



**GUIDELINES
FOR THE REDESIGN OF
POST-BACCALAUREATE EDUCATION
PROGRAMS**

Developed by:

**Louisiana Board of Regents,
Board of Elementary and Secondary Education, &
The Professional Development Leadership Advisory Council**

March 10, 2003

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SECTION 1: GENERAL INFORMATION

I. OVERVIEW OF THE REVIEW PROCESS AND THE DOCUMENT

All universities are required by the Board of Regents (BoR) and Board of Elementary and Secondary Education (BESE) to redesign their post-baccalaureate programs to expand upon knowledge gained in redesigned undergraduate teacher preparation programs, address new requirements for the No Child Left Behind Act and other federal legislation (e.g., Individuals with Disabilities Education Act), focus upon school improvement and student achievement, and address the recommendations of the Blue Ribbon Commission. Once programs have been redesigned, national consultants will carefully evaluate all programs to ensure that they meet standards for quality. The review process will support universities' efforts to recruit strong teacher and educational leader candidates, prepare teachers and educational leaders who have advanced levels of knowledge and expertise, create a high level of professional competence in post-baccalaureate level education, increase the availability of certified teachers and educational leaders in Louisiana, and support the retention of all program completers as they move into new positions. Across all activities, the evaluators will look for research-based practices that have strong quantitative and qualitative support. The goal of the external evaluators will be to support the efforts of the Board of Regents (BoR), Board of Elementary and Secondary Education (BESE), and the universities to increase the availability of well-prepared and effective educators for the PK-16+ system of education that Louisiana is developing. These coordinated efforts are ultimately designed to improve the achievement of students in all schools.

The external evaluators will review redesigned post-baccalaureate program proposals, interview university/district teams, provide feedback to universities regarding their proposals, and make recommendations to university system boards, BoR, and BESE relative to acceptance of the redesigned plans. The external evaluators ask that universities follow the structure contained in this document when submitting redesigned plans to facilitate an efficient, consistent, and clear process. The structure is described in detail on the pages that follow.

Proposals will consist of two primary sections: Institutional Section and Program Section(s). The Institutional Section deals with issues related to the institution's role as a complete institution in the advanced preparation of teachers and educational leaders. The Program Section(s) describe programs that lead to additional certifications and/or advanced knowledge. Institutions are only required to submit Program Sections for the following: (1) (Advanced) Master's Degrees for teachers which extend knowledge gained in undergraduate or alternate certification programs; and (2) programs for educational leaders which include (Advanced) Master's Degrees for educational leaders, alternative paths for educational leaders, and endorsements for teacher leaders. In addition, Master's Degrees for Reading Specialists should be submitted. Program Sections should not be submitted for Master's Degrees that certify: Librarians; Guidance Counselors; and Special Education professionals. Master's Degrees for the K-12 certification areas of music, art, dance, health/physical education, etc. should not be submitted since the new K-12 certification structures for these areas have not yet been approved by the Board of Elementary and Secondary Education.

II. CATEGORIES FOR POST-BACCALAUREATE PROGRAMS

There are four categories of post-baccalaureate programs that will help schools/districts possess a greater number of highly qualified teachers and educational leaders prepared to help children learn. Institutions have already submitted redesigned programs for Category I. Institutions may choose to submit redesigned programs for one or more types of programs in Category II and Category III. Universities are encouraged to consider creating programs for Category IV. **Universities are only required to submit Program Sections for non-shaded areas in Category II and Category III.**

CATEGORY I. INITIAL CERTIFICATION FOR TEACHERS		
<i>Types of Programs</i>	<i>Names of Programs</i>	<i>Descriptions</i>
A. Master's Degree Program	(Initial) Master's Degree - Alternate Certification	33-39 credit-hour Master's Degree for individuals with a baccalaureate degree outside of education who want to attain a Master's Degree while taking initial courses to become certified to teach.
B. Non-Degree Program	Practitioner Teacher Program	21-30 credit hour fast-track non-degree programs for individuals with a baccalaureate degree outside of education who want to teach within schools while simultaneously taking initial courses to become certified to teach.
	Non-Master's/Certification-Only Program	24-33 credit hour non-degree programs for individuals with a baccalaureate degree outside of education who do not want to pursue a Master's Degree or a fast-track program to become certified to teach.

CATEGORY II. (ADVANCED) MASTER'S DEGREE FOR TEACHERS		
<i>Type of Program</i>	<i>Names of Programs</i>	<i>Descriptions</i>
A. Master's Degree Program	(Advanced) Master's Degree - Education	1. Advanced graduate program for certified teachers who want to attain a Master's Degree to acquire deeper knowledge to enhance their existing area of certification.
		2. Advanced graduate program for certified teachers in grades 7-12 who want to attain a Master's Degree and add 12 credit hours to a 19 credit hour minor to become certified in an additional content area.
3. Advanced graduate program for certified teachers who want to add an additional area of certification by taking courses to acquire the necessary knowledge to pass the PRAXIS examination in an additional area of certification (e.g., Reading Specialist, English, etc.).		
	(Advanced) Master's Degree – Arts/Sciences/ Other	Advanced graduate program in a specific content area for certified teachers in grades 7-12 who want to attain a Master's Degree to become certified in an additional content area that was not their major or minor when enrolled in a teacher preparation program.

I. CATEGORIES FOR POST-BACCALAUREATE PROGRAMS (CONT'D)

CATEGORY III: ADVANCED ENDORSEMENTS, DEGREES, & ALTERNATIVE PATHS FOR EDUCATIONAL LEADERS		
<i>Types of Programs</i>	<i>Names of Programs</i>	<i>Descriptions</i>
A. Endorsement Program	Endorsement - Teacher Leader	Advanced graduate courses for teachers who aspire to be educational leaders.
B. Master's Degree Program	(Advanced) Master's Degree - Educational Leader – Level 1	Advanced graduate program for teachers who want to become certified as an Educational Leader – Level 1 while attaining their Master's Degree.
C. Non-Degree Program, Specialist, or Doctorate	Alternative Path - Educational Leader – Level 1	Advanced graduate program for teachers with a Master's Degree who want to become certified as an Educational Leader – Level 1.

CATEGORY IV. ONGOING PROFESSIONAL DEVELOPMENT FOR TEACHERS AND EDUCATIONAL LEADERS		
<i>Type of Program</i>	<i>Names of Programs</i>	<i>Descriptions</i>
Non-Degree Programs and/or Courses	Minor Plus Additional Coursework for 31 Hours	Graduate or undergraduate courses that prepare certified teachers in grades 7-12 to address the state's K-12 content standards and complete a total of 31 credit hours to be certified in an additional certification area.
	PRAXIS Preparation	Graduate or undergraduate courses that prepare certified teachers to address the state K-12 content standards and pass the PRAXIS examination to become certified in an additional certification area.
	Advanced Knowledge	Graduate level courses for certified teachers and educational leaders who wish to take advanced level courses to extend their existing knowledge and meet state requirements for 150 hours of on-going professional development.

III. FORMAT FOR SUBMISSION

A. General Stipulations

1. All documents should be organized in the following order.
 - a. Institutional Section
 - (1) Cover Page
 - (2) Table of Contents
 - (3) Overview of the Institution
 - (4) On-going Professional Development for Teachers and Educational Leaders (Category 4)
 - (5) Institutional Level Evaluation of the Post-Bac. Program

III. FORMAT FOR SUBMISSION (CONT'D)

A. General Stipulations (Cont'd)

1. (Cont'd)
 - b. Program Section
 - (1) Cover Page
 - (2) Table of Contents
 - (3) Charts
 - (4) Program Descriptions
 - (5) Course Descriptions
 - (6) Description of Field Sites and Performance Activities
 - (7) Assessment System and Program Evaluation
 - (8) Alternative Path – Educational Leader (if applicable)
2. All sections of the document must be single-spaced, 12-point type, double spaced between paragraphs, one-inch margins, and duplicated on plain, 8 ½ " x 11" white paper.
3. Copies must be fastened **securely** and in a manner that makes them easily stackable with other proposals. The use of such items as binder clips, plastic spiral binders, and printed covers is discouraged. Although every effort to ensure that documents are handled with care, Board of Regents may not be held liable for any reviewer misunderstandings that occur as a result of pages that are missing and/or in incorrect order because of improper or inadequate fastening.
4. All pages must be numbered.

B. Submission of Proposal

Five (5) copies of all documents being submitted for review, one of which has original signatures, should be submitted to:

**Teacher Education Initiatives
Redesigned Programs
Board of Regents
P.O. Box 3677
Baton Rouge, LA 70801-1389**

Documents must be in the Board of Regents Offices by 4:30 P.M, September 17, 2003 or 4:30 P.M., February 18, 2004.

Please contact Dr. Jeanne M. Burns at burnsj@gov.state.la.us if you have questions.

IV. TIMELINES FOR REVIEW PROCESS

Timelines for the review process are provided below:

EVALUATION CYCLE 5: SUBMISSION OF PROGRAMS

Dates	Activities
September 17, 2003	Submission of: (1) Part A: Institutional Section. (2) Part B: Program Section(s) for all Category II and Category III Programs.
October 8-10, 2003	External evaluators' interviews with university teams and system representative(s).
November 10, 2003	Submission of external evaluators' recommendations to university system boards public institutions, and private institutions.
December 2003 to Future	Approval of redesigned post-baccalaureate programs and/or rejoinders by university system boards or private universities and submission of program recommendations to Board of Regents.
December 2003 to Future	Review of program recommendations and rejoinders from system boards or private universities and final approval by Board of Regents and Board of Elementary and Secondary Education.
July 1, 2004	Implementation of new redesigned Category II and Category III programs.

EVALUATION CYCLE 6: SUBMISSION OF NEW PROGRAMS OR RESUBMISSION OF PROGRAMS (IF NOT PREVIOUSLY APPROVED)

Dates	Activities
February 18, 2004	Submission of: (1) Part A: Institutional Section. (2) Part B: Program Section(s) for all Category II and Category III Programs.
March 3-5, 2004	External evaluators' interviews with university teams and system representative(s).
April 6, 2004	Submission of external evaluators' recommendations to university system boards public institutions, and private institutions.
April 2004 to Future	Approval of redesigned graduate education programs and/or rejoinders by university system boards or private universities and submission of program recommendations to Board of Regents.
April 2004 to Future	Review of program recommendations and rejoinders from system boards or private universities and final approval by Board of Regents and Board of Elementary and Secondary Education.
July 1, 2004	Implementation of new redesigned Category II and Category III programs.

SECTION 2: INSTITUTIONAL SECTION

The following should be addressed when preparing the Institutional Section.

- I. INSTITUTIONAL SECTION – COVER PAGE (See Appendix A)
- II. TABLE OF CONTENTS
- III. OVERVIEW OF THE INSTITUTION

- A. **Post-Baccalaureate Education Program Mission Statement (1 Page Limit)**

Clearly state the mission of the redesigned *post-baccalaureate education program* as an integrated and integral part of the institution. It should reflect a common mission for all colleges (e.g., College of Education, College of Arts/Sciences, College of Business, etc.) within the institution that share responsibility in the advanced preparation of educators. It should address outcomes the institution seeks to produce, be aligned with the state reform mandates, and address the institution’s role in addressing local, state, and national needs. *(NOTE: This mission statement should be aligned with NCATE 2000 conceptual framework expectations.)*

- B. **Identification of Programs**

Prepare a chart that identifies all Categories I: Initial certification programs already approved and all Category II and Category III advanced programs that will be submitted for review by the external evaluators. Although your institution will not be required to submit a Program Section for the (Advanced) Master’s Degree in a content area offered by the College of Arts/Science/Humanities, please list it if it will be an option for candidates at your institution. *(Note: This chart may be expanded for NCATE 2000.)*

<i>Categories & Types of Degrees/Programs</i>		<i>Number of Credit Hours</i>
Category I: Initial Certification	<i>(Initial) Master’s Degree – Alternate Certification</i>	36
	<i>Practitioner Teacher Program</i>	26
	<i>Non-Master’s/Certification-Only Program</i>	33
Category II: (Advanced) Master Degree for Teachers	<i>(Advanced) Master’s Degree – Education</i>	36
	<i>(Advanced) Master’s Degree - Content Area – Arts/Sciences</i>	36
Category III: (Advanced) Endorsement, Master Degree, and Alternate Path for Educational Leaders	<i>Endorsement – Teacher Leader</i>	6
	<i>(Advanced) Master’s Degree – Educational Leader</i>	36
	<i>(Advanced) Alternate Path – Educational Leader</i>	1-36

III. OVERVIEW OF THE INSTITUTION (CONT'D)

C. Structure of the Redesigned Post-Baccalaureate Education Program (1 Page Limit) *(Note: This section can be expanded for the Overview of the Institution for NCATE 2000.)*

Provide a brief narrative describing the general design and organizational context of the redesigned post-baccalaureate education programs. If specific programs operate as independent units (e.g., the Master of Education – Reading Specialist is delivered by one college and the Master of Education - Secondary Education is delivered in another college), the proposal should clearly state this and separate Program Sections should be submitted.

IV. ONGOING PROFESSIONAL DEVELOPMENT FOR TEACHERS AND EDUCATIONAL LEADERS – CATEGORY IV (1 Page Limit)

Provide a description of formal institutes, programs, etc. that your institution may offer to provide certified teachers and certified educational leaders with opportunities to expand their existing knowledge or areas of certification without pursuing additional graduate degrees. This information will assist the external evaluators in understanding if other non-degree graduate students seeking advanced knowledge will also be enrolled in graduate level courses.

VI. INSTITUTIONAL LEVEL EVALUATION OF POST-BACCALAUREATE PROGRAMS (2 Page Limit)

Describe the institution's plan for evaluation of the post-baccalaureate education program. The external evaluators are particularly interested in seeing evaluation plans for the areas listed below. *(Note: This information can be expanded for Standard 2: Assessment System and Unit Evaluation for NCATE 2000.)*

- A. The redesigned post-baccalaureate education program's success in achieving its mission.
- B. The redesigned post-baccalaureate education program's success in recruiting candidates.
- C. The redesigned post-baccalaureate education program's success in providing financial and administrative support for the post-baccalaureate programs.
- D. The redesigned post-baccalaureate education program's success in assessing the continuing progress of graduates and their impact on PK-12 students. *(Note: The Panel is particularly interested in how the institution will use the information to inform practices and make institutional improvements.)*

SECTION 3: PROGRAM SECTION – (ADVANCED) MASTER’S DEGREE FOR TEACHERS

INTRODUCTION

The primary focus of the external evaluators will be upon whether redesigned Master’s Degrees are truly advanced programs that expand the knowledge of teachers beyond initial teacher preparation (e.g., undergraduate or alternate certification). As Redesign Teams meet to design advanced graduate programs, it will be important for the teams to examine National Council for Accreditation of Teacher Education (NCATE) expectations, National Board for Professional Teaching Standards, national reports pertaining to advanced graduate programs, state K-12 content standards, new state certification requirements based upon No Child Left Behind federal legislation, and other federal legislation (e.g., Individuals with Disabilities Education Act).

National Council for Accreditation of Teacher Education

The National Council for Accreditation of Teacher Education (NCATE) expects all experienced teachers enrolled in (Advanced) Master’s Degree Programs to be provided opportunities to build upon and extend knowledge gained in initial preparation programs. NCATE expects these candidates to possess the ability to apply research/research methods and focus upon the improvement of their own teaching and the improvement of student learning.

AASCU and Blue Ribbon Commission

During April 2001, the American Association of State Colleges and Universities (AASCU) identified nine recommendations to be considered when developing graduate programs for teachers. The Blue Ribbon Commission on Teacher Quality adopted these recommendations and incorporated them into the Blue Ribbon Commission’s Year Two Report during May 2001. The report recommended that graduate programs:

- Focus, first and foremost, on improving the achievement of students that teachers teach;
- Be rigorous, academic, and student-centered;
- Provide increased knowledge of content and how to teach the content;
- Focus on the real dilemmas of classroom teachers; on their contexts, circumstances, and concerns;
- Have a collaborative focus, encouraging the active participation of education faculty, other faculty at the university, and personnel from the public schools;
- Involve partnerships among key stakeholders such as school superintendents, teachers unions, college administrators, college and PK-12 faculty;
- Employ collaborative and team learning approaches;
- Schedule courses at times and places to ensure the greatest and most effective participation of working teachers; and

INTRODUCTION (CONT'D)

AASCU and Blue Ribbon Commission (Cont'd)

- Use technology extensively to deliver course material in innovative ways, to redesign the courses to maximize participation of working adults, and to prepare teachers for the proficient use of technology with their own students.

It was also recommended that institutions:

- Study the appropriateness of creating a Master's Degree that prepares individuals for National Board for Professional Teaching Standards certification.

A copy of the AASCU recommendations and document can be obtained at the following web site: <http://www.aascu.org>.

Additional Areas of Certification - No Child Left Behind Federal Legislation

On January 16, 2003, the Board of Elementary and Secondary Education passed a new policy that requires teachers to meet the following requirements to be "highly qualified" as defined by the No Child Left Behind federal legislation: (1) possess a "major" in the area in which they teach (for initial certification or if adding additional areas of certification beyond initial certification) OR (2) pass a PRAXIS examination (if adding additional grades 7-12 content areas for certification beyond initial certification) OR (3) obtain a masters degree in a content area. As a result of this policy, institutions are encouraged to design programs that will enable candidates to simultaneously obtain a Master's Degree and an additional area of certification. Options could include the following:

1. A Master's Degree in Education that includes 12 graduate credit hours in a content area as part of the total program for candidates who already possess 19 undergraduate hours in a grades 7-12 Secondary Teaching Area and want to possess a total of 31 credit hours for a "content major".
2. A Master's Degree in Education that combines content and pedagogy and results in a candidate passing the PRAXIS to become certified to teach in a specific area.
3. A Master's Degree in a specific content area for candidates enrolled in the College of Arts/Sciences/Humanities.

It is anticipated that institutions will also develop (Advanced) Master's Degrees that allow candidates to deepen their knowledge in the areas in which they are already certified to teach.

It is also anticipated that institutions will develop opportunities for teachers to participate in non-degree programs that allow them to take appropriate courses to pass the PRAXIS or possess 31 hours of course work without completing a Master's Degree. However, institutions are NOT required to submit descriptions of those programs when submitting descriptions of their (Advanced) Master's Degrees.

COMPONENTS OF PROGRAM SECTION

The following should be included for an (Advanced) Master's Degree for teachers:

I. PROGRAM SECTION – COVER PAGE (See Appendix B)

II. TABLE OF CONTENTS

III. CHARTS

1. **Course Sequence for Degree Plan/Program** (*Note: This information can be expanded for Standard Candidate Skills, Knowledge, and Dispositions for NCATE 2000.*)

Use Appendix C to list the sequence of courses that will be recommended to candidates to complete a major for their degrees/programs. ***Please prepare a separate form for each major.*** All required courses should be listed. If candidates are allowed to select electives, identify the number of elective hours and areas in which candidates may select electives.

Please place an asterisk beside each course that is required for candidates participating in the Practitioner Teacher Program, Non-Master's/Certification Only Program, or Master's Program – Alternate Certification. ***It is expected that at least two-third of all courses listed in Appendix C will be advanced level courses that were NOT taken by teachers in alternate certification programs.***

If developing a competency based curriculum, list the competency based activities and describe how candidates will be assigned credit hours.

2. **Progression of Site-based Experiences for Post-baccalaureate Programs**

Use Appendix E to identify performance activities within site-based settings that candidates will be expected to complete. ***Please prepare a separate form for each major.***

List the courses in the order in which it will be recommended that the experiences occur. As an example, an experience could be: Analysis of the previous three years of student achievement data for a teacher's classroom to identify subject area weaknesses. Clearly demonstrate that progression will occur as candidates gain knowledge in their courses and use the knowledge in site-based settings. The evaluators are particularly interested in seeing early and continuing workplace experiences integrated into the redesigned program.

COMPONENTS OF PROGRAM SECTION (CONT'D)

IV. PROGRAM DESCRIPTION

The program curriculum should directly address NCATE standards for advanced programs and the expectations of the Blue Ribbon Commission. In addition, the programs should address state content standards and certification requirements if additional areas of certification will be attained.

A. Overview of Program Structure (1 Page Limit)

Provide a brief overview of the total program. Provide sufficient information to enable the evaluators to understand who will be participating in the program and how they will progress through the program.

B. Redesign Team for Master's Degree(s) for Teachers and Other Forms of Collaboration (1 Page Limit)

Discuss the process that was used to create the Redesign Team to develop the (Advanced) Master's Degree for teachers. Identify the diverse membership of the Redesign Team (e.g., College of Education, College of Arts/Science/Humanities, community leaders, district personnel, school personnel, parents, etc.) and the process that was used for members to provide input as the program was redesigned. Identify other forms of collaboration that occurred as Redesign Team members gathered input and feedback about the program design from others. Discuss collaborative agreements that have been created to allow candidates to engage in problem-based learning experiences and be mentored by highly effective teachers within partner schools/districts. Discuss the process that will be used by universities and districts as collaboration occurs to improve the redesigned program once implemented.

C. Recruitment and Selection

Address each of the following areas to describe efforts to recruit and select candidates for the post-baccalaureate program. (*Note: This information can be expanded for Standard 2: Assessment System and Unit Evaluation for NCATE 2000.*)

1. Recruitment (1 Page Limit)

Please describe the collaborative process that will be used for universities and school districts to work together to recruit outstanding individuals for the program. Explain how these recruitment efforts differ from previous recruitment efforts.

COMPONENTS OF PROGRAM SECTION (CONT'D)

IV. PROGRAM DESCRIPTION (CONT'D)

C. Recruitment and Selection (Cont'd)

2. Screening and Selection for Program (1 Page Limit)

Please describe the process that will be used to screen and select individuals who will become candidates for the program. Identify the screening tools and the criteria that will be used to place participants in the program. Indicate if candidates will self-select to participate or if a selection process will be used to admit only outstanding candidates to the program. Indicate if the candidates will be selected to participate as members of a cohort or if candidates will be allowed to enter the program at any point in an academic year. Please explain how these screening and selection efforts differ from previous efforts.

D. Support of Program Completers (1 Page Limit)

Describe efforts that will occur to support program completers once they complete their programs and apply new knowledge within their schools. Explain how these support efforts differ from previous efforts to support graduates. *(Note: This information is not required for NCATE 2000; however, inclusion of the information will further strengthen the NCATE 2000 report.)*

V. COURSE DESCRIPTIONS

A. Catalog Description of Content Specific Courses (e.g., Mathematics, English, etc.)

If candidates are required to take content specific courses outside of the College/Department/Division of Education, provide the course number, course title, credit hours, and catalog description of each course.

B. Narrative Description of Courses

For all courses listed in Appendix C and all other courses that address advanced knowledge and skills for teachers, provide a brief **one to one and one-half page (single-spaced) narrative description** that includes the items listed on the next page.

(Note: This should be written in a narrative format and not a syllabus format. It should be written so that it can be converted for future syllabi and expanded for Standard 2: Candidate Skills, Knowledge, and Dispositions for NCATE 2000.)

COMPONENTS OF PROGRAM SECTION (CONT'D)

B. Narrative Description of Courses for Educational Leader Program (Cont'd)

1. Course number, course title, credit hours, and catalog description.
2. The form (e.g., lecture, seminar, web-based, field-based, etc.) of the course. Please indicate if candidates will be required to complete real world problem-based activities in the course.
3. A list of 6-8 *measurable objectives* that clearly identify the *most critical competencies* the candidates will demonstrate in the course and a *thorough description of the instruments and/or processes* that will be used to assess performance. Competencies are defined as what the candidates will know and be able to do as a result of experiences provided in the course/program activities.
4. The empirical basis for educational practices and teaching methods covered in the course. Please identify specific research studies. Do not cite general information (e.g., national standards, listings of journal names, listings of individuals' names with no citations, etc.). (NOTE: This is especially important for advanced graduate programs and will be closely examined by the external evaluators.)
5. Proposed resources and materials for the course.
6. Name(s) of available faculty to teach the course. If sufficient numbers of faculty or adequate expertise are not available to provide this preparation, describe the plan to fill this gap. The plan may include professional development for faculty members, hiring additional faculty, or other appropriate measures. (Note: This information can be expanded for Standard 5: Faculty Qualifications, Performance, and Development for NCATE 2000.)

VI. DESCRIPTION OF FIELD SITES AND PERFORMANCE ACTIVITIES (2 Page Limit) (Note: This information can be expanded for Standard 3: Field Experiences and Clinical Practice for NCATE 2000 and Standard F: The Graduate Education Unit Offers a Program of Collaborative Field Services of the State Supplement.)

- A. Describe the work sites that will be used in the preparation of the candidates participating in the program. This information should be aligned with the information provided in Appendix E.
- B. Describe the criteria that will be used to select sites for an internship/practicum if required for the program.
- C. Describe the screening process and criteria that will be used to select mentors who will work with candidates at work sites.
- D. Describe the preparation process that will be used for mentors to support and evaluate candidates.

VII. ASSESSMENT SYSTEM AND PROGRAM EVALUATION (2 Page Limit) *(Note: This information will support Standard 1: Candidate Skills, Knowledge, and Dispositions; Standard 2: Assessment System and Unit Evaluation; and Standard 3: Field Experiences and Clinical Practice for NCATE 2000.)*

A. Portfolio Assessment of System

Provide a description of the process that will be used for candidates to develop portfolios that provide evidence that performance activities were successfully completed at the sites and state/national standards were addressed. Discuss how PASS-PORT will be utilized as part of this process.

B. Program Evaluation

1. Identify how the program's outcomes will be assessed. This must include:
 - a. Candidates' acquisition of skills. Candidates' acquisition of skills can include candidates' self evaluations, evaluations by professors/supervisors, etc. based upon written work, live performance, exit examinations, etc.
 - b. Impact of candidates on school improvement and PK-12 student achievement. The evaluators are particularly interested in how the redesigned post-baccalaureate programs will determine if candidates have had an impact upon improved student achievement in school programs.
 - c. Perceptions of PK-12 consumers of graduates' skills (e.g., parents, teachers, students, school administrators, district administrators, etc.).
2. Describe follow-up assessment to assure the quality of field-based preparation (e.g., mentors, sites, experiences, etc.).
3. Describe the curriculum review process that will be used to assure the ongoing quality of the program curriculum.
 - a. Describe methods and timelines for the following: (1) Data collection and the responsible parties involved; (2) Program review and the responsible parties involved; and (3) Dissemination of findings and the responsible parties involved.
 - b. Describe the process that will be used to document that university and district personnel have used evaluation feedback to improve the program curriculum.

**SECTION 4: PROGRAM SECTION
ADVANCED ENDORSEMENTS, MASTER’S DEGREES, & ALTERNATIVE PATHS
FOR EDUCATIONAL LEADERS**

INTRODUCTION

An awareness exists of the critical role that educational leaders play in improving the achievement of PK-12 students within schools including practices for students with disabilities. It is now known that it is not enough for educational leaders to possess an understanding of school law, school finances, and organizational management. A recent report from the Southern Regional Education Board indicates that educational leaders must be prepared to “understand school and classroom practices that raise student achievement and work with faculty to implement continuous school improvement”. The report clearly demonstrates that how universities deliver instruction must change if candidates are to be provided real life problem-based learning experiences that directly impact improvement in schools and districts.

During the external review process, the primary focus of the external evaluators will be upon the degree to which the redesigned educational leadership programs create educational leaders who possess the knowledge and skills to create school environments in which improved student achievement and continuous school improvement occurs. In that the old certification requirements for principals and administrators lack requirements to fully address this focus, redesigned programs will not be recommended for approval if institutions simply align existing courses with the Standards for School Principals in Louisiana. More significant changes must be made to both program content and program delivery.

It is recommended that all institutions examine the following document that was produced during Fall 2002 by the Southern Regional Education Board: *Universities in the Lead: Redesigning Leadership Preparation for Student Achievement*. This document will help campuses develop an understanding of the types of changes that campuses should be considering when redesigning their educational leadership programs. The external evaluators will be familiar with this document as they review redesigned educational leadership programs. The document is available on the following web site:

http://www.sreb.org/main/Leadership/pubs/Leadership_Newsletter_F2002.pdf

COMPONENTS OF PROGRAM SECTION

The following should be included for each educational leadership program identified within Category III: Endorsement for Teacher Leaders and Master’s Degree for Educational Leaders.

- I. PROGRAM SECTION – COVER PAGE (See Appendix B)**
- II. TABLE OF CONTENTS**

COMPONENTS OF PROGRAM SECTION (CONT'D)

III. CHARTS

- A. Course Sequence for Degree Plan/Program** (*Note: This information can be expanded for Standard Candidate Skills, Knowledge, and Dispositions for NCATE 2000.*)

Use Appendix C to list the sequence of courses that will be recommended to candidates to complete their degrees/programs. All required courses should be listed. If candidates are allowed to select electives, identify the number of elective hours and areas in which candidates may select electives. Please place an asterisk beside each new course that has been developed for your redesigned programs.

If developing a competency based curriculum, list the competency based activities and describe how candidates will be assigned credit hours.

- B. State Certification Matrix for Educational Leaders**

Use Appendix D to provide a listing of the courses that address each of the Standards for School Principals in Louisiana. The Louisiana Department of Education will use this matrix when reviewing course descriptions to determine if all standards have been addressed. For all courses listed on this matrix, there should be measurable objectives and assessments within the narrative course descriptions that clearly demonstrate that the standards are addressed in the courses.

- C. Progression of Site-based Experiences for Post-baccalaureate Programs**

Use Appendix E to identify performance activities within site-based settings that candidates will be expected to complete. List the courses in the order in which it will be recommended that the experiences occur. As an example, an experience could be: Assignment to a School Improvement Team at a Professional Development School for a semester to develop an action plan to improve student achievement; develop a plan for supporting teachers to address the needs of students with disabilities in the regular (or general) classroom, etc. Clearly demonstrate that progression will occur as candidates gain knowledge in their courses and use the knowledge in site-based settings. The evaluators are particularly interested in seeing early and continuing workplace experiences integrated into the redesigned program.

IV. PROGRAM DESCRIPTION

All programs should be designed to address the New Certification Structure for Educational Leadership (See Appendix F) approved by the Louisiana Board of Elementary and Secondary Education. The program curriculum should directly address

COMPONENTS OF PROGRAM SECTION (CONT'D)

IV. PROGRAM DESCRIPTION (CONT'D)

the Standards for School Principals in Louisiana (See Appendix G), the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, and the Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership. Institutions must fully address all NCATE expectation for educational leadership programs as well as the No Child Left Behind Act and IDEA.

A. Overview of Program Structure (1 Page Limit)

Provide a brief overview of the total educational leadership program. Provide sufficient information to enable the evaluators to understand who will be participating in the program and how they will progress through the program.

B. Redesign Team for Educational Leadership and Other Forms of Collaboration (1 Page Limit)

Discuss the process that was used to create the Redesign Team for the Educational Leadership Program. Identify the diverse membership of the Redesign Team (e.g., College of Education, College of Business, community leaders, district personnel, school personnel, parents, etc.) and the process that was used for members to provide input as the educational leadership program was designed. Identify other forms of collaboration that occurred as Redesign Team members gathered input and feedback about the program design from others. Discuss collaborative agreements that have been created to allow candidates to engage in problem-based learning experiences and be mentored by highly effective educational leaders within partner schools/districts. Discuss the process that will be used by universities and districts as collaboration occurs to improve the redesigned program once implemented.

C. Recruitment and Selection

Address each of the following areas to describe efforts to recruit and select candidates for the post-baccalaureate program. (*Note: This information can be expanded for Standard 2: Assessment System and Unit Evaluation for NCATE 2000.*)

1. Recruitment (1 Page Limit)

Please describe the collaborative process that will be used for universities and school districts to work together to recruit outstanding individuals for the program. Explain how these recruitment efforts differ from previous recruitment efforts.

COMPONENTS OF PROGRAM SECTION (CONT'D)

IV. PROGRAM DESCRIPTION (CONT'D)

C. Recruitment and Selection (Cont'd)

2. Screening and Selection for Program (1 Page Limit)

Please describe the process that will be used to screen and select individuals who will become candidates for the program. Identify the screening tools and the criteria that will be used to place participants in the program. Indicate if candidates will self-select to participate or if a selection process will be used to admit only outstanding candidates to the program. Indicate if the candidates will be selected to participate as members of a cohort or if candidates will be allowed to enter the program at any point in an academic year. Please explain how these screening and selection efforts differ from previous efforts.

D. Preparation for *School Leaders Licensure Assessment (SLLA)* (1 Page Limit)

Identify efforts that will be made to ensure that candidates are being provided appropriate knowledge and skills to successfully pass *the Preparation for School Leaders Licensure Assessment (SLLA)* for state certification as an educational leader.

E. Support of Program Completers (1 Page Limit)

Describe efforts that will occur to support program completers as they enter educational leadership roles in schools/districts. The evaluators are particularly interested in knowing how the university will collaborate with districts to support new educational leaders as they participate in the mandatory two-year induction program at the conclusion of their post-baccalaureate educational leadership program, and in the beginning of their career as educational leaders. Explain how these support efforts differ from previous efforts to support graduates of the educational leadership program. (*Note: This information is not required for NCATE 2000; however, inclusion of the information will further strengthen the NCATE 2000 report.*)

V. COURSE DESCRIPTIONS

A. Catalog Description of Content Specific Courses (e.g., Mathematics, English, etc.)

If candidates are required to take content specific courses outside of the College/Department/Division of Education/Educational Leadership, provide the course number, course title, credit hours, and catalog description of each course.

V. COURSE DESCRIPTIONS (CONT'D)

B. Narrative Description of Courses for Educational Leader Program

For all courses listed in Appendix C and all other courses that address knowledge and skills for educational leaders, provide a brief **one to one and one-half page single-spaced narrative description** that includes the items listed below.

(Note: This should be written in a narrative format and not a syllabus format. It should be written so that it can be converted for future syllabi and expanded for Standard 2: Candidate Skills, Knowledge, and Dispositions for NCATE 2000.)

1. Course number, course title, credit hours, and catalog description.
2. The form (e.g., lecture, seminar, web-based, field-based, etc.) of the course. Please indicate if candidates will be required to complete real world problem-based activities in the course.
3. A list of 6-8 **measurable objectives** that clearly identify the **most critical competencies** the candidates will demonstrate in the course and a **thorough description of the instruments and/or processes** that will be used to assess performance. Competencies are defined as what the candidates will know and be able to do as a result of experiences provided in the course/program activities.
4. The empirical basis for practices covered in the course. Please identify specific research studies. Do not cite general information (e.g., national standards, listings of journal names, listings of individuals' names with no citations, etc.). (NOTE: This is especially important for advanced graduate programs and will be closely examined by the external evaluators.)
5. The empirical basis for educational practices and teaching methods covered in the course. Specific research should be cited.
6. Proposed resources and materials for the course.
7. Name(s) of available faculty to teach the course. If sufficient numbers of faculty or adequate expertise is not available to provide this preparation, describe the plan to fill this gap. The plan may include professional development for faculty members, hiring additional faculty, or other appropriate measures. *(Note: This information can be expanded for Standard 5: Faculty Qualifications, Performance, and Development for NCATE 2000.)*

VI. DESCRIPTION OF FIELD SITES AND PERFORMANCE ACTIVITIES (2 page limit) *(Note: This information can be expanded for Standard 3: Field Experiences and Clinical Practice for NCATE 2000 and Standard F: The Graduate Education Unit Offers a Program of Collaborative Field Services of the State Supplement.)*

- A. Describe the work sites that will be used in the preparation of the candidates participating in the educational leadership program. This information should be aligned with the information provided in Appendix E.

VI. DESCRIPTION OF FIELD SITES AND PERFORMANCE ACTIVITIES (CONT'D)

- B. Describe the criteria that will be used to select sites for the internships. Please see NCATE for a specific description of internship requirements.
- C. Describe the screening process and criteria that will be used to select mentors/supervising administrators who will work with candidates at the sites.
- D. Describe the preparation process that will be used for mentors to support and evaluate the candidates.

VII. ASSESSMENT SYSTEM AND PROGRAM EVALUATION (3 page limit) *(Note: This information will support Standard 1: Candidate Skills, Knowledge, and Dispositions; Standard 2: Assessment System and Unit Evaluation; and Standard 3: Field Experiences and Clinical Practice for NCATE 2000.)*

A. Portfolio Assessment of System (1 Page Limit)

Provide a description of the process that will be used for candidates to develop portfolios that provide evidence that performance activities were successfully completed at the sites and state/national standards for educational leaders were addressed. Discuss how PASS-PORT will be utilized as part of this process.

B. Program Evaluation (2 Page Limit)

- 1. Identify how the program's outcomes will be assessed. This must include:
 - a. Candidates' acquisition of skills. Candidates' acquisition of skills can include candidates' self evaluations, evaluations by professors/supervisors, etc. based upon written work, live performance, exit examinations, etc.
 - b. Impact of candidates on school improvement and PK-12 student achievement. The evaluators are particularly interested in how the redesigned post-baccalaureate program will determine if candidates have had an impact upon improved student achievement in school programs.
 - c. Perceptions of PK-12 consumers of graduates' skills (e.g., parents, teachers, students, school administrators, district administrators, etc.).
- 2. Describe follow-up assessment to assure the quality of field-based preparation (e.g., mentors, sites, experiences, etc.).

VII. ASSESSMENT SYSTEM AND PROGRAM EVALUATION (CONT'D)

B. Program Evaluation (Cont'd)

3. Describe the curriculum review process that will be used to assure the ongoing quality of the program curriculum.
 - a. Describe methods and timelines for the following:
 - (1) Data collection and the responsible parties involved
 - (2) Program review and the responsible parties involved
 - (3) Dissemination of findings and the responsible parties involved
 - b. Describe the process that will be used to document that university and district personnel have used evaluation feedback to improve the program curriculum.

VIII. ALTERNATIVE PATH – EDUCATIONAL LEADER

(NOTE: THIS SECTION SHOULD ONLY BE COMPLETED BY INSTITUTIONS WHO WILL OFFER AN ALTERNATIVE PATH FOR EDUCATIONAL LEADERS.)

Individuals who already possess a Master's Degree in an area other than educational leadership may obtain educational leadership certification through an alternative path. These individuals must "meet competency requirements as demonstrated by completion of an individualized program of educational leadership from a regionally accredited institution of higher education." Institutions that choose to offer an Alternative Path for Educational Leaders must develop an individualized program for the candidate "based on screening of each candidate's competencies upon entering into the graduate alternative certification program."

1. Screening and Selection (1 Page Limit)

Identify the screening and selection process that will be used to select candidates for the Alternative Path for Educational Leaders.

2. Individualized Program of Study (1 Page Limit)

Identify the process that will be used to determine how the candidate's program of study will differ from the requirements for the Master's Degree for Educational Leaders. It is anticipated that some courses within the Master's Degree Program for Educational Leadership may be waived or specialized courses may be developed. If specialized courses are developed for the candidates, please provide a full narrative description of new courses that will be required. The external evaluators are aware that every candidate will have a different background and the

VIII. ALTERNATIVE PATH – EDUCATIONAL LEADER (CONT'D)

2. Individualized Program of Study (Cont'd)

individualized program of study will differ from student to student. The evaluators are more concerned with the placement process and how decisions will be made regarding courses to be taken within the Master's Degree Program for Educational Leadership.

It is not anticipated that institutions will create a totally new program of study for the alternate path candidates. If a totally new program of study is created, it will be necessary for the institution to submit a separate proposal for the Alternative Path – Educational Leader and answer all questions in the Program Section.

3. Performance Monitoring (1 Page Limit)

Discuss the process that will be used to monitor the progress of the Alternative Path candidates within the program to ensure that an appropriate placement was made. Identify steps that will be taken if it is determined that candidates lack necessary knowledge and skills for required courses. Identify how a program of study will be developed for the candidate who experiences problems.

APPENDICES

APPENDIX A

**INSTITUTIONAL SECTION FOR POST-BACCALAUREATE PROGRAMS
COVER PAGE**

1. Name of Institution:															
2. Institution Official(s) Primarily Responsible For the Overall Implementation of the Post- Baccalaureate Programs for Teachers and Educational Leaders at your Institution:	#1	Name, Rank, & Title:													
		Address:													
		Telephone:	E-mail:												
	#2	Name, Rank, & Title:													
		Address:													
		Telephone:	E-mail:												
REDESIGNED POST-BACCALAUREATE PROGRAM(S) TO BE SUBMITTED															
3. Check ALL redesigned programs being submitted for evaluation.															
<ul style="list-style-type: none"> • Category II: (Advanced) Master’s Degree for Teachers 															
<ul style="list-style-type: none"> • Category III: Endorsement, (Advanced) Master’s Degree, & Alternative Path for Educational Leaders <p>Are you proposing to offer the following programs:</p> <table style="width:100%; border: none;"> <tr> <td style="width:60%;">(1) Endorsement – Teacher Leader</td> <td style="width:10%; text-align: center;">Yes</td> <td style="width:10%; text-align: center;">No</td> <td style="width:20%;"></td> </tr> <tr> <td>(2) (Advanced) Master’s - Educational Leader – Level 1</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td></td> </tr> <tr> <td>(3) Alternative Path – Educational Leader – Level 1</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td></td> </tr> </table>				(1) Endorsement – Teacher Leader	Yes	No		(2) (Advanced) Master’s - Educational Leader – Level 1	Yes	No		(3) Alternative Path – Educational Leader – Level 1	Yes	No	
(1) Endorsement – Teacher Leader	Yes	No													
(2) (Advanced) Master’s - Educational Leader – Level 1	Yes	No													
(3) Alternative Path – Educational Leader – Level 1	Yes	No													
CAMPUS HEAD/AUTHORIZED CAMPUS REPRESENTATIVE SIGNATURE															
By signing and submitting this proposal, the signator is certifying that the redesigned post-baccalaureate education program: (1) has been jointly developed by faculty within the College of Education, College of Arts/Sciences/Humanities, other colleges, and K-12 schools; (2) addresses teacher and educational leader needs as they relate to Louisiana’s K-12 content standards, Louisiana’s Components of Effective Teaching, Standards for School Principals in Louisiana, NCATE accreditation, PRAXIS assessments, ISLLC assessments, NCLB, and IDEA; and (3) is based upon empirical research pertaining to effective practices.															
Name and Title Campus Head/Authorized Campus Representative:															
Signature of Campus Head/Authorized Campus Representative:															
Date:		Telephone Number:													
E-mail Address:															

APPENDIX B

PROGRAM SECTION FOR POST-BACCALAUREANT PROGRAMS COVER PAGE

1. Name of Institution:												
2. Primary Persons Responsible for the Implementation of the Proposed Program:	#1	Name, Rank, & Title:										
		Address:										
		Telephone:	E-mail:									
	#2	Name, Rank, & Title:										
		Address:										
		Telephone:	E-mail:									
REDESIGNED POST-BACCALAUREATE PROGRAM(S) TO BE SUBMITTED												
4. Check the ONE Category that is being described in this Program Section and respond to questions about the selected program.												
<ul style="list-style-type: none"> • Category II: (Advanced) Master's Degree for Teachers 												
<ul style="list-style-type: none"> • Category III: Endorsement, (Advanced) Master's Degree, & Alternative Path for Educational Leaders <p style="margin-left: 20px;">Are you proposing to offer the following programs:</p> <table style="margin-left: 40px; width: 80%; border: none;"> <tr> <td style="padding: 2px 10px;">(1) Endorsement – Teacher Leader</td> <td style="padding: 2px 10px; text-align: center;">Yes</td> <td style="padding: 2px 10px; text-align: center;">No</td> </tr> <tr> <td style="padding: 2px 10px;">(2) (Advanced) Master's Degree - Educational Leader – Level 1</td> <td style="padding: 2px 10px; text-align: center;">Yes</td> <td style="padding: 2px 10px; text-align: center;">No</td> </tr> <tr> <td style="padding: 2px 10px;">(3) Alternative Path – Educational Leader – Level 1</td> <td style="padding: 2px 10px; text-align: center;">Yes</td> <td style="padding: 2px 10px; text-align: center;">No</td> </tr> </table>				(1) Endorsement – Teacher Leader	Yes	No	(2) (Advanced) Master's Degree - Educational Leader – Level 1	Yes	No	(3) Alternative Path – Educational Leader – Level 1	Yes	No
(1) Endorsement – Teacher Leader	Yes	No										
(2) (Advanced) Master's Degree - Educational Leader – Level 1	Yes	No										
(3) Alternative Path – Educational Leader – Level 1	Yes	No										
CAMPUS HEAD/AUTHORIZED CAMPUS REPRESENTATIVE SIGNATURE												
By signing and submitting this proposal, the signator is certifying that the redesigned post-baccalaureate education program: (1) has been jointly developed by faculty within the College of Education, College of Arts/Sciences/Humanities, other colleges, and K-12 schools; (2) addresses teacher and educational leader needs as they relate to Louisiana's K-12 content standards, Louisiana's Components of Effective Teaching, Standards for School Principals in Louisiana, NCATE accreditation, PRAXIS assessments, and ISLLC assessments, NCLB, and IDEA; and (3) is based upon empirical research pertaining to effective practices.												
Name and Title Campus Head/Authorized Campus Representative:												
Signature of Campus Head/Authorized Campus Representative:												
Date:		Telephone Number:										
E-mail Address:												

APPENDIX C

POST-BACCALAUREATE COURSE SEQUENCE FOR DEGREE/PROGRAM

TYPE OF PROGRAM:

(Select One)

- (Advanced) Master’s Degree for Teachers
- (Advanced) Master’s Degree for Educational Leaders
- Endorsement for Teacher Leaders

DEGREE DESIGNATION

(e.g., Master of Education)

DEGREE SUBJECT AREA:

(e.g., Curriculum & Instruction)

MAJOR:

(e.g., Reading)

Directions: Please complete this form for each separate post-baccalaureate program discussed within each Program Section. Identify the sequence that will be recommended to candidates for completion of their programs. Identify the semester (e.g., first, second, third, etc.) when courses should be taken. If you have different expectations for full and part-time students, please identify the differences. Please list course numbers, titles, and credit hours for each course. Place an *asterisk* beside each *NEW* course that has been specially developed for the proposed program.

SEQUENCE AND LISTING OF COURSES		
<i>Sequence for Semesters</i>	<i>Course Numbers and Titles</i>	<i>Credit Hours</i>
TOTAL CREDIT HOURS		

APPENDIX D

STATE CERTIFICATION MATRIX FOR EDUCATIONAL LEADERS

TYPE OF PROGRAM:
(*Select One*)

- (Advanced) Master’s Degree for Educational Leaders
- Endorsement for Teacher Leaders

Directions: For the Type of Program identified above, please identify the course numbers and titles that address the following standards. Only list courses that have measurable objectives and assessments within the course descriptions that directly address the standards.

<i>STANDARDS FOR SCHOOL PRINCIPALS IN LOUISIANA</i>	<i>COURSE NUMBERS & TITLES</i>
<p>STANDARD 1: Vision <i>Engages the school community in developing and maintaining a student-centered vision for education which forms the basis for school goals and guides the preparation of students as effective, lifelong learners in a pluralistic society.</i></p>	
<p>STANDARD 2: Teaching and Learning <i>Uses a knowledge of teaching and learning in working collaboratively with the faculty and staff to implement effective and innovative teaching practices which engage students in meaningful and challenging learning experiences.</i></p>	
<p>STANDARD 3: School Management <i>Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe and orderly learning environment.</i></p>	
<p>STANDARD 4: School Improvement <i>Works with the school community to review data from multiple sources to establish challenging standards, monitor progress, and foster the continuous growth of all students.</i></p>	
<p>STANDARD 5: Professional Development <i>Works collaboratively with the school faculty and staff to plan and implement professional development activities that promote both individual and organizational growth and lead to improved teaching and learning.</i></p>	
<p>STANDARD 6: School-Community Relations <i>Uses an understanding of the culture of the community to create and sustain mutually supportive school-community relations.</i></p>	
<p>STANDARD 7: Professional Ethics <i>Demonstrates honesty, integrity, and fairness to guide school programs in an ethical manner.</i></p>	

APPENDIX E

PROGRESSION OF SITE-BASED PERFORMANCE ACTIVITIES POST-BACCALAUREATE PROGRAMS

TYPE OF PROGRAM:

(Select One)

- (Advanced) Master’s Degree for Teachers
- (Advanced) Master’s Degree for Educational Leader
- Endorsement for Teacher Leader

DEGREE DESIGNATION

(e.g., Master of Education)

DEGREE SUBJECT AREA:

(e.g., Curriculum & Instruction)

MAJOR:

(e.g., Reading)

Directions: For each Post-Baccalaureate Program, provide a listing of the performance activities that candidates will complete as they move through their programs and apply knowledge in site-based settings. Although some courses may not include site-based performance activities, it is anticipated that the total program will provide candidates with ample opportunities to apply new knowledge through site-based experiences.

<i>Course Numbers and Titles</i>	<i>Listing of Site-Based Performance Activities⁰</i>	<i>Number of Hours Required for Site-Based Experiences</i>

APPENDIX F

**LOUISIANA'S
NEW CERTIFICATION STRUCTURE FOR
EDUCATIONAL LEADERSHIP**

Louisiana's New Certification Structure for Educational Leadership

Overarching Requirements

All graduate competency-based degree preparation programs, graduate alternative certification programs, assessments, and continuing learning units shall be aligned with the following state and national standards:

- the *Standards for School Principals in Louisiana*;
- the Interstate School Leaders Licensure Consortium (ISLLC) *Standards for School Leaders*; and,
- the Educational Leadership Constituent Council (ELCC) *Standards for Advanced Programs in Educational Leadership*, the standards used by the National Council for the Accreditation of Colleges of Teacher Evaluation (NCATE) for university program reviews.

Teacher Leader Endorsement (Optional)

Teachers who hold a valid Type B or Level 2 or higher Louisiana teaching certificate may add a Teacher Leader Endorsement to their teaching certificate by completing a state-approved Teacher Leader Institute that...

- Requires, at minimum, the equivalent of six graduate hours (90 contact hours);
- Includes a combination of face-to-face and field-based professional development activities which may include the use of a cohort approach;
- Provides support from and monitoring by current outstanding administrators serving as mentors and/or facilitators;
- Includes an electronic component (on-line and/or compressed video) to ensure each participant's access to key resources and to build a statewide network of qualified administrator candidates that could include the development of cohorts; and,
- Requires the development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with national and state leader standards.

Requirements for Renewal of the Teacher Leader Endorsement:

Teacher Leader Endorsement requires completion of a minimum of 150 continuing learning units of professional development every five years that are consistent with the leader's Individual Professional Growth Plan (IPGP).

Certification Levels

All educational leaders will progress through two levels of educational leader certification. An additional level of certification (Superintendent) is required for employment as a local district superintendent.

Educational Leader Certificate – Level 1

All candidates for school and district educational leadership positions (e.g., assistant principal, principal, parish or city school supervisor of instruction, supervisor of child welfare and attendance, or comparable school or district leader positions) must meet the following requirements in order to receive an entry-level certificate in educational leadership.

Candidates for Level 1 Educational Leader Certification shall meet the following criteria:

1. Hold or be eligible to hold a valid Louisiana Type A or Level 3 Teaching Certificate.
2. Have completed a **competency-based** graduate degree preparation program in the area of educational leadership from a regionally accredited institution of higher education.
3. Earn a passing score on the *School Leaders Licensure Assessment (SLLA)* in accordance with state requirements.
4. Persons who have met the requirements of Items 1-3 above are eligible for a Level 1 Educational Leader Certificate. Upon employment as a school or district educational leader, an individual with Level 1 Educational Leader endorsement must enroll in the two-year Educational Leader Induction Program under the direction of the Louisiana Department of Education.

Educational Leader – Level 1 (Alternative Path)

All candidates for school and district educational leadership positions (e.g., assistant principal, principal, parish or city school supervisor of instruction, supervisor of child welfare and attendance, or comparable school or district leader positions) must meet the following requirements in order to receive an entry-level certificate in educational leadership.

The alternative path to Level 1 Certification is for those persons who hold a Master's Degree and are seeking to add an Educational Leader Certification.

Candidates for the Alternative Path to Level 1 Educational Leader Certification shall meet the following criteria:

1. Hold or be eligible to hold a valid Louisiana Type A or Level 3 Teaching Certificate.
2. Have previously completed a graduate degree program from a regionally accredited institution of higher education.
3. Have met competency requirements as demonstrated by completion of an individualized program of educational leadership from a regionally accredited institution of higher education.
 - Individualized program will be developed based on screening of each candidate's competencies upon entering into the graduate alternative certification program.

<p>5. Any individual, with Level 1 Educational Leader endorsement, employed as a school or district educational leader shall have three years to complete the two-year Educational Leader Induction Program under the direction of the Louisiana Department of Education.</p>	<p>4. Earn a passing score on the <i>School Leaders Licensure Assessment (SLLA)</i> in accordance with state requirements.</p> <p>5. Persons who have met the requirements of Items 1-4 above are eligible for a Level 1 Educational Leader Certificate. Upon employment as a school or district educational leader, an individual with Level 1 Educational Leader endorsement must enroll in the two-year Educational Leader Induction Program under the direction of the Louisiana Department of Education.</p> <p>6. Any individual, with Level 1 Educational Leader endorsement, employed as a school or district educational leader shall have three years to complete the two-year Educational Leader Induction Program under the direction of the Louisiana Department of Education.</p>
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Educational Leader Certificate – Level 2

All candidates must meet the following requirements in order to receive a five-year renewable professional certificate in educational leadership.

Candidates for initial Level 2 Educational Leader (Professional) Certification shall meet the following criteria:

1. Hold a valid Level 1 Educational Leader Certificate.
2. Complete the two-year induction program under the guidance of a mentor trained in accordance with standards set by the Louisiana Department of Education and outlined in Bulletin 741, *Louisiana Handbook for School Administrators*. The induction period begins upon the individual’s first full-time administrative appointment (whether permanent or acting) as an assistant principal, principal, parish or city school supervisor of instruction, supervisor of child welfare and attendance, or comparable school or district leader position; and, is to be completed within a three (3) year period.
3. Earn a passing score on the ISLLC *School Leader Portfolio Assessment*, in accordance with state requirements.

Requirement for Renewal of the Level 2 Educational Leader Certificate:

Level 2 Educational Leaders must complete a minimum of 150 continuing learning units of professional development over a five-year time period that are consistent with the leader’s Individual Professional Growth Plan (IPGP) and includes updating the educational leader portfolio.

Educational Leader Certificate^{3/4} Level 3 (Superintendent)

All candidates must meet the following requirements in order to receive a five-year Level 3 Educational Leader Certificate to become a Superintendent. The five-year certification period is activated with the candidate's first full-time appointment as Superintendent.

Candidates for initial Level 3 (Superintendent) Educational Leader Certification must meet the following criteria:

I.

1. Hold a valid Louisiana Level 2 Educational Leader Certificate.
2. Have had 5 years of successful administrative or management experience in education at the level of principal or above.
3. Earn a passing score on the *School Superintendent Assessment (SSA)* in keeping with state requirements.

Requirement for Renewal of the Level 3 Educational Leader Certificate:

Level 3 Educational Leaders must complete a minimum of 150 continuing learning units of professional development over a five-year time period that are consistent with the leader's Individual Professional Growth Plan (IPGP) and includes updating the educational leader portfolio.

APPENDIX G

**STANDARDS FOR SCHOOL PRINCIPALS
IN LOUISIANA**

Standards for School Principals in Louisiana

June 1998

Louisiana Department of Education
Cecil J. Picard, Superintendent

LOUISIANA BOARD OF ELEMENTARY AND SECONDARY EDUCATION

Ms. Glenny Lee Buquet
President
Third District

Mr. Keith Johnson
Secretary-Treasurer
Second District

Mr. Walter Lee
Fourth District

Ms. Donna Contois
First District

Dr. James Stafford
Fifth District

Dr. Richard Musemeche
Sixth District

Dr. John A. Bertrand
Seventh District

Ms. Linda Johnson
Eighth District

Mr. Gerard Dill
Member-at-Large

Ms. Leslie Jacobs
Member-at-Large

Mr. Paul G. Pastorek
Member-at-Large

Preface

The state and local bodies governing education within the state of Louisiana are committed to providing a quality education for all students residing in the state. With this concern in mind, the factors which most impact children's education needed to be identified and evaluated, and the means necessary to correct or enhance them defined and implemented.

The Standards for School Principals in Louisiana emerged in response to a nationwide movement to identify the areas of knowledge and skills, performances, and dispositions essential to a competent principal. Development of the Standards was motivated by two factors: a recommendation of the Local Personnel Evaluation Committee (April 1997), and the legislative mandate of House Bill No. 1379 (Regular Session, 1997).

In 1997, a broadly-based task force of principals, superintendents and other educators was convened by the Louisiana Department of Education to develop standards focusing on the role of the principal as the transformational leader of the school in the 21st century. The standards needed to integrate existing and emerging technology into a comprehensive plan to foster the concept of lifelong learning among all citizens of the state.

The task force's initial draft was shared with educational leaders, representatives of business and industry, and members of the community in ten regional meetings throughout the state. Reactions from these meetings, along with responses to a questionnaire developed for the purpose of evaluating the document, produced a series of recommendations considered by members of the task force for inclusion in the elaborated standards. The attached document reflects the final compilation of the Standards for School Principals in Louisiana.

Standards for School Principals in Louisiana

Standard #1 - Vision

The principal engages the school community in developing and maintaining a student-centered vision for education which forms the basis for school goals and guides the preparation of students as effective, lifelong learners in a pluralistic society.

Standard #2 - Teaching and Learning

The principal uses a knowledge of teaching and learning in working collaboratively with the faculty and staff to implement effective and innovative teaching practices which engage students in meaningful and challenging learning experiences.

Standard #3 - School Management

The principal promotes the success of all students by ensuring management of the organization, operations, and resources for a safe and orderly learning environment.

Standard #4 - School Improvement

The principal works with the school community to review data from multiple sources to establish challenging standards, monitor progress, and foster the continuous growth of all students.

Standard #5 - Professional Development

The principal works collaboratively with the school faculty and staff to plan and implement professional development activities that promote both individual and organizational growth and lead to improved teaching and learning.

Standard #6 - School-Community Relations

The principal uses an understanding of the culture of the community to create and sustain mutually supportive school-community relations.

Standard #7 - Professional Ethics

The principal demonstrates honesty, integrity, and fairness to guide school programs in an ethical manner.

Elaborated Standard: Vision

Vision: The principal engages the school community¹ in developing and maintaining a student-centered vision for education which forms the basis for school goals and guides the preparation of students as effective, lifelong learners in a pluralistic society.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

a “preferred” future² regarding the success of all students;

group process strategies for melding the diverse values and expectations of the school community into a shared understanding of desired student outcomes;

theories of child and human development, the teaching-learning process, and models of and processes for on-going school improvement; and

relevant research findings and strategies for using data to develop and maintain the school vision.

¹ school community - individuals who have interests in or are affected by events at the school, including administrators, faculty, staff, students, parents, and external community members, such as those associated with business, civic, and service organizations, etc.

² preferred future - an understanding and conviction conveyed to teachers and students that opportunities available to students are not limited.

Dispositions

The principal believes in, values, and commits to

the centrality of students to the school vision and goals;

involving the school community in establishing the school vision and goals;

respecting the existing school and community cultures while working for changes that improve outcomes for all students;

stewardship of the school vision, and sponsorship of school goals; and

enabling students to think critically about complex issues.

Performances

The principal demonstrates the ability to

work collaboratively with the school community to develop and maintain a shared school vision;

bring the school vision to life by using it to guide decision making about students and the instructional programs;

maintain faculty focus on developing learning experiences that will enable students to prosper in subsequent grades and as adults;

maintain open communication with the school community, and effectively convey high expectations for student learning to the community;

provide opportunities and support for collaboration, the exchange of ideas, experimentation with innovative teaching strategies, and ongoing school improvement;

monitor, assess, and revise the school vision and goals as needed; and

foster the integration of students into mainstream society while valuing diversity.

Elaborated Standard: Teaching and Learning

Teaching and Learning: The principal uses a knowledge of teaching and learning in working collaboratively with the faculty and staff to implement effective and innovative teaching practices which engage students in meaningful and challenging learning experiences.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

research and theories related to teaching, learning, curriculum development and integration, and motivation;

methods for effectively communicating high standards and high expectations for student achievement;

strategies for creating an empowering environment that supports innovative teaching and powerful learning³;

supervisory and observational techniques that promote effective teaching and learning in a growth-oriented environment;

authentic, psychometrically sound⁴ methods for assessing student learning; and

emerging technologies and their use in enhancing student learning.

³ *powerful learning - learning that occurs when students are proactive in developing skills through intrinsically challenging activities that build both cognitive and affective skills, and that require both group work and individual effort (adapted from Levin, H. (1996). Accelerated schools: The background (pp. 3–23). In C. Finnan, E.P. St. John, J. McCarthy, and S.P. Slovacek (Eds.). Accelerated schools in action: Lessons from the field. Thousand Oaks, CA: Corwin)*

⁴ *psychometrically sound - data that are valid and reliable; refers to data from tests and other forms of assessment.*

Dispositions

The principal believes in, values, and commits to

all children's learning at high levels,

excellence and life-long learning,

collaborative development of teaching strategies and curricular modifications that ground student learning in real-world situations and promote critical thinking, and

developing a caring environment that nurtures teaching and learning.

Performances

The principal demonstrates the ability to

recognize, model, and promote effective teaching strategies that enable students to apply what they learn to real world experiences;

encourage and support the use of both innovative, research-based teaching strategies to engage students actively in solving complex problems and methods of student assessment which will enhance learning for all students;

conduct frequent classroom visits and periodic observations, provide constructive feedback to faculty and staff, and suggest models of effective teaching techniques when needed;

foster a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement are emphasized; and

promote collaboration and team building among faculty.

Elaborated Standard: School Management

School Management: The principal promotes the success of all students by ensuring management of the organization, operations, and resources for a safe and orderly learning environment.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

organizational theory and principles of organizational development;

human resources management and development, including related/support/ancillary services;

local, state, and federal laws, policies, regulations, and procedures;

sound fiscal procedures and practices;

time management to maximize the effectiveness of the organization; and

current technologies that support management functions.

Dispositions

The principal believes in, values, and commits to

building a safe, orderly environment;

upholding local, state, and federal laws, policies, regulations, and procedures, including being fiscally responsible and ensuring quality support services;

Dispositions (Cont'd)

upholding high standards in the day-to-day operations of the school and using current technology;
making management decisions to enhance teaching and learning; and
involving members of the school community⁵ in shared decision-making processes.

Performances

The principal demonstrates the ability to

maintain a safe, secure, clean, and aesthetically pleasing physical school plant;
establish and/or implement laws, policies, regulations, and procedures that promote effective school operations;
maintain a positive school environment where proper student discipline is the norm;
manage fiscal resources responsibly, efficiently, and effectively and monitor whether others do so as well;
manage human resources responsibly by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, and taking other appropriate steps to build an effective school staff;
monitor support services such as transportation, food, health, and extended care responsibly;
provide and coordinate appropriate co-curricular and extra-curricular activities;

⁵ *school community - individuals who have interests in or are affected by events at the school, including administrators, faculty, staff, students, parents, and external community members, such as those associated with business, civic, and service organizations, etc.*

Performances (Cont'd)

use shared decision making effectively in the management of the school;

manage time and delegate appropriate administrative tasks to maximize attainment of the school goals;

use available technology effectively to manage school operations; and

monitor and evaluate school operations and use feedback appropriately to enhance effectiveness.

Elaborated Standard: School Improvement

School Improvement: The principal works with the school community to review data from multiple sources to establish challenging standards, monitor progress, and foster the continuous growth of all students.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

methods by which information from various sources can be used to establish challenging standards for self, faculty, students, and the school;

strategies for monitoring progress toward reaching the standards established;

professional literature related to teaching, learning, curriculum, organizational and staff development, and change processes;

the school culture, community expectations, and the strengths and weaknesses of self, faculty, students, and community; and

methods of data collection, analysis, interpretation, and program evaluation.

Dispositions

The principal believes in, values, and commits to

empowering others by engaging in collaborative problem solving and decision making, building capacity through staff development, and encouraging divergent perspectives from the school community;

working toward consensus and compromise among members of the school community, guided by the school vision and goals;

Dispositions (Cont'd)

examining one's own assumptions, practices, and beliefs in the light of new knowledge;

accepting limitations and mistakes from self and others while maintaining commitment to the standards established;

encouraging faculty experimentation in order to maximize opportunities for all students to learn; and

promoting a school culture that values and promotes individual and collaborative reflection and learning.

Performances

The principal demonstrates the ability to

provide ongoing opportunities for staff to reflect on their roles and practices in light of student standards and school goals;

grow professionally by engaging in professional development activities and making such activities available to others;

facilitate school-based research and use these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning;

foster the genuine continuous involvement and commitment of the school community in promoting the progress of all students toward attaining high standards; and

enhance school effectiveness by appropriately integrating the processes of teacher selection/evaluation and professional development with school improvement.

Elaborated Standard: Professional Development

Professional Development: The principal works collaboratively with the school faculty and staff to plan and implement professional development activities that promote both individual and organizational growth and lead to improved teaching and learning.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

theories related to motivation, adult learning, and staff development;

sound pedagogical practices and emerging technologies;

current trends in terms of social, political and cultural influences on education;

research, measurement, and assessment strategies;

organizational learning for school cultures, goal setting, change processes, and group dynamics; and

resource management.

Dispositions

The principal believes in, values, and commits to

lifelong learning for self and others;

ongoing change processes;

Dispositions (Cont'd)

faculty expertise and collaborative work strategies; and
fostering creativity and establishing high expectations in self and others.

Performances

The principal demonstrates the ability to

- communicate a focused vision for both school and individual professional growth;
- use research and data from multiple sources to design and implement professional development activities;
- secure the necessary resources for meaningful professional growth, including the time for planning and the use of emerging technologies;
- provide opportunities for individual and collaborative professional development;
- provide incentives for learning and growth and encourage participation in professional development activities at the national, state, and parish levels; and
- assess the overall impact of professional development activities on the improvement of teaching and student learning.

Elaborated Standard: School-Community Relations

School-Community Relations: The principal uses an understanding of the culture of the community to create and sustain mutually supportive school-community relations.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

the composition of the school community including relevant demographic statistics and trends, competing issues and values, and available resources;

successful strategies for establishing positive school-community relations and fostering parental and community participation;

techniques for promoting the positive aspects of the school and communicating with the media effectively; and
effective interpersonal communication skills.

Dispositions

The principal believes in, values, and commits to

establishing a partnership with the school's community for mutually supportive relationships;

promoting the school as an integral part of the community;

diversity as a strength; and

Dispositions (Cont'd)

promoting the positive aspects of the school, celebrating successes, acknowledging the school's shortcomings, and involving the community in overcoming problems within the school.

Performances

The principal demonstrates the ability to

be visible and involved in the community and treat members of the school community equitably;

involve the school in the community while keeping the school community informed;

use school-community resources to enhance the quality of school programs, including those resources available through business and industry;

recognize and celebrate school successes publicly; and

communicate effectively, both interpersonally and through the media.

Elaborated Standard: Professional Ethics

Professional Ethics: The principal demonstrates honesty, integrity, and fairness to guide school programs in an ethical manner.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

various perspectives on ethics;

his/her own principled convictions about what is best for students and the ethical implications of those convictions;

relevant laws, policies, regulations, procedures and the relationship of these to protecting the rights of individuals;
and

ethical means for improving school programs.

Dispositions

The principal believes in, values, and commits to

being accurate in providing information while respecting the rights of others;

caring for the feelings of others;

principled action in upholding the substance of laws, policies, regulations, and procedures; and

using the influence of the principalship constructively and productively in the service of all students.

Performances

The principal demonstrates the ability to

model ethical behavior at both the school and community levels;

communicate to others expectations of ethical behavior;

respect the rights and dignity of others;

provide accurate information without distortion and without violating the rights of others;

develop a caring school environment in collaboration with the faculty and staff;

apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately;

minimize bias in self and others and accept responsibility for his own decisions and actions; and

address unethical behavior in self and others.

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APPENDIX H

**STANDARDS FOR ADVANCED PROGRAMS IN
EDUCATIONAL LEADERSHIP**

Standards for Advanced Programs in Educational Leadership



for
Principals, Superintendents,
Curriculum Directors, and Supervisors

NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION

Standard 1.U: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
Develop a Vision	<ul style="list-style-type: none"> ◆ ◆ Candidates develop a vision of learning for a school that promotes the success of all students. ◆ ◆ 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. 	<ul style="list-style-type: none"> ◆ ◆ Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students. ◆ ◆ Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context. ◆ ◆ Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district. ◆ ◆ Candidates demonstrate knowledge of ways to use a district’s vision to mobilize additional resources to support the vision.
Articulate a Vision	<ul style="list-style-type: none"> ◆ ◆ 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. ◆ ◆ Candidates explain how data-based research strategies and strategic planning processes that focus on student learning 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. ◆ ◆ 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. 	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision. ◆ ◆ Candidates explain how data-based research strategies and strategic planning processes that focus on student learning help develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. ◆ ◆ Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
Implement a Vision	<ul style="list-style-type: none"> ◆ ◆ Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision. ◆ ◆ 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). 	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district’s vision. ◆ ◆ Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.
Steward a Vision	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision. ◆ ◆ Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. ◆ ◆ Candidates assume stewardship of the vision through various methods. 	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision. ◆ ◆ Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district’s vision, mission, and goals.
Promote Community Involvement in the Vision	<ul style="list-style-type: none"> ◆ ◆ Candidates develop plans to involve community members in the realization of the vision and in related school improvement efforts. ◆ ◆ Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision. 	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization 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.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to write a vision statement for a school or district, share it with the executive team in the central office or with a site-based management team, and demonstrate how stakeholders were involved in the development.

Candidates are required to collect, interpret, and analyze school data. The analysis should reflect the candidate’s understanding of the school’s vision and mission statements, the level of involvement and actual contributions of the school community, and recommendations for inclusion in the school improvement plan.

Additional activities can be found beginning on page 25 of the Instructions to Implement Standards for Advanced Programs in Educational Leadership document.

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	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
Promote Positive School Culture	<ul style="list-style-type: none"> ◆ ◆ 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. 	<ul style="list-style-type: none"> ◆ ◆ Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
<p>Provide Effective Instructional Program</p>	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. ◆ ◆ Candidates develop a school profile in order to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. ◆ ◆ 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. 	<ul style="list-style-type: none"> ◆ ◆ Candidates can demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. ◆ ◆ Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems. ◆ ◆ Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement. ◆ ◆ Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.
<p>Apply Best Practice to Student Learning</p>	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning. ◆ ◆ Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. ◆ ◆ Candidates demonstrate an understanding of how to use appropriate research strategies to profile student performance in a school and analyze possible differences among subgroups of students to promote an environment for improved student achievement. 	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. ◆ ◆ Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning. ◆ ◆ Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. ◆ ◆ Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
Design Comprehensive Professional Growth Plans	<ul style="list-style-type: none"> ◆ ◆ 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. ◆ ◆ Candidates demonstrate the ability to use observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. ◆ ◆ Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning. 	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. ◆ ◆ Candidates demonstrate the ability to use observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. ◆ ◆ Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.

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.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to organize and lead parent and teacher focus groups about high-stakes testing and alternative methods of measuring student performance.

Candidates are required to present a multimedia report to a community forum about the latest instructional technologies, including the use of the Web and teaching strategies.

Additional activities can be found beginning on page 25 of the Instructions to Implement Standards for Advanced Programs in Educational Leadership document.

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	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
Manage the Organization	<ul style="list-style-type: none"> ◆ ◆ 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. ◆ ◆ Candidates develop a plan of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. ◆ ◆ Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement. 	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students. ◆ ◆ Candidates focus on effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities. ◆ ◆ Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement. ◆ ◆ Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity. ◆ ◆ Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
Manage Operations	<ul style="list-style-type: none"> ◆ ◆ Candidates create a plan for involving 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. ◆ ◆ Candidates develop an effective and interactive communications plan for staff that includes opportunities for staff to develop their family and community collaboration skills. ◆ ◆ Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities. 	<ul style="list-style-type: none"> ◆ ◆ Candidates create a plan for involving stakeholders in aligning resources and priorities to maximize ownership and accountability. ◆ ◆ Candidates can use 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 district vision. ◆ ◆ Candidates develop an effective and interactive staff communication plan for integrating district's schools and divisions. ◆ ◆ Candidates develop a plan to promote and support community collaboration among district personnel.
Manage Resources	<ul style="list-style-type: none"> ◆ ◆ 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. ◆ ◆ Candidates creatively seek new resources to facilitate learning. ◆ ◆ Candidates apply and assess current technologies for school management, business procedures, and scheduling. 	<ul style="list-style-type: none"> ◆ ◆ 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 that focuses on teaching and learning. ◆ ◆ Candidates creatively seek new resources to facilitate learning. ◆ ◆ Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. ◆ ◆ Candidates apply and assess current technologies for 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.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to conduct a cost-benefit analysis of a school or district instructional improvement plan.

Candidates are required to analyze the school/district budget and identify how specific budget allocations support the school improvement plan/district strategic plan.

Additional activities can be found beginning on page 25 of the Instructions to Implement Standards for Advanced Programs in Educational Leadership document.

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	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
Collaborate with Families and Other Community Members	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning. 	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
	<ul style="list-style-type: none"> ◆ ◆ 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. ◆ ◆ Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. ◆ ◆ Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to craft frameworks for school, family, business, community, government, and higher education partnerships. ◆ ◆ Candidates develop various methods of outreach aimed at business, religious, political, and service organizations. ◆ ◆ 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. 	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning. ◆ ◆ Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships. ◆ ◆ Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. ◆ ◆ Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community. ◆ ◆ Candidates develop a plan to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family

	<ul style="list-style-type: none"> ◆ ◆ Candidates develop a plan to address student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services. ◆ ◆ Candidates develop a plan for a comprehensive program of community relations and effective relationships with the media. 	<p>conditions that affect learning.</p> <ul style="list-style-type: none"> ◆ ◆ Candidates develop a plan for community relations that reflects knowledge of effective media relations and that models effective media relations practices. ◆ ◆ Candidates develop a plan that supports the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.
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Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
Respond to Community Interests and Needs	<ul style="list-style-type: none"> ◆ ◆ Candidates develop a plan for maintaining high visibility and active involvement within the community, including interactions with individuals and groups with conflicting perspectives. ◆ ◆ Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. ◆ ◆ Candidates provide leadership to programs serving students with special and exceptional needs. ◆ ◆ Candidates develop a plan 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. 	<ul style="list-style-type: none"> ◆ ◆ Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders. ◆ ◆ Candidates develop a plan to promote maximum involvement with, and visibility within the community. ◆ ◆ Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives. ◆ ◆ Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement. ◆ ◆ Candidates develop a plan to advocate for students with special and exceptional needs.
Mobilize Community Resources	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student 	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and

	<p>achievement, solve school problems, and achieve school goals.</p> <ul style="list-style-type: none"> ◆ ◆ Candidates develop a plan for using school resources and social service agencies to serve the community. ◆ ◆ 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. 	<p>accomplish district goals.</p> <ul style="list-style-type: none"> ◆ ◆ Candidates develop a plan to offer district resources to the community to solve issues of joint concern. ◆ ◆ 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.
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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.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to develop and present a plan recommending alignment of social service agency programs with school improvement needs.

Candidates are required to identify at least five key community leaders in a school community, justify why each was selected, and identify their roles or potential roles in school improvement in the district. A confidential analysis of this power structure is shared with the superintendent or board of education.

Additional activities can be found beginning on page 25 of the Instructions to Implement Standards for Advanced Programs in Educational Leadership document.

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	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
<i>B. Acts with Integrity</i>	◆ ◆ Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	◆ ◆ Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
<i>C. Acts Fairly</i>	◆ ◆ Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	◆ ◆ Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
<i>D. Acts Ethically</i>	◆ ◆ Candidates make and explain decisions based upon ethical and legal principles.	◆ ◆ 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.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to develop a code of ethics using personal platforms, professional leadership association examples, and a variety of additional source documents focusing on ethics.

Candidates are required to conduct a self-analysis of a transcript of a speech delivered to a community organization and look for examples of integrity, fairness, and ethical behavior.

Additional activities can be found beginning on page 25 of the Instructions to Implement Standards for Advanced Programs in Educational Leadership document.

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	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
<p>Understand the Larger Context</p>	<ul style="list-style-type: none"> ◆ ◆ 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. ◆ ◆ 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. ◆ ◆ Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. ◆ ◆ Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, 	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations. ◆ ◆ Candidates demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. ◆ ◆ Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. ◆ ◆ Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.

	<p>and federal authorities that affect schools, especially those that might improve educational and social opportunities.</p> <ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. ◆ ◆ Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community. ◆ ◆ Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice. ◆ ◆ Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. 	<ul style="list-style-type: none"> ◆ ◆ Candidates can explain their familiarity with political leaders at the local, state, and national level. ◆ ◆ Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents. ◆ ◆ Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.
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Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
Respond to the Larger Context	<ul style="list-style-type: none"> ◆ ◆ Candidates develop a plan for communicating 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. 	<ul style="list-style-type: none"> ◆ ◆ Candidates develop a plan to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws. ◆ ◆ Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students. ◆ ◆ Candidates develop a plan to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.
Influence the Larger Context	<ul style="list-style-type: none"> ◆ ◆ Candidates develop a plan to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. ◆ ◆ Candidates apply their understanding of the 	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing

	<p>larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.</p> <ul style="list-style-type: none"> ◆ ◆ 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. 	<p>schools, educators, or others with similar interests.</p> <ul style="list-style-type: none"> ◆ ◆ 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.
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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.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to interview state legislators and/or lobbyists and present a report about the state’s strategies used to influence change.

Candidates are required to participate in a simulated public debate about the pros and cons of selected international educational practices compared to practices in the United States.

Additional activities can be found beginning on page 25 of the Instructions to Implement Standards for Advanced Programs in Educational Leadership document.

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	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
Substantial	<ul style="list-style-type: none"> ◆ ◆ 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. ◆ ◆ Each candidate should have a minimum of six-months (or equivalent, see note below) of full-time internship experience. 	<ul style="list-style-type: none"> ◆ ◆ Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district 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, school board members, students, parents, and school and community leaders. ◆ ◆ Each candidate should have a minimum of six-months (or equivalent, see note below) of full-time internship experience.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
	<ul style="list-style-type: none"> ◆ ◆ 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. 	<ul style="list-style-type: none"> ◆ ◆ 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 skills and knowledge on a full-time basis.
Standards-based	<ul style="list-style-type: none"> ◆ ◆ Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. ◆ ◆ Experiences are designed to accommodate candidates' individual needs. 	<ul style="list-style-type: none"> ◆ ◆ Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. ◆ ◆ Experiences are designed to accommodate candidates' individual needs.
Real Settings	<ul style="list-style-type: none"> ◆ ◆ Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. ◆ ◆ Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses. 	<ul style="list-style-type: none"> ◆ ◆ Candidates' experiences occur in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills. ◆ ◆ Candidates' experiences include work with appropriate community organizations, parent groups, and school boards.
Planned and Guided Cooperatively	<ul style="list-style-type: none"> ◆ ◆ Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply 	<ul style="list-style-type: none"> ◆ ◆ 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.

	<p>skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.</p> <ul style="list-style-type: none"> ◆ ◆ Mentors are provided training to guide the candidate during the intern experience. 	<p>The three individuals work together to meet candidate and program needs.</p> <ul style="list-style-type: none"> ◆ ◆ Mentors are provided training to guide the candidate during the intern experience.
Credit	<ul style="list-style-type: none"> ◆ ◆ Candidates earn graduate credit for their intern experience. 	<ul style="list-style-type: none"> ◆ ◆ 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.

Note: Length Equivalency: The six-month internship experience need not be consecutive, and may include experiences of different lengths. However, all internships must include an extended, capstone experience to maximize the candidates' opportunities to practice and refine their skills and knowledge. This culminating experience may be two noncontiguous internships of three months each, a four-month internship and two field practicum of one month each, or another equivalent combination. Full-time experience is defined as the number of hours per week required for attendance by a full-time student, receiving federal financial assistance (generally 9-12 hours per week).

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to complete a self-inventory based on state or national standards, and develop a self-improvement plan based on the results, which serves as the basis for activities during the internship.

Candidates are required to maintain a daily reflection journal throughout the time of the internship.

Candidates are required to meet on a regular basis throughout the internship with a team of “critical friends” to discuss the achievement of the goals in their self-improvement plan.

Additional activities can be found beginning on page 25 of the Instructions to Implement Standards for Advanced Programs in Educational Leadership document.