

Educational Leadership Advising Handbook:

Addendum to the Graduate Handbook

Educational Leadership Program Overview

The program consists of ten (10) courses for thirty (30) credit hours. It is a licensure program and not a degree program. Kentucky candidates may apply the hours toward a Rank I with additional coursework that is appropriate for school leaders. The additional coursework must be approved by the program advisor. The program must be completed, including applying for the license, in order to be recommended for the Rank I.

Applications are due by July 15 and March 15 for admission to the program. Candidates may begin coursework in May or August starting with the course A500 Introduction to Educational Leadership which must be taken first.

Materials to Submit for Application to the Program

- Three letters of recommendation that address the applicant's **leadership skills**. One must be from a current or recent supervisor.
- An essay that explains why the applicant **aspires to be a building level administrator**, how the applicant has **impacted student learning**, and how the applicant has **served as a school leader**.
- Official graduate and undergraduate transcripts. Applicants with an Indiana University transcript do not need to submit these as they are accessible through Onestart. A minimum graduate GPA of 3.0 must be reflected on the transcripts.
- An online application and payment of the application fee if the applicant was not previously admitted to the graduate program.
- An advising verification submitted during the advising session.
- Indiana candidates must meet the Indiana Office of Educational License and Development degree requirements. Kentucky candidates must have completed an MS or MAT degree. Kentucky's Educational and Professional Standards Board will not accept a planned Fifth Year Program or any coursework taken while working on a Master's Degree..
- A copy of the applicant's current and valid teaching license.

Courses, Overview of Curriculum, and Information on Field and Clinical Hours

Courses are aligned to the Educational Leadership Constituent Council Standards (ELCC), the Indiana OELD Content Standards that include the Interstate Leaders Licensure Consortium and Technology Standards, and the IU Southeast School of Education Outcomes, Diversity Proficiencies, and Dispositions. The course alignment may be found in the curriculum map www.ius.edu/education The relationship to each course and the SPA assessment is also noted at the end of each description. Candidates will learn in courses about how to work with diverse students and their families and will demonstrate the application of that knowledge in assessments embedded in the Practicum A695.

Field experiences are now included in nine of the ten courses. The tenth course is the clinical course or practicum. The following explains the sequence of courses and the type of field or clinical experiences in each:

Field A500 Introduction to Educational Leadership—Candidates analyze elements (both academic and non-academic) of their respective school data and determine alignment with school’s vision and school improvement plans. They establish their core values and beliefs, and from this they develop their own vision of school leadership and student learning. The field work involves 20-25 hours outside class. Summer and Fall (SPA #2)

Field A510 School and Community Relations—Candidates explore the school community for available resources. They determine their parent involvement in their individual schools disaggregating appropriate school data. Candidates develop perception surveys and administration protocols in their quest for input from the various stakeholders. The field work involves 25-30 hours outside class. Summer (SPA # 2)

Clinical Practicum A695—One hour after the A500 and A510 courses. Candidates complete two projects during one semester although they are encouraged and permitted to begin the work while in or soon after completing A510. The projects are found as Assessment 7 and focus on working with others to improve their schools’ culture and community relationships. Candidates also complete at least 3 of 11 school based management experiences such as planning and conducting an end of the year activity, supervising a student event, or observing a special education student conference. This clinical work involves 70-100 hours. See the practicum manual for more information. Fall and Spring (SPA # 4)

Field A608 Legal Perspectives on Education—Candidates learn how various federal, state, and local laws, regulations, and court decisions impact public schools. As candidates acquire content knowledge, they apply it to scenarios that depict what public school administrators may encounter in the day-to-day operations of schools. As they determine the solutions and the ethical implications each may pose, they use source documents from their schools and districts. The field work involves 25-30 hours outside class. Summer (SPA # 2)

Field A635 Public School Budget and Accounting—Candidates learn about state laws and regulations impacting school finance using their schools’ and districts’ finance information. They also build a budget using that data rather than a contrived set of data. The field work involves 20-25 hours outside class. Summer (SPA # 2)

Field A625 Administration of Elementary Schools and A627 Supervision of Secondary Schools—These two courses focus on effective administration at each level. Candidates analyze the effectiveness of their faculty meetings, survey teachers in their building on their induction to teaching, interview those in their buildings responsible for scheduling, learn about effective leadership related to ECE and LEP students, learn about school safety, and create a teacher interview based upon their local district policies and procedures. The field work involves 25-30 hours outside each class. A625 Spring and A627 Fall (SPA # 2 and #3)

Clinical Practicum A695—One hour after the A625 and A627 courses. Candidates complete two projects during one semester although they are encouraged and permitted to begin the work while in or soon after completing the administration course. The projects focus on leading changes to their schools' organizational and structural issues as well as designing and presenting a teacher selection, retention and induction process. Candidates also complete at least 3 of 11 specific experiences. This clinical work involves 70-100 hours. Fall and Spring (SPA # 6)

A638 Public School Personnel Management—Candidates observe the interaction between two teachers and low and high achieving students using that data to develop a plan to assist the teachers in improving instruction. They also analyze their districts' teacher evaluation instruments using tools such as Danielson's four domains and determine how the instrument can be used as an effective tool to improve instruction. They analyze their school's data and the school's improvement plan. The field work involves 25-30 hours outside class. Spring (SPA # 2 and #3)

J500 Context of Curriculum—Candidates research and share best practices in instruction. They develop protocols for assessing student work, units of instruction, and teaching strategies. Candidates develop professional growth plans. The field work involves 25-30 hours outside class. Fall (SPA # 2)

Clinical Practicum A695—One hour after the A638 and J500 courses. Candidates complete two projects during one semester although they are encouraged and permitted to begin the work while in or soon after completing the curriculum and supervision courses. The projects focus on leading others to solve their schools' student achievement and instructional issues. Candidates also complete the remaining school based specific experiences. This clinical work involves 70-100 hours. Fall and Spring (SPA # 7)

H520 Education and Social Issues—This course was added to the new thirty hour program. While not elements of the course have been developed, a major one is the service learning project. This must be done in a setting with diverse students and families. If a candidate is not in a school that is diverse, the placement must be with students and families that are not represented in the candidate's school. The field work total has not yet been determined for this course first offered in Summer 2013. (SPA # 2)

Summative Decision Points

Candidate progress through the program is assessed as follows. The program collects the information to assist in making program improvements.

Summative Decision Point	Assessment Data Collected	Impact of Decision
<p>I—Application to the Program</p> <p>Application submitted to Graduate Education Coordinator’s office. Applications reviewed by Program Team.</p>	<ul style="list-style-type: none"> • Copy of appropriate teaching license • 3 letters of reference and • Essay read to determine if candidate has leadership skills and has impacted student learning and if there are any dispositional concerns • 3.0 GPA • Application form • Transcripts 	<p>Admitted</p> <p>Conditionally admitted</p> <p>Not admitted</p>
<p>II—Application to each Section of the Practicum</p> <p>Application submitted to Program Advisor</p>	<ul style="list-style-type: none"> • Completion of pre-requisite courses and minimum 3.25 GPA; no grade below 3.0 • Mentor/School District agreement form • Dispositions assessed at completion of A500 	<p>Candidate given permission to enroll or not given permission to enroll. Remediation plan developed for those denied permission unless due to not having taken pre-requisite courses</p>
<p>III—Program Completion</p> <p>Data submitted to Program Advisor; A695 assessment completed by A695 instructor</p>	<ul style="list-style-type: none"> • Mentor assessment rubric submitted • Practicum log and projects; rubrics presented in Practicum Manual with Proficient scores • All required courses completed with 3.25 GPA • Exit interview upon completion of third hour of A695. • Essay on dispositional growth during program 	<p>Candidate will be marked to</p> <ul style="list-style-type: none"> • Continue without Conditions • Continue with Conditions • Continue Under Probation • Discontinue
<p>Certification</p> <p>Application submitted to Graduate Licensing</p>	<ul style="list-style-type: none"> • Successful DPIII and completed appropriate application form • Candidates have passing scores on 	<p>Candidate will be recommended for licensure or not</p>

Office; application reviewed to ensure all requirements met	<p>the required state assessments</p> <ul style="list-style-type: none"> • Kentucky candidates must first apply for an Indiana license and meet Indiana’s requirements 	recommended for licensure.
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Assessment of School of Education Dispositions

The IU Southeast School of Education dispositions are found in the Graduate Handbook. Candidates are assessed throughout the program as follows:

When Dispositions are Assessed	Detailed Description of How The Dispositions are Systematically Assessed
Decision Point I—Admission to the program	<p>Applications and letters of reference have been read by program faculty with attention to evidence of the dispositions. Candidates are admitted if no concerns are evident.</p> <p>This is recorded on the DPI form beginning fall 2012. For spring 2013 admissions, a disposition form will also be completed to track dispositions for which little or no evidence is presented.</p>
Decision Point II—After completion of A500 and H520; admission and continuation in A695 based upon results	<p>Candidates will be assessed by the instructor and self-assessed upon completion of A500 beginning in Summer 2012. Candidates will write a paper in H520 addressing dispositions beginning in summer 2013. It will be assessed by the instructor prior to being admitted to the last practicum experience. For both/either, there must be no concerns and/or each one must be assessed prior to admission. Any candidates with a concern will be placed on a corrective action plan as per the graduate policy during a meeting with the Graduate Director.</p>
Decision Point III—Program completion	<p>The mentor, candidate, and university supervisor each complete a summative disposition form. Candidates are aware of any concerns during the exit interview with the faculty member responsible for the exit interview.</p> <p>Candidates reflect about their growth in each disposition during the program. This reflective essay is presented at the exit interview.</p> <p>The faculty member responsible for the exit interview and candidate discuss this and the faculty member completes a</p>

	summative disposition form based upon the reflection and discussion.
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Program Policies

1. Courses in law, supervision, the principalship, and the practicum must be taken at Indiana University; and at least 9 credit hours, including the practicum, must be taken at IU Southeast. Candidates must achieve a minimum
2. Candidates must have a GPA of 3.25 in the program, with no grade below B–.
3. Any course for which a waiver is granted will be based upon course recency, evidence the course was based upon program standards, and review of course assignments completed by the candidate addressing the program standards. Candidates must complete all requirements, including application for licensure, within five years from the date of admission to the program. Due to changes driven by accreditation requirements, candidates must complete a sequence of courses beginning in June 2009. Information will be available at advising sessions.
4. Courses older than six years must be revalidated as per the policy found in the Graduate Handbook. Candidates must take the sections of J500 and H520 designed for Educational Leadership candidates.
5. Applicants must attend an advising session prior to be accepted to the program.
6. Additional assessment requirements have been established by both Indiana and Kentucky. It is the candidate’s responsibility to stay abreast of any requirements and changes that may occur while enrolled in the program prior to application for the license.

Kentucky candidates are required by the Kentucky EPSB to first acquire a license in the state in which the institution where they prepared is located. Contact the IU Southeast School of Education Graduate Licensing Advisor for information on applying for the license in each state.

The Educational Leadership Consortium Council (ELCC) Standards:

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

1.1 Develop a Vision

- a. Candidates develop a vision of learning for a school that promotes the success of all students.
- b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners’ needs,

schools as interactive social and cultural systems, and social and organizational change.

1.2 Articulate a Vision

- a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.
- b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
- c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision

- a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.
- b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

1.4 Steward a Vision

- a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.
- b. Candidates design or adopt a system for using data-based research strategies to regularly

monitor, evaluate, and revise the vision.
c. Candidates assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision

a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture

a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

2.2 Provide Effective Instructional Program

a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

2.3 Apply Best Practice to Student Learning

a. Candidates demonstrate the ability to assist

school personnel in understanding and applying best practices for student learning.

b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.

c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

2.4 Design Comprehensive Professional Growth Plans

a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.

b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.

c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization

a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.

b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving

priority to student learning, safety, curriculum, and instruction.

c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

3.2 Manage Operations

a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.

b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.

c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

3.3 Manage Resources

a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.

b. Candidates creatively seek new resources to facilitate learning.

c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members

- a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.
- b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.
- c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.
- d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.
- e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.
- f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.
- g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.
- h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

4.2 Respond to Community Interests and Needs

- a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
- b. Candidates demonstrate the ability to use appropriate assessment strategies and research

methods to understand and accommodate diverse school and community conditions and dynamics.

c. Candidates provide leadership to programs serving students with special and exceptional needs.

d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

4.3 Mobilize Community Resources

a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.

b. Candidates demonstrate how to use school resources and social service agencies to serve the community.

c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity

a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2 Acts Fairly

a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically

a. Candidates make and explain decisions based upon ethical and legal principles.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Context

a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.

b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.

c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.

d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.

e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.

g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.

h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

6.2 Respond to the Larger Context

a. Candidates demonstrate the ability to communicate with members of a school

community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

6.3 Influence the Larger Context

- a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.
- b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.
- c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.