organized and aligned for success	*						b.2, b.6	EADM 511
2P2• curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined							a.3	ECUR 511
2P3• curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies	*						a.1, a.3, a.4, b.4, e.3	EADM 512 ECUR 540
2P4• the school culture and climate are assessed on a regular basis	*						b.5, b.6, d.1	EADM 511
2P5• a variety of sources of information is used to make decisions	*	*				*	a.4, a.6, a.7, b.4, d.1, f.3, f.5	THEME EFND 503 EADM 511 EADM 536
2P6• student learning is assessed using a variety of techniques	*						a.1, a.3, a.4, a.5, a.6, c.1	EADM 512 EADM 515 EADM 532 ECUR 540
2P7• multiple sources of information regarding performance are used by staff and students	*						a.1, a.3, a.4, a.5, b.4, c.1	EADM 512 EADM 524 ECUR 540
2P8• a variety of supervisory and evaluation models is employed	*						a.3	EADM 524
2P9• pupil personnel programs are developed to meet the needs of students and their families							c.3, c.6, e.1	EADM 524
2P10• all individuals are treated with fairness, dignity, and respect	*		*				b.6, e.1, e.3, e.5	THEME
2P11• professional development promotes a focus on student learning consistent with the school vision and goals	*	*				*	b.2, e.2, e.5	EADM 536 ECUR 540
2P12• students and staff feel valued and important	*		*				e.3, e.5	THEME
2P13• the responsibilities and contributions of each individual are acknowledged	*						e.5	EADM 512 EFND 503
2P14• barriers to student learning are identified,	*						a.1, b.5	ECUR 540

clarified, and addressed								EADM 512
2P15• diversity is considered in developing learning experiences	*				*		e.1	THEME
2P16• life long learning is encouraged and modeled	*					*	e.2	EADM 524
2P17• there is a culture of high expectations for self, student, and staff performance	*	*					b.2, e.3	THEME
2P18• technologies are used in teaching and learning	*			*			a.1, a.2, a.6, c.8, e.3	THEME EADM 532
2P19• student and staff accomplishments are recognized and celebrated	*		*				a.1, e.5	EADM 512 EFND 503
2P20• multiple opportunities to learn are available to all students	*						a.1, e.1	EADM 512 EADM 536 EADM 540
<u>Standard 3</u> 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.								
Knowledge The administrator has knowledge and understanding of :								
3K1• theories and models of organizations and the principles of organizational development	*						b.2, c.5, e.1, f.1, f.2, f.5	EADM 511 EADM 513 EADM 536
3K2• operational procedures at the school and district level	*						b.2, f.5	EADM 513 EADM 536
3K3• principles and issues relating to school safety and security	*						c.2, f.5	EADM 513 EADM 524
3K4• human resources management and development	*						b.7, c.3, d.4	EADM 513 EADM 536
3K5• principles and issues relating to fiscal operations of school management	*						c.4	EADM 513

3K6• principles and issues relating to school facilities and use of space							c.2	EADM 513
3K7• legal issues impacting school operations	*						c.6, f.3	EADM 538
3K8• current technologies that support management functions	*			*			a.2, a.7, a.8, c.6, d.1, d.5	THEME EADM 532 EADM 513 EADM 532
Dispositions The administrator believes in, values, and is committed to:								
3D1• making management decisions to enhance learning and teaching	*						b.5, c.3, c.4, c.5, c.6, c.7, e.3	EADM 513 EADM 536
3D2• taking risks to improve schools	*						c.6	EADM 511 EADM 513 EADM 524
3D3• trusting people and their judgments	*		*				b.7, c.4, d.4, e.4, e.5, f.5	ALL
3D4• accepting responsibility	*						c.4, c.6	ALL
3D5• high-quality standards, expectations, and performances	*						c.1	ALL
3D6• involving stakeholders in management processes	*						b.6, c.5	EADM 540
3D7• a safe environment	*						c.2, c.5, c.6, d.4	EADM 538 EADM 524
Performances The administrator facilitates processes and engages in activities ensuring that:								
3P1• knowledge of learning, teaching, and student development is used to inform management decisions	*						b.1, b.5, c-3	EADM 512
3P2• operational procedures are designed and managed to maximize opportunities for successful learning	*						b.2, b.3	EADM 524 ECUR 540

3P3• emerging trends are recognized, studied, and applied as appropriate	*						f.1	EADM 511 EFND 503
3P4• operational plans and procedures to achieve the vision and goals of the school are in place	*	*					b.2	EADM 511 EADM 513
3P5• collective bargaining and other contractual agreements related to the school are effectively managed	*						d.4	EADM 538
3P6• the school plant, equipment, and support systems operate safely, efficiently, and effectively	*						c.2, c.5	EADM 513 EADM 524
3P7• time is managed to maximize attainment of organizational goals	*						c.5	EADM 511
3P8• potential problems and opportunities are identified	*						a.6, a.7	THEME
3P9• problems are confronted and resolved in a timely manner	*						a.7, f.3, a.7	THEME
3P10• financial, human, and material resources are aligned to the goals of schools	*	*					c.3, c.4	EADM 513 EADM 536
3P11• the school acts entrepreneurially to support continuous improvement	*	*					a.8, b.7	EADM 540
3P12• organizational systems are regularly monitored and modified as needed	*						b.2, b.5, b.6	EADM 511
3P13• stakeholders are involved in decisions affecting schools	*						f.3	EADM 511
3P14• responsibility is shared to maximize ownership and accountability	*						a.7, f.3	EADM511 EADM513
3P15• effective problem-framing and problem solving skills are used	*						a.7, f.3	THEME
3P16• effective conflict resolution skills are used	*						a.7, b.7, d.4, e.1, f.3	EADM 536
3P17• effective group-process and consensus building skills are used	*	*					a.7, b.7, e.1, f.3	THEME
3P18• effective communication skills are used	*		*				b.7, d.1, d.4, e.1, e.3, f.3	THEME
3P19• there is effective use of technology to manage	*			*			a.2, c.7, d.1, d.5	THEME

school operations								EADM 532
3P20• fiscal resources of the school are managed responsibly, efficiently, and effectively	*						c.4, c.10	EADM 513
3P21• a safe, clean, and aesthetically pleasing school environment is created and maintained							c.2	EADM 524
3P22• human resource functions support the attainment of school goals	*						c.3, c.10	EADM 636
3P23• confidentiality and privacy of school records are maintained	*						e.1	EADM 538
<u>Standard 4</u> 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.								
Knowledge The administrator has knowledge and understanding of:								
4K1• emerging issues and trends that potentially impact the school community	*						a.5, b.6, d.1, f.5	EADM 540
4K2• the conditions and dynamics of the diverse school community	*				*		a.5, b.6, d.1, d.2, e.1	THEME EADM 540
4K3• community resources	*						d.2	EADM 540
4K4• community relations and marketing strategies and processes	*						d.2, d.3, e.5, f.3	EADM 540
4K5• successful models of school, family, business, community, government and higher education partnerships	*						d.2, d.3, e.5	EADM 540
Dispositions The administrator believes in, values, and is committed to:								
4D1• schools operating as an integral part of the larger community	*						p.3, d.1, e.5,	EADM 540



4D2• collaboration and communication with families	*		*				p-3, d.5	EADM 540
4D3• involvement of families and other stakeholders in school decision-making processes	*						d.1, d.2,	EADM 511 EADM 540
4D4• the proposition that diversity enriches the school	*				*		d.2	EADM511 EADM 540 ECUR 540 EADM 524
4D6*the proposition that families have the best interest of their children in mind	*						d.1, d.2	EADM 540
4D7• resources of the family and community needing to be brought to bear on the education of students	*						d.2,, d.5, e.5	EADM 513 EADM 540
4D8• an informed public	*						d.3, d.4, d.5	EADM 540
Performances The administrator facilitates processes and engages in activities ensuring that:								
4P1• community youth family services are integrated with school programs	*						d.2	EADM 540
4P2• community stakeholders are treated equitably	*						d.3, e.1	EADM 540
4P3• diversity is recognized and valued	*				*		a.5, b., c.2, d.1, e.1	EADM 540
4P4• effective media relations are developed and\ maintained	*						d.4	EADM 540
4P5• a comprehensive program of community relations is established	*						d.2, d.3, e.5	EADM 540
4P6• public resources and funds are used appropriately and wisely	*						d.2, d.3	EADM 540
4P7• community collaboration is modeled for staff	*						d.1, e.5, f.3	EADM 540
4P8• opportunities for staff to develop collaborative skills are provided	*					*	d.2	EADM 540
4P9• high visibility, active involvement, and communication with the larger community is a priority	*						d.2), d.3)	EADM 540
4P10• relationships with community leaders are	*						d.2), d.3), f.3)	EADM511

identified and nurtured								EADM 540
4P11• information about family and community concerns, expectations, and needs is used regularly	*						a.5), d.2), d.3), f.3)	EADM 540
4P12• there is outreach to different business, religious, political, and service agencies and organizations	*						d.2), d.3), f.3)	EADM 540
4P13• credence is given to individuals and groups whose values and opinions may conflict	*				*		b.6, e.1, f.3	THEME
4P14• the school and community serve one another as resources	*						b.6, d.2, f.3	EADM 540
4P15• available community resources are secured to help the school solve problems and achieve goals	*						a.7, d.1, d.2, f.3	EADM 511 EADM 540
4P16• partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals	*						d.2, d.3, f.3	EADM 511 EADM 540
<u>Standard 5</u> A school administrator is an educational leader who promotes the success of all students by: acting with integrity, fairness, and in an ethical manner.								
Knowledge The administrator has knowledge and understanding of:								
5K1• the purpose of education and the role of leadership in modern society	*						f.1	EADM 511
5K2• various ethical frameworks and perspectives on ethics	*						e.1, e.4	EADM 538
5K3• the values of the diverse school community	*				*		a.5, b.6, d.2, d.3, e.1, e.4	EADM 540 THEME
5K4• professional codes of ethics	*	*	*	*	*	*	d.3, e.1, e.4	EADM 538
5K5• the philosophy and history of education	*						e.1, f.2	EADM 503
Dispositions The administrator believes in, values, and is								

committed to:								
5D1• the ideal of the common good	*						e.1, e.4	EADM 511
5D2• the principles in the Bill of Rights	*						e.1, e.4	EADM 538
5D3• the right of every student to a free, quality education	*						e.1, e.4, a.1	EADM 538 EADM 511
5D4• bringing ethical principles to the decision making process	*	*	*	*	*	*	e.1, e.2	ALL
5D5• subordinating one's own interest to the good of the school community	*						e.4	EADM 511 EADM 540
5D6• accepting the consequences for upholding one's principles and actions	*						e.4	All
5D7• using the influence of one's office constructively and productively in the service of all students and their families	*						e.4, d.2	All
5D8• development of a caring school community	*		*				e.1, e.4, d.1, d.4	All
Performances The administrator:								
5P1• examines personal and professional values	*						e.1, e.4	EFND 503
5P2• demonstrates a personal and professional code of ethics	*	*	*	*	*	*	e.1, e.4	EFND 503
5P3• demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	*		*			*	b.2, e.1, e.3, e.4	THEME
5P4• serves as a role model	*		*				e.3, e.4	THEME
5P5• accepts responsibility for school operations							e.4	EADM 538
5P6• considers the impact of one's administrative practices on others	*		*				e.3), e.4)	THEME
5P7• uses the influence of the office to enhance the educational program rather than for personal gain	*						e.4)	EADM 536
5P8• treats people fairly, equitably, and with dignity and respect	*		*				b.2, b.6, d.3, e.1, e.3, e.4, f.3	THEME
5P9• protects the rights and confidentiality of students and staff	*		*				e.4	EADM 538

5P10• demonstrates appreciation for and sensitivity to the diversity in the school community	*				*		d.3, e.1, e.4	THEME
5P11• recognizes and respects the legitimate authority of others	*		*				c.6, e.4	EADM 538
5P12• examines and considers the prevailing values of the diverse school community	*				*		d.2, d.3, e.1, e.4, f.3	THEME
5P13• expects that others in the school community will demonstrate integrity and exercise ethical behavior	*						d.3, e.1, e.4	EADM 538 EADM 540
5P14• opens the school to public scrutiny	*						d.3, e.4	EADM 514
5P15• fulfills legal and contractual obligations	*						c.6, e.4, f.3	EADM 538
5P16• applies laws and procedures fairly, wisely, and considerately	*						c.6, e.4, f.3	EADM 538
<u>Standard 6</u> 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.								
Knowledge The administrator has knowledge and understanding of:								
6K1• principles of representative governance that under-gird the system of American schools	*						d.3, f.3	EADM 538
6K2• the role of public education in developing and renewing a democratic society and an economically productive nation	*						b.1, f.3	EFND 503
6K3• the law as related to education and schooling	*						c.6	EADM 538
6K4• the political, social, cultural and economic systems and processes that impact schools	*	*					b.1, c.6, d.3, f.2	EADM 503 EADM 538 EFND 504

6K5• models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling	*						a.7, b.1, b.4, c.3, e.1, f.1, f.2	EFND 503 EADM 536
6K6• global issues and forces affecting teaching and learning	*	*					b.1, f.3	EFND 503 EADM 511
6K7• the dynamics of policy development and advocacy under our democratic political system	*						f.2, f.3	EADM 538
6K8• the importance of diversity and equity in a democratic society	*				*		e.1	THEME
Dispositions The administrator believes in, values, and is committed to:								
6D1• education as a key to opportunity and social mobility	*						a.3, a.8, d.2, e.1	EADM 511 EADM 503
6D2• recognizing a variety of ideas, values, and cultures	*				*		a.2, d.1, d.2, e.4	EADM 540 EADM 503
6D3• importance of a continuing dialogue with other decision makers affecting education	*						e.4, d.4, e.1, f.2	All
6D4• actively participating in the political and policy- making context in the service of education	*						f.2, f.3, f.4, f.5	EADM 511 EADM513 EADM524 EADM538
6D5• using legal systems to protect student rights and improve student opportunities	*						e.4, f.1	EADM524 EADM 538
Performances The administrator facilitates processes and engages in activities ensuring that								
6P1• the environment in which schools operate is influenced on behalf of students and their families	*						b.1	EFND 503
6P2• communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate	*						b.7, d.4, f.1	EADM 511 EADM 540

6P3• there is ongoing dialogue with representatives of diverse community groups	*				*		a.5, d.2, d.3, e.1	EADM 540
6P4• the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	*						d.3, e.1	EADM 540
6P5• public policy is shaped to provide quality education for students	*						e.5	
6P6• lines of communication are developed with decision makers outside the school community	*						b.7, d.4	EADM 511 EADM 538

## Program Course Descriptions and Competencies (*Sample*)

Program course descriptions and competencies are aligned with the Interstate School Leaders Licensure Standards (ISLLC) and Teacher Education Accreditation Council (TEAC) Principles. ISLLC knowledge and performance indicators links for each course (by course number) in the program are listed below. This list is preceded by the first set of indicators noting course links to TEAC's Quality Principal 1 and titled TEAC Quality Themes, TEAC Cross-cutting Themes (see below). There are also two program themes indicated (problem-solving and ethics). All have been reviewed in earlier sections of this sample curriculum guide. TEAC Quality Themes are a required menu for each program course depending on the items that integrate into course goals and competencies. Since TEAC Quality Themes are broader in nature, they logically link to most course content. The TEAC Quality Themes are aligned directly to the ISLLC Standards.

### TEAC Quality Themes (with indicators from the ISLLC Standards)

#### *Professional Knowledge*

See subject specific standards indicated in Course Descriptions (see below)

#### *Strategic Decision Making*

- 1K2• the principles of developing and implementing strategic plans
- 1P1• the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- 1P8• the vision shapes the educational programs, plans, and actions
- 1P9• an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- 1P11• relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1P12• barriers to achieving the vision are identified, clarified, and addressed
- 2P5• a variety of sources of information is used to make decisions
- 2P11• professional development promotes a focus on student learning consistent with the school vision and goals
- 3P4• operational plans and procedures to achieve the vision and goals of the school are in place
- 3P10• financial, human, and material resources are aligned to the goals of schools
- 3P11• the school acts entrepreneurially to support continuous improvement
- 3P17• effective group-process and consensus building skills are used
- 5K4• professional codes of ethics

#### *Caring Leadership Skills*

- 2P10• all individuals are treated with fairness, dignity, and respect
- 2P12• students and staff feel valued and important
- 2P17• there is a culture of high expectations for self, student, and staff performance
- 2P19• student and staff accomplishments are recognized and celebrated
- 3D3• trusting people and their judgments
- 3P18• effective communication skills are used
- 5D8• development of a caring school community
- 5P3• demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance

5P6• considers the impact of one's administrative practices on others

5P8• treats people fairly, equitably, and with dignity and respect

5P9• protects the rights and confidentiality of students and staff

5P11• recognizes and respects the legitimate authority of others

TEAC Cross-Cutting Themes (indicators from the ISLLC Standards)

*Learning How to Learn*

2K8• adult learning and professional development models

2D4• life-long learning for self and others

2D5• professional development as an integral part of school improvement

2D8• preparing students to be contributing members of society

2P16 life-long learning is encouraged and modeled

2P11• professional development promotes a focus on student learning consistent with the school vision and goals

4P8• opportunities for staff to develop collaborative skills are provided

5P3• demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance

*Multicultural Perspectives and Understandings*

2K7• diversity and its meaning for educational programs

2D6• the benefits that diversity brings to the school community

2P15• diversity is considered in developing learning experiences

4K2• the conditions and dynamics of the diverse school community

4D4• the proposition that diversity enriches the school

4P3• diversity is recognized and valued

4P13• credence is given to individuals and groups whose values and opinions may conflict

5K3• the values of the diverse school community

5P10• demonstrates appreciation for and sensitivity to the diversity in the school community

5P12• examines and considers the prevailing values of the diverse school community

6K8• the importance of diversity and equity in a democratic society

6D2• recognizing a variety of ideas, values, and cultures

6P3• there is ongoing dialogue with representatives of diverse community groups

*Technology*

2K10• the role of technology in promoting student learning and professional growth

2P18• technologies are used in teaching and learning

3K8• current technologies that support management functions

3P19• there is effective use of technology to manage school operations

Program Themes

*Problem-Solving & Decision-Making*

2P5• a variety of sources of information is used to make decisions

3P8• potential problems and opportunities are identified

3P9• problems are confronted and resolved in a timely manner

3P15• effective problem-framing and problem solving skills are used

*Ethics*

5K4• professional codes of ethics

5D4• bringing ethical principles to the decision making process



5P2• demonstrates a personal and professional code of ethics

Program Course Descriptions (with indicators from the ISLLC standards)

*EADM 511: Leadership, Organization, and Administration*

This course focuses on the role of the school leader in designing excellence within a learning organization designed to promote the vision and mission of the school based on shared values. Candidates will survey the research and practice of leadership and the challenges of high achieving schools through organizational behavior, leading change, creating plans, and by making application of the learning principles underlying academic content and performance standards. There will be a focus on developing and assessing school leaders to identify one's own tendencies toward actual practice. Interstate School Leaders Licensure Consortium Standards and moral leadership principles will be the foundation for presenting these concepts.

*Professional Knowledge*

- 1K2• the principles of developing and implementing strategic plans
- 1K3• systems theory
- 1K4• information sources, data collection, and data analysis strategies
- 1K6• effective consensus-building and negotiation skills
- 1P3• the core beliefs of the school vision are modeled for all stakeholders
- 1P4• the vision is developed with and among stakeholders
- 1P6• progress toward the vision and mission is communicated to all stakeholders
- 1P8• the vision shapes the educational programs, plans, and actions
- 1P9• an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- 1P11• relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1P12• barriers to achieving the vision are identified, clarified, and addressed
- 1P15• the vision, mission, and implementation plans are regularly monitored, evaluated, and revised
- 2K9• the change process for systems, organizations, and individuals
- 2K11• school cultures
- 2P1• the school is organized and aligned for success
- 2P4• the school culture and climate are assessed on a regular basis
- 3K1• theories and models of organizations and the principles of organizational development
- 3P1• knowledge of learning, teaching, and student development is used to inform management decisions
- 3P3• emerging trends are recognized, studied, and applied as appropriate
- 3P7• time is managed to maximize attainment of organizational goals
- 3P12• organizational systems are regularly monitored and modified as needed
- 3P13• stakeholders are involved in decisions affecting schools
- 3P14• responsibility is shared to maximize ownership and accountability
- 4P10• relationships with community leaders are identified and nurtured

4P15• available community resources are secured to help the school solve problems and achieve goals

5K1• the purpose of education and the role of leadership in modern society

5P1• examines personal and professional values

6P2• communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate

*EADM 512: Human Learning and Motivational Development: Education Application*

This course focuses on the role of a school leader in application of human development theory and proven learning and motivational theories to self, staff, and primarily, students. From physical, cognitive/neurological, social/emotional, psychological and spiritual, the focus will be on understanding of the concept of developmental stages and its relationship to effective teaching and learning. Considerations for special education and the counseling function will be addressed. Prevailing research on morale and motivation, including emotional intelligence, will be investigated. The course will be linked with the Interstate School Leaders Licensure Standards.

*Professional Knowledge*

1K4• information sources, data collection, and data analysis strategies

1P10• assessment data related to student learning are used to develop the school vision and goals and revised

2K1• student growth and development

2K2• applied learning theories

2K3• applied motivational theories

2K4• curriculum design, implementation, evaluation, and refinement

2K5• principles of effective instruction

2K6• measurement, evaluation, and assessment strategies

2K8• adult learning and professional development models

2P3• curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies

2P6• student learning is assessed using a variety of techniques

2P7• multiple sources of information regarding performance are used by staff and students

2P13• the responsibilities and contributions of each individual are acknowledged

2P14• barriers to student learning are identified, clarified, and addressed

2P19• student and staff accomplishments are recognized and celebrated

2P20• multiple opportunities to learn are available to all students

5P3• demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance

*EADM 513 School Finance/Management of School Resources & Facilities*

This course focuses on the role of a school leader in alignment with the Interstate School Leaders Licensure Consortium Standards to responsibilities, and issues in fiscal operations, beginning with an understanding at the federal and state level, the local division level, and ultimately the direct link in day-to-day local school policies, procedures and decision-making. Management of School Resources and Facilities is

based on the premise that the school leader allocates and supervises other resources than fiscal and directs the efficient and effective function of the physical facility.

*Professional Knowledge*

- 3K1• theories and models of organizations and the principles of organizational development
- 3K2• operational procedures at the school and district level
- 3K5• principles and issues relating to fiscal operations of school management
- 3K6• principles and issues relating to school facilities and use of space
- 3K7• legal issues impacting school operations
- 3P1• knowledge of learning, teaching, and student development is used to inform management decisions
- 3P2• operational procedures are designed and managed to maximize opportunities for successful learning
- 3P4• operational plans and procedures to achieve the vision and goals of the school are in place
- 3P6• the school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3P10• financial, human, and material resources are aligned to the goals of schools
- 3P11• the school acts entrepreneurally to support continuous improvement
- 3P14• responsibility is shared to maximize ownership and accountability
- 3P20• fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3P21• a safe, clean, and aesthetically pleasing school environment is created and maintained
- 5P5• accepts responsibility for school operations
- 5P16• applies laws and procedures fairly, wisely, and considerately

*EADM 515: Research Design*

This course focuses on the role of a school leader or educator in consuming (basic, applied, orientational), using (evaluation), and producing (action) of educational research. As consumers, candidates learn how to identify, read, analyze, synthesize, evaluate, explain, and apply quantitative, qualitative, and mixed research. As users, candidates utilize descriptive statistics and data-driven decision making in problem based learning applications. As producers, candidates follow the structure of a research proposal to develop competency with the literature, methods, designs, and data analysis techniques germane to the field.

*Professional Knowledge*

- 1K4• information sources, data collection, and data analysis strategies
- 1P10• assessment data related to student learning are used to develop the school vision and goals
- 1P11• relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 2K6• measurement, evaluation, and assessment strategies

- 2P3• curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2P6• student learning is assessed using a variety of techniques

*EADM 524: Supervision of Teaching and Classroom Management*

This course focuses on the role of the school leader in empowering teachers to deliver essential (standards based) effective instruction through supervision of that instruction. There will be discussion on various methods and models of evaluating instruction and pedagogical approaches as well as interrelationships among the school organization, curriculum development and diversity. Unwrapping standards and power standards are presented. Classroom management practices, a safe and orderly school learning environment and legal principles for both teacher supervision and school safety will be presented. All components of this course are aligned with the Interstate School Leaders Licensure Consortium Standards.

*Professional Knowledge*

- 2K1• student growth and development
- 2K2• applied learning theories
- 2K4• curriculum design, implementation, evaluation, and refinement
- 2K5• principles of effective instruction
- 2K6• measurement, evaluation, and assessment strategies
- 2P6• student learning is assessed using a variety of techniques
- 2P7• multiple sources of information regarding performance are used by staff and students
- 2P8• a variety of supervisory and evaluation models is employed
- 2P9• pupil personnel programs are developed to meet the needs of students and their
- 2P14• barriers to student learning are identified, clarified, and addressed
- 2P20• multiple opportunities to learn are available to all students
- 3K3• principles and issues relating to school safety and security
- 3P6• the school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3P12• organizational systems are regularly monitored and modified as needed
- 3P21• a safe, clean, and aesthetically pleasing school environment is created and maintained

*EADM 532: Technology for Administrators*

This course focuses on the role of a school leader in appropriate use of media and technology, including ethical and legal issues. Aligning with the Interstate School Leaders Licensure Consortium Standards, an emphasis will be on the school leader's use of educational technologies for the classroom (specifically planning, implementing, and monitoring for student achievement), data collection, information management, problem-solving, data-driven decision making, and communication. This course may be presented as one of a cluster of four courses in the summer residency.

*Professional Knowledge*

- 1K4• information sources, data collection, and data analysis strategies

- 1P10• assessment data related to student learning are used to develop the school vision and goals
- 2K10• the role of technology in promoting student learning and professional growth
- 2P18• technologies are used in teaching and learning
- 3K8• current technologies that support management functions
- 3P19• there is effective use of technology to manage school operations
- 5P9• protects the rights and confidentiality of students and staff
- 5P13• expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5P16• applies laws and procedures fairly, wisely, and considerately

*EADM 536: Personnel Management and Development*

This course focuses on the role of a school leader in human resource's including legal aspects in recruiting, interviewing, hiring, contract management, termination, grievance, building of professional working relationships with faculty, staff, and support personnel, communication skills, and technology to support personnel management. Candidates will examine the school leader's role in professional development in all areas, specifically in student achievement. The entire personnel management and leadership function will be linked with the Interstate School Leaders Licensure Consortium Standards.

*Professional Knowledge*

- 2K8• adult learning and professional development models
- 2K9• the change process for systems, organizations, and individuals
- 2K11• school cultures
- 2P1• the school is organized and aligned for success
- 2P8• a variety of supervisory and evaluation models is employed
- 2P10• all individuals are treated with fairness, dignity, and respect
- 2P11• professional development promotes a focus on student learning consistent with the school vision and goals
- 2P13• the responsibilities and contributions of each individual are acknowledged
- 2P17• there is a culture of high expectations for self, student, and staff performance
- 2P19• student and staff accomplishments are recognized and celebrated
- 3K1• theories and models of organizations and the principles of organizational development
- 3K2• operational procedures at the school and district level
- 3K4• human resources management and development
- 3P10• financial, human, and material resources are aligned to the goals of schools
- 3P12• organizational systems are regularly monitored and modified as needed
- 3P16• effective conflict resolution skills are used
- 3P22• human resource functions support the attainment of school goals
- 3P23• confidentiality and privacy of school records are maintained

*EADM: 538 School Law*

This course focuses on the school leader by aligning with the Interstate School Leaders Licensure Consortium Standards to understand the law as it relates to education and schooling, using legal systems to protect student rights and improve student

opportunities, that the professional learning community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities, and that the educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

*Professional Knowledge*

- 3K3• principles and issues relating to school safety and security
- 3K7• legal issues impacting school operations
- 3P23• confidentiality and privacy of school records are maintained
- 5K2• various ethical frameworks and perspectives on ethics
- 5K4• professional codes of ethics
- 5P2• demonstrates a personal and professional code of ethics
- 5P5• accepts responsibility for school operations
- 5P6• considers the impact of one's administrative practices on others
- 5P7• uses the influence of the office to enhance the educational program rather than for personal gain
- 5P9• protects the rights and confidentiality of students and staff
- 5P11• recognizes and respects the legitimate authority of others
- 5P13• expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5P14• opens the school to public scrutiny
- 5P15• fulfills legal and contractual obligations
- 5P16• applies laws and procedures fairly, wisely, and considerately
- 6K1• principles of representative governance that under-gird the system of American schools
- 6K3• the law as related to education and schooling
- 6K7• the dynamics of policy development and advocacy under our democratic political system
- 6P4• the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- 6P5• public policy is shaped to provide quality education for students

*EADM 540: School and Community Relations*

This course focuses on the role of a school leader providing design, implementation, and support for programs that are based on the needs and issues of all stakeholders. Because of cultural changes and new problems arising there is a need for better two way communications between the school and the community. Dealing constructively and effectively with these needs and problems will increase the chances that parents, stakeholders, special publics, and the district will take a positive interest in the school, thus inviting their support for school improvement. Candidates will develop a plan to capitalize on the diversity (cultural, ethnic, racial, economic, special interest groups) of the school community to improve student achievement, school programs, and meet diverse needs of all students. The course will be linked with the Interstate School Leaders Licensure Consortium Standards.

*Professional Knowledge*

- 4K1• emerging issues and trends that potentially impact the school community
- 4K2•the conditions and dynamics of the diverse school community
- 4K5•successful models of school, family, business, community, government and higher education partnerships
- 4P2•community stakeholders are treated equitably
- 4P3•diversity is recognized and valued
- 4P5•a comprehensive program of community relations is established
- 4P7•community collaboration is modeled for staff
- 4P9•high visibility, active involvement, and communication with the larger community is a priority
- 4P11•information about family and community concerns, expectations, and needs is used regularly
- 4P14•the school and community serve one another as resources
- 4P16•partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- 5K3•the values of the diverse school community
- 5K4•professional code of ethics
- 5P3•demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5P13•expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5P14•opens the school to public scrutiny

*EADM 585: Field Study/Practicum*

This course focuses on the school leader by providing a field-based experience designed to for application of knowledge, dispositions, and performances as indicated in the Interstate School Leaders Licensure Consortium Standards and in concert with those same indicators found in the educational leadership program of studies.

Candidates will be assigned, through a program professor and a coordinator, to a mentor who is a current practicing school leader.

*Professional Knowledge*

Contingent upon specific ISLLC aligned field-based assignments agreed upon between the professor, the mentor, the students, and the building administrator.

*EADM 595: Principal Internship*

This course focuses on the role of the school leader providing an internship experience designed to establish a bond between theory, research, and practice. The internship is assigned to a specified school(s) with the supervision of a certified school administrator in the field and with the guidance of a Regent faculty internship advisor. Ideally, the candidate will have experiences at different school levels, experiences at hard-to- staff schools, and experiences that take place during the school day in concentrated blocks of times when preK-12 students are present. The intern is responsible for completion of course competencies. Interns in the field have continuous contact with a Regent University internship advisor and participate in seminar experiences. Prerequisite: completion of all coursework for the Educational Leadership program and a thorough

understanding of the Interstate School Leaders Licensure Consortium Standards for School Leaders.

*Professional Knowledge*

Contingent upon specific ISLLC aligned field-based assignments directed by a certified school administrator (mentor) and coached by the professor.

*EADM 596: School Leaders Licensure Assessment (SLLA) Prep*

This course focuses on the role of a school leader by preparing for the national assessment required by many states for administration and supervision license. As required by the Code of Virginia, the successful completion (score 165 or higher-total score range 100-200) on the SLLA is mandatory for anyone who desires the position of assistant principal or principal. Numerous other states have the same requirement with a possible different cut score. This course includes a description of the Interstate School Leaders Licensure Consortium Standards, test-taking strategies, sample questions, annotated responses, and specific problems-based learning. Note: Candidates seeking the Administration and Supervision PreK-12 licensure/add-on endorsement for assistant principal and principal positions may choose to take this course in place of EADM 598 Professional Project.

*Professional Knowledge*

Contingent upon specific ISLLC aligned problems-based assignments directed by the professor.

*EADM 598: Professional Leadership Project*

This course focuses on the role of a school leader through successful completion of a culminating project for synthesis of theory and practice. For most, the project will consist of providing evidence that critical program competencies have been met by applying accumulated knowledge to a specific challenge of student achievement and educational equity. This is an individualized course that will be co-designed by the participating candidate and faculty advisor(s). The Interstate School Leaders Licensure Consortium Standards form the foundation for course completion. Note: Candidates may take EADM 596 School Leaders Licensure Assessment (SLLA) Test Preparation in place of EADM 598.

*Professional Knowledge*

Contingent upon specific ISLLC aligned assignments agreed upon between the professor and the student.

*ECUR 540: Instructional Leadership and Student Academic Achievement*

This course will identify the role of the school leader in being held accountable for curriculum practices that result in improved student achievement. The focus will be on the transformation of curriculum theory and practice from a concern with what should be taught and why we should teach it, to how to organize, build and then evaluate



curriculum and instruction. Candidates will learn the principles underlying academic content and performance standards and develop leadership strategies for effective implementation of standards and multi-task standards-based performance assessment. Legal and regulatory principles will be addressed. Interstate School Leaders Licensure Consortium Standards will be an indicator. This course may be presented as one of a cluster of four courses in the summer residency.

*Professional Knowledge*

- 1K4• information sources, data collection, and data analysis strategies
- 1P10• assessment data related to student learning are used to develop the school vision and goals
- 2K4• curriculum design, implementation, evaluation, and refinement
- 2K5• principles of effective instruction
- 2K6• measurement, evaluation, and assessment strategies
- 2P2• curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2P3• curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2P6• student learning is assessed using a variety of techniques
- 2P7• multiple sources of information regarding performance are used by staff and students
- 2P11• professional development promotes a focus on student learning consistent with the school vision and goals
- 2P14• barriers to student learning are identified, clarified, and addressed
- 2P20• multiple opportunities to learn are available to all students
- 3P1• knowledge of learning, teaching, and student development is used to inform management decisions
- 4P9• high visibility, active involvement, and communication with the larger community is a priority
- 5P14• opens the school to public scrutiny
- 6K6• global issues and forces affecting teaching and learning

*EFND: 503 Leading and Character Development*

This course focuses on the role of the school leader in two areas: recognition that the spiritual path of educational leaders will have a distinct influence on their professional practices, and the important factors in the development of good character and resiliency in students. Specific attention will be paid to linking the Interstate School Leaders Licensure Consortium Standards and in developing a plan for responsibility and supervision of character integration in all facets of the learning environment.

*Professional Knowledge*

- 1K1• learning goals in a pluralistic society
- 2K1• student growth and development
- 2K11• school cultures
- 2P4• the school culture and climate are assessed on a regular basis
- 2P13• the responsibilities and contributions of each individual are acknowledged

- 5K2• various ethical frameworks and perspectives on ethics
- 5K5• the philosophy and history of education
- 5P1• examines personal and professional values
- 5P2• demonstrates a personal and professional code of ethics
- 5P13• expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 6K1• principles of representative governance that under-gird the system of American schools
- 6K2• the role of public education in developing and renewing a democratic society and an economically productive nation
- 6K5• models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- 6K6• global issues and forces affecting teaching and learning
- 6P1• the environment in which schools operate is influenced on behalf of students and their families
- 6P5• public policy is shaped to provide quality education for students

## Summary

Whether the reader of this sample curriculum guide is part of an educational leadership preparation program, in any capacity, or simply reviewing the elements outlined, a framework has been presented for better understanding of the complexities in linking program learning outcomes to both national accreditation principles and state program approval. This is especially important for faculty in principal preparation programs who are interested in Teacher Education Accreditation Council (TEAC) as a means to obtain national accreditation. The opportunity is provided to observe samples generated from an existing program and how the samples could be aligned to meet TEAC principles. A matrix for aligning all components has been presented. This guide allows opportunities for improvement in educational leadership preparation program design and accountability for 21<sup>st</sup> Century learners.

Appendix (*Sample*)  
 Educational Leadership Policy Standards: ISLLC 2008  
 as adopted by the National Policy Board for Educational Administration (NPBEA)  
 December 12, 2007  
 (Council of Chief State School Officers, 2007)

Standard 1: *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders*

Functions:

- A. Collaboratively develop and implement a shared vision and mission.
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: *An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress.
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

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