

WESTMINSTER COLLEGE NEW WILMINGTON, PA

Principal Program

PENNSYLVANIA K-12
PRINCIPAL
OHIO ELEMENTARY, MIDDLE AND SECONDARY PRINCIPAL



Founded 1852 ..
New Wilmington, Pa.

Graduate
Program

Rev. April 2015

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Educational Leadership at Westminster College Mission Statement

The graduate program in educational leadership at Westminster College is designed to develop the requisite knowledge, applicable skills, and appropriate attitudes in aspiring school leaders.

The expected outcome of the program is not a credential or collection of courses, but rather professionals who desire to be effective leaders...people whose actions, words, and beliefs demonstrate leadership at its finest.

The Pennsylvania Inspired Leadership (PIL) and the Interstate School Leaders Licensure Consortium (ISLLC) Standards are woven through the coursework, the related field experiences, and the culminating internship which seeks to integrate theory and practice. The integration of practical fieldwork, technological applications, simulations, and problem-solving activities, and ethical considerations within the academic coursework is central to the program which focuses on responsibility, accountability, student achievement, and school improvement.

There exists a cognizance that the understanding of self is critical to the understanding of others; thus opportunities for personal growth and professional development are important.

The program is undergirded by...

a sense of service

a positive spirit

an emphasis on an ethical foundation

the promotion of the highest professional standards

The goal of the program is to develop servant leaders who pursue a call rather than a job...who maintain a focus on the vision of better schools for our children...who manage themselves, their personnel, and their students with strength and gentleness, expertise and understanding, fairness and firmness, respect and truth, and goodness and grace.

PA INSPIRED LEADERSHIP STANDARDS

Core Standards

1. Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.
2. An understanding of standard-based systems theory and design and the ability to transfer that knowledge to the leader's job as an architect of standards based reform in the school.
3. The ability to access and use appropriate data to inform decision-making at all levels of the system.

Corollary Standards

1. Creating a culture of teaching and learning with an emphasis on learning.
2. Managing resources for effective results.
3. Collaborating, communicating, engaging, and empowering others insides and outside the organization to pursue excellence in learning.
4. Operating in a fair and equitable manner with personal and professional integrity.
5. Advocating for children and public education in the larger political, social, economic, legal, and cultural context.
6. Supporting professional growth of self and others through practice and inquiry.

Special Education Competencies

1. Over-representation of diverse students in special education.
2. Prevention and early intervention.
3. Effective instructional strategies for students with disabilities in inclusive settings.

Pennsylvania Principal

CANDIDATE COMPETENCIES (KNOWLEDGE AND UNDERSTANDING)

Core Standard One:

The Leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.

- Core 1A Understand and address major challenges that schools face as they enable students to reach high standards to be successful adults in the new world economy.
- Core 1B Lead and motivate a school or district in creating a vision and strategic plan focused on higher student achievement.
- Core 1C Create a process of change in order to improve student achievement.
- Core 1D Develop a vision, mission, and strategies for school improvement.
- Core 1E Understand the conceptual framework for thinking strategically.

Core Standard Two:

The Leader is grounded in standard-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standard-based reform in the school.

- Core 2A Understand historical and contemporary issues in the development of national, state and local PK-12 academic standards.
- Core 2B Understand current Federal, state and district standards and requirements for demonstrating and reporting student performance data.
- Core 2C Understand standard-based systems theory and design, including the elements of a standards-based school system, which are aligned and focused on string results for students.
- Core 2D Understand the implications of communicating assessment results to students, teachers, parents, government and the community-at-large.
- Core 2E Understand current research and strategies on school reform and school design models.
- Core 2F Understand the importance of a coherent curriculum and effective instruction as key strategies for improving student performance.

Core Standard Three:

The Leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

- Core 3A Understand the critical role of data in informing decisions, setting, targets, and interpreting results for learning.
- Core 3B Understand available technologies that can be used to gather and maintain data systems.
- Core 3C Understand how to access data needed to address the long-term and strategic planning needs of the school in the areas of personnel, fiscal operations, facilities, technology and other leadership initiatives.
- Core 3D Understand how student achievement data are used in decisions on curriculum and instruction and how to access data from national, state and local sources.
- Core 3E Understand how to use data from many sources reported in multiple formats to improve student achievement, such as demographics, student achievement and learning, school process, perceptions data.

Corollary Standard One:

The Leader creates a culture of teaching and learning with an emphasis on learning.

- Corollary 1A Develop a deep understanding of current research in teaching and learning.
- Corollary 1B Model the attributes of a continuous learner and create high expectations for others.
- Corollary 1C Engage families in developing a learning culture.
- Corollary 1D Develop leadership skills in teachers.

Corollary Standard Two:

The Leader effectively manages resources for effective results.

- Corollary 2A Effectively employ available resources to maximize benefits.
- Corollary 2B Plan and implement an effective learning environment.
- Corollary 2C Develop and maintain an effective staffing plan.

Corollary Standard Three:

The Leader collaborates, communicates, engages, and empowers others inside and outside the organization to pursue excellence in learning.

- Corollary 3A Engage stakeholders in effective improvement efforts.
- Corollary 3B Communicate effectively with all stakeholders
- Corollary 3C Effectively engage stakeholders in the school governance process.

Corollary Standard Four:

The Leader operates in a fair and equitable manner with personal and professional integrity.

Corollary 4A Practice impartial, reasoned and ethical judgment in all decisions and actions.

Corollary 4B Understand and demonstrate the professional code of ethics.

Corollary 4C Respect and engage diverse stakeholders to improve performance and learning.

Corollary Standard Five:

The Leader and advocates for children and public education in the larger political, social, economic, legal, and cultural context.

Corollary 5A Accurately interpret and apply laws, policies and regulations to promote the success of students.

Corollary 5B Effectively educate and engage governmental and community leaders in issues regarding children and their education.

Corollary 5C Promote a continuous focus on children and their learning.

Corollary Standard Six:

The Leader supports professional growth of self and others through practice and inquiry.

Corollary 6A Understand the process of aligning professional development activities with student performance goals.

Corollary 6B Understand the importance of continuous learning within the context of a learning organization.

Corollary 6C Understand the importance of motivating, mentoring and modeling to improve professional practice.

Special Education One:

Over-representation of diverse students in Special Education.

SED 1A Identify factors contributing to the over-representation of culturally and linguistically diverse students in programs for individuals with disabilities and implement strategies for the reduction of the over-representation.

- SED 1B Demonstrate an understanding of over-representation of minorities in special education so as to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.
- SED 1C Demonstrate the ability to interact and meet effectively with families.
- SED 1D Distinguish between the culture of the family and the economic situation of the family and how poverty affects families.
- SED 1E Identify how the family's culture and values affect how they view disabilities.
- SED 1F Celebrate heritages and cultures and their link to learning.
- SED 1G Incorporate stories and resources from many cultural and ethnic traditions.
- SED 1H Build on students' strengths when teaching literacy skills to language minority students.
- SED 1I Use best, evidence-based practices for teaching student from diverse backgrounds.
- SED 1J Implement processes that successfully prevent inappropriate placement and ensure that the opportunities for educational achievement to minority students equal those offered to the majority group.

**Special Education Two:
Prevention and Early Intervention.**

- SED 2A Connect general education curriculum, compensatory and special education in providing high quality standard-based instruction/intervention that is matched to students' academic, social, emotional, and behavioral needs.
- SED 2B Demonstrate high-quality instruction for all students, through scientific research and evidence-based practice to produce high rates for learning for all students.
- SED 2C Implement universal screening of all students with periodic monitoring of students' progress in the curriculum.
- SED 2D Provide interventions for struggling learners at increasing levels of intensity and matched to individual student need.
- SED 2E Implement an integrated system of assessment and data collection for identification of students struggling to meet academic and behavioral expectations.
- SED 2F Monitor students' learning rates and levels of performance and use that information in ongoing problem solving and decision-making.

- SED 2G Determine which students need additional help regarding the intensity and likely duration of interventions, based on each student’s response to instruction across multiple tiers of intervention.
- SED 2H Participate in school-wide approaches to intervention and effective instruction.
- SED 2I Demonstrate evidence-based practices for use in both the special and regular education settings in the school.

Special Education Three:

Effective Instructional Strategies for students with Disabilities in Inclusive Settings.

- SED 3A Identify effective instructional strategies to address areas of need.
- SED 3B Scaffold instruction to maximize instructional access to all students.
- SED 3C Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
- SED 3D Provide feedback to students at all levels to increase awareness in areas of strengths, as well as areas of concern.
- SED 3E Strategically align standard-based curriculum with effective instructional practices.
- SED 3F Identify and implement instructional adaptations based on evidence-based practices to provide curriculum content in a variety of ways without compromising curriculum intent.
- SED 3G Analyze performance of all learners and make appropriate modifications.
- SED 3H Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities.
- SED 3I Use research-supported methods for academic and non-academic instruction for students with disabilities.
- SED 3J Develop and implement universally designed instruction.
- SED 3K Demonstrate and understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).
- SED 3L Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings.

PRINCIPAL PROGRAM Alignment to PA Inspired Leadership Standards

Note: Alignment is coded to PDE Principal Certification Program Rubric (revision date 7-2-2009) and to The Framework and Guidelines for Principal Preparation Programs.

| | EAD 810 Relations | EAD 826 Curriculum | EAD 830 Principals | EAD 840 Supervision | EAD 850 School Law | EAD 860 Finance | EAD 980 Internship | EAD 810 Assessment | EAD 820 Special Ed. |
|--|----------------------|-----------------------|-----------------------|------------------------|-----------------------|----------------------|-----------------------|-----------------------|------------------------|
| Core Standard One: The leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success. | | 1A | 1B 1D | 1B 1C | 1A | 1A 1B 1D 1E | X | | |
| Core Standard Two: The leader is grounded in standard-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standard-based reform in the school. | 2D | 2A 2C 2F | 2E | | 2A 2B | | X | 2A 2D | |
| Core Standard Three: The leader knows how to access and use appropriate data to inform decision-making at all levels of the system. | | 3D 3E | 3A 3B 3C | | | | X | 3A 3D 3E | |
| Corollary Standard One: The leader creates a culture of teaching and learning with an emphasis on learning. | 1A 1B 1C 1D | | | | | | X | | |
| Corollary Standard Two: The leader manages resources for effective results. | 2C | | | 2B | | 2A | X | | |
| Corollary Standard Three: The leader collaborates, communicates, engages and empowers others inside and outside of the organization to pursue excellence in learning. | 3A 3B | | | 3C | | 3A | X | | |
| Corollary Standard Four: The leader operates in a fair and equitable manner with personal and professional dignity. | 4C | | 4A | | 4B | | X | | |
| Corollary Standard Five: The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context. | 5B | | | 5C | 5A | | X | 5C | |
| Corollary Standard Six: The leader supports professional growth of self and others through practice and inquiry. | 6B | | 6A 6C | 6A 6C | | | X | | |
| Special Education Standard One: Over-representation of diverse students in Special Education. | 1C | 1F | | 1J | 1J | 1D | X | | 1A To 1J |
| Special Education Standard Two: Prevention and early intervention. | | 2A | | 2B 2H 2I | | | X | 2E | 2A To 2I |
| Special Education Three: Effective instructional strategies for students with disabilities in inclusive settings | | 3A 3B | | 3E 3J 3F 3L 3I | | | X | 3D 3G | 3A To 3K |

PRINCIPAL PROGRAM
Alignment to PA Inspired Leadership Standards

Note: Alignment is coded to PDE Principal Certification Program Rubric (revision date 7-27-2009) and to The Framework and Guidelines for Principal Preparation Programs.

| | Core Standard 1 | Core Standard 2 | Core Standard 3 | Corollary Standard 1 | Corollary Standard 2 | Corollary Standard 3 | Corollary Standard 4 | Corollary Standard 5 | Corollary Standard 6 | Special Ed. Standard 1 | Special Ed. Standard 2 | Special Ed. Standard 3 |
|--|----------------------|-----------------|-----------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|------------------------|------------------------|----------------------------|
| EAD 810: Home, School, and Community Relations (3) | | 2D | | 1A 1B 1C 1D | 2C | 3A 3B | 4C | 5B | 6B | 1C | | |
| EAD 826: Curriculum and Instruction- Theory and Practice (3) | 1A | 2A 2C 2F | 3D 3E | | | | | | | 1F | 2A | 3A 3B |
| EAD 830: Principles of Educational Leadership (3) | 1B 1D | 2E | 3A 3B 3C | | | | 4A | | 6A 6C | | | |
| EAD 840: Supervision of Curriculum and Instruction (3) | 1B 1C | | | | 2B | 3C | | 5C | 6A 6C | 1I | 2B 2H 2I | 3E 3F 3I 3J 3L |
| EAD 850: School Law (3) | 1A | 2A 2B | | | | | 4B | 5A | | 1J | | |
| EAD 860: School Finance and Fiscal Affairs (3) | 1A 1B 1D 1E | | | | 2A | 3A | | | | 1D | | |
| EP 810: Assessment and Data Analysis (3) | | 2A 2D | 3A 3D 3E | | | | | 5C | | | 2E | 3D 3G |
| EP 820: Special Education for School Leaders (3) | | | | | | | | | | 1A to 1J | 2A to 2I | 3A to 3K |
| EAD 980: Principal-Internship (3) | X | X | X | X | X | X | X | X | X | X | X | X |

Legend for Assessment Activities

| Code | Activity |
|-------------|---|
| A-bRP | Action-based research project designed to improve student achievement |
| CS | Case study focusing on improving student achievement |
| CP | Development and implementation of a curriculum project focused on student achievement |
| DP | Multiple measures of data project focusing on student achievement |
| PDE-TP | Tools project (application of current tools endorsed by and made available by PDE) |

| | |
|-----|---------------------------------------|
| AL | Activity Logs |
| ASD | Analysis of Student Data |
| NA | Conducting Needs Assessment |
| D | Discussion (Capture and Saved) |
| PD | Lesson/Unit Plan Development |
| PDP | Project/Demonstration/Presentation |
| RJ | Reflection Journals |
| RR | Research Report |
| LTP | Scholarly Term Papers (over 10 pages) |
| STP | Short Topic Papers (1-5 pages) |

Principal Competencies (Ohio)

AREA 1 – STRATEGIC LEADERSHIP

The knowledge, skills and attributes to identify contexts, development with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and to act ethically fro educational communities.

IA. Professional and Ethical Leadership – The institution’s program prepares school leaders who understand and demonstrate the ability to:

- I.A.1 Facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.
- I.A.2 Understand and create conditions that motivate staff, students and families to achieve the school’s vision.
- I.A.3 Frame, analyze, and resolve problems using appropriate problem solving techniques and decision making skills.
- I.A.4 Initiate, manage and evaluate the change process.
- I.A.5 Identify and critique several theories of leadership and their application to various school environments.
- I.A.6 Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.
- I.A.7 Manifest a professional code of ethics and values.

IB. Information Management and Evaluation – The institution’s program prepares school leaders who understand and demonstrate the ability to:

- I.B.1 Conduct needs assessments by collecting information on students, on staff, and the school environment; on family and community values, expectations and priorities; and on national and global conditions affecting schools.
- I.B.2 Use qualitative and quantitate data to make informed decisions, to plan and assess school programs, to design accountability systems, to plan for school improvement, and to develop and conduct research.
- I.B.3 Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.
- I.B.4 Analyze and interpret educational data, issues, and trends for boards, committees, and other groups, outlining possible actions and their implications.

AREA II. INSTRUCTIONAL LEADERSHIP

The knowledge, skills and attributes to design with others appropriate curricula and instructional programs, to develop student personnel services, and to plan with faculty professional development activities aimed at improving instruction.

IIA. Curriculum, Instruction, Supervision, and the Learning Environment – The institution’s program prepares school leaders who understand and demonstrate the ability to:

- II.A.1 Create with teachers, parents and students a positive school culture that promotes learning.
- II.A.2 Develop collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practices.
- II.A.3 Base curricular decisions on research, applied theory, informed practice, the recommendations of the learned societies, and state and federal policies and mandates.
- II.A.4 Design curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community’s values, goals, social needs, and changing conditions.
- II.A.5 Align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, balance, etc.
- II.A.6 Develop with others curriculum and instruction appropriate for varied teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class and exceptionalities.
- II.A.7 Utilize a variety of supervisory models to improve teaching and learning.
- II.A.8 Use various staffing patterns, student grouping plans, class scheduling forms, school organizational structures, and facilities design process, to support various teaching strategies and desired student outcomes.
- II.A.9 Assess student progress using a variety of appropriate techniques.

IIB. Professional Development and Human Resources – The institution’s program prepares school leaders who understand and demonstrate the ability to:

- II.B.1 Work with faculty and other stakeholders to identify needs for professional development, to organize, facilitate, and evaluate professional development programs, to integrate district and school priorities, to build faculty as a resource, and to ensure that professional development activities focus on improving student outcomes.
- II.B.2 Apply adult learning strategies to professional development, focusing on authentic problems and tasks, and utilizing mentoring, coaching, conferencing and other techniques to ensure that the new knowledge and skills are practiced in the workplace.
- II.B.3 Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff.
- II.B.5 Formulate and implement a self-development plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional develop.

- II.B.6 Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel, with attention to issues of equity and diversity.
- II.B.7 Negotiate and manage effectively collective bargaining or written agreements.

II.C. Student Personnel Services – The institution’s program prepares school leaders who understand and demonstrate the ability to:

- II.C.1 Apply the principles of student growth and development to the learning environment and the educational program.
- II.C.2 Develop with the counseling and teaching staff a full program of student advisement, counseling, and guidance services.
- II.C.3 Develop and administer policies that provide a safe school environment and promote student health and welfare.
- II.C.4 Address student and family conditions affecting learning by collaborating with community agencies to integrate health, social and other services for students.
- II.C.5 Plan and manage activity programs to fulfill student developmental, social cultural, athletic, leadership and scholastic needs; working with staff, students, families, and community.

AREA III. ORGANIZATIONAL LEADERSHIP:

The knowledge, skills and attributes to understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures.

III.A. Organizational Management – The institution’s program prepares school leaders who understand and demonstrate the ability to:

- III.A.1 Establish operational plans and process to accomplish strategic goals, utilizing practical applications of organizational theories.
- III.A.2 Apply a systems perspective, viewing schools as interactive internal systems operating within external environments.
- III.A.3 Implement appropriate management techniques and group process to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.
- III.A.4 Monitor and assess the program of activities; making adjustments and formulating new action steps as necessary.

IIIB. Interpersonal Relationships – The institution’s program prepares school leaders who understand and demonstrate the ability to:

- III.B.1 Use appropriate interpersonal skills, e.g., exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, exhibiting consistency and trustworthiness.

- III.B.2 Use appropriate written, verbal, and non-verbal communications in a variety of situations.
- III.B.3 Apply appropriate communication strategies, e.g., identifying audiences, determining messages, selecting transmission mediums, identifying reaction of receivers, soliciting responses.
- III.B.4 Promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation.
- III.B.5 Apply counseling and mentoring skills, and utilize stress management and conflict management techniques.

IIIC. Financial Management and Resource Allocation – The Institution’s program prepares school leaders who understand and demonstrate the ability to:

- III.C.1 Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts.
- III.C.2 Acquire and manage financial and material assets, and capital goods and services allocating resources according to district or school priority, e.g., property, plant, equipment, transportation, and food services.
- III.C.3 Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community.
- III.C.4 Performs budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management.

IIID. Technology and Information Systems – The institution’s program prepares school leaders who understand and demonstrate the ability to:

- III.D.1 Use technology, telecommunications and information systems to enrich curriculum and instruction, e.g., CAI systems, CD ROM retrieval systems, in-line networks, distance learning, interactive video.
- III.D.2 Apply and assess current technologies for school management and business procedures.
- III.D.3 Develop and monitor long range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and about staff development, keeping in mind the impact of technologies on student outcomes.

AREA IV. POLITICAL AND COMMUNITY LEADERSHIP

The knowledge, skills and attributes to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to be conscious of ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand schools as political systems to involve citizens and service agencies, and to develop effective staff communications and public relations programs.

IVA. Community and Media Relations – The institution’s program prepares school leaders who understand and demonstrate the ability to:

- IV.A.1 Analyze community and district power structures, and identify major opinion leaders and their relationships to school goals and programs.
- IV.A.2 Articulate the district’s or school’s vision, mission and priorities to the community and media, and build community support for district or school priorities and programs, e.g., form collaborative relationships with businesses, citizen groups, neighborhood associations, social service agencies, parent organizations, advocacy groups, universities, and religious institutions.
- IV.A.3 Communicate effectively with various cultural, ethnic, racial, and special interest groups in the community.
- IV.A.4 Involve family and community in appropriate policy development, program planning, and assessment process.
- IV.A.5 Develop an effective and interactive staff communications plan and public relations program.
- IV.A.6 Utilize and respond effectively to electronic and printed news media.

IVB. Educational Law, Public Policy, and Political Systems – The institution’s program prepares school leaders who understand and demonstrate the ability to:

- IV.B.1 Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education.
- IV.B.2 Apply knowledge of common law and contractual requirements and procedures in an educational setting, e.g., tort liability, contract administration, formal hearings.
- IV.B.3 Define and relate the general characteristics of internal and external political systems as they apply to school settings.
- IV.B.4 Describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented and evaluated, and develop strategies for influencing policy development.
- IV.B.5 Make decisions based on the moral and ethical implications of policy options and political strategies.
- IV.B.6 Analyze the major philosophical tenets of contemporary intellectual movements and analyze their effect on school contexts, e.g., critical theory, feminism, fundamentalism, etc.
- IV.B.7 Develop appropriate procedures and relationships for working with local governing boards.

AREA V. INTERNSHIP

The internship is defined as the process and product that result from the application in a workplace environment of the strategic, instructional, organizational, and contextual leadership guidelines. When coupled with integrating experiences through related clinics or report seminars, the outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders.

The internship includes a variety of substantial concurrent or capstone experiences in diverse settings planned and guided cooperatively by university and school district personnel for credit hours and conducted in schools and school districts over an expanded period of time. The experiences should reflect increasing complexity and responsibility, and include some work in private, community, or social service organizations. An optimum internship would be a year-long, full time experience. Part time internships involving limited periods of time are insufficient. Participating school districts should be committed to the value of internships and supportive of these *Guidelines* for the internship.

VA. Internship – The internship provides significant opportunities in the workplace to synthesize and apply the knowledge, and to practice and develop skills, identified in the eleven *Guideline* areas. Therefore, the preparation program:

- V.A.1 Requires a variety of substantial in-school/district experiences over and extended period of time in diverse settings, planned cooperatively and supervised by university and school district personnel.
- V.A.2 Established relationships with school leaders acting as trained mentors/clinical professors who guide individual preparing for school leadership in appropriate in-school/district experiences.
- V.A.3 Includes experiences in social service, private and/or community organizations.

Westminster College Programs for Administrative Leadership-Principal K-12

| M.Ed.-Principal K-12 without certification | M.Ed. with PA Certification for Principal K-12 | Post-Masters PA Certification for Principal K-12 |
|---|---|--|
| Successful completion of 30 semester hours selected from the following courses: | Successful completion of 33 semester hours selected from the following courses: | A completed Master's degree in Education plus the courses listed below: |
| ED710 History & Philosophy of Education ED940 Research EP740 Human Development | One course selected from: ED 710 History & Philosophy of Education ED 940 Research EP 740 Human Development | |
| 7 courses out of these 8 courses: | EAD 810 Community and Staff Relations EAD 826 Curriculum and Instruction EAD 830 Principles of Educational Leadership EAD 840 Supervision of Curriculum EAD 850 School Law EAD 860 Public School Finance & Economics EP 810 Assessment and Data Analysis EP 820 Special Education for School Leaders SED 711 Legal Issues in Special Education | 7 courses: |
| EAD810 Community and Staff Relations EAD826 Curriculum and Instruction EAD830 Principles of Educational Leadership EAD840 Supervision of Curriculum EAD 850 School Law EAD 860 Public School Finance & Economics EP810 Assessment and Data Analysis EP820 Special Education for School Leaders | EAD 980 Practicum in School Administration & Supervision | EAD 810 Community and Staff Relations EAD 826 Curriculum and Instruction EAD 830 Principles of Educational Leadership EAD 840 Supervision of Curriculum EAD 850 School Law EAD 860 Public School Finance & Economics EP 820 Special Education for School Leaders |
| Completion of Westminster's Graduate Practitioner Research Report | <i>Passage of Westminster's Graduate comprehensive examination.</i> | EAD 980 Practicum in School Administration & Supervision |
| | <i>Passage of School Leaders Licensure Assessment(SLLA) Praxis Test-Test Code SLLA6011</i> <i>This program meets certification requirements in PA. The program is designed to meet Ohio Licensure requirements, but licensure is subject to changing Ohio standards, ODE transcript analysis and testing requirements. In some cases additional coursework may be required to meet state standards.</i> | <i>Passage of School Leaders Licensure Assessment(SLLA) Praxis Test-Test Code SLLA6011</i> <i>This program meets certification requirements in PA. The program is designed to meet Ohio Licensure requirements, but licensure is subject to changing Ohio standards, ODE transcript analysis and testing requirements. In some cases additional coursework may be required to meet state standards.</i> |

Westminster College
Graduate School of Educational Leadership
Schedule Planner

| | |
|--------|-----------|
| Year 1 | 20__/20__ |
|--------|-----------|

Fall Term: _____

Spring Term: _____

Summer: _____
(6 Weeks) _____

| | |
|--------|-----------|
| Year 2 | 20__/20__ |
|--------|-----------|

Fall Term: _____

Spring Term: _____

Summer: _____
(6 Weeks) _____

| | |
|--------|-----------|
| Year 3 | 20__/20__ |
|--------|-----------|

Fall Term: _____

Spring Term: _____

Summer: _____
(6 Weeks) _____

SUGGESTED COURSE RELATED FIELD EXPERIENCES

Principal Certification Program

These examples of possible field experiences, practicum, problem based tasks, and hands-on skill building assignment are offered to reinforce the belief that learning is enhanced when theory and practice are linked. This list is not intended to be complete. Professors/instructors are encouraged to identify other experiences appropriate to content area and course of study.

EAD 810: COMMUNITY AND STAFF RELATIONS

1. Develop a news release on a topic of general educational interest to be disseminated to the news media.
2. Prepare a presentation on an appropriate educational topic for delivery to community groups.
3. Prepare an orientation program for parents of new students.
4. Identify potential community resources for school staff.
5. Plan and organize one social activity or event for faculty.

EAD 826: CURRICULUM AND INSTRUCTION

1. Participate in a textbook selection committee.
2. Participate in planned course study review and revision.
3. Write a policy for pupil field trips.
4. Complete a study of drop-outs in cooperation with guidance counselors.
5. Complete a study of failures by subject for a three-year period.
6. Review State curriculum regulations and assist principal in identifying local needs.

EAD 830: PRINCIPLES OF EDUCATIONAL LEADERSHIP

1. Assess the process and guidelines for managing school fund raisers and other student activities (gate receipts, ticket sales, fees). Make other recommendations as needed.
2. Assist the principal in the collection of data or information needed in the preparation of the district's annual budget.
3. Participate in the development of strategic or improvement plans.
4. Participate in program evaluation activities.
5. Analyze an existing policy manual and identify needed revisions.
6. Shadow a principal for an entire day and complete a report of activities including a personal reflection.
7. Review job descriptions for coaches and activity sponsors and recommend revisions as needed.

EAD 840: SUPERVISION OF CURRICULUM

1. Plan a system of pre-conferences, peer observations, and post-conferences to improve instructional practices in your school.
2. In cooperation with members of your subject area department, conduct a needs assessment to facilitate planning of staff development activities.
3. Identify and plan a staff development activity based on a needs assessment.
4. Develop a handbook for substitute teachers.

EAD 850: SCHOOL LAW

1. Review guidelines for administration of discipline for special students.
2. Evaluate a student handbook and make recommendations to correct unlawful practices.
3. Write a school law booklet identifying key court cases affecting education and the standards that were established for today's use.

EAD 860: PUBLIC SCHOOL FINANCE AND ECONOMICS

1. As a member of a team, construct a school budget for the fictional Eastminster School District.
2. Using the current budget of your employing school district, identify costs related to all personnel employed by the district.
3. Using data from the personnel cost study, calculate average salaries and fringe benefits for each class of employee.
4. Reviewing the current budget in your school district, calculate the total costs for selected school programs, e.g., athletics, music, mathematics, English, etc.
5. Assist the building administrator in the collection and tabulating of data needed for budget planning.
6. Complete an inventory of equipment, supplies, textbooks, and other instructional materials which will be useful in identifying budgetary needs.

Graduate School of Education
Westminster College

SUMMARY OF COMPLETED FIELD EXPERIENCES
To be completed by the Graduate Student

Name _____

Course Code # and Title _____

Date Completed _____ Actual Hours _____

Reflections of student regarding his/her observations/experiences:

Verification _____ Date _____
Student Signature

Verification _____ Date _____
Instructor's Signature

Graduate School of Education
Westminster College

DOCUMENTATION OF FIELD EXPERIENCE HOURS

| Course | Experience | Hours | Instructors initials for Verification |
|--------|------------|-------|---------------------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |

A minimum of 180 hours of field experience is required for completion of the superintendent's certification program and a summary is to be included in the student's professional portfolio. An additional 180 hours is required for internship.

I certify that the above listed field experiences and hours have been completed.

Student Signature _____ Date _____

Graduate Education Program
Department of Education
Westminster College

EAD 980 INTERNSHIP IN SCHOOL ADMINISTRATION

Internship Requirements

INTRODUCTION:

The internship is defined as the process and product that result from the application in a workplace environment of the strategic, instructional, organizational, and contextual guidelines as identifies in state (PA and OH) standards of administrator certification. When coupled with other field experiences and reflective seminars, the outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders.

COURSE RATIONALE:

We believe that collaboration between the public schools and colleges/universities is essential in administrator preparation programs. This partnership provides a rich blend of the theoretical and “real world” experience.

The internship is a capstone experience upon completion of courses in the administrative specialization areas for the purpose of introducing students to the practical demands of the superintendency. Opportunities will be provided to experience the tasks, attitudes, and skills for effective administration by working closely with a school administrator in the mentoring relationship.

The objectives of the internship are:

1. To provide broad-based administrative and supervisory experience in and “on-the-job” setting.
2. To provide clinical experience designed cooperatively by the student, mentoring administrator, and college faculty in a central office setting.
3. To complete systematic documentation of clinical experiences including reflections of the prospective superintendent in order to assess growth and development.
4. To provide the student an opportunity to assess his/her commitment to a career in educational leadership.

APPROVAL FOR PARTICIPATION:

1. Completion of an application form must be submitted to the Coordinator of the Program In School Administration.
2. Permission will be granted, generally, after completion of a minimum of three (3) courses from the administration specialization area.
3. Working in conjunction with the college supervisor the intern is responsible for identifying and securing an agreement with a practicing school administrator to serve as a mentor.

REQUIREMENTS:

1. Interns will complete a professional development plan approved by the mentor and college supervisor.
2. Interns will maintain a log of activities for review during supervisory visits and discussion during reflective seminar sessions. The log will be required for inclusion in the professional portfolio.
3. The intern will be available for attendance at board meetings and other school-related activities as determined by the mentor.
4. The intern will become familiar with the contents of the district's policy manual, student and teacher handbooks, collective bargaining agreements, and other pertinent material as required by the mentor.
5. Reflective seminar sessions are a vital part of the internship experience and, generally, will be scheduled on campus at least once per month.

ADDITIONAL TASK EXPECTATIONS

1. Completion of a major project which will be of value to the school and also contributes to the growth of the intern.
2. An oral report on the project will be made at a seminar session attended by other cohort interns. It is expected that the project report will be included as an artifact in the professional portfolio.

3. An interview will be conducted with two (2) certified principals other than the person serving as mentor. The focus of discussion should be on leadership style, competencies needed for success as a principal, and emerging issues, trends, and problems as they impact on performance. A written summary shall be submitted.
4. Interviews will be conducted with two (2) classified employees (custodial/maintenance, secretarial/clerical, food service, business officials) to discuss roles and the impact each makes on principal effectiveness. A brief written summary is expected.

SCHEDULING THE INTERNSHIP:

The optimum internship would be two consecutive school terms, and, in some cases, the internship will be extended into the summer. The specific dates for each student will be finalized at a planning session attended by the student, mentor, and college supervisor. Because of variation in state standards, scheduling options will vary for Pennsylvania and Ohio interns. Commonwealth of Pennsylvania standards require a minimum of 180 hours of internship with an additional 180 hours of field experiences. Ohio standards require one full year of internship experience.

Pennsylvania option: two consecutive school terms as follows:

- A. Fall and Winter
- B. Winter and Summer
- C. Summer and Fall

Ohio option: one full year:

- A. Summer, Fall, and Winter
- B. Fall, Winter, and Summer
- C. Winter, Summer, and Fall

WESTMINSTER COLLEGE

MENTOR SELECTION AND RESPONSIBILITY FOR INTERN PROGRAM

MENTOR SELECTION:

1. Mentors may be suggested by a district.
2. Mentors may be suggested by the College.
3. Mentors may be suggested by an intern.
4. To be considered, a mentor must meet the following criteria in addition to the above items:
 - a. Hold a valid, current Pennsylvania principal's license
 - b. Have a minimum of three years of successful experience as a school principal
 - c. Be approved by the school district and College
5. In collaboration, the district and College will agree upon selected qualified mentors.

MENTOR ROLE AND RESPONSIBILITIES:

The role of the mentor is pivotal to a meaningful field experience for the administrative intern. The mentor agrees to assume and perform the mentor responsibilities:

1. Confirm appropriate district level approval to serve as a mentor for a structured field experience for a candidate in the Westminster College educational administrative program.
2. Assist the intern in the development of activities, as per examples cited in this brochure so that the intern gains a realistic appreciation of school administrative work.
3. Review the plan of activities with the intern and approve it if agreeable, or recommend changes that would make it acceptable.
4. Provide the intern with selected opportunities to observe administrative activities before or after school with the understanding that such opportunities are in addition to the planned field experiences.
5. Meet with the intern periodically to discuss the intern's progress and provide feedback about field experiences already undertaken or to give advice regarding field activities yet to be undertaken. Between such meetings, provide guidance or respond to questions in brief exchanges as circumstances permit or as opportunities provide.
6. Complete a brief assessment of the intern's performance and meet with the College supervisor and intern near the end of the term to debrief the experience with intern and College supervisor.
7. Optional, but highly desirable if possible, afford the intern the opportunity to shadow an administrator thru the day and/or thru key duties during the day.

The next pages contain examples of field experiences which may prove helpful to the mentor. While the list is not complete, it is designed to identify some potential field experiences. Questions may be addressed to the Graduate Office or to Dr. Robert L. Zorn (1-724-946-7055/email: rzorn@westminster.edu)

EDUCATIONAL LEADERSHIP
AT
WESTMINSTER COLLEGE

EAD 980 INTERNSHIP – PRINCIPAL

Internship Application

Name: _____ School: _____
Home Address: _____ Position: _____
_____ Address: _____
Phone: _____
Cell: _____ Phone: _____
Email: _____ Date: _____

| | | |
|--------------------|---------|---------|
| Courses Completed: | EAD 810 | EAD 850 |
| | EAD 826 | EAD 860 |
| | EAD 830 | EP 810 |
| | EAD 840 | EAD 820 |

Signatures

A) _____
Student Signature Date

B) _____
Mentor Signature Date

Name/Title

School District: _____

Address: _____

Phone: _____ Email: _____

C) _____
College Supervisor Date

EDUCATIONAL LEADERSHIP
AT
WESTMINSTER COLLEGE

COLLEGE – SCHOOL DISTRICT
EDUCATIONAL LEADERSHIP
PREPARATION MEMORANDUM OF
AGREEMENT

The purpose of this partnership between Westminster College and the designated school district is to collaboratively prepare school leaders within the spirit of the mission statement of the Educational Leadership Program. The particular emphasis of the collaboration is the improvement of student achievement. The College and the School District will collaborate in:

- Candidate selection
- Program curriculum
- Field experiences
- Internships
- Candidate evaluation
- Post-certification support

School District Responsibilities

- Select qualified candidates
- Provide qualified mentors
- Enable field experience/internship
- Assist with district-specific activities
- Provide feedback
- Support, supervise, and assess
- Ensure year long 360 hour experience

College Responsibilities

- * Admit qualified candidates
- *Train mentors
- *Provide college liaison
- *Coordinate mentor/liaison/student meeting
- *Facilitate internship design
- *Provide Feedback
- *Support, supervise, and assess
- *Ensure year long 360 hour experience

This is not a legal document but rather an understanding of cooperation.

Westminster College

_____ School District

College Representative Signature

District Representative Signature

College Representative Name and Title

District Representative Name and Title

Date

School

Note 1: School District mentors who supervise a principal candidate must have a minimum of three years of service as a principal.
Note 2: A School District mentor who supervises a superintendent candidate must have a minimum of three years of service as a superintendent.

INTERNSHIP PROJECT

The project requirement is designed to provide the aspiring school principal the opportunity to take major responsibility for a complex undertaking. Generally the project will require working with other staff members from all levels. The project will demonstrate the prospective principal's ability to identify, plan, and complete an activity that will not only have personal benefit but also will also have meaning and benefit to the school. The proposed project must have the approval of the administrator mentor.

Project Development Questions

1. Is the project manageable in terms of time to complete and the availability of resources.
2. Does the project focus on an area that will receive support from all stakeholders?
3. Does the project have the potential to contribute to the mission of the district, school, department, or grade level?
4. Has consideration been given to potential problems, political, or ethical issues?

The Proposal

The intern will complete a project proposal that is endorsed by the mentor and should contain the following elements:

1. Topic
2. Specific objective
3. Importance/significance
4. The major question and sub-question to be answered
5. Methodology: How? Where? Population? Data gathering? Analysis? Specific tasks?
6. Target date for completion

The project requirement will be discussed at the initial mentor/intern orientation meeting. A project submission date will be established at the time.

INTERNSHIP DEVELOPMENT PLAN

There is a natural progression to follow when completing the graduate school program in school administration. The college-based program which includes courses in Community and Staff Relations, Curriculum, Principals of School Administration, Supervision, School Law and Finance. The culminating step includes an internship which lists specific activities assessment followed by a clinical plan.

NEEDS ASSESSMENT

1. Task Area: EAD 810 – Community and Staff Relations Specific knowledge skills and attitudes you wish to learn more about:

2. Task Area: EAD 826 – Curriculum & Instruction Specific knowledge skills and attitudes you wish to learn more about:

3. Task Area: EAD 830 – Principles of Educational Leadership Specific knowledge skills and attitudes you wish to learn more about:

4. Task Area: EAD 840 – Supervision of Curriculum Specific knowledge skills and attitudes you wish to learn more about:

5. Task Area: EAD 850 – School Law Specific knowledge skills and attitudes you wish to learn more about:

6. Task Area: EAD 860 – Public School Finance & Economics Specific knowledge skills and attitudes you wish to learn more about:

Clinical Plan

Now that specific knowledge skills and attitudes have been identified, critical decisions about them will be made. The student needs to decide on some procedures that can be followed to learn how to do what you have identified as most critical for success as a school administrator.

In the space below, describe the six most important skills to acquire during the internship. After each skill, indicate one or more ways in which you might acquire competence in the identified area:

Strategy

Priority 1: _____

Priority 2: _____

Priority 3: _____

Priority 4: _____

Priority 5: _____

Priority 6: _____

Graduate School of Education
Westminster College

DOCUMENTATION OF INTERNSHIP HOURS

| Experience | Hours | Instructor's Initials for Verification |
|------------|-------|--|
|------------|-------|--|

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

A minimum of 180 hours of field experience is required for completion of the principal's field experiences and an additional 180 hours is required in an internship.

I certify that the above listed field experiences and hours have been completed.

Student Signature _____ Date _____

Mentor's Signature _____ Date _____

PORTFOLIO DOCUMENTING PROFESSIONAL DEVELOPMENT

Introduction

The use of portfolios is seen by many educators as a more “authentic” method to document personal professional growth and development of students and teachers. The success of this practice has been documented in many instances. The Graduate Education Department at Westminster College believes the portfolio can be a useful tool in the assessment of those pursuing the master degree or administrative certification. When used in conjunction with competency examinations and exit interviews, a more accurate picture of the student emerges.

We believe the portfolio to be a documented history of the graduate student’s or aspiring school administrator’s progress against a set of standards. It provides a clearer assessment of an individual’s performance in pursuit of a degree or certificate. In addition, the portfolio provides an individualized portrait of the student as a professional. The portfolio toward can benefit both the faculty and the individual student in assessing one’s progress toward a graduate or a career in school administration.

Advantages

For the graduate faculty, the portfolio serves to:

- a. Provide a more authentic assessment and documentation of experiences
- b. Become a summative record of a student’s performance over time
- c. Become a monitoring instrument requiring more attention to the personal needs of the student and
- d. Facilitate development of positive faculty-student relationship

For the graduate student, the portfolio serves to:

- a. Provide the opportunity for self-evaluation
- b. Provide for reflection of one’s philosophy and practice
- c. Select artifacts which will be used for assessment and
- d. Become a resource file for future job searches

Portfolio Requirements

1. Each student admitted to the administrative certification program will begin development of a portfolio which will be periodically monitored.
2. It is required that a final review of the portfolio by faculty representatives be completed prior to approval for graduation or recommendation for issuance of an administrative certificate in the Commonwealth of Pennsylvania or the State of Ohio.

3. The student will be responsible for the collection of artifacts for inclusion into the portfolio. An *artifact* is defined as any evidence used to document how standards are met. In addition, a student may include materials deemed to be useful in appraising a student's growth as a graduate student or aspiring school administrator.

Portfolio Artifacts

Artifacts are part of a collection of professional documents that help to inform others about the individual. The following artifacts are required for all portfolios.

- a. A current professional resume
- b. Credentials
- c. Transcripts
- d. Educational platform- an individual's personal belief in specific areas Sergiovanni and Staratt recommend the following for consideration:

- Aims of education
- Social significance of learning
- Curriculum value
- Image of learners
- Image of teachers
- Preferred pedagogy
- Preferred student-teacher relationships
- Preferred school climate
- Administrative goals
- Preferred administrative processes

(Source: T.J. Sergiovanni and R.J. Starratt. Supervision a Redefinition. McGraw Hill, 1993.)

- e. Professional development plan as identified for use during the internship of appropriate
- f. Documented field experiences, simulation, projects, and other practical activities related to superintendent's specialization courses: The Superintendency, School Business Affairs and Resource Management, School Plant and Demographics, Collective Bargaining and Human Resources.

Other artifacts are highly recommended and are to be self-selected:

- a. Letters of recommendation or references
- b. Awards or honors
- c. Lists of professional accomplishments
- d. Work samples
- e. Research samples
- f. Exemplary projects
- g. Communication samples

- h. Personal writing or reflections
- i. Committee participation, curriculum or program design, etc.
- j. Professional membership

Evaluating Questions

1. Does the artifact selected represent who I am as an educator?
2. Does the artifact represent who I am as an administrator?
3. Does the artifact reflect professional growth?
4. Does the artifact reflect academic growth?
5. Does the artifact reflect successes?

Advisory Comment

Be cautious in attempting to include too much material in a portfolio. The lack of experience or growth will be evident to the reviewer. Avoid the trivial. The inclusion of questionable material can only detract from a professional and useful portfolio.

“Thoughtful reflection, not a color printer, is the key to portfolio success.”

Bryan Painter, Educational Leadership, V. 58, No. 5, 2001

SUGGESTED READING

Effective principals must always cling to the notion that they are effective because they are the “Number One Learner” in the school if teachers are to continue learning, and students will learn if teachers continually model the behavior of effective learners as well.

Capasso, R.L., and J.C. Daresh. The School Administrator Internship Handbook. Thousand Oaks, CA: Corwin, 2001.

Selected books recommended for reading as the student proceeds through the principal certification program:

Bennis, Warren G. On Becoming a Leader. 2nd ed. New York: Perseus Publishing, 1994.

Blanchard, Kenneth H. The Heart of a Leader. Tulsa, OK: Honor Books, 1998.

Blasé, Jo, and Joseph Blasé. Handbook of Instructional Leadership: How Really Good Principals Promote Teaching and Learning. Thousand Oaks, CA: Corwin, 1998.

Crow, Gary M., and L. Joseph Mathews. Finding One’s Way: How Mentoring Can Lead to Dynamic Leadership. Thousand Oaks, CA: Corwin, 1997.

Depree, Max. Leadership Is An Art. New York: Dell Publishing, 1990.

---. Leadership Jazz: The Art of Conducting Business Through Leadership, Fellowship Teamwork, Voice, Touch. New York: Dell Publishing, 1993.

Daresh, John C. The Beginning Principals: A Practical Guide For New School Leaders. 2nd ed. Thousand Oaks, CA: Corwin, 2001.

Donaldson, Gordon A., and G. Marnik. As leaders Learn: Personal Stories of Growth In School Leadership. Thousand Oaks, CA: Corwin, 1995.

Donaldson, Gordon A., and Michael Fullan. Cultivating Leadership in Schools: Connecting People, Purpose, and Practice. New York: Teacher College Press, 2000.

Hart, Ann Weaver, and Paul V. Bredeson. The Principals. New York: McGraw Hill, 1995.

Hesselbein, Frances, Marshall Goldsmith, and Richard Beckhard, eds. The Leader of the Future. San Francisco: Jossey-Bass, 2000.

- Kozol, Jonathan. Amazing Grace: The Lives of Children and the Conscience of a Nation. New York: Harper Trade, 1996.
- . Ordinary Resurrection: Children in the Years of Hope. New York: Harper Collins, 2001.
- . Savage Inequalities: Children in America's Schools. New York: Harper Trade, 1992.
- Kouzes, James M. and Barry Z. Posner. The Leadership Challenge: How To Keep Getting Extraordinary Things Done In Organizations. San Francisco: Jossey-Bass, 1996.
- Palestini, Robert H. Ten Steps to Educational Reform: Making Change Happen. 2nd ed. Lanham, MD: Scarecrow Press. 2000.
- Pellicer, Leonard O. Caring Enough To Lead: Schools and the Sacred Trust. Thousand Oaks, CA: Corwin, 1999.
- Sergiovanni, Thomas J. Rethinking Leadership. Arlington Heights, IL: Skylight Training and Publishing, 1999.
- Short, Paula M., and John T. Greer. Leadership in Empowered School. Upper Saddle River, NJ: Merrill Prentice Hall, 2002.
- Streshly, William A., and Larry E. Frase. Avoiding Legal Hassles: What School Administrators Really Need To Know. Thousand Oaks, CA: Corwin, 1992.
- Villani, Susan. Are You Sure You're The Principal? On Becoming An Authentic Leader. Thousand Oaks, CA: Sage Publications, 1999.
- Wallace, Richard C., Jr. From Vision To Practice: The Art of Educational Leadership. Thousand Oaks, CA: Corwin, 1996.

EDUCATION REFORM READINGS

- Barr, Robert D. and Parrett, William. Saving Our Students, Saving Our Schools. Thousand Oaks, CA: Corwin, 2008.
- Bauer, Scott and Brazer, S. David. Using Research to Lead School Improvement. Thousand Oaks, CA: Corwin, 2012.
- Blankstein, Alan. Failure is NOT an Option. Thousand Oaks, CA: Corwin, 2010
- Blankstein, Alan and Houston, Paul. Leadership for Social Justice and Democracy in Our Schools. Thousand Oaks, CA: Corwin, 2011.
- Blasé, Jo and Phillips, Dan Yon. Handbook of School Improvement, How High Performing Principals Create High Performing Schools. Thousand Oaks, CA: Corwin, 2011.
- Cottell, David. The Magic Question: A Simple Question Every Leader Dreams of Answering. Dallas, TX: Cornerstone Leadership Institute, 2012.
- Crowther, Frank. From School Improvement to Sustained Capacity. Thousand Oaks, CA: Corwin, 2011.
- Davidovich, Robert, et al. Beyond School Improvement. Thousand Oaks, CA: Corwin, 2010.
- Fullan, Michael. The Challenge of Change. Thousand Oaks, CA: Corwin, 2010.
- Fullan, Michael. All Systems Go. Thousand Oaks, CA: Corwin, 2010.
- Gray, Susan P. and Streslily, William. From Good Schools to Great Schools What Their Principals Do Well. Thousand Oaks, CA: Corwin, 2008.
- Howley, Willis. The Keys to Effective Schools. Thousand Oaks, CA: Corwin, 2007.
- Levin, Ben. More High School Graduates. Thousand Oaks, CA: Corwin, 2012.
- Smylie, Mark. Continuous School Improvements. Thousand Oaks, CA: Corwin, 2010.
- Wiles, Jon. Developing Successful Schools. Thousand Oaks, CA: Corwin, 2010.

- Kozol, Jonathan. Amazing Grace: The Lives of Children and the Conscience of a Nation. New York: Harper Trade, 1996.
- . Ordinary Resurrection: Children in the Years of Hope. New York: Harper Collins, 2001.
- . Savage Inequalities: Children in America's Schools. New York: Harper Trade, 1992.
- Kouzes, James M., and Barry Z. Posner. The Leadership Challenge: How To Keep Getting Extraordinary Things Done In Organizations. San Francisco: Jossey-Bass, 1996.
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- Short, Paula M., and John T. Green. Leadership in Empowered Schools. Upper Saddle River, NJ: Merrill Prentice Hall, 2002.
- Streshly, William A., and Larry E. Frase. Avoiding Legal Hassles: What School Administrators Really Need To Know. Thousand Oaks, CA: Corwin, 1992.
- Villani, Susan. Are You Sure You're The Principal? On Becoming An Authentic Leader. Thousand Oaks, CA: Sage Publications, 1999.
- Wallace, Richard C., Jr. From Vision To Practice: The Art of Educational Leadership. Thousand Oaks, CA: Corwin, 1996

SCHOOL LEADERSHIP WEB SITES

What the research says

The Southwest Educational Development Laboratory (SEDL) has amassed a trove of research on how leadership can facilitate change in schools.

www.sedl.org/change/leadership/character.html

Getting Help

The federal government's school leadership program provides competitive grants to assist "high need" school districts with recruiting, training and retraining principals and assist principals.

www.2.ed.gov/programs/leadership/index.html

