Westminster College
New Wilmington, PA

SUPERINTENDENT PROGRAM

PENNSYLVANIA: LETTER OF ELIGIBILITY
OHIO: LICENSURE

Revised: December, 2016

Table of Contents

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, problem-solving activities, and ethical consideration 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 standards-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 inside 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.

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 1 A: Work with the Board of Education to accomplish strategic goals and objectives.
Core 1 B: Facilitate the development of a shared vision for personalized student success.
Core 1 C: Apply strategic thinking and change strategies to address student achievement
        challenges at the district level.
Core 1 D: Work with a team to create and implement strategic, operational, and tactical plans
        that demonstrate desired results.
Core 1 E: Lead a team through a district-level problem solving process resulting in a plausible
        solution.
Core 1 F: Apply a range of leadership styles appropriate to a variety of coil texts.

Core Standard Two:
The leader is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.
Core 2 A: Implement a district-wide standards-based reform initiative.
Core 2 B: Apply systems thinking in decision-making situations.
Core 2 C: Focus adequate resources on reform efforts.
Core 2 D: Demonstrate the ability to align reform efforts with federal, state, and district
        requirements.

Core Standard Three:
The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.
Core 3 A: Lead decision-making processes appropriate to the situation.
Core 3 B: Structure problems for solution and frame issues for resolution.
Core 3 C: Use assessment and evaluation information for continuous improvement efforts.
Core 3 D: Use data and information to inform decisions.

Corollary Standard One:
The leader creates a culture of teaching and learning with an emphasis on learning.
Corollary 1 A: Apply research-based best practices to solve school reform problems and
challenges.
Corollary 1 B: Apply best practices to establish and improve the organizational climate across
        the educational community.
Corollary 1 C: Model the attributes of a continuous learner and demonstrate that expectation for
        others.
Corollary 1 D: Plan and execute plans to ensure the safest and most secure environment across
        the district.

Corollary Standard Two:
   The leader manages resources for effective results.
Corollary 2 A: Develop a budget plan that is aligned to district goals and priorities.
Corollary 2 B: Ensure that technology is appropriately implemented throughout the district.
Corollary 2 C: Know how to manage human resources effectively.
Corollary 2 D: Increase and allocate available resources.
Corollary 2 E: Assess the way resources are utilized and the results produced.
Corollary 2 F: Know regulations and policies and how to interpret them accurately and apply
         them appropriately.
Corollary 2 G: Provide consistent and effective management practice through written policies
         and procedures.

Corollary Standard Three:
   The leader collaborates, communicates, engages, and empowers others inside and outside the organization to pursue excellence in learning.
Corollary 3 A: Establish and improve the culture of learning throughout the district.
Corollary 3 B: Communicate effectively.
Corollary 3 C: Involve key community, district, and school stakeholders in reform efforts.
Corollary 3 D: Model appropriate leadership behavior and develop leadership skills in others
         through mentoring and coaching.
Corollary 3 E: Assemble appropriate stakeholders into effective teams for problem solving.

Corollary Standard Four:
   The leader operates in a fair and equitable manner with personal and professional integrity.
Corollary 4 A: Demonstrate impeccable personal and professional ethics at all times.
Corollary 4 B: Embrace and utilize diversity to improve performance and learning.
Corollary 4 C: Use data and information from multiple sources to improve decision-making
         across the district.
Corollary 4 D: Address conflict and resolve differences to achieve effective results.

Corollary Standard Five:
   The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.
Corollary 5 A: Identify and interpret external influences and how they impact local educational
         decisions.
Corollary 5 B: Exhibit continuous focus on all children and their individual learning needs.
Corollary 5 C: Exhibit sound judgment in operational and educational decisions to maximize
         learning opportunities for all children.
Corollary 5 D: Engage with governmental and political leaders to effectively address the
         developmental and educational needs of all children.
Corollary 5 E: Demonstrate knowledge of the law.

Corollary Standard Six:
> **The leader supports professional growth of self and others through practice and inquiry.**

Corollary 6 A: Use professional development as a way to increase individual and institutional capability.

Corollary 6 B: Engage staff and Board members in relevant professional development activities.

Corollary 6 C: Develop professional development plans that create challenging opportunities for all staff.

Corollary 6 D: Demonstrate the ability to identify and nurture individual strengths and leverage the human resources to benefit the district.

Corollary 6 E: Design professional development plans that lead to improved student learning.

Special Education One:
> **Over-representation of diverse students in Special Education**

SED 1 A: 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 1 B: 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 1 C: Interact and meet effectively with families.

SED 1 D: Distinguish between the culture and the family and the economic situation of the family and how poverty affects families.

SED 1 E: Identify how the family's culture and values affect how they view disabilities.

SED 1 F: Celebrate heritages and cultures and their link to learning.

SED 1 G: Incorporate stories and resources from many cultural and ethnic traditions.

SED 1 H: Build on students' strengths when teaching literacy skills to language minority students.

SED 1 I: Directly use best, evidenced-based practices for teaching students from diverse backgrounds.

SED 1 J: Implement processes that successfully prevent inappropriate placement and ensure that the opportunities for educational achievement to minority students equal those   offered to majority group.

Special Education Two: Prevention and Early Intervention
SED 2 A: Connect general education curriculum, compensatory, and special education in providing high quality standards-based instruction/intervention that is matched to students' academic, social, emotional, and behavioral needs.
SED 2 B: Demonstrates high-quality instruction for all students, through scientific research and evidenced-based practice to produce high rates of learning for all students.
SED 2 C: Implement universal screening of all students with periodic monitoring of students' progress in the curriculum
SED 2 D: Provide interventions for struggling learners at increasing levels of intensity and matched to individual student need.
SED 2 E: Implement an integrated system of assessment and data collection for identification of students struggling to meet academic and behavioral expectations.
SED 2 F: Monitor students' learning rates and levels of performance and use that information in ongoing problem solving and decision-making.
SED 2 G: 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 2 H: Know how to implement school-wide approaches to intervention and effective instruction.
SED 2 I: Demonstrate evidenced-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 3 A: Identify effective instructional strategies to address areas of need.
SED 3 B: Scaffold instruction to maximize instructional access to all students.
SED 3 C: Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
SED 3 D: Provide feedback to students at all levels to increase awareness in areas of strengths, as well as areas of concern.
SED 3 E: Strategically aligns standards-based curriculum with effective instructional practices.
SED 3 F: Identify and implement instructional adaptations based on evidenced-based practices to provide curriculum content in a variety of ways without compromising curriculum intent.
SED 3 G: Analyze performance of all learners and make appropriate modifications.
SED 3 H: Design and implement programs that reflect knowledge, awareness and responsiveness, to diverse needs of students with disabilities.
SED 3 I: Use research-supported methods for academic and non-academic instruction for students with disabilities.
SED 3 J: Develop and implement universally designed instruction.
SED 3 K: Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e. no tech, low tech, high tech).
SED 3 L: Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings.

SUPERINTENDENT PROGRAM
Alignment with PA Inspired Leadership Standards

Note: Alignment is coded to PDE Superintendent Certification Program Rubric (revision date 8/14/2009) and to The Framework and Guidelines for Superintendent Preparation Programs

	EAD 900 Superintendency	EAD 901 Business and Resource Management	EAD 902 Strategic Planning: Physical Plant	EAD 903 Negotiation and Human Resources	EAD 970 Topics in Administration	EAD 990 Internship
Core Standard One: *The leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.*	1A 1C 1D 1E 1F	1E 1F	1A 1B 1D 1E 1F	1B 4D 4C 6A		X
Core Standard Two: *The leader is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.*	2A	2B 2C 2D		2A		X
Core Standard Three: *The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.*	3D	3A 3B 3D	3A 3B	3C 3D		X
Corollary Standard One: *The leader creates a culture of teaching and learning with an emphasis on learning.*	1B 1C 1D		1A 1B 1D			X
Corollary Standard Two: *The leader manages resources for effective results.*	2B	2A 2B 2D 2E 2F 2G	2A 2B 2D 2F	2B 2C		X
Corollary Standard Three: *The leader collaborates, communicates, engages and empowers others inside and outside of the organization to pursue excellence in learning.*	3B 3D		3C	3A 3C 3E		X
Corollary Standard Four: *The leader operates in a fair and equitable manner with personal and professional dignity.*	4A	4A 4B 4C 4D	4A 4B 4C 4D	4A		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 5C	5B 5D 5E		X
Corollary Standard Six: *The leader supports professional growth of self and others through practice and inquiry.*		6A 6B 6C 6E		6A 6B 6C 6D 6E		X
Special Ed Standard One: *Over representation of diverse students in special education*	See EP820: Special Education for School Leaders Principal Program					
Special Ed Standard Two: *Prevention and early intervention*	See EP820: Special Education for School Leaders Principal Program					
Special Ed Standard Three: *Effective instructional strategies for students with disabilities in inclusive settings*	See EP820: Special Education for School Leaders Principal Program					

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	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 900: Superintendency – Strategic Leadership	1A 1C 1D 1E 1F	2A	3D	1B 1C 1D	2B	3B 3D	4A			EP 820 Principal Program		
EAD 901: Business Affairs and Resource Management		2B 2C 2D			2A 2B 2D 2E 2F 2G		4A 4B 4C 4D	5C		EP 820 Principal Program		
EAD 902: Strategic Planning: Environment for Student Achievement	1A 1B 1D 1E 1F		3A 3B	1A 1B 1D	2A 2B 2D 2F	3C	4A 4B 4C 4D	5A 5B 5C		EP 820 Principal Program		
EAD 903: Collective Bargaining and Human Resources	1B	2A	3C 3D		2B 2C	3A 3C 3E	4A	5B 5D 5E	6A 6B 6C 6D 6E	EP 820 Principal Program		
EAD 970: Topics in Educational Leadership										EP 820 Principal Program		
EAD 990: Internship – Superintendent	X	X	X	X	X	X	X	X	X	EP 820 Principal Program		

Superintendent Competencies **(Ohio)**

AREA I. 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 for educational communities.

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

LA.1   Facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.

LA.2   Understand and create conditions that motivate staff, students and families to achieve the school's vision.

LA.3   Frame, analyze, and resolve problems using appropriate problem solving techniques and decision making skills.

LA.4   Initiate, manage and evaluate the change process.

LA.5   Identify and critique several theories of leadership and their application to various school environments.

LA.6   Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.

LA.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:

LB.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.

LB.2   Use qualitative and quantitative 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.

LB.3   Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.

LB.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 historic 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 other 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.

II B.   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.4 Formulate and implement a self-development plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional development.

II.B.5 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.6 Negotiate and mange 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 polces 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 service 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.

IIIA. Organizational Management – The institution's program prepares school leaders who understand and demonstrate the ability to:

III.A.1 Establish operational plans and processes 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 processes 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 communications 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., 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 processes.

      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 the *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 an extended period of time in diverse settings, planned cooperatively and supervised by university and school district personnel.

V.A.2 Establishes relationships with school leaders acting as trained mentors/clinical professors who guide individuals preparing for school leadership in appropriate in-school/district experiences.

V.A.3 Includes experiences in social service, private and/or community organizations.

REVIEW SHEET
PA: Superintendent/IU Director
OH: Superintendent/ESC Superintendent

Name _____ **Date** _____
        (Last)   (First)   (M.I)

Address _____
                                  (Street)

_____
        (City)   (State)   (Zip)

Home Phone _____**Work**_____ **Cell** _____

E-mail _____ **Fax** _____

Course/Sequence	Course Title	Completed/Planned
EAD 900	The Superintendency – Strategic Leadership	
EAD 901	Business Affairs and Resource Management	
EAD 902	Strategic Planning: Environment for Student Achievement	
EAD 903	Collective Bargaining and Human Resources	
EAD 970	Topics in School Leadership	
EAD 990	Internship: Superintendent	

Note: Application for state certification or licensure as a school superintendent is separate from this college checklist of required coursework.

> *A holder of the letter of eligibility for school superintendent may serve as an IU director detailed in CSPG 96 under certificate assignment. If the candidate wishes to obtain an IU director certificate, then he/she must complete an IU director program to become certified meeting all program requirements.*

PA students should apply online to the Pennsylvania Department of Education at www.pde.state.pa.us and then click on PA Certification left menu bar, click on Administrative/Supervisory, then click on Superintendent's Letter of Eligibility.

Note: PA students must take and pass the PA state SSA 6021 test prior to applying for Letter of Eligibility.

OH students should apply online to the Ohio Department of Education www.ode.state.pa.us and then click on Educator Licensure, and then click on Apply for a new license.

Note: OH students must take and pass the Ohio state Pearson test prior to applying for state license.

For more detailed information, consult Westminster's Superintendent Program Handbook.

EDUCATIONAL LEADERSHIP – SUPERINTENDENT
EAD 900 SUPERINTENDENCY: STRATEGIC LEADERSHIP

Standard	Knowledge or Skill	Competence	Performance/ Demonstration	Assessment
Core 1A	Understands role and knows how to engage with Boards of Education	Demonstrates how to work with a Board of Education to accomplish a strategic goal or objective	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and Simulations	A-bRP CP
Core 1C	Knows and understands organizational change theories and strategies	Demonstrates how to apply strategic thinking and change strategies to address student achievement challenges at the district level	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and Simulations	A-bRP CP
Core 1D	Knows and understands the difference between strategic, operational, and tactical planning	Demonstrates how to work with a team to create and implement strategic, operational, and tactical plans that demonstrate desired results	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and Simulations	CP PDE-TP CS
Core 1E	Understands problem-solving and critical/creative/ strategic thinking	Demonstrates how to lead a team through district-level problem-solving process resulting in a plausible solution	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and Simulations	A-bRP CP CS
Core 1F	Understands and exercises appropriate leadership styles and strategies	Demonstrates how to apply a range of leadership styles appropriate to a variety of contexts	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and Simulations	A-bRP CS

Core 2A	Understands standards-based systems theory and how to implement, support, and lead successful standards-based reform across the district	Demonstrates the ability to implement a district-wide standards-based reform initiative	- Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP PDE-TP DP CS
Core 3D	Understands how to interpret, report, and act on data-informed conclusions (e.g., student test data and other data related to student achievement)	Demonstrates how to use data and information to inform decisions	- Scenario response - Practical exercises in course	A-bRP CP PDE-TP DP
Corollary 1B	Knows how to assess the organizational culture and to engage the school community in improving the culture	Applies best practices to establish and improve the organizational climate across the educational community	- Scenario response - Practical exercises in course	A-bRP CP CS
Corollary 1C	Understands how to model the behaviors of "Lead learner & teacher" and encourages others to apply those behaviors	Models the attributes of a continuous learner and the expectation for others	- Job embedded experience - Internship under mentorship of Superintendent	A-bRP CP
Corollary 1D	Understands how to ensure a safe and secure climate for learning throughout the district	Ability to plan and execute plans to ensure the safest and most secure environment across the district	- Job-embedded experience - Internship under mentorship of Superintendent	A-bRP CP CS
Corollary 2B	Understands how to use technology effectively and efficiently	Exhibits the ability to ensure that technology is appropriately implemented throughout the district	- Scenario response - Practical exercises in course	CP PDE-TP CS
Corollary 3B	Knows how to communicate effectively orally and in writing	Demonstrates effective communication abilities	- Scenario response - Practical exercise in course	A-bRP CP

EDUCATIONAL LEADERSHIP – SUPERINTENDENT
EAD 901 BUSINESS AFFAIRS and RESOURCE MANAGEMENT

Standard	Knowledge or Skill	Competence	Performance/Demonstration	Assessment
Core 2B	Understands systems thinking and how to integrate into the decision-making process	Demonstrates how to apply systems thinking in decision-making situations	- Job embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations	CP PDE-TP DP CS
Core 2C	Understands how to align resources with reform strategies	Demonstrates ability to focus adequate resources on reform efforts	- Practical exercise in course - Case studies - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations	CP CS
Core 2D	Understands current federal, state, and district standards and requirements	Demonstrates ability to align reform efforts with federal, state and district requirements	- Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP CS
Corollary 2A	Knows and understands effective fiscal planning and management	Knows how to develop a budget plan that is aligned to district goals and priorities	- Practical exercises in course - Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP CS
Corollary 2B	Understands how to use technology effectively and efficiently	Exhibits the ability to ensure that technology is appropriately implemented throughout the district	- Scenario response - Practical exercises in course	CP PDE-TP CS
Corollary 2D	Understands sources of funding and how to acquire resources	Demonstrates how to increase and allocate the available resources	- Internship under mentorship of Superintendent	A-bRP CP CS
Corollary 2E	Understands how to assess/evaluate the effectiveness of resource allocation to achieve desired results	Demonstrates how to assess the way resources are utilized and the results produced	- Scenario response - Practical exercise in course	A-bRP CP PDE-TP CS
Corollary 2F	Understands how legal requirements impact local decisions (e.g., federal and state regulations and labor relations)	Demonstrates knowledge of regulations and policies and how to interpret them accurately and apply them appropriately	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent -Scenarios and simulations	CP CS
Corollary 2G	Knows and understands how to create, revise and implement policies and procedures	Demonstrates how to provide consistent and effective management practice through written policies and procedures	- Scenario response - Practical exercises in course	A-bRP CP CS
Corollary 3D	Understands how to develop and encourage leadership in others	Models appropriate leadership behavior and develops leadership skills in other through mentoring and coaching	- Practical exercise - Internship under mentorship of Superintendent - Scenarios and simulations	CP CS
Corollary 4A	Understands professional and personal ethics and exemplifies a professional code of conduct	Demonstrates impeccable personal and professional ethics at all times	- Internship under mentorship of Superintendent	CP CS
Corollary 5C	Understands how all district operational and educational decisions affect student learning	Exhibits sounds judgment in operational and educational decisions to maximize learning opportunities for children	- Practical exercises in course - Internship under mentorship of Superintendent	A-bRP CP CS

EDUCATIONAL LEADERSHIP – SUPERINTENDENT
EAD 902 STRATEGIC PLANNING: ENVIRONMENT FOR STUDENT ACHIEVEMENT

Standard	Knowledge or Skill	Competence	Performance/ Demonstration	Assessment
Core 1A	Understands role and knows how to engage with Boards of Education	Demonstrates how to work with a Board of Education to accomplish a strategic goal or objective	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP
Core 1B	Understands how to lead a school district to a shared vision of a student success	Demonstrates how to facilitate the development of a shared vision for personalized student success	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP PDE-TP DP
Core 1D	Knows and understands the difference between strategic, operational, and tactical planning	Demonstrates how to work with a team to create and implement strategic, operational, and tactical plans that demonstrate desired results.	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations	CP PDE-TP CS
Core 1E	Understands problem-solving and critical/creative/ strategic thinking	Demonstrates how to lead a team through district-level problem-solving process resulting in a plausible solution	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP CS
Core 1F	Understands and exercise appropriate leadership styles and strategies	Demonstrates how to apply a range of leadership styles appropriate to a variety of contexts	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CS
Core 3A	Understands multiple decision-making processes and knows how and when to use the appropriate processes	Demonstrates the ability to lead decision-making processes appropriate to the situation	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations	CP PDE-TP CS
Core 3B	Understands inquiry-based problem solving and how to frame issues and acquire relevant data	Demonstrates how to structure problems for solution and frame issues for resolution	- Scenario response - Practical exercises in course - Case studies	A-bRP CP DP CS
Corollary 1A	Knows and understands how to apply research, theory, design and strategies	Demonstrates the ability to apply research-based best practices to solve school reform problems and	- Scenario response - Practical exercises in course - Job-embedded	A-bRP CP CS

	that result in a district-wide focus on teaching and learning	challenges	experience - Internship under mentorship of Superintendent - Scenarios and simulations	
Corollary 1B	Knows how to assess the organizational culture and to engage the school community in improving the culture	Applies best practices to establish and improve the organizational climate across the educational community	- Scenario response - Practical exercises in course	A-bRP CP CS
Corollary 1D	Understands how to ensure a safe and secure climate for learning throughout the district	Ability to plan and execute plans to ensure the safest and most secure environment across the district	- Job-embedded experience - Internship under mentorship of Superintendent	A-bRP CP CS
Corollary 2A	Knows and understands effective fiscal planning and management	Knows how to develop a budget plan that Is aligned to district goals and priorities	- Practical exercises in course - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP CS
Corollary 2D	Understands sources of funding and how to acquire resources	Demonstrates how to increase and allocate the available resources	- Internship under mentorship of Superintendent	A-bRP CP CS
Corollary 2E	Understands how to assess/evaluate the effectiveness of resource allocation to achieve desired results	Demonstrates how to assess the way resources are utilized and the results produced	- Scenario response - Practical exercises in course	A-bRP CP PDE-TP CS
Corollary 2F	Understands how legal requirements impact local decisions (e.g., federal and state regulations and labor relations	Demonstrates knowledge of regulations and policies and how to interpret them accurately and apply them appropriately	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent -Scenarios and simulations	CP CS
Corollary 2G	Knows and understands how to create, revise, and implement policies and procedures	Demonstrates how to provide consistent and effective management practice through written policies and procedures	- Scenario response - Practical exercises in course	A-bRP CP CS
Corollary 4A	Understands professional and personal ethics and exemplifies a professional code of conduct	Demonstrates impeccable personal and professional ethics at all times	- Internship under mentorship of Superintendent	CP CS
Corollary 5C	Understands how all district operational and educational decisions affect student learning	Exhibits sound judgment in operational and educational decisions to maximize learning opportunities for children	- Practical exercises in course - Internship under mentorship of Superintendent	A-bRP CP CS

EDUCATIONAL LEADERSHIP – SUPERINTENDENT
EAD 902 STRATEGIC PLANNING: ENVIRONMENT FOR STUDENT ACHIEVEMENT

Standard	Knowledge or Skill	Competence	Performance/ Demonstration	Assessment
Core 1A	Understands role and knows how to engage with Boards of Education	Demonstrates how to work with a Board of Education to accomplish a strategic goal or objective	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and Simulations	A-bRP CP
Core 1B	Understands how to lead a school district to a shared vision of student success	Demonstrates how to facilitate the development of a shared vision for personalized student success	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and Simulations	A-bRP CP PDE-TP DP
Core 1D	Knows and understands the difference between strategic, operational, and tactical planning	Demonstrates how to work with a team to create and implement strategic, operational, and tactical plans that demonstrate desired results	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and Simulations	CP PDE-TP CS
Core 1E	Understands problem-solving and critical/creative/strategic thinking	Demonstrates how to lead a team through district-level problem-solving process resulting in a plausible solution	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and Simulations	A-bRP CP CS
Core 1F	Understands and exercises appropriate leadership styles and strategies	Demonstrates how to apply a range of leadership styles appropriate to a variety of contexts	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and Simulations	A-bRP CS

Core 3A	Understands multiple decision-making processes and knows how and when to use the appropriate processes	Demonstrates the ability to lead decision-making processes appropriate to the situation	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and Simulations	CP PDE-TP CS
Core 3B	Understands inquiry-based problems solving and how to frame issues and acquire relevant data	Demonstrates how to structure problems for solution and frame issues for resolution	- Scenario response - Practical exercises in course - Case studies	A-bRP CP DP CS
Corollary 1A	Knows and understands how to apply research, theory, design, and strategies that result in a district-wide focus on teaching and learning	Demonstrates the ability to apply research-based best practices to solve school reform problems and challenges	- Scenario response - Practical exercises in course - Case studies - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP CS
Corollary 1B	Knows how to assess the organizational culture and to engage the school community in improving the culture	Applies best practices to establish and improve the organizational climate across the educational community	- Scenario response - Practical exercises in course	A-bRP CP CS
Corollary 1D	Understands how to ensure a safe and secure climate for learning throughout the district	Ability to plan and execute plans to ensure the safest and most secure environment across the district	- Job-embedded experience - Internship under mentorship of Superintendent	A-bRP CP CS
Corollary 2A	Knows and understands effective fiscal planning and management	Knows how to develop a budget plan that is aligned to district goals and priorities	- Practical exercises in course - Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP CS

Corollary 2B	Understands how to use technology effectively and efficiently	Exhibits the ability to ensure that technology is appropriately implemented throughout the district	- Scenario response - Practical exercises in course	CP PDE-TP CS
Corollary 2D	Understands sources of funding and how to acquire resources	Demonstrates how to increase and allocate the available resources	- Internship under mentorship of Superintendent	A-bRP CP CS
Corollary 2F	Understands how legal requirements impact local decisions (e.g., federal and state regulations and labor relations)	Demonstrates knowledge of regulations and policies and how to interpret them accurately and apply them appropriately	- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations	CP CS
Corollary 3C	Understands community engagement and how to establish and maintain positive community relations	Demonstrates how to involve key community, district, and school stakeholders in reform efforts	- Internship under mentorship of superintendent - scenarios and simulations	A-bRP CP PDE-TP CS
Corollary 4A	Understands professional and personal ethics and exemplifies a professional code of conduct	Demonstrates impeccable personal and professional ethics at all times	- Internship under mentorship of Superintendent	CP CS
Corollary 4B	Understands diverse populations and establishes systems that support equity and fairness for all	Demonstrates how to embrace and utilize diversity to improve performance and learning	- Internship under mentorship of Superintendent	A-bRP CP PDE-TP DP CS
Corollary 4C	Displays informed and thoughtful judgment in all decision making	Demonstrates how to use data and information from multiple sources to improve decision making across the district	- Practical exercises in course -Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP CS

Corollary 4D	Knows and understands how to employ conflict resolution skills	Demonstrates how to address conflict and resolve differences to achieve effective results	- Scenario response - Practical exercises in course	CP PDE-TP CS
Corollary 4B	Understands the political, social, economic, legal, and cultural context in which the education system operates	Demonstrates how to identify and interpret external influences and how they impact local educational decisions	- Scenario response - Practical exercises in course - Internship under mentorship of Superintendent	A-bRP CP DP CS
Corollary 4C	Understands how all district operational and educational decisions affect student learning	Exhibits sound judgment in operational and educational decisions to maximize learning opportunities for children	- Practical exercises in course - Internship under mentorship of Superintendent	A-bRP CP CS

Standard	Knowledge or Skill	Competence	Performance/ Demonstration	Assessment
Core 1B	Understands how to lead a school district to a shared vision of student success	Demonstrates how to facilitate the development of a shared vision for personalized student success	- Practical exercises in course - Job-embedded experience -Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP PDE-TP DP
Core 2A	Understands standards-based systems theory and how to implement, support, and lead successful standards-based reform across the district	Demonstrates the ability to implement a district-wide standards-based reform initiative	-Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP PDE-TP DP CS
Core 3C	Understands how to assess/evaluate programs and personnel against goals for continuous improvement efforts	Demonstrates how to use assessment and evaluation information for continuous improvement efforts	- Practical exercises in course - Case studies - Job-embedded experience -Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP DP CS
Core 3D	Understands how to interpret, report, and act on data-informed conclusions (e.g., student test data and other data related to student achievement)	Demonstrates how to use data and information to inform decisions	-Scenario response -Practical exercises in course	A-bRP CP PDE-TP DP
Corollary 2B	Understands how to use technology effectively and efficiently	Exhibits the ability to ensure that technology is appropriately implemented throughout the district	-Scenario response -Practical exercises in course	DP PDE-TP CS

Corollary 2C	Understands human recources (e.g., personnel-hiring practices, performance appraisal, assignment, dismissal regulations/ laws, policies, procedures)	Knows how to manage human resources effectively	- Job-embedded experience -Internship under mentorship of Superintendent	A-bRP CP PDE-TP CS
Corollary 3A	Understands how to create a learning culture within a community to pursue high standards for all learners	Demonstrates how to establish and improve the culture of learning throughout the district	- Practical exercises in course -Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP CS
Corollary 3C	Understands community engagement and how to establish and maintain positive community relations	Demonstrates how to involve key community, district, and school stakeholders in reform efforts	-Internship under mentorship of Superintendent - Scenarios and simulations	A-bRP CP PDE-TP CS
Corollary 3E	Able to assemble and build high performing teams	Demonstrates how to assemble appropriate stakeholders into effective teams for problem solving	- Practical exercises in course -Internship under mentorship of Superintendent	CP PDE-TP
Corollary 4A	Understands professional rules personal ethics and exemplifies a professional code of conduct	Demonstrates impeccable personal and professional ethics at all times	-Internship under mentorship of Superintendent	CP CS
Corollary 4B	Knows how to advocate for all children and learning	Exhibits continuous focus on all children and their individual learning needs	- Practical exercises in course -Internship under mentorship of Superintendent	A-bRP CP CS

Corollary 5C	Understands how to influence decisions that impact children and their education within the district, community, state, and nation	Demonstrates how to engage with governmental and political leaders to effectively address the developmental and educational needs of all children	- Scenario response - Practical exercises in course	A-bRP CP CS
Corollary 5E	Knows federal, state, and local laws, regulations, and policies that define parameters for the education, health, and welfare of all children	Demonstrates knowledge of the law	- Scenario response - Practical exercises in course	A-bRP CP CS
Corollary 6A	Understands the research on effective professional development	Demonstrates how to use professional development as a way to increase individual and institutional capability	- Practical exercises in course -Internship under mentorship of Superintendent	A-bRP CP CS
Corollary 68	Understands the need for continuous professional growth of all stakeholders in the education system	Demonstrates how to engage staff and Board members in relevant professional development activities	- Practical exercises in course -Internship under mentorship of Superintendent	A-bRP CP PDE-TP CS
Corollary 6C	Understands how to develop challenging career opportunities for staff	Demonstrates the ability to develop professional development plans that create challenging opportunities for all staff	- Practical exercises in course -Internship under mentorship of Superintendent - Scenarios and simulations	CP CS
Corollary 6D	Understands how to identify talent and potential talent and leverage for the benefit of the district	Demonstrates the ability to identify and nurture individual strengths and leverage the human resources to benefit the district	- Job-embedded experience - Practical exercises in course -Internship under mentorship of Superintendent	A-bRP CP CS
Corollary 6E	Understands how to align professional development with student learning goals	Demonstrates how to design professional development plans that lead to improved student learning	- Practical exercises in course -Internship under mentorship of Superintendent	A-bRP CP PDE-TP DP CS

COURSE-RELATED FIELD EXPERIENCES
SUPERINTENDENT PROGRAM

These examples of field experiences, practical, problem based tasks, and hands-on skill building assignments are offered to reinforce the belief that learning is enhanced when theory and practice are linked. This *list* is not intended to be complete.

Instructors are encouraged to identify other experiences as appropriate to content area and course of study. The suggestions are useful in identifying tasks or projects for completion during the internship and as a source of artifacts for the exit portfolio.

EAD 900: SUPERINTENDENCY – STRATEGIC LEADERSHIP

1. Identify available evaluation/assessment instruments to be used in assisting the board of education to do a self-study or evaluation.
2. Attend board meetings to study interactions of board members, board-superintendent, board-visitors, and superintendent-visitors. Prepare a short paper describing your perception of existing relationships.
3. Assist the superintendent in the preparation of board meeting agenda and related materials as needed.
4. Prepare a brochure to be distributed to visitors at official meetings explaining the role of the board of education, procedures related to meetings and community participation.
5. Complete a review of the existing district policy manual, identify needs, suggest revisions, and make recommendations for the superintendent and board approval.
6. Under the direction of the Superintendent of Schools, identify areas of needed policy statements, research and prepare a draft of recommended policy for the superintendent and board consideration.
7. Prepare and make a presentation to community groups on an issue in the district or a pertinent topic of choice.
8. Prepare a news release on a topic of general interest to be disseminated to news media.
9. Prepare a brochure describing the school district which would be useful in recruiting new personnel or for distribution to newcomers to the community.
10. Conduct a community survey of attitudes toward the school district and its programs.
11. Participate in development of district strategic plans.
12. Observe district networking activities including: vocational-technical schools, intermediate units, and other agencies. Complete a written description of the districts networking efforts.

EAD 901: BUSINESS AFFAIRS and RESOURCE MANAGEMENT

1. Participate as a team member in the simulation titled XYZ Annual School Budget. Appropriate for students who have not participated in a similar project in the Principal Program-School Finance and Fiscal Affairs.
2. Using the current budget of your employing school district, identify total cost related to all personnel employed by the school district. (Salaries, fringe benefits, etc.)
3. Using data from the personnel cost study (2 above), calculate the average annual salaries and fringe benefits for each class of employee, including teachers, administrators, custodial/maintenance, secretarial, etc.
4. Reviewing the current budget in your school district, calculate total cost for selected school programs, e.g. athletics, music, mathematics, language arts, social sciences, home economics, industrial arts, etc. Compare at least three.
5. Under the direction of the Superintendent or Business Officer, collect and tabulate data needed for budget preparation.
6. Assist in the completing of an inventory of equipment, supplies, textbooks, and other instructional materials useful in identifying budgetary needs.
7. Assist in the preparation of specifications and identify possible suppliers to facilitate the required bidding process.
8. Assist the business officer in the development of cash flow reports and identify short and long term revenues and expenditures.
9. Provide a report describing the school district's technology for financial operations (payroll, accounts payable, budget reports, etc.)
10. Explore the district's investment program. If one exists, prepare a brief description.
11. In cooperation with the Superintendent of Schools, develop a budget calendar identifying specific activities and critical dates for the school board, superintendent, principals, department heads, business manager and others as appropriate. Attend board budget planning meetings, if possible.
12. Participate in a team problem-based learning project to develop a technology plan for a selected school district. Additional materials and guidance will be provided by the instructor.
13. Accompany the superintendent and/or business manager to intermediate unit meetings, school business officials meetings, and seminars to become aware of regulations, issues, and trends in financial management.

EAD 902: SCHOOL PHYSICAL PLANT, STRATEGIC PLANNING: ENVIRONMENT FOR STUDENT ACHIEVEMENT

1. If the district is involved in new construction or renovation, attend planning meetings, project financing sessions, job conferences, and other activities related to the building project.
2. Perform building inspections to determine needed repairs and/or maintenance projects to be completed by staff or outside contractors.
3. After identifying appropriate assessment evaluation instruments, prepare a report describing status of existing facilities to be shared with the board of education and the Superintendent of Schools. Identify the instruments and process used in written report.
4. Review the district's insurance program and determine adequacy of coverage in relation to replacement value of buildings and equipment.
5. Complete a demographic study of your school district as a regular assignment for the course. Directions will be provided during class time.
6. Review the use of technology in the instructional program.
7. Analyze the use of data in various sectors of the district operation.
8. Complete a data project designated by and under the direction of the superintendent-mentor.

EAD 903: COLLECTIVE BARGAINING and HUMAN RESOURCE MANAGEMENT

1. Review district procedures for recruitment, selections, and evaluation of a professional and non-instructional staff and recommend revisions if needed.
2. The business manager in your school district has recently announced plans to retire at the end of the school year. In conjunction with the Superintendent of Schools and other appropriate personnel, prepare and advertisement for publication in area newspapers and professional journals announcing the vacancy. Your submitted project shall include the advertisement, a description of the process used in preparation of the advertisement, and list of others who contributed to its development.
3. Write a job description for your school district that may be needed but does not exist.
4. Complete an analysis of job descriptions of personnel employed in the business operations of your school district. Are there necessary tasks or responsibilities that are not assigned to anyone? If so, revise necessary job descriptions to accommodate them. This assignment will require research regarding effective school business operations.
5. Complete an analysis of job descriptions for any sub-group of employees, for example, custodial-maintenance, secretarial, administrative, etc. Are there necessary tasks or responsibilities that are not assigned to anyone? If so, revise necessary descriptions to accommodate them. Complete any needed research relative to duties related to the selected sub-group.
6. Your task is to obtain copies of job descriptions for persons assigned to the business operations of the school district in which you are employed. Compare these against competencies discussed in class. Prepare recommended revisions as needed.
7. Review existing professional and support personnel collective bargaining agreements and identify provisions which influence the performance of administrative duties.
8. Participate in planning of staff development efforts.
9. Participate as a team in the completion of a problem-based activity titled, "Selection of a Middle School Principal." Directions and related materials will be distributed by the instructor.
10. If appropriate, assist the superintendent or school business official in preparation for collective bargaining.
11. If appropriate, assist the superintendent or school business official with a counter-proposal for negotiations with the certified and/or non-certified staff.

EAD 970: TOPICS IN SCHOOL ADMINISTRATION

1. This course is designed to provide a broad range of experience for the aspiring superintendent.
2. Class format will include a self-assessment of candidate's needs, research, writing, and class presentations.
3. Research topics or related field projects and studies will be identified at the first class session. Students wills elect priority topics with instructor approval.

Superintendent Letter of Eligibility Program
Pennsylvania

EAD 900   Superintendency-Strategic Leadership (3)

EAD 901   Business Affairs and Resource Management (3)

EAD 902   Strategic Planning-Environment for Student Achievement (3)

EAD 903   Human Resource Management and Collective Bargaining (3)

EAD 970   Topics in Educational Leadership (3)

EAD 990   Internship-Superintendent (3)

A holder of the letter of eligibility for school superintendent may serve as an IU director detailed in CSPG 96 under certificate assignment. If the candidate wishes to obtain an IU director certificate, then he/she must complete an IU director program to become certified meeting all program requirements.

OTHER RELATED FIELD EXPERIENCES

1. Initiate development of a professional portfolio or up-date an existing portfolio. (Required)
2. Complete a self-assessment of personal professional needs based on Commonwealth of Pennsylvania for the Letter of Eligibility Standards or ISLLC Standards on superintendent competencies.
3. Examine the school's procedures for selecting and assigning students into remedial or advanced courses.
4. Under the direction of a mentoring Superintendent, establish an ethics committee consisting of administrators, parents, teachers, and students to assess and examine the district's and/or school ethical practices.
5. Prepare a presentation to the faculty on ethics, including sharing educator's professional code of conduct. Lead discussion related to ethical practices and identify possible ethical conflicts.
6. Create your personal educational platform, which include your personal values and beliefs and explain how the school or district you lead will function in an ethical manner.
7. Examine the school district's practices related to the sharing of confidential information.
8. If none exists, create a conflict resolution program for teachers and/or students.
9. Select one or two books that will help expand your knowledge based on topics related to PIL or ISLLC standards.

EDUCATIONAL LEADERSHIP
at
WESTMINSTER COLLEGE

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COLLEGE – SCHOOL DISTRICT
EDUCATIONAL LEADERSHIP
MEMORANDUM OF AGREEMENT

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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, assess
- Ensure year-long 360 hour experience

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

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

_____
Date

Note 1: School District mentors who supervise a principle 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
Note 3: Agreement valid for one school year.

12/2016

EAD 990 Internship: Superintendent
Application

Name: _____   **School District**:_____

Home Address:_____   **Position**: _____

_____   **Address**:_____

Phone:_____   **Phone**: _____

Cell: _____

Email: _____   **Date**: _____

    Course Completed: EAD 900   EAD 903
                          EAD 901   EAD 970
                          EAD 902

<u>Signatures</u>

A) _____   _____
          Intern's Signature   Date

B) _____   _____
          Mentor's Signature   Date

_____
        Name/Title of Mentor

     School District: _____

     Address: _____

     Office Phone: _____   Email: _____

_____   _____
     College Supervisor's Approval   Date

Graduate School of Education
Westminster College

DOCUMENTATION OF INTERNSHIP HOURS FOR SUPERINTENDENCY

Date	Experience	Hours
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
11)		
12)		

A minimum of 180 hours is required for completion of the Superintendency internship.
I certify that the above listed field experiences and hours have been completed.

Student's Signature: _____ **Date:**_____

Mentor's Signature: _____ **Date:**_____

Appendices

PORTFOLIO
DOCUMENTATION OF PROFESSIONAL DEVELOPMENT

Introduction

The use of portfolios is seen by many educators as an authentic method to document personal growth and professional development of students and teachers. The success of this practice has been widely documented. The Graduate Program at Westminster College believes the portfolio can be a useful took in the assessment of those pursuing administrative certification. When used in conjunction with the comprehensive examination and exit interview, a more accurate picture of the student emerges.

The portfolio is a documented history of the graduate students or aspiring school leader's progress against a set of standards. It provides a clear assessment of an individual's performance in the Educational Leadership Program. In addition, the portfolio provides an individualized portrait of the student as a professional. The portfolio can benefit both the faculty and the student in assessing one's progress toward an administrative certification and a career as a school leader.

Advantages

For the graduate faculty, the portfolio serves as:
 a. An authentic assessment and documentation of experiences
 b. A summative record of a student's performance over time
 c. A monitoring instrument identifying personal needs of the student
 d. A vehicle to facilitate development of positive faculty-student relationship

For the graduate student, the portfolio serves as:
 a. An opportunity for self-evaluation
 b. An opportunity for reflection of one's philosophy and practice
 c. A collection of artifacts which will be used for assessment
 d. A resource file for future job searches

Portfolio Requirements

1. Each student admitted to the Educational Leadership Program will begin development of a portfolio which will be periodically monitored.
2. A final review of the portfolio by the graduate faculty will be completed prior to approval for graduation or recommendation for administrative certification 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 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 beliefs in specific areas Sergiovanni and Staratt recommend the following 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. Staratt. *Supervision of Redefinition.* McGraw Hill, 1993.)
e. Professional development plan as identified for use during the internship
f. Documented field experiences, simulations, and projects

Other self-selected artifacts are recommended:
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 reflection
i. Committee participation, curriculum or program design, etc.
j. Professional memberships

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 may 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

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