

State University of New York at Oswego

Department of Educational Administration

Course: EAD 695 – Internship for Building and District Leaders

Semester: Academic Year 2016-2017

Class Sessions: The university-facilitated All Intern Seminars generally meet in your region. Dates for these sessions are determined during the Internship Organizational Meeting in the summer.

If you have a disabling condition that may interfere with your ability to successfully complete this course, please contact the Office of Disabled Student Services at SUNY Oswego (138 Campus Center, 315.312.3358 dss@oswego.edu).

Course Description:

The purpose of this course, which spans a full calendar year, is to place leadership candidates into one or more educational administrative positions in both school buildings and school district locations. To complete their Certificate of Advanced Study in Educational Leadership, candidates are required to register for and complete this course three times sequentially (i.e., typically fall, spring, summer) for a total of 9 semester hours of graduate credit. During their time in the field, candidates are supervised by both a college faculty member and a certified building or district administrator who is employed in the district where the internship duties are being completed. College supervisors meet on-site with interns and field supervisors three-five times per year. Candidates are involved in weekly email contact with professors, and electronically submit monthly reflections to them about their leadership challenges/successes in their building and within the district. Throughout the experience, they prepare and submit a series of platform statements, supervisory observation reports and a variety of other required assignments.

During the internship and clinical practice portion of the CAS program, candidates are provided coherent, authentic experiences that provide multiple and varied opportunities to synthesize and apply the content knowledge they have obtained within the previously (or simultaneously) completed core courses. They are mentored by a field supervisor who has demonstrated effectiveness as a licensed educational leader within school building and district settings. The Department of Educational Administration provides these mentors with a Field Supervisor Handbook as a guide for the array of duties, responsibilities and experiences we expect candidates to encounter during the internship.

Prior to registering for this course, candidates must complete a minimum of 15 semester hours of course work in the program, and secure an internship appointment which is endorsed by their superintendent (or her/his designee) and approved by the Department of Educational Administration's Internship Coordinator. Once the internship appointment is approved, the candidate is also eligible to apply for NYSED's Certificate of Internship which is valid for a period of two years. When candidates have completed EAD 695 for 9 semester hours, and successfully passed the NYS Leadership Assessments (EAS, SBL and SDL), they are able to apply for New York State's School Building Leader (SBL) initial certification and School District Leader (SDL) professional certification. The authentic nature of this course necessitates that candidates receive ongoing guidance and mentoring from practicing school and district leaders, and the learning outcomes will likely be individualized for each candidate. We expect all candidates to achieve competencies across all of current National Educational Leadership Preparation Standards (NELP – these are replacing what were formerly the ELCC Standards) and are aligned with

the Professional Standards for Educational Leaders (PSEL – these are replacing what were formerly the ISLLC Standards).

Course Objectives:

Using the NELP Standards as our framework, after completing the 9 semester hours for this course, candidates will have developed or attained the knowledge, skills and dispositions expected of novice leaders who are seeking building and district (entry) level administrative positions. Candidates will provide evidence that they understand and are able to demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills and commitments necessary for:

- A shared mission and vision, a set of core values, a support system, and continuous & sustainable district and school improvement. [NELP Standard One] [REFLECTION]
- Professional norms, modeling ethical behavior, responsible decision-making, and values. [NELP Standard Two] [SOCIAL JUSTICE]
- Equitable treatment policies & protocols, equitable access, culturally & individually responsive practice, and a supportive school & district culture. [NELP Standard Three] [KNOWLEDGE; PRACTICE]
- Systems of learning and instruction, instructional practice and capacity, assessment systems, learning supports, and professional development of leaders. [NELP Standard Four] [KNOWLEDGE; PRACTICE]
- Community engagement, communication with all stakeholders, partnerships, advocacy and representation. [NELP Standard Five] [COLLABORATION/LEADERSHIP]
- Management and operation systems, data & resources, communication systems, human resources, legal compliance, and policies and procedures. [NELP Standard Six] [KNOWLEDGE; AUTHENTIC LEARNING]
- Human resource management, professional culture, workplace conditions, supervision & evaluation, legal compliance, policy engagement, and Board relations. [NELP Standard Seven] [PRACTICE; SOCIAL JUSTICE]

Grading for this Course:

1. The EAD 695 Internship course (9 sh) receives a grade of Satisfactory (S) or Unsatisfactory (U).
2. At the end of the first term for EAD 695 (typically fall), if satisfactory progress has been made, candidates receive a grade of Satisfactory (S). The same is true at the end of the second term for EAD 695 (typically spring). At the conclusion the third term (typically summer), with the successful completion of the professional portfolio, oral comprehensive exam and effective demonstration of all ELCC competencies, a grade of “S” will be recorded for the EAD 695 final segment. If the candidate has not completed all expected assignments by the end of any of these terms, the supervisor may issue a grade of Incomplete (I); the candidate will be expected to complete this work by the end of the sixth week of the following term to ensure the Incomplete grade will not revert to an Unsatisfactory (U), essentially a failing grade. If any section of EAD 695 results in a grade of “U”, the candidate will need to repeat the course for credit.
3. Therefore, if satisfactory progress is NOT being made after the first NINE weeks of the first term, candidates may be counseled to Withdraw from the class and will receive a grade of “WN” (withdrew no grade) on their transcript. This will also require the candidate to re-enroll in EAD

695 in the future at which point he/she will have acquired additional instructional leadership experiences, and be better prepared to take on the duties of the administrative internship.

4. In rare instances, candidates might need to "step out" of their internship for a semester or two before completing their assignments and field placements (e.g., maternity leave, or another significant life event which necessitates a short hiatus in the candidate's full-time attendance). If this occurs, the Department will notify the Registrar's Office that a grade of In Progress (IP) is necessary; this grade provides a two-year time period for candidates to complete their required work for the internship.

Task:

Candidates will continuously reflect on internship experiences as they move from the role of teacher or certified school personnel to educational leader. These confidential reflections are based upon experiences that the candidate may be celebrating or struggling with as they navigate new duties and responsibilities. These essays will inform the college supervisor of the progress candidates have made on their internship learning goals, or alert supervisors to any challenges candidates may be facing.

SUMMER*	FALL*	SPRING*	SUMMER*

*The College Intern Supervisor will articulate to each candidate, within each semester, when his/her monthly reflections are due based upon the timing of the candidate’s approved internship assignment.

Enablers:

- 1.1.1 Monthly reflections will focus on what candidates have **learned and are learning** about leadership, not solely on what they have done. Example topics may include, but are not limited to: working with parents; connecting with community agencies; learning about communication protocols as one operates within the district’s organizational chart; participating in disciplinary hearings; confidentiality.
- 1.1.2 Reflections are to be submitted to supervisors electronically on the 1st of every month, and typically begin on October 1st for the month of September or as articulated in the chart above.
- 1.1.3 Minimally, eight reflections are expected over the course of the full calendar year as per the direction of the college supervisor.

Task 1: Leadership Learning Activity Plans

As candidates individually analyze their leadership abilities as delineated in the ELCC Worksheet Grid, they will select three competencies that reflect their largest gaps in performance capability.

Candidates will develop proposals regarding how they plan to expand their knowledge and skills within each of these focus areas.

Enablers:

- 2.1.1 Candidates will use the Leadership Learning Activity Form to write and submit their three separate plans which will: explain what they want to learn as a leader with regard to a specific ELCC Indicator; articulate what they will do to achieve their goal; describe how they will know how they have accomplished their objectives; and identify the person or persons who will evaluate their leadership during this activity.
- 2.1.2 These plans should be numbered to coincide with ELCC Indicators (eventually the NELP Indicators).
- 2.1.3 Candidates, regardless of the design of their internship assignment, should plan to have all three proposals drafted for review by their college supervisor by, or before, their cohort's first All Intern Seminar (typically in late September or early October).

Task 2: Leadership Project Proposal

Candidates are required to complete a significant leadership project during their internship. This project should be approved by the district superintendent, a director, or building level leadership, and should significantly impact programming, reporting, or district-level policies and procedures. In this capacity, the candidate should serve as facilitator, or co-facilitator of a committee of multiple and diverse adult stakeholders. This is an opportunity to demonstrate the candidate's collaborative leadership style, develop new competencies, and add substance to her/his comprehensive portfolio.

Enablers

- 2.2.1 Candidates, in consultation with their field and college supervisors should agree on a project they can lead from inception to conclusion. There needs to be a project end point or benchmark by the end of their internship.
- 2.2.2 Candidates will use the Leadership Project Proposal Form to: provide a title for the project; create a list of objectives for the project; supply background information that provides context for the project; give a brief description of the project; create a detailed action plan with a timeline for the project's intended completion or benchmark; and summarize the evidence that will be presented to confirm the project's objectives have been obtained.
- 2.2.3 The project should focus on specific and urgent district or building needs, and involve working with and facilitating the work of others. Candidates should also identify from whom evidence will be attained to assess the extent to which they collaboratively and effectively led this important initiative. This evaluative evidence will be submitted, as noted below, as one component of the Executive Summary of this project.
- 2.2.4 The leadership project should allow the candidate to leave his/her legacy in the district by virtue of leading this project.

- 2.2.5 An Executive Summary of the Leadership Project and associated artifacts will be included in the candidate's final portfolio.
- 2.2.6 Candidates, regardless of the design of their internship assignment, should plan to have the leadership project proposal drafted for review by their college supervisor by, or before, their cohort's first All Intern Seminar (typically in late September or early October). Candidates will be asked to share a brief description of their leadership projects at this All Intern Seminar.

NOTE: The Department will provide electronic copies of the proposal forms for the candidates to use as they write both the Leadership Learning Activity plans, and the Leadership Project description.

Task:

Educational platform statements are a series of assumptions, theories and beliefs about what candidates hold to be possible, true and desirable about a series of fourteen topics related to many facets of building and district-level leadership. By writing a platform, candidates clarify their values and synthesize their thoughts about educational leadership. In addition, platform statements help candidates communicate with others in a succinct and cogent manner about their professional positions on educational leadership issues.

Enablers:

- 3.1.1 Candidates will write fourteen platform statements as delineated in the Appendix that is attached at the end of this course syllabus. When writing platform statements, candidates should make clear the standards of practice they will use in judging their own performance, the actions of others, and the learning environment. Platform statements **(two to three pages, 12 point font, double spaced)** are living documents that can be modified or revised over time. All platforms are written, for the most part in the professional third person voice; exceptions to this are the ones written about Leadership Style (#12) and Vision (#14). The very last platform developed is typically the Vision Statement, since it encompasses all of the candidate’s learning about leadership. It will be handed in toward the end of the CAS (it is actually an assignment within the EAD 660 Organizational Change course), and many candidates use it to introduce themselves in the professional portfolio.
- 3.1.2 Platforms (two per month) are to be submitted to supervisors electronically on the 15th of every month, and typically begin in October or as articulated in the chart above. Candidates should be sure all editorial changes recommended have been made to their writing prior to including these statements in the professional portfolio.

SUMMER*	FALL*	SPRING*	SUMMER*
	6	8	

*Candidates are expected to submit platforms on a monthly basis, and they must be received by the college supervisor in advance of the university’s due dates for grades each semester.

Task:

At some point during their internship, and prior to the end of April, candidates will spend one-half day shadowing an experienced educational administrator in a school district that is unlike their own. Thus, as an example, if candidates are working in a rural district, they should plan to visit an administrator in an urban or suburban district. This is an opportunity to experience first-hand an environment that is different from one where they are comfortable, and to broaden understanding and perspectives regarding effective leadership. Candidates make arrangements in advance of their visit (i.e., they should not show up unannounced), and provide the administrator with a description of the intended learning outcomes they hope to achieve during their time together.

Enablers:

- 4.1.1 Written reports of this experience should be approximately the same length as a platform statement, and include the Name & Title of the administrator shadowed, as well as the location of the experience, and the date/time of the visit. The report should include candidate's description of the activities and leadership behaviors that were observed during the visit.
- 4.1.2 The reflection includes a summary of what new knowledge was learned that the candidate believes is pertinent to his/her future success as an educational leader for teachers who work with diverse learners in today's P-12 schools?
- 4.1.3 Candidates should also include a definition for and understanding of the term "diversity" and an explanation of why they believe this individual in her/his particular position and school building offered a diverse experience (i.e., compare/contrast to your own administrative venue).

NOTE: This report, if submitted in the same month during which the shadowing activity occurred, may replace or substitute for one of the required monthly reflections described above in Module I.

Task:

Building and district leaders spend considerable time and energy devoted to supervision and evaluation of personnel – all with the purpose of improving student achievement for ALL students. In order to do this, school and district leaders must be comfortable with best practices with curriculum, assessment, instruction, and professional development aligned to growth plans. They use data consistently in order to target areas of success and collaboratively work to identify areas for further support. They spend time both inside and outside of classrooms observing, collaborating and supporting teachers and all other staff members as they work to close any achievement gaps for students. During the internship, candidates are required to visit a minimum of **five** teachers and/or professional staff members in various educational settings to develop and improve their supervisory skills and to understand the performance review regulations and district protocols for all staff.

Enablers:

- 5.1.1 Candidates must submit **two*** complete Clinical Supervision cycles of certified staff members. Each should include:
 - i. Written notes from both the pre and post conferences;
 - ii. Data collection notes, charts, and/or instruments;
 - iii. APPR rubric completed with alignment of evidence-based statements;
 - iv. Summary statement from the Observation Cycle complete with Strength Areas; and
 - v. Areas for Continued Growth with leader accountability.
- 5.1.2 Candidates will complete **three** informal observations of which two must be of certified teachers/staff and a third can be of a clerical or non-instructional professional staff member. These reports are normally one to two pages maximum and should include what candidates observed during the classroom visit/observation, and the written suggestions/recommendations they offered to the teacher or other educational professional. If the school district has an approved form for administrators to use during “walk-through” observations, it may be used to complete the informal observation reports of the certified personnel.


***NOTE:** One formal Observation Cycle is completed during the EAD 641 Supervision for the Improvement of Instruction course, and this may be submitted to the candidate’s college supervisor within Module V for EAD 695. Video tapes do not have to be submitted for this assignment.

Task:

Candidates and their college supervisors meet at least ten times during the year from June to May to attend and facilitate seminars on various leadership topics. There are “5” All Intern Seminars that are designed and facilitated by the college supervisors. There are “5” or “6” Cohort Seminars that are designed and facilitated by the candidates themselves; they collaboratively identify their ELCC gap areas as they determine the titles for their individual cohort seminars. The goal is to become proficient at the “Developed” and/or “Expertise Achieved” levels within these focus areas. Candidates must also become comfortable and competent in planning, developing and facilitating professional development activities for various stakeholder groups with whom they will be working as leaders.

Enablers:

- 6.1.1. As these topics are specifically selected and agreed upon by each individual in the cohort group as a gap area, candidates must attend and fully participate in all seminars.
- 6.1.2 Each candidate will successfully plan a professional development experience specific to a chosen cohort group ELCC topic. In planning the experience, candidates will be certain to survey the cohort members as to learning target goals within the seminar, and then identify/secure presenters who will support and effectively deliver the learning target goals. Presenters should represent a depth and breadth of experience.
- 6.1.3 Each candidate will successfully prepare a professional development seminar. In doing so, candidates will:
 - i. Communicate seminar details to all cohort members and to appropriate host-school leaders in the form of a flyer/invitation/agenda;
 - ii. Communicate to guest presenters the logistics of location, timing for presenting, technology availability, size of group and topics/questions to be discussed;
 - iii. Appropriately secure and prepare the presentation space for the seminar, including but not limited to technology requested, copies of handouts to be made, name tents for guest presenters, and meal to be provided;
 - iv. Write thank you notes to the guest presenters and host-school administrators after the seminar is completed.
- 6.1.4 Candidates must effectively facilitate the seminar being certain that the original target goal(s) were met. Candidates must demonstrate evidence of facilitation skills and understandings of differing types of facilitation from loose to tight. The role of facilitator requires an understanding of the many ways of being respectful to an agenda. In leadership candidates must be comfortable in facilitating all differing types of meetings. See chart below.

Facilitation Skills Continuum					
Loose					Tight
Can stay on one agenda item				Gives specific times for each agenda item and gives presenters a way of knowing when timing is running out	
May never get to all agenda items				Gets to all agenda items	
May never get to all presenters/guests				Gets to all presenters/guests	
May discover a topic during the meeting that requires much more discussion than anticipated				Once topic time is completed, facilitator discusses the need to place the topic item on the next meeting agenda with more time provided at next meeting for further discussion.	
Lists agenda items with presenters				Defines the agenda items with presenters with a descriptive purpose	

6.1.5 Candidates must design an evaluation form for their facilitated seminar, and all in attendance are requested to provide feedback via this form. Minimally, data are reviewed with the candidate's college supervisor, and may be included as evidence in the professional portfolio as described below.

FALL*	SPRING*

*Candidates must earn a grade of Satisfactory for EAD 695 each semester as described above, and will therefore be evaluated on their meeting facilitation skills during the semester in which they host their individual seminar.

Task:

Approximately two weeks prior to the Oral Comprehensive Examination date, candidates are required to submit a copy of their portfolio to both the college supervisor and field site supervisor. The portfolio is a comprehensive collection of elements, which illustrates and provides a thorough snapshot of their knowledge, skills and dispositions as an entry-level administrator; it may be created as a hard-copy document (e.g., binder) or submitted as an electronic document.

Enablers:

- 7.1.1 Minimally, candidates are expected to include the following items in the professional portfolio: vision statement; current resume, sample cover letter & entry plan (see Module IX); platform statements; executive summary of leadership project & reflection; sample supervisory observation report (staff member's name may be blacked out); evidence to illustrate the candidate's use of data to make leadership decisions about improving student achievement; and/or assess the effectiveness of his/her own leadership capabilities; and the final reflection on the entire internship experience.
- 7.1.2 At the candidate's discretion, additional items may be added, and may include for example: artifacts created during the internship, notes of commendation, newspaper clips, evidence to illustrate the candidate's use of data to assess the effectiveness of her/his own leadership capabilities, and examples of work from CAS courses that demonstrate administrative skill.
- 7.1.3 Candidates are expected to carefully plan how they want to represent themselves educational leaders. This can be accomplished through the thoughtful selection of the titles they assign to various sections included in the portfolio. Some examples might be: Instructional Leadership; Data Driven Actions; Student Advocacy; Community and Family Partnerships. Within each section of the portfolio, candidates will include appropriate artifacts (many of which are listed above) to illustrate their leadership competencies, qualifications and experiences.

EAD 695 MODULE VIII ORAL COMPREHENSIVE EXAM

Task:

All candidates complete an oral comprehensive exam at the end of their internship, which generally (but not always) coincides with the completion of the CAS program. The oral comprehensive examination is an opportunity for candidates to demonstrate their learning and establish that they are ready to enter the field of educational administration. This exam is administered by the candidate's college supervisor, field supervisor and one other certified administrator.

Enablers:

- 8.1.1 Candidates present themselves before a panel of at least three leaders who will: listen to responses to their inquiries and guide general discussion regarding the candidate's internship experiences; deliberate about the candidate's readiness to enter the field; make a decision (pass, fail, pass with distinction); share that decision with the candidate; and provide feedback regarding the candidate's strengths and weaknesses.
- 8.1.2 The "oral comprehensive exam" questions are focused on the NELP Standards as well as other issues that are pertinent to building leadership appointments in today's P-12 schools and districts.
- 8.1.3 The actual oral portion of the exam generally lasts around 50-55 minutes. Panel members then ask the candidate to leave the room while they debrief about his/her responses and come to an agreement about their "scoring" of the rubric. After their deliberations are completed, the candidate is invited back to the exam room to discuss the results and receive feedback from the panel members.
- 8.1.4 As described in Module VII, in preparation for this exam, candidates are asked to submit a copy of their final portfolio to the field site supervisor and college supervisor at least 2 weeks prior to the exam date. The third member of the panel, who is either a practicing or retired school administrator, should receive a folder that contains (minimally): the candidate's résumé, all revised platform statements, and summary of the leadership project completed during the internship.
- 8.1.5 Candidates must work cooperatively with their college supervisor, field supervisor and third administrator to determine a date and location that will work for all. Typically the entire examination lasts about 90 minutes, but it is recommended that a two-hour block be scheduled. For most candidates who are on schedule to complete the CAS program in the summer following the EAD 660 capstone course, the oral comprehensive exam generally occurs in May, June or July; the latest possible date is very early August.

Task:

Candidates will analyze a district leadership employment opportunity to ascertain whether there exists a proper “fit”. For leadership preparedness, candidates should understand how to create the necessary documents that effectively represent them as an educational leader, and support them through the job search and interview process.

Enablers:

- 9.1.1 District Scan – Candidates should perform a “district scan” to learn about critical data, culture, programming and philosophies within a school district. To do this, candidates should review and analyze school report cards, district strategic plan and goals, unique programming within the schools, and current district initiatives. They should also review the minutes of the previous 10 months of Board of Education meetings to identify any district /building level initiatives, achievements, interventions or celebrations so they can examine and assess their level of comfort as a potential new member of the district’s leadership team.
- 9.1.2 Cover Letter: Candidates need to clearly articulate in written form, why they are the prime candidate for the position and how their beliefs, skills sets and experiences directly align to the job description/posting.
- 9.1.3 Resume: Candidates should develop a professional resume that has a clear focus on all leadership experiences followed by other professional educational positions.
- 9.1.4 Entry Plan: Candidates should submit an Entry Plan that reflects how they will assimilate to the new leadership position as quickly as possible upon employment. This Entry Plan should be aligned to district/school vision and mission and identify goals and critical action steps. Candidates should identify which people, processes, documents, and protocols they need to meet and/or learn about at three or four intervals of time from the start date of the new position.

APPENDIX to EAD 695 COURSE SYLLABUS

PLATFORM STATEMENTS

Your educational platform statements are a series of assumptions, theories and beliefs about what you hold to be possible, true and desirable on the topics that we identify. Your platform statements are your beliefs that guide you as you think, act, choose, and decide as an educational leader. You will work on these throughout your CAS program. The platform requirement is listed in the Implementation Phase of the internship process with the hope that you are writing them throughout your coursework and internship. However, you share them in their final form at the end of the internship during your oral comprehensive examination.

The process of developing a platform is arduous for some, but beneficial for all. By writing a platform, you clarify your values and synthesize your thoughts about educational leadership. In addition, your platform statements help you to communicate with others in an articulate way about your professional positions on educational and leadership issues.

So, when writing your platform statements, make clear the standards of practice that you will use in judging your own performance, the actions of others, and the learning environment. Platform statements are living documents that can be changed or revised over time, especially as you create your portfolio for your oral comprehensive examination. Please include a brief example of a personal experience or one you observed that supports your thinking. Please be ready to cite 2-3 known scholars in the field who support your thinking; however, do not include citations in your writing.

The required platform statements were designed to reflect issues in high need schools. These topics will most likely be addressed during interviews you will have to obtain your internships and future positions. These platform statements are now grouped into broader categories. You will have a total of 14 platform statements including your vision statement. The platform statements need to be formatted in the following manner:

- Are no longer than 2-3 pages
- Are 12-point font
- Have 1" margins
- Contain no citations (But, you should be ready to name 2-3 scholars at your comprehensive exam and/or interviews who support your thinking.)

Increasing Student Success by:

1. Using Data for School Improvement
2. Providing Leadership for Integrating 21st Century Skills in the Classroom
3. Implementing a Standards-Based Curricula for a Global Society
4. Meeting the Needs of Diverse Learners
5. Fostering a School-Wide Student Management Plan

Creating Effective School Environments Through:

6. Developing School, Parent, Community Partnerships
7. Implementing and Sustaining Organizational Change: Systems Change
8. Budgeting and Financial Resource Allocation
9. Integrating Instructional and Administrative Technology

Enhancing Professional Growth Through:

10. Supervising and Evaluating School Personnel
11. Maintaining High Standards for Hiring, Personnel Management and Professional Development

Leading Effectively Through One's:

12. Leadership Style
13. Ethical Leadership
14. Vision for
 - a. A High Performing School and
 - b. The Leader's Role in Developing and Sustaining This Vision.

ADDITIONAL CLARIFICATION BULLETS TO HELP YOU IN THE WRITING OF YOUR PLATFORM STATEMENTS:

- **Increasing Student Success by:**

1. Using Data for School Improvement
 - a. What is their definition of data?
 - b. How can all data be used more effectively to increase student success?
 - c. What data is required for all students? Schools?
 - d. How do they keep abreast of changes in these requirements?

What is a brief example of this from your experience?

2. Teaching 21st Century Skills
 - a. What are 21st century skills?
 - b. Why are they important to teach?
 - c. How do we help educators, students and parents become aware of these skills?
 - d. How do instruction, assessment and curriculum need to change to reflect these 21st century skills?

What is a brief example of this from your experience?

3. Implementing a Standards-Based Curricula for a Global Society
 - a. What is a standards-based curricula?
 - b. How does it reflect local, state and national standards?
 - c. How is it best developed, implemented, monitored, evaluated and modified?
 - d. Who is involved in this process?

What is a brief example of this from your experience?

4. Meeting the Needs of Diverse Learners
 - a. How do teachers provide equity for all students?
 - b. How do they differentiate to meet all students' needs?
 - c. How do they demonstrate courageous leadership as they address the difficult issues of social justice?
 - d. How do they model this in their settings?
 - e. How do they celebrate success for all students?

What is a brief example of this from your experience?

5. Fostering a School-Wide Student Management Plan
 - a. What are key elements of a student management plan?
 - b. How does scheduling fit in?
 - c. Engaging instruction and relevant curricula?
 - d. What support systems are in place for students within the school and through community agencies?
 - e. How do they access legal advice?

What is a brief example of this from your experience?

- **Creating Effective School Environments Through:**

6. Developing School, Parent, Community Partnerships
 - a. How do they develop connections with parents, especially hard-to-engage parents?
 - b. How do they become aware of community resources and strengthen these linkages?
 - c. How do they engage parents in the overall school program?
 - d. How can community involvement enhance the development of 21st century skills?

What is a brief example of this from your experience?

7. Implementing and Sustaining Organizational Change: Systems Change
 - a. What are key factors in the change process? A systems change?
 - b. Who are the key players and how are they involved? How are those who resist change moved forward?
 - c. How do they help the school implement second order change?
 - d. How are change initiatives developed, implemented and evaluated?
 - e. How are supervision and professional development linked to change initiatives?

What is a brief example of this from your experience?

8. Budgeting and Financial Resource Allocation
 - a. What are the key components of a budget?
 - b. How is the budget developed?
 - c. What is the role of the community in this budgeting process?
 - d. How are resource and materials allocation decisions made?

What is a brief example of this from your experience?

9. Integrating Instructional and Administrative Technology
 - a. How is technology used to enhance, not supplant good teaching?
 - b. How are the results of this integration evaluated?
 - c. How is the budget developed to support this integration?
 - d. What are key areas in which administrative software is being used and why is this beneficial?

What is a brief example of this from your experience?

- **Enhancing Professional Growth Through:**

10. Supervising and Evaluating School Personnel
 - a. What is the difference between supervision and evaluation?
 - b. What is the relationship of these practices to the APPR?
 - c. What are a variety of ways in which teachers/professionals may demonstrate competence? Excellence?
 - d. What are various strategies that leaders use to provide ongoing supervision of their staff?
 - e. What happens when a teacher/professional is not performing up to standards?

What is a brief example of this from your experience?

11. Maintaining High Standards for Hiring, Personnel Management and Professional Development
 - a. What are key considerations when hiring?
 - b. What are the skills, behaviors and dispositions of an effective teacher/professional?
 - c. Why is knowledge of the various contracts important?
 - d. How are personnel decisions made and who is involved?
 - e. What professional development is necessary to help teachers/professionals grow?
 - f. What is the role of a professional learning community in this growth process?
 - g. What are a variety of professional development options that can help to promote growth at all stages of a professional's career?
 - h. How is the professional development implemented, monitored and evaluated?

What is a brief example of this from your experience?

Leading Effectively Through One's:

12. Leadership Style

- a. What are the key elements of your leadership style?
- b. How do you flex your style to meet the demands of various situations?
- c. How do you continue to gain feedback about the effectiveness of your leadership?
- d. How do you demonstrate courageous leadership in addressing social justice issues?
- e. How does your leadership style promote 21st century skills and success for all students and staff?

What is a brief example of this from your experience?

13. Ethical Leadership

- a. What is ethical leadership?
- b. How do you approach the ethical decision making process?
- c. How do you ensure that you have sufficient data when making an ethical decision?
- d. How do the legal aspects of the situation factor into your decision?

What is a brief example of this from your experience?

14. Vision for

- a. A High Performing School and
 - i. What is essential when creating and sustaining a high performing school?
 - ii. Who is involved?
 - iii. How is this vision shared with staff, students, parents and the community?
 - iv. How is progress communicated?
- b. The Leader's Role in Developing and Sustaining This Vision.
 - i. What is your role as a leader of this process?
 - ii. From whom will you gain insights, mentoring and feedback as you engage in actualizing this vision?
 - iii. How will you know when adjustments need to occur?

What is a brief example of this from your experience?