# GRADUATE PROGRAMS IN EDUCATIONAL LEADERSHIP
## STUDENT HANDBOOK

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Dear Students,

I would like to take this opportunity to welcome you to the graduate and certification programs in Educational Leadership at the Kean University Nathan Weiss Graduate College. It is my sincere desire that your experience here will match or even exceed your expectations.

The graduate and certification programs in educational leadership are designed to develop visionary school leaders and transformational change agents, capable of responding to shifts in the educational landscape. Our programs are a unique blend based on a scholar-practitioner model and sets ambitious learning outcomes for our students. Emphasizing theory, research and practice, our distinguished, multi-disciplinary faculty will provide you with a well-rounded educational experience. Program descriptions can be accessed through our department website at [http://grad.kean.edu/edleadership](http://grad.kean.edu/edleadership).

Additionally, all of the programs are approved by the New Jersey Department of Education as meeting the college preparation and degree requirements for State certification, and have been designed in accordance with the national standards adopted by the National Policy Board for Educational Administration (NPBEA) and the Educational Leadership Constituent Council (ELCC).

This Handbook will be of assistance to you as you plan your course of study and consider the various program options available to you. It contains important information about all of the graduate degree and certification programs offered by the Educational Leadership faculty. Program procedures, curricula, and graduation requirements are detailed in the following pages. Please take the time to carefully read and acquaint yourself with our policies and procedures. Should you have any further questions you can contact the department chairperson or your student advisor (See Appendix A for student-faculty assignments).

It is our goal that you will become a Kean University graduate and leader who will make a difference in your school community. To this end, we look forward to working with you throughout the program. Your success is our success.

Best regards,

Leila Sadeghi, Ph.D.
Chair, Department of Educational Leadership
ADVISEMENT

Pre-Admission

Prior to admission into the program of your choice, advisement of a general nature is available from the professional staff of the Office of Graduate Studies on the East Campus. The Graduate Office is open 9:00 a.m. - 6:00 p.m. on Monday through Thursday; and 8:30a.m. – 5:00p.m. on Friday. If you have specific questions regarding the program please contact the department at 908-737-5970.

Advisement upon Admission

Once you have been admitted, you should feel free to seek general advice from any member of the program's faculty. The chairperson of the Department of Educational Leadership serves as the general advisor to all students in each program, but all students have been assigned to a specific faculty member advisor in the department (See Appendix A for the advisement schedule).

Prior to each registration, you should confer with your advisor regarding the courses you wish to take. You are encouraged to plan out with your advisor your long range plans for completion of your program. You can find your advisor’s office hours on KeanWise; we encourage you to contact your advisor and arrange for periodic meetings.

Credit Load/Special Requests

Requests for transfer of credit, course substitution, overload, extensions for program completion, change of major, or similar matters should be discussed with the department chair who will advise you of any necessary procedures to be followed. Generally, part-time students will register for 3 to 6 semester hours of work per semester. Students who register for 9 or more credits per semester are considered full-time. Please be aware of the tuition costs for full time students. Exceptional circumstances may warrant an exception, but require special permission from the department chair and/or the graduate dean.

Change of Program

A student may apply for a change of program from the Post MA to the MA only if the application is completed and approved prior to the application for Field I. A change of program will not be allowed once the student has taken the field class(es).
Course Sequence & Prerequisites

Students generally sign up for courses based on how availability conforms to their individual schedules. Please keep in mind the following:

- EL 5502 Administration I should be taken before EL5503 Administration II
- EL 5541 Computer Applications should be taken early and before EL 5030 Educational Research
- EL 5030 should be taken before or with Field I EL5813
- EL 5030 Educational Research is a prerequisite for Field II EL5814
- For degree programs, approximately 24 credits must be completed the semester before Field I EL 5813

PROGRAM COMPLETION REQUIREMENTS

Field Internship in Administration and Supervision I & II (EL 5813 and EL 5814)

The Master's degree and certification programs for the Principal, Supervisor and School Business Administrator require the satisfactory completion of a two-semester internship in the form of a field internship (EL5813 & 5814). The internship will require you to work under the direction of a field mentor (usually your principal/school business administrator) for 2 hours per day participating in and completing tasks that will illustrate your level of attainment of the ELCC Standards. You will also be assigned to a faculty supervisor from the department. Time can be split between the regular school day as well as before and after school. A plan of action is developed early in the internship between the student, field supervisor, and university supervisor.

Advanced planning is required for this experience and you must meet with the department chair or your advisor early in the semester preceding the one during which you will be undergoing the experience to ensure you have completed at least 24 credits.

Furthermore, a field application must be submitted by a specific deadline (see department calendar on the department website). The application form can be found on the department website, [http://grad.kean.edu/edleadership](http://grad.kean.edu/edleadership).

Qualifying Exam

Each semester the department administers a qualifying exam to assess the student’s knowledge in core topics such as school law, education finance, accounting, educational research, public school administration, etc. The date for the qualifying exam can be found on the department calendar (please see department website). Additionally, the department will send email reminders. Prior to the exam, all students will receive a guide sheet that can be used to help prepare for the exam.

* All students must take the Qualifying Exam prior to starting their Field I internship.
Educational Research Requirements

Candidates in the Master’s Program for Principals and Supervisors are required to complete an action research project consisting of five chapters. Generally, it is expected that the candidate will be taking Educational Research before or with Field I, and will identify a problem and complete the first 3 chapters of the study prior to Field II. The project will then be completed during Field II (Chapters 4-5).

There are no research requirements for certification or school business administrator candidates. However, school business administration candidates must successfully complete a comprehensive exam. Be sure to check with Graduate Student Services for comprehensive exam dates.

Comprehensive Portfolio

The master's degree program in the Educational Leadership leading to certification as a principal and supervisor and the principal certification program require successful completion of a comprehensive portfolio that illustrates each student’s level of attainment of the ELCC Standards. The comprehensive portfolio and action research project replaces the comprehensive exam for principal/supervisor candidates and includes documentation of your level of attainment of the ELCC Standards.

The master's degree program in the Educational Leadership leading to certification as a school business administrator requires successful completion of a comprehensive portfolio that contains artifacts representing experiences jointly planned with the faculty supervisor and field mentor. School business administrator candidates are required to take and pass a comprehensive exam; there is no action research project requirement for SBA candidates.

Application for Graduation

You should file an application for graduation the semester prior to your anticipated graduation. This application may be obtained from the Graduate Student Services Office and should be returned to them. Deadlines for filing are available from the Graduate Office and are published in each semester's registration bulletin. Failure to apply by the deadline may delay your graduation by a full semester, so it is important that you submit this on time.

Application for Certification

If you are in a program leading to certification, whether a degree candidate or not, an application for certification should be filed the semester prior to the anticipated completion of your program. Application forms and directions for filing may be obtained from the department website or Graduate Student Services.
PROGRAM DESCRIPTION
M.A. in Educational Administration:
Principals and Supervisors &
Post Master’s Certification for Principals
Post Master’s Certification for Supervisors

The Principal certification is required for any position that involves service as an administrative officer of a school or other comparable unit within a school or district. Such positions include assistant superintendent for curriculum and instruction, principal, assistant principal, vice-principal and director. Holders of this title are authorized to provide educational leadership by directing the formulation of goals, plans, policies, budgets and personnel actions of the school or other comparable unit and recommending them to the chief district administrator, and by directing their implementation in the school or other comparable unit. Holders of this title also are authorized to direct and supervise all school operations and programs, to evaluate school staff, including teaching staff, and to direct the activities of school-level supervisors. (Note: the M.A. or Post M.A. in Educational Administration is required for service as a CSA or school superintendent.)

The supervisor certification is required for both supervisors of instruction and athletic directors who do not hold a standard principal’s title. The supervisor is defined as any school officer who is charged with authority and responsibility for the continuing direction and guidance of the work of instructional personnel. This title also authorizes appointment as an assistant superintendent in charge of curriculum and/or instruction.

M.A. Principal/Supervisor Curriculum

Required Courses

MODULE I. FOUNDATIONS AND FUNDAMENTALS OF ADMINISTRATION 6 sh
EL 5502 Public School Administration I 3sh
EL 5503 Public School Administration II 3sh

MODULE II. SUPERVISION, CURRICULUM AND INSTRUCTION 12 sh
EL 5606 School Supervision and Organizational Theory 3 sh
EL 5607 Supervision and Evaluation of Instruction 3 sh
EL 5613 Curriculum Development and Evaluation: Theory and Practice 3 sh
EL 5614 Learning, Instruction, Evaluation and Curriculum Development 3 sh
MODULE III. POLICY, PROCEDURE AND PRACTICE
   EL 5551 Basic School Law and policy 3 sh
   EL 5541 Computer Applications in Educational Administration 3 sh
   EL 5520 Management Of Educational Finance 3 sh

MODULE IV. RESEARCH, SYNTHESIS AND APPLICATION
   EL 5030 Educational Research (prerequisite EL5541) 3 sh
   EL 5813 Field Study in Administration and Supervision I 3 sh
   EL 5814 Field Study in Administration and Supervision II 3 sh
   (EL5030 is a prerequisite of Field Study II and a co-requisite of Field Study I)

Total: 36 sh

Additional Requirements

A Qualifying Exam is taken prior to Field I. Candidates will not be able to take Field I or II until the qualifying exam has been taken. Master’s and Post M.A. students must complete this requirement.

Master’s Candidates complete a comprehensive portfolio and an action research project.

Applicable to students who matriculated or transferred into the M.A. or Post M.A. in Educational Administration.

Post Master’s Principal Certification Curriculum

Required Courses

   MODULE I. FOUNDATIONS AND FUNDAMENTALS OF ADMINISTRATION 3 sh
      EL 5502 Public School Administration I 3sh

   MODULE II. SUPERVISION, CURRICULUM AND INSTRUCTION 12 sh
      EL 5606 School Supervision and Organizational Theory 3 sh
      EL 5607 Supervision and Evaluation of Instruction 3 sh
      EL 5613 Curriculum Development and Evaluation: Theory and Practice 3 sh
      EL 5614 Learning, Instruction, Evaluation and Curriculum Development 3 sh
**MODULE III. POLICY, PROCEDURE AND PRACTICE**
- EL 5551 Basic School Law and policy 3 sh
- EL 5520 Management of Educational Finance 3 sh

**MODULE IV. RESEARCH, SYNTHESIS AND APPLICATION**
- EL 5813 Field Study in Administration and Supervision I 3 sh
- EL 5814 Field Study in Administration and Supervision II (prerequisite EL5030) 3 sh

**Electives**
- EL 5503 Public School Administration II 3 sh
- EL 5541 Computer Applications in Educational Administration 3 sh
- EL 5030 Educational Research 3 sh
- EL 5521 School Business Management and Accounting 3 sh
- EL 5530 School Building Planning 3 sh

**Total: 18 - 30 sh**

(Candidates entering the program with a supervisor’s certificate do not take Module II)

**Additional Requirements**

Certification candidates complete a comprehensive portfolio.

**Post Master’s Supervisor Certification Curriculum**

**Required Courses**
- EL 5606 School Supervision and Organizational Theory 3 sh
- EL 5607 Supervision and Evaluation of Instruction 3 sh
- EL 5613 Curriculum Development and Evaluation: Theory and Practice 3 sh
- EL 5614 Learning, Instruction, Evaluation and Curriculum Development 3 sh

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EL 5606</td>
<td>School Supervision and Organizational Theory</td>
<td>3 sh</td>
</tr>
<tr>
<td>EL 5607</td>
<td>Supervision and Evaluation of Instruction</td>
<td>3 sh</td>
</tr>
<tr>
<td>EL 5613</td>
<td>Curriculum Development and Evaluation: Theory and Practice</td>
<td>3 sh</td>
</tr>
<tr>
<td>EL 5614</td>
<td>Learning, Instruction, Evaluation and Curriculum Development</td>
<td>3 sh</td>
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</tbody>
</table>
M.A. in Educational Administration Option: School Business Administrator
&
Post-Master’s Certification Option: School Business Administrator

The school business administrator certification is required for the chief financial officer of a district. Such positions include assistant superintendent for business, school business administrator and assistant school business administrator. Holders of this title are authorized to perform duties at the district level in the areas of financial budget planning and administration, financial accounting and reporting, insurance/risk administration and purchasing. Holders of this title may also engage in facilities planning, construction and maintenance, personnel administration, administration of transportation and food services, and central data processing management.

M.A. School Business Administrator Curriculum

Required Courses

FOUNDATIONS COURSES 6 sh

EL 5541 Computer Applications Educational Administration 3sh
EL 5606 School Supervision and Organizational Theory 3sh

ADMINISTRATION/MANAGEMENT 21 sh

EL 5502 Public School Administration I 3sh
EL 5503 Public School Administration II 3sh
EL 5520 Management of Educational Finance 3sh
EL 5521 School Business Management and Accounting 3sh
EL 5530 School Building Planning 3sh
EL 5551 Basic School Law 3sh
PA 5040 Public Budgeting and Finance 3sh

Field Study 6 sh

EL 5813 Field Study in Administration and Supervision I 3sh
EL 5814 Field Study in Administration and Supervision II 3sh

Total 33sh

Additional Requirements

Master’s Candidates complete a comprehensive portfolio and take a comprehensive exam.
Post-Master’s School Business Administrator Certification Curriculum

This option is intended for students who possess a master’s degree from an accredited college, including at least 15 credits of study in business administration. The course work is designed to prepare such students to meet state knowledge requirements for certification as a school business administrator.

Required Courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EL 5502</td>
<td>Public School Administration I</td>
<td>3 sh</td>
</tr>
<tr>
<td>EL 5520</td>
<td>Management of Educational Finance</td>
<td>3 sh</td>
</tr>
<tr>
<td>EL 5521</td>
<td>School Business Management and Accounting</td>
<td>3 sh</td>
</tr>
<tr>
<td>EL 5530</td>
<td>School Building Planning</td>
<td>3 sh</td>
</tr>
<tr>
<td>EL 5551</td>
<td>Basic School Law and Policy</td>
<td>3 sh</td>
</tr>
<tr>
<td>EL 5606</td>
<td>School Supervision and Organizational Theory</td>
<td>3 sh</td>
</tr>
<tr>
<td>EL 5813</td>
<td>Field Study in Administration and Supervision I</td>
<td>3 sh</td>
</tr>
<tr>
<td>EL 5814</td>
<td>Field Study in Administration and Supervision II</td>
<td>3 sh</td>
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</tbody>
</table>

Total: 24 sh

Additional Requirements

Certification candidates complete a comprehensive portfolio.
APPENDIX A

Student Advisor Assignments

All students are encouraged to meet periodically with their assigned faculty advisors to review program and certification requirements and to keep abreast of changing rules and regulations.

<table>
<thead>
<tr>
<th>Educational Leadership Faculty Advisor</th>
<th>Student Last Name</th>
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<tbody>
<tr>
<td>Dr. Nicholas Celso, EC 205G, <a href="mailto:ncelso@kean.edu">ncelso@kean.edu</a></td>
<td>A-D</td>
</tr>
<tr>
<td>Dr. Effie N. Christie, EC 205H, <a href="mailto:echristi@kean.edu">echristi@kean.edu</a></td>
<td>E-H</td>
</tr>
<tr>
<td>Dr. Leonard Elovitz, EC 205D, <a href="mailto:lelovitz@kean.edu">lelovitz@kean.edu</a></td>
<td>I-L</td>
</tr>
<tr>
<td>Dr. Soundaram Ramaswami, EC 205J, <a href="mailto:sramaswa@kean.edu">sramaswa@kean.edu</a></td>
<td>M-O</td>
</tr>
<tr>
<td>Dr. Leila Sadeghi, Chair, EC 205I, <a href="mailto:lsadeghi@kean.edu">lsadeghi@kean.edu</a></td>
<td>P-T</td>
</tr>
<tr>
<td>Dr. John Szabo, EC 205B, <a href="mailto:jszabo@kean.edu">jszabo@kean.edu</a></td>
<td>U-Z</td>
</tr>
<tr>
<td>(and Kean Ocean students)</td>
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APPENDIX B

Summary of New Jersey State Certification Requirements for Supervisors

In order to be eligible for the Supervisor Standard certificate, you will need to meet the following:

Master’s Degree Requirement
• A master’s or higher degree is required from a regionally accredited college or university. Official transcripts documenting the master’s degree conferral must be submitted.

All credits/degree(s) must appear on a regionally accredited 4-year college/university transcript.

Certification Requirement
• A standard NJ instructional or educational services certificate or its out-of-state equivalent is required. A copy of this certificate must be presented.

Three Years of Experience
• At least three years of successful, fulltime teaching or educational services experience is required. An original letter from a school official (principal or assistant principal or human services director), on the school’s official letterhead, must be submitted. Included should be dates of employment and the positions held during those specific dates. Experience completed in a New Jersey public school must be completed under the appropriate certificate.

Required Graduate Study
• You will need to complete an 12 semester-hour graduate credits to include the following required areas:
  - Three graduate credits in general principles of instructional staff supervision for grades K-12.
  - Three graduate credits in general principles of curriculum design and development grades K-12.
  - Three graduate elective credits in curriculum design and development.
  - Three graduate elective credits in instructional staff supervision AND/OR curriculum design and development.

1 http://www.state.nj.us/education/educators/license/certifications/0106S.pdf
APPENDIX C

Summary of New Jersey State Certification Requirements for Principals

In order to be eligible for the Certificate of Eligibility (CE), you will need to apply and meet the following:

**Master’s Degree Requirement**
- A master’s or higher degree from a regionally accredited college or university in educational leadership, in curriculum and instruction, or in one of the recognized fields of leadership or management; OR
- A master’s degree from a regionally accredited college or university and complete a post-master’s program resulting in a certificate of advanced study in educational administration and supervision; OR
- A master’s degree from a regionally accredited college or university and complete a post-master’s program in a coherent sequence of 30 semester hour credits. The study must be completed at one institution in the fields outlined above OR
- A master’s degree in educational leadership from an NCATE or TEAC-approved program at out-of-State college or university;

**Required Graduate Study**
- A minimum of 30 graduate credits, either within the master’s program or in addition to it, in the following quality components of preparation to promote student learning as set forth in N.J.A.C. 6A:9-3.4(a)1-6, the Professional Standards for School Leaders. These areas align with ISLLC standards.

**Internship Requirement**
- Complete a 300-hour internship in educational leadership aligned to the professional standards for school leaders in N.J.A.C. 6A:9-3.4 in accordance with the roles and responsibilities as a principal, independent of other course requirements.

**Praxis Test Requirement**
- Please contact Education Testing Service (ETS) to register for the School Leaders Licensure Assessment. You must request to have your score sent to New Jersey by coding R7666. You must also include your social security number when completing your answer sheet. Only official score reports sent directly from ETS are accepted for certification. Not coding the NJ Dept. of Education (R7666) or listing your social security number may delay certificate issuance. Please go to [http://www.nj.gov/education/educators/license/1112.pdf](http://www.nj.gov/education/educators/license/1112.pdf) for more details.

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1 [http://www.state.nj.us/education/educators/license/certifications/0299CE.pdf](http://www.state.nj.us/education/educators/license/certifications/0299CE.pdf)
**Experience Requirement**

- You must provide documentation evidencing completion of five years of successful educational experience under a valid provisional or standard New Jersey or equivalent out-of-state certificate. Please send in an original letter from a school official that includes information about full or part-time status, specific assignment, and dates of employment.
APPENDIX D

Summary of New Jersey State Certification Requirements for School Business Administrator

In order to be eligible for the CERTIFICATE OF ELIGIBILITY, you will need to apply and meet the following:

Master’s Degree or CPA Requirement
• A master’s or higher degree from a regionally accredited college or university OR a copy of a currently valid certified public accountant license is required.

Required Undergraduate OR Graduate Study
• You will need to complete 18 semester-hour undergraduate or graduate credits to include the following required areas:
  - Economics
  - Organizational theory
  - Law
  - Management or administration
  - Accounting
  - Finance

1 http://www.state.nj.us/education/educators/license/certifications/0109CE.pdf
STANDARDS FOR ADVANCED PROGRAMS IN EDUCATIONAL LEADERSHIP (ELCC Standards)

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

Elements

1.1 Develop a Vision

a. Candidates develop a vision of learning for a school that promotes the success of all students.

b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners’ needs, schools as interactive social and cultural systems, and social and organizational change.

1.2 Articulate a Vision

a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.

b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision

a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision.

b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

1.4 Steward a Vision

a. Candidates demonstrate an understanding of the role effective communication skills play in
building a shared commitment to the vision.

b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

c. Candidates assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision

a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.

b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

Standard 1.0 Narrative Explanation: This standard addresses the need to prepare educational leaders who value and are committed to educating all students to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a climate of continuous improvement among all members of the educational staff. Such educational leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

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

Elements

2.1 Promote Positive School Culture

Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

2.2 Provide Effective Instructional Program
a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.

b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.

c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

2.3 Apply Best Practice to Student Learning

a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.

b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.

c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

2.4 Design Comprehensive Professional Growth Plans

a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.

b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.

c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

**Standard 2.0 Narrative Explanation:** This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all students can learn and that student learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student
learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Candidates preparing to lead schools or districts must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.

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

Elements

3.1 Manage the Organization

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

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

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

3.2 Manage Operations

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

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

c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.
3.3 Manage Resources

a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.

b. Candidates creatively seek new resources to facilitate learning.

c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.

**Standard 3.0 Narrative Explanation:** This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development.

Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school’s and district’s accountability to the community. Skills in job analysis, supervision, recruitment, selection, professional development, and appraisal of staff positions, as well as an understanding of relevant collective bargaining agreements, strengthen the ability to use personnel resources. Effective educational leaders define job roles, assign tasks, delegate appropriately, and require accountability. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, educational leaders must be competent in conflict resolution, consensus building, group processes, and effective communication.

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

**Elements**

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

a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.
b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.

c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.

d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.

e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.

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

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

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

4.2 Respond to Community Interests and Needs

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

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

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

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

4.3 Mobilize Community Resources

a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.
b. Candidates demonstrate how to use school resources and social service agencies to serve the community.

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

**Standard 4.0 Narrative Explanation:** This standard addresses the fact that cooperation among schools, the district, and the larger community is essential to the success of educational leaders and students. Educational leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. The ability to analyze emerging issues and trends that might affect schools and districts enables educational leaders to plan effective instructional programs and school services. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for schools. Seeing families as partners in the education of their youngsters, and believing that families have the best interests of their children in mind, encourages educational leaders to involve them in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, educational leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

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

**Elements**

**5.1 Acts with Integrity**

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

**5.2 Acts Fairly**

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

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

**Standard 5.0 Narrative Explanation:** This standard addresses the educational leader’s role as the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader’s contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

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

**Elements**

**6.1 Understand the Larger Context**

a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.

b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.

c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.

d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.

e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.
g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.

h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

6.2 Respond to the Larger Context

Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

6.3 Influence the Larger Context

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

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

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

**Standard 6.0 Narrative Explanation:** This standard addresses the need for educational leaders to understand and be able to operate within the larger context of the community and beyond, which affects opportunities for all students. Educational leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for children. Educational leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students’ rights and improve students’ opportunities.

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

**Elements**

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

b. Each candidate should have a minimum of six months of fulltime internship experience.

7.2 Sustained

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

7.3 Standards-based

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

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

7.4 Real Settings

a. Candidates’ experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.

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

7.5 Planned and Guided Cooperatively

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

b. Mentors are provided training to guide the candidate during the intern experience. The three individuals work together to meet candidate and program needs.

7.6 Credit

Candidates earn graduate credit for their intern experience.
Standard 7.0 Narrative Explanation: This standard addresses the importance of structured, sustained, standards-based experiences in authentic settings. The internship is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity.