

## EDLEA/ISLLC Program Standards Matrix

The three programs delivered by the Department of Educational Leadership: Curriculum and Instruction: Professional Development; Principal; and Superintendent licensure began in fall, 2000.

The program standards matrix reflects the target goals and objectives rather than courses actually delivered or evaluated to date.

The programs are conceived with guidelines provided by NCATE standards, the college conceptual framework, and the EDLEA/ISLLC leaned society program standards.

All objectives cited on program standards matrix are aligned with NCATE 2000 unit standard number 1, Candidate Knowledge, Skills, and Dispositions. Assignment information are included following each syllabus. Evidence of how performance assessments align with the college conceptual framework will be included with each assignment.

### PROGRAM STANDARDS

**AREA I. STRATEGIC LEADERSHIP:** The knowledge, skills, and attributes to identify contexts, develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities.

Program Standards	Evidence: Performance Data, Experiences, and Courses
<p>1. <b>Professional and Ethical Leadership</b> The institution's program prepares school leaders who demonstrate an understanding of, and the capability to:</p>	
<p>1.1 Facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning (<i>e.g., cultivate group norms, influence institutional culture, and affirm core value</i>).</p> <p>C.F.* Content knowledge</p>	<p><u>EDL 871</u> (p. 178, assignment p. 178, P.O. #3,2,1 rubric, p. 181, student work Appendix pp. 133-140); <u>EDL 971</u> (p. 231, P.O. #2, rubric p. 234, no student work); <u>EDL 986</u> (p. 257, no rubric, no student work)</p>
<p>1.2 Use motivational theory to create conditions that motivate staff, students and families to achieve the school's vision (<i>e.g. facilitate collegiality and teamwork, arrange significant work, encourage challenging standards, provide autonomy, support innovation, delegate responsibility, develop leadership in others, provide leadership opportunities, recognize and reward effective performance, provide knowledge of results, provide coaching and mentoring, gain resources, serve as a role model</i>).</p>	<p><u>EDL 771</u> (p. 112, P.O. #2, rubric p. 112; no student work) C.F. Content knowledge, diversity, professionalism</p>
<p>1.3 Frame, analyze, and resolve problems using appropriate problem solving techniques and decision making skills (<i>e.g. identify problem, seek and analyze problem factors, collect and organize relevant information, identify causes,</i></p>	<p><u>EDL 713</u> ( p. 100, rubric p. 104); <u>EDL 771</u> (p. 112, P.O. #'s 2,4, assignments p. 113, rubric pp. 119, 120); <u>EDL 773</u> (p. 122, rubric p. 125, student work pp. 58-87); <u>EDL 774</u> (p. 128, rubric p. 131, student work App. A pp. 88-</p>

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<p><i>seek creative solutions, apply ethical standards, determine best solution with others when appropriate).</i></p> <p>C.F.* content knowledge, professionalism, emotional intelligence</p>	<p>113); <u>EDL 775</u> (p. 134, assignment p. 137, rubric p. 138, no student work); <u>EDL 780</u> (p. 148, assignment p. 151, rubric p. 152, no student work); <u>EDL 781</u> (p. 156, assignment pp. 150, 160, rubric p. 161, no student work); <u>EDL 871</u> (p. 178, assignment p. 178, P.O. 1,2,3 rubric p. 181, student work pp. 133-140); <u>EDL 874</u> (p. 210, rubric p. 214, student work App. pp. 150-177); <u>EDL 895</u> (p. 244, assignment p. 248, rubric pp. 250-251); <u>EDL 971</u> (p. 232, P.O. #14, rubric p. 234, no student work); <u>EDL 986</u> (p. .257 not developed)</p>
<p>1.4 Initiate, manage, and evaluate the change process.</p> <p>C.F. content knowledge, diversity, professionalism, emotional intelligence</p>	<p><u>EDL 771</u> (p. 112, assignment pp. 113, 114, rubric pp. 118, 119, 120, no student work); <u>EDL 774</u> (p. 128, rubric p. 131, student work App. A pp. 88-113); <u>EDL 775</u> (p. 134, assignment p. 137, rubric p. 138, no student work); <u>EDL 941</u> (p. 251, no rubric, no student work); <u>EDL 986</u> (p. 260, not developed); <u>URS 710</u> (p. 273, not offered yet)</p>
<p>1.5 Identify and critique several theories of leadership and their application to various school environments.</p> <p>C.F. content knowledge, professionalism, emotional intelligence</p>	<p><u>EDL 771</u> (p. 112, assignment pp. 113, 114, rubric pp. 118, 119, 120; no student work); <u>EDL 986</u> (p. 260, no developed)</p>
<p>1.6 Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.</p> <p>C.F. content knowledge, diversity, professionalism, emotional intelligence</p>	<p><u>EDL 712</u> (p. 93, no assignment, no rubric, no student work)</p>
<p>1.7 Manifest a professional code of ethics and values.</p> <p>C.F. content knowledge, professionalism, emotional intelligence</p>	<p><u>EDL 872</u> (p. 182, assignment p. 189c, rubric p. 192, student work pp. 141-149)</p>
<p>2. <b>Information Management and Evaluation</b> The institution's program prepares school leaders who demonstrate an understanding of, and the capability to:</p>	
<p>2.1 Conduct needs assessment by collecting information on the students; on staff and the school environment; on family and community values, expectations and priorities; and on national and global conditions affecting schools.</p> <p>C.F. content knowledge, professionalism, emotional intelligence</p>	<p><u>EDL 713</u> (p. 100, P.O. #4, rubric p. 104); <u>EDL 775</u> (p. 132, assignments p. 134, no student work)</p>

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2.2 Use qualitative and quantitative data to inform decisions, to plan and assess school programs, to design accountability systems, to plan for school improvement, and to develop and conduct research. C.F.* content knowledge, technology, professionalism, emotional intelligence	<u>EDL 775</u> (p. 132, assignment p. 134, rubric p. 138, no student work); <u>EDL 872</u> (p. 182, rubric p. 190, 192, student work App. A pp.141-149); <u>EDL 874</u> (p. 205, P.O. #6, p. 207; Unit 1, no rubric, no student work)
2.3 Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement. C.F. content knowledge, professionalism, emotional intelligence	<u>EDL 712</u> (p. 93); <u>EDL 775</u> (p. 134, assignment p. 137, rubric p. 138, no student work)
2.4 Analyze and interpret educational data, issues, and trends for boards, committees, and other groups, outlining possible actions and their implications. C.F. content knowledge, diversity, emotional intelligence	<u>EDL 751</u> (p. 107, student work App. A p. 1-30); <u>EDL 771</u> (p. 112, assignment p. 114, rubric p. 120, student work App. A, p. 43-52); <u>EDL 941</u> (p. 256, no rubric, no assignment, no student work)

**AREA II. INSTRUCTIONAL LEADERSHIP:** The knowledge, skills, and attributes to design with others appropriate curricula and instructional programs, to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction.

<b>Program Standards</b>	<b>Evidence: Performance Data, Experiences, and Courses</b>
<b>3. Curriculum, Instruction, Supervision, and the Learning Environment</b> The institution's program prepares school leaders who demonstrate an understanding of, and the capability to:	
3.1 Create with teachers, parents and students a positive school culture that promotes learning; ( <i>e.g. holds high expectations, focuses on accomplishments and recognition, and promotes a supportive climate</i> ). C.F. content knowledge, diversity, professionalism, emotional intelligence	
3.2 Develop collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice. C.F. content knowledge, professionalism, emotional intelligence	<u>EDL 773</u> (p. 121, P.O. p. 122, rubric pp. 125-126 , student work App. A pp. 58-87); <u>EDL 774</u> (p. 128, P.O. #5, rubric p. 131, student work App. A pp. 88-113)

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<p>3.3 Base curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates (<i>e.g. cognitive development, human development, learning styles, contemporary methodologies, content priorities, special needs legislation on topics such as least restrictive environment, etc.</i>).</p> <p>C.F.* content knowledge, diversity, emotional intelligence</p>	<p><u>EDL 713</u> (p. 100, P.O. #1,4, rubric p. 104); <u>EDL 773</u> (p. 122, rubric pp. 125-126, student work App. A pp. 58-87); <u>EDL 775</u> (p. 134, P.O. #6, assignment p. 137, rubric p. 138, no student work)</p>
<p>3.4 Design curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs and changing conditions.</p> <p>C.F. content knowledge</p>	<p><u>EDL 713</u> (p. 100, P.O. #1,4, rubric p. 104); <u>EDL 773</u> (p. 122, rubric pp. 125-126, student work App. A. pp. 58-87); <u>EDT 895</u> (p. 243, Mod. I, rubric pp. 253-254)</p>
<p>3.5 Align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, balance, etc.</p> <p>C.F. content knowledge</p>	<p><u>EDL 773</u> (p. 123, rubric pp. 125-126, student work App. A pp. 58-87)</p>
<p>3.6 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.</p>	<p><u>EDL 773</u> (p. 123, rubric pp. 125-126, student work App. A pp. 58-87) C.F. content knowledge, diversity</p>
<p>3.7 Utilize a variety of supervisory models to improve teaching and learning (<i>e.g. clinical, developmental, cognitive and peer coaching, as well as applying observation and conferencing skills</i>).</p>	<p><u>EDL 776</u> (p. 141, P.O. #2, assignment p. 143, rubric p. 144) C.F. content knowledge, professionalism, emotional intelligence</p>
<p>3.8 Use various staffing patterns, student grouping plans, class scheduling forms, school organizational structures, and facilities design processes, to support various teaching strategies and desired student outcomes.</p>	<p>C.F. content knowledge, diversity</p>
<p>3.9 Assess student progress using a variety of appropriate techniques.</p>	<p><u>EDL 751</u> (p. 107, P.O. #2, student work p. 1-30) C.F. content knowledge</p>
<p>4. <b>Professional Development and Human Resources</b> The institution's program prepares school leaders who demonstrate an understanding of, and the capability to:</p>	
<p>4.1 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 resource, and to ensure that professional development activities focus on improving student outcomes.</p>	<p><u>EDL 792</u> (p. 172, P.O. #1, no student work, no rubric, no assignment) C.F. content knowledge, professionalism, emotional intelligence</p>
<p>4.2 Apply adult learning strategies to professional development, focussing on authentic problems and tasks, and utilizing</p>	<p><u>EDL 792</u> (p. 172, P.O. #3, no student work, no rubric, no assignment) C.F.* content knowledge, diversity, professionalism</p>

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	mentoring, coaching, conferencing and other techniques to ensure that new knowledge and skills are practiced in the workplace.	
4.3	Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff.	<u>EDL 872</u> (p. 185, P.O. #1, assignment p. 189, rubric p. 192, student work App. A p. 141) C.F. content knowledge, diversity, professionalism
4.4	Develop a portfolio to begin to formulate and implement a self-development plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional development. C.F. content knowledge, professionalism	This activity begins in candidates' first quarter of classes. Check points occur in <u>EDL 776</u> , <u>EDL 781</u> , <u>EDL 890</u> courses. This requirement was adopted January, 2001 in department curriculum committee meeting. Portfolio requirements for the entire program(s) began January, 2001. Rubric p. 40.
4.5	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.	<u>EDL 872</u> (p.184, P.O. #1, no assignment, no rubric, no student). Meets criteria for conceptual framework. C.F. content knowledge, diversity, professionalism, emotional intelligence
4.6	Negotiate and manage effectively collective bargaining or written agreements. C.F. content knowledge, diversity, professionalism, emotional intelligence	<u>EDL 872</u> (p. 184, P.O. #2, assignment p. 189, rubric p. 192, student work App. A p. 141)
5.	<b>Student Personnel Services</b> The institution's program prepares school leaders who demonstrate an understanding of, and the capability to:	
5.1	Apply the principles of student growth and development to the learning environment and the educational program. C.F. content knowledge	<u>EDL 713</u> (p. 99, P.O. #1 + p. 100 P.O. #4, rubric p. 104); <u>EDL 873</u> (p. 199, P.O. #6, assignment #1, p. 202, no rubric, no student work)
5.2	Develop with the counseling and teaching staff a full program of student advisement, counseling, and guidance services. C.F.* content knowledge, diversity, professionalism	<u>EDL 873</u> (p.195, assignment p. 202; no rubric, no student work)
5.3	Develop and administer policies that provide a safe school environment and promote student health and welfare.	<u>EDL 873</u> (p. 196, P.O. #1, assignment p. 202 #1, no rubric, no student work) C.F. content knowledge, diversity, professionalism
5.4	Address student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services for students.	<u>EDL 873</u> (p. 199, P.O. #1-5, assignment p. 202 #1, no rubric, no student work) C.F. content knowledge, diversity, professionalism, emotional intelligence
5.5.	Plan and manage activity programs to fulfill student developmental, social, cultural, athletic, leadership and scholastic needs; working with staff, students, families, and community.	<u>EDL 873</u> (p. 197, assignment p. 202 #1, no rubric, no student work) C.F. content knowledge, diversity, professionalism, emotional intelligence

**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. NOTE: \* in the parenthesis means not yet.

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Program Standards	Evidence: Performance Data, Experiences, and Courses
<p>6. <b>Organizational Management</b> The institution's program prepares school leaders who demonstrate an understanding of, and the capability to:</p>	
<p>6.1 Establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories. C.F. content knowledge, professionalism</p>	<p><u>EDL 871</u> (p. 179, assignment p. 179, rubric p. 181, student work pp. 133-140); <u>EDT 895</u> (p. 245, assignment p. 248, Mod I, #8, rubric pp. 253-256); <u>EDL 971</u> (p. 231, P.O. #3, rubric p. 234, no student work); <u>EDL 986</u> (p. 255, not developed)</p>
<p>6.2 Apply a systems perspective, viewing schools as interactive internal systems operating within external environments. C.F. content knowledge, diversity, professionalis m</p>	<p><u>EDL 871</u> (p. 179, assignment p. 179, rubric p. 181, student work pp. 133-140); <u>EDL 971</u> (p. 231, P.O. #4, rubric p. 229, no student work); <u>EDL 986</u> (p. 257, P.O. #5, not developed)</p>
<p>6.3 Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals. C.F.* content knowledge, professionalism, emotional intelligence</p>	<p><u>EDL 771</u> (p. 112, P.O. #2, assignment pp. 113, 114, rubric p. 119, student work App. A p. 31, 40); <u>EDL 871</u> (p. 179, P.O. # 3,4,5,6, assignment p. 179, rubric p. 181, student work App. A p. 133); <u>EDT 895</u> (p. 245, P.O. #27, assignment p. 248, Mod I, rubric p. 253, 254); <u>EDL 986</u> (p. 257, P.O. #6, not developed)</p>
<p>6.4 Monitor and assess the progress of activities, making adjustments and formulating new action steps as necessary. C.F. content knowledge</p>	<p><u>EDL 871</u> (p. 179, P.O. 3,4,5,6, assignment p. 179, rubric p. 181, student work App. A p. 133); <u>EDT 895</u> (p. 245, assignment p. 248, Mod I, rubric pp. 253, 254, no student work); <u>EDL 986</u> (p. 257, P.O. #7, not developed)</p>
<p>7. <b>Interpersonal Relationships</b> The institution's program prepares school leaders who demonstrate an understanding of, and the capability to:</p>	
<p>7.1 Use appropriate interpersonal skills (<i>e.g. exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, exhibiting consistency and trustworthiness, etc.</i>). C.F. content knowledge, emotional intelligence</p>	<p><u>EDL 771</u> (p. 109, P.O. p 112, assignment pp. 113, 114, rubric p. 119, student work App. A p. 31, 40); <u>EDL 776</u> (p. 141, assignment p. 143, P.O. #3, rubric p. 144, no student work); <u>EDL 987</u> (p. 262, not developed); <u>URS 710</u> (p. 270, not offered yet)</p>
<p>7.2 Use appropriate written, verbal, and nonverbal communication in a variety of situations. C.F. content knowledge, emotional intelligence</p>	<p>This thread runs through all courses. <u>EDL 712</u> (p. 93, P.O. #3); <u>EDL 776</u> (p. 141, P.O. #4, assignment p. 143, rubric p. 144, no student work); <u>EDL 780</u> (p. 149, P.O. #1, assignment p. 151, rubric p. 152, no student work); <u>EDL 792</u> (p. 172, P.O. #4, no assignment, no student work, no rubric); <u>EDL 987</u> (p. 262, not developed ); <u>EDT 839</u> (p. 239)</p>
<p>7.3 Apply appropriate communications strategies (<i>e.g. identifying audiences, determining messages, selecting transmission mediums, identifying reaction of receivers, soliciting responses, etc.</i>). C.F. content knowledge, emotional intelligence</p>	<p><u>EDL 712</u> (p. 93, P.O. #3); <u>EDL 780</u> (p. 149, P.O. #2, assignment p. 151, rubric p. 152, no student work); <u>EDL 792</u> (p. 172, P.O. #5, no assignment, no rubric, no student work); <u>EDL 987</u> (p. 262 not developed)</p>
<p>7.4 Promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation. C.F. content knowledge, diversity, professionalism, emotional intelligence</p>	<p><u>EDL 771</u> (p. 109, P.O. #3, assignment p. 114, rubric p. 120, student work App. A p. 43, 52); <u>EDL 776</u> (p. 141, P.O. #5, assignment p. 143, rubric p. 144); <u>EDL 780</u> (p. 149, P.O. #3, assignment p. 151, rubric p. 152, no student work); <u>EDL 792</u> (p. 172, P.O. #6,</p>

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	no assignment, no student work, no rubric); <u>EDL 890</u> (p. 217, P.O. 2a, rubric p. 221, student work on site); <u>EDL 987</u> (p. 262, not developed); <u>URS 710</u> (p. 270, not offered yet)
7.5 Apply counseling and mentoring skills, and utilize stress management and conflict management techniques. C.F. content knowledge	<u>EDL 987</u> (p. 262, not developed); <u>URS 710</u> (p. 270, not offered to date)
8. <b>Financial Management and Resource Allocation</b> The institution's program prepares school leaders who demonstrate an understanding of, and the capability to:	
8.1 Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts. C.F.* content knowledge	<u>EDL 781</u> (p. 156, P.O. #1,2,3,4,5, assignment pp. 159, 160, rubric p. 161, student work App. A pp. 133-140) <u>EDL 874</u> (p. 210, P.O. #1-6, Unit 4, rubric p. 214, student work App. pp. 150-177); <u>EDT 895</u> (p. 246 P.O. 36, 38, assignment p. 248, Mod II, #1, rubric pp. 250-251); <u>EDL 993</u> (p. 267, P.O. #6, no rubric, no student work)
8.2 Acquire and manage financial and material assets, and capital goods and services, allocating resources according to district or school priorities ( <i>e.g. property, plant, equipment, transportation, and food service</i> ). C.F. content knowledge	<u>EDL 874</u> (p. 209 P.O. #1-6 unit 3, rubric p. 214, student work App. A pp. 150-177); <u>EDT 895</u> (p. 251-252, Mode II, #1, rubric pp. 253-254); <u>EDL 993</u> (p. 267, P.O. #7, no rubric, no student work)
8.3 Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community. C.F. content knowledge	<u>EDL 781</u> (p. 156, P.O. #9, assignment pp. 159, 160, rubric p. 161); <u>EDL 874</u> (p. 207, P.O. #7 Unit 1, no rubric, no student work); <u>EDT 895</u> (p. 251, Mod II, rubric p. 253, 254); <u>EDL 993</u> (p. 267, P.O. #4, no rubric, no student work)
8.4 Perform budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management. C.F. content knowledge	<u>EDL 781</u> (p. 157, P.O. #10, assignment pp. 159, 160, rubric p. 161); <u>EDL 874</u> (p. 208, P.O. #6, Unit 2, rubric p. 214, student work App. A pp. 150-177); <u>EDL 993</u> (p. 267, P.O. #8, in development, no rubric, no student work)
9. <b>Technology and Information Systems</b> The institution's program prepares school leaders who demonstrate an understanding of, and the capability to:	
9.1 Use technology, telecommunications, and information systems to enrich curriculum and instruction ( <i>e.g. CAI systems, CD ROM retrieval systems, on-line networks, distance learning, inter-active video, etc.</i> ). C.F. content knowledge, technology	<u>EDL 713</u> (p. 100, P.O. #1, no rubric, no student work); <u>EDT 895</u> (p. 245, assignment p. 249; Mod III, rubric pp. 251, 251); <u>EDL 839</u> (p. 238, P.O. #2,3,4, rubrics pp. 239, 240, 241, no student work available)
9.2 Apply and assess current technologies for school management and business procedures. C.F. content knowledge, technology	<u>EDT 895</u> (p. 245, assignment p. 249, Mod III, rubric p. 250, 251)
9.3 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 and school operations. C.F. content knowledge, technology	<u>EDT 895</u> (p. 245, assignment p. 249, Mod III, rubric pp. 250, 251)

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**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.

Program Standards	Evidence: Performance Data, Experiences, and Courses
<p>10. <b>Community and Media Relations</b> The institution's program prepares school leaders who demonstrate an understanding of, and the capability to:</p>	
<p>10.1 Analyze community and district power structures, and identify major opinion leaders and their relationships to school goals and programs. C.F.* content knowledge, professionalism</p>	<p><u>EDL 780</u> (p. 146, P.O. #1, no student work, rubric p. 152, assignment p. 151); <u>EDL 971</u> (p. 231, P.O. #7, rubric p. 234, no student work)</p>
<p>10.2 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 (<i>e.g. form collaborative relationships with businesses, citizen groups, neighborhood associations, social service agencies, parent organizations, advocacy groups, universities, and religious institutions, etc.</i>).</p>	<p><u>EDL 780</u> (p. 146, P.O. #2, no student work, rubric p. 152, assignment p. 151) C.F. content knowledge, professionalism, emotional intelligence</p>
<p>10.3 Communicate effectively with various cultural, ethnic, racial, and special interest groups in the community. C.F. content knowledge, diversity, professionalism, emotional intelligence</p>	<p><u>EDL 780</u> (p. 146, P.O. #3, assignment p. 151, rubric p. 152, no student work); <u>EDL 971</u> (p. 231, P.O. #9, rubric p. 234, no student work)</p>
<p>10.4 Involve family and community in appropriate policy development, program planning, and assessment processes. C.F. content knowledge, professionalism, emotional intelligence</p>	<p><u>EDL 780</u> (p. 147, P.O. #4, assignment p. 151, rubric p. 152, no student work); <u>URS 710</u> (p. 273 not offered)</p>
<p>10.5 Develop an effective and interactive staff communications plan and public relations program. C.F. content knowledge, professionalism, emotional intelligence</p>	<p><u>EDL 780</u> (p.147, P.O. #5, assignment p. 151, rubric p. 152, no student work); <u>EDL 782</u> (p. 165, P.O. #2, assignment p. 167, student work App. p. 120); <u>EDL 971</u> (p. 232, P.O. #10, rubric p. 234, no student work)</p>
<p>10.6 Utilize and respond effectively to electronic and printed news media. C.F. content knowledge, technology, professionalism, emotional intelligence</p>	<p><u>EDL 780</u> (p. 147, P.O. #6, assignment p. 151, rubric p. 152, no student work); <u>EDL 971</u> (p. 232, P.O. # 11, rubric p. 234, no student work)</p>

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<p>11. <b>Educational Law, Public Policy and Political Systems</b> The institution's program prepares school leaders who demonstrate an understanding of, and the capability to:</p>	
<p>11.1 Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education. C.F.* content knowledge</p>	<p><u>EDL 776</u> (p. 141, assignment p. 143, rubric, p. 144, no student work); <u>EDL 780</u> (p. 147, P.O. #1, assignment p. 151, rubric p. 152, student work); <u>EDL 782</u> (p. 165, P.O. #1, assignment p. 167, student work App. A pp. 120-127); <u>EDL 872</u> (p. 187, P.O. #1, assignment p. 189, rubric p. 192, student work App. p. 141)</p>
<p>11.2 Apply knowledge of common law and contractual requirements and procedures in an educational setting (<i>e.g. tort liability, contract administration, formal hearings</i>). C.F. content knowledge</p>	<p><u>EDL 780</u> (p. 147, P.O. #2, assignment p. 151, rubric p. 152, no student work); <u>EDL 782</u> (p. 165, P.O. #1, assignment p. 167, student work App. A p. 120); <u>EDL 872</u> (p. 187, P.O.#2, assignment p. 189, rubric p. 192, student work App. A pp. 144-149)</p>
<p>11.3 Define and relate the general characteristics of internal and external political systems as they apply to school settings. C.F. content knowledge</p>	<p><u>EDL 780</u> (p. 147, P.O. #3, assignment p. 151, rubric p. 152, no student work); <u>EDL 782</u> (p. 165, P.O. #3, assignment p. 167, student work App. A p. 120); <u>EDL 872</u> (p.187, P.O. #3, assignment p. 189, rubric p. 192, student work App. A pp. 141-149)</p>
<p>11.4 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. C.F. content knowledge</p>	<p><u>EDL 780</u> (p. 147, P.O. #4, assignment p. 151, rubric p. 152, no student work); <u>EDL 782</u> (p.165, P.O. #4, assignment p. 167, student work App. A p. 120); <u>EDL 872</u> (p. 187, P.O. #4, assignment p.189, rubric p. 192, student work App. A p. 141); <u>EDL 971</u> (p. 231, P.O. #5, rubric p. 234, student work on site)</p>
<p>11.5 Make decisions based on the moral and ethical implications of policy options and political strategies C.F. content knowledge, diversity</p>	<p><u>EDL 780</u> (p. 147, P.O. #5, assignment p. 151, rubric p. 152, no student work) ); <u>EDL 971</u> (p. 232, P.O. #15, rubric p. 234, student work on site); <u>URS 450/650</u> (not offered yet) p. 273)</p>
<p>11.6 Analyze the major philosophical tenets of contemporary intellectual movements and analyze their effect on school contexts (<i>e.g. critical theory, feminism, poststructuralism, fundamentalism, etc.</i>). C.F. content knowledge, diversity</p>	<p><u>EDL 780</u> (p. 147, P.O. #6, assignment p. 151, rubric p. 152, no student work) C.F. content knowledge, diversity</p>
<p>11.7 Develop appropriate procedures and relationships for working with local governing boards. C.F. content knowledge, diversity, professionalism, emotional intelligence</p>	<p><u>EDL 780</u> (p. 147, P.O. #7, assignment p. 151, rubric p. 152, no student work); <u>EDL 890</u> (p. 217, P.O. #2c, rubric p. 234, student work on site); <u>EDL 971</u> (p. 231, P.O. #1, 6, 8, p. 232, P.O. #13, rubric p. 234, student work on site ); <u>URS 710</u> (p. 270 not offered yet)</p>

**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 program standards. When coupled with integrating experiences through related clinics or cohort seminars, the outcome is 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 extended period of time. The experiences need to provide interns with

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\* C.F. = conceptual framework

substantial responsibilities which increase over time in amount and complexity, and which involve direct interaction and involvement with students, staff, parents, and community leaders. Ideally, an internship should include some work with social service organizations involved with inter-agency activities affecting schools.

An internship consists of a six-month, full time mentored experience (or the equivalent<sup>3</sup>), preferably involving two or more settings and multiple levels (elementary, secondary, etc.). An optimum internship is a yearlong, full time mentored experience. The department is moving toward this concept.

Universities and school districts will collaborate to achieve state policies that support these program standards for the internship. The department recognizes that school district, university and state policies and practices which encourage and facilitate paid internship positions allow interns to engage in a rich variety of mentored leadership activities and decision making responsibilities. The department believes these opportunities raise the level of professional preparation and provide evidence of a serious commitment to developing quality leadership for the nation's schools and have begun to explore these kinds of internship agreements with area school districts.

Program Standards	Evidence Performance Data, Experiences, and Courses
<p>12. <b>Internship</b> The internship provides significant opportunities in the workplace to synthesize and apply the knowledge, and to practice and develop the skills, identified in the eleven guideline areas. Therefore, the preparation program:</p>	
<p>12.1 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. C.F.* content knowledge, diversity, technology, professionalism, emotional intelligence</p>	<p><u>EDL 776</u> (p. 141, assignment p. 142, 143; rubric p. 144); <u>EDL 890</u> (p. 217, P.O. #2d, assignment p. 218d, rubric p. 221, student work on site)</p>
<p>12.2 Establishes relationships with school leaders acting as trained mentors/clinical professors who guide individuals preparing for school leadership in appropriate in-school/district experiences. C.F. content knowledge, diversity, professionalism, emotional intelligence</p>	<p><u>EDL 890</u> (p. 217, P.O. #2e, assignment p. 218e, rubric p. 221, student work on site)</p>
<p>12.3 Includes experiences with social service, private, and/or community organizations. C.F. content knowledge, diversity, professionalism, emotional intelligence</p>	<p><u>EDL 890</u> (p. 218, assignment e, rubric p. 221, portfolio on site)</p>

<sup>3</sup> Examples of an equivalency would be two non-contiguous internships of three months each or a four month internship and two field practica of one month each. The essential expectation is for six months of substantial, mentored field work in more than one setting.

\* C.F. = conceptual framework