APPENDIX A

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 topics we identify. Your platform statements are your beliefs that guide you as you think, act, decide and behave as an educational leader. You will work on these throughout your CAS program. Several platform statements are embedded within required courses, and others are written for the first time during your EAD 695 internship course. All platform statements are shared in their final form at the end of the internship, both in your professional portfolio and during your oral comprehensive examination.

The process of developing a writing pattern for these platforms 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 current educational and leadership issues.

So, when writing your platform statements, make clear the standards of practice you will use in judging your own performance, the actions of others, and the learning environment. Platform statements are living documents that will be changed or revised over time, especially as you create your portfolio for your oral comprehensive examination. All platforms will include a brief example of a personal experience or one you observed that supports your ideas. It is also a great practice to acknowledge known scholars in the field who support your thinking; however, citations are not included in the platform statements.

In consultation with our Program Advisory Group members, the following list of required platform statements were designed to reflect contemporary issues in high need schools. These topics will most likely be addressed during interviews you will have to obtain your internship and future positions. These platform statements are grouped into four broad categories. You will write 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;
- Contain no citations (Be ready to acknowledge research scholars who support your ideas); and
- Address clarification questions and (when appropriate) other criteria listed in the rubric.

Increasing Student Success By:
1. Using Data for Continuous School Improvement
2. Leading for our Graduates of Tomorrow
3. Implementing a Standards-Based Curricula for a Global Society
4. Leading Culturally Responsive Schools to Meet the Needs of Diverse Learners
5. Fostering School-Wide Responsive Practices

Creating Supportive School Environments Through:
6. Developing Collaborative Partnerships with Families and the Community
7. Leading, Implementing and Sustaining Systemic Organizational Change
8. Managing School Budgets and Strategic Resource Allocation
9. Resilient Leadership in the Face of School Crises

Enhancing Professional Growth Through:
10. Supervision for the Improvement of Instruction
11. Maintaining High Standards for Hiring, Personnel Management and Professional Development

Leading Effectively Through One's:
12. Leadership Style
13. Ethics and Professionalism
14. Leadership Vision

ADDITIONAL CLARIFICATION QUESTIONS TO ASSIST YOU IN WRITING PLATFORM STATEMENTS:

- **Increasing Student Success By:**

1. Using Data for Continuous School Improvement
   a. What is the broad definition of data?
   b. What are the multiple measures of data use?
   c. Why is it essential for leaders to consider data as they make decisions?
   d. What is the role of data for continuous school improvement?
   e. How do leaders and teachers use data collaboratively?
   f. Describe effective practices in data use to support student achievement and social/emotional developmental health.

What are some examples of this from your observations and experience?

2. Leading for our Graduates of Tomorrow
   a. How is being a futures-focused leader critical to the work necessary inside schools?
   b. What are skill sets students will need in the next generation?
   c. How do we help educators, students and parents become aware of these skills?
   d. How does the development of external relationships align with the work of an effective leader in this capacity?
   e. How can leaders foster the shifting paradigms necessary for the schools of tomorrow?

What are some examples of this from your observations and 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. What does the "flat world" global workforce require us to do as leaders?
   d. How is it best developed, implemented, monitored, evaluated and modified?
   e. Who is involved in this process?
   f. How does programming and curricula remain nimble in a fast paced society?

What are some examples of this from your observations and experience?

4. Leading Culturally Responsive Schools to Meet the Needs of Diverse Learners
   a. What is culturally responsive leadership?
   b. How do leaders support implementation of culturally responsive practices in their schools?
   c. How do you define or describe the concept of "diversity" in education?
   d. How do leaders and teachers provide equity for all students?
   e. How do leaders demonstrate courageous leadership as they address issues of social justice with all stakeholders?
   f. What key systems, structures and considerations do leaders use to ensure equitable access for all students?

What are some examples of this from your observations and experience?

5. Fostering School-Wide Responsive Practices
   a. What is a student management system and why is it important?
   b. What are key elements of a student success plan?
   c. How does effective scheduling support student success?
   d. How do engaging instruction and relevant curriculum support student success?
   e. What support systems are in place for students within the school and through community agencies?
   f. How do leaders demonstrate sensitivity to the school environment and issues regarding trauma and mental health to support the needs of all stakeholders in their district?
   g. How do leaders make decisions with consideration for policy and education law?

   What are some examples of this from your observations and experience?

- ## Creating Supportive School Environments Through:

6. Developing Collaborative Partnerships with Families and the Community
   a. How do leaders establish productive, collaborative partnerships with families and community members?
   b. What strategies are used to establish relationships and maintain effective two-way communication with families and the community?
   c. How do leaders develop and sustain connections with families – especially those who are reluctant to be engaged with the school?
   d. In what ways can leaders' partner with the community, public, private and non-profit sectors to strengthen student learning in and out of school?

What are some examples of this from your observations and experience?

7. Leading, Implementing and Sustaining Systemic Organizational Change

   a. What key elements are essential for systemic organizational change to occur?
   b. How do leaders assess the organizational culture/climate of their buildings/districts?
   c. How are change initiatives developed, implemented, monitored and evaluated?
   d. What strategies can leaders use to engage those who are resistant to proposed changes?
   e. Who are the key stakeholders, and what roles do they play in the long-range planning process for change?

What are some examples of this from your observations and experience?

8. Managing School Budgets and Strategic Resource Allocation
   a. What primary components or categories are included within a school budget?
   b. How do leaders manage fiscal, physical and technological resources to support student learning and collective professional capability?
   c. How are decisions made regarding the strategic allocation of resources in the school district?
   d. How is the school budget prepared and communicated?
   e. What are the roles of families and community members in the overall school budgeting process?

What are some examples of this from your observations and experience?

9. Resilient Leadership in the Face of School Crises
    a. What are the essential features of a trauma-sensitive educational institution?
    b. How do leaders collaborate with staff members and community agencies to create an organized emergency response plan?
    c. How (and to what extent) will the resultant plan be shared among all stakeholders?
    d. What prevention measures can leaders use to ensure all students are healthy and safe?
    e. What interventions should leaders proactively have in place to ensure teachers and staff members are informed about students' potential mental health conditions (disorders?)?

What are some examples of this from your observations and experience?

- **Enhancing Professional Growth Through:**

10. Supervision for the Improvement of Instruction
    a. What is instructional leadership and what is its purpose?
    b. How do instructional leaders supervise and support student achievement?
    c. In the midst of many conflicting/competing demands, how do instructional leaders create and maintain a collaborative culture for learning with their staff?
    d. How do effective leaders hold themselves accountable to improve student achievement?
    e. How do successful leaders identify and implement individualized professional growth plans?
    f. Describe a process whereby leaders can create targeted professional development opportunities toward the goal of increased teacher retention and performance.

What are some examples of this from your observations and experience?

11. Maintaining High Standards for Hiring, Personnel Management and Professional Development
    a. What are key considerations when hiring? What can an effective "systems" approach to hiring guarantee?
    b. What are the skills, behaviors and dispositions of an effective teacher or professional staff member?
    c. How are personnel decisions made and who is involved?
    d. Why is knowledge of the various employee contracts essential?
    e. Describe a variety of professional development options leaders can employ to promote growth at all stages of a professional's career. How do leaders monitor and assess these activities?

What are some examples of this from your observations and experience?

- **Leading Effectively Through One's:**

12. Leadership Style
    a. What knowledge, skills and professional dispositions are evident in your leadership style?
    b. How do you adapt your style to respond to a diverse array of challenging situations?
    c. From whom (and how) do you solicit feedback regarding your effectiveness as a leader?
    d. How do you demonstrate courageous leadership as an advocate for social justice?
    e. How will your leadership style guide others through the change process to ensure future success for students and staff members?

What are some examples of this from your observations and experience?

13. Ethics and Professionalism
    a. How do you describe your ethical leadership abilities?
    b. How do you respect the professional norms of integrity, trust, transparency, fairness and perseverance in your decision-making?
    c. How do you evaluate and reflect on the moral and legal consequences of your decisions?
    d. How do you model ethical behavior in your actions and leadership relationships with others?
    e. How do you demonstrate courageous leadership when making ethical decisions?

What are some examples of this from your observations and experience?

14. Leadership Vision
    a. What is your vision for high achieving schools in our globalized society?
    b. What core values are evident in your vision?
    c. How will your personal vision provide advocacy for your school district's mission and vision to promote the success and well-being of all stakeholders?
    d. Identify who, and explain how, you will engage to develop your school's or district's capacity to achieve this vision.
    e. How will you solicit insights and feedback as you endeavor to actualize the vision?
    f. How will progress be monitored and communicated as you move this vision to reality?

What are some examples of this from your observations and experience?