



Course Syllabus

COURSE NUMBER: LEAD 6009 ID	COURSE TITLE: Leadership Seminar	TERM: Summer 2007
SITE: Campus Program (12110 Clayton Road Room 60)	INSTRUCTOR CONTACT INFORMATION: Joseph "Chip," Jones calicojlj@hotmail.com (Preferred method of communication) 314-963-9318 (H) 314-989-8435 (W) 800 Tavalon Avenue, Rock Hill MO, 63119	CREDIT HOURS: 2

1. COURSE DESCRIPTION:

The Leadership Seminar is the culminating experience of the Specialist Degree in Educational Leadership and/or administrator certification program. This course offers individualized and collaborative opportunities for prospective school administrators to:

- Integrate learning from coursework, internships and other professional experiences
- Complete and present a professional portfolio that documents achievement of all the Standards for School Leaders
- prepare for the Interstate School Leaders Licensure Consortium (ISLLC) Examination
- Articulate a philosophical, theoretical framework for leadership
- Develop skills and strategies for job acquisition

Students will present a portfolio that contains documents and written commentary that, taken together, clearly demonstrates knowledge, analysis, application, and synthesis of each ISLLC standard. Questions that emulate the ISLLC examination will be presented and individually answered in each of the standard areas. Students will share their own professional portfolio and response to these questions with each other and then make follow-up refinements in their own professional portfolio. A philosophical/theoretical framework for leadership will be discussed throughout the course with reflective activities that solidify each individual students own perspective. Finally, there will be a strong reflective/self-analysis component combined with a professional development plan that bridges into the future.

2. LEARNING OUTCOMES

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed

<p>A major focus of this course will help students demonstrate knowledge, disposition/beliefs and performance/skills across each of the ELCC/ISLLC standards for educational leadership. While each of the knowledge, disposition and performance sub indicators is addressed in this course, emphasis will be placed on cultivating the following:</p> <p>The administrator believes in, values, and is committed to:</p> <p>1.3.1.2.2. A school vision of high standards of learning</p> <p>1.3.1.2.6. A willingness to continuously examine one’s own assumptions, beliefs, and practices</p> <p>1.3.1.2.7. Doing the work required for high levels of personal and organization performance</p> <p>1.3.4.2.2. Collaboration and communication with families</p> <p>1.3.4.2.4. The proposition that diversity enriches the school</p> <p>1.3.5.3.2. A personal and professional code of ethics</p> <p>1.3.5.3.3. Values, beliefs, and attitudes that inspire others to higher levels of performance</p> <p>The administrator facilitates processes and engages in activities ensuring that:</p> <p>1.3.1.3.3. The core beliefs of the school vision are modeled for all stakeholders</p> <p>1.3.1.3.6 processes that use the fundamental principles of interpersonal communication, consensus building, conflict resolution, and organizational change</p> <p>1.3.1.3.8. The vision shapes the educational programs, plans, and</p>	<p>Standards for Advanced Programs in Educational Leadership ELCC Professional Competencies for School Leader Preparation (Advanced) ISLLC 1.3</p> <p>ELCC 1.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ISLLC 1.3.1)</p> <p>ELCC 2.0: Candidates who complete the program are educational leadership 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 (ISLLC 1.3.2)</p> <p>ELCC 3.0: Candidates who complete the program are educational leadership 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 (ISLLC 1.3.3)</p> <p>ELCC 4.0: Candidates who complete the program are</p>	<p>ELCC Standards 1-6 ISLLC Standards 1.3.1-6 All ISLLC Indicators in 1.3.1-6 with focus in course outcome areas listed in the left column SOE Goals 1-4 SOE Dispositions 1-3</p> <p>Note: A listing of the "Knowledge," "Disposition," and "Performance" indicators specific to this course are outlined within the “Dominant Program Outcome Rubric,” toward the end of this syllabus</p>
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<p>actions</p> <p>1.3.2.3.7. Life long learning is encouraged and modeled</p> <p>1.3.2.3.8. There is a culture of high expectations for self, student, and staff performance</p> <p>1.3.2.3.12. The school is organized and aligned for success</p> <p>1.3.4.3.4. Processes that foster collaboration and communication among members of the school and school community</p> <p>1.3.5.3.1. Personal and professional values are examined</p> <p>The administrator has knowledge and understanding of:</p> <p>1.3.3.1.1. Theories and models of organizations and the principles of organizational development</p> <p>1.3.6.1.3. The law as related to education and schooling</p> <p>1.3.6.1.4. The political, social, cultural and economic systems and processes that impact schools</p> <p>1.3.6.1.5. Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling</p>	<p>educational leadership 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 (ISLLC 1.3.4)</p> <p>ELCC 5.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner. (ISLLC 1.3.5)</p> <p>ELCC 6.0: Candidates who complete the program are educational leadership 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 (ISLLC 1.3.6)</p> <p>Education Specialist Degree School of Education Webster University Goals</p> <p>1. The educational leader/graduate will demonstrate and model scholarship and lifelong learning skills.</p> <p>2. The educational leader/graduate will demonstrate effective teaching, learning, and leadership based on sound theory and practice and ethical decision-</p>	
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	<p>making to create an optimal learning environment.</p> <p>3. The educational leader/graduate will reflect upon his/her own practice in order to become an agent of change in classrooms, schools and communities.</p> <p>4. The educational leader/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues, and families.</p>	

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1

Overview

ISLIC Portfolio format and expectations

ISLLC examination format and expectations

Principle-Centered Leadership

Development of skills and strategies for job acquisition

Review Portfolio Standard 4: Communication/Collaboration (Review in whole or in small groups write in inserts then take home and update for next class)

Prep for Portfolio Standard 1: Vision (review expectation, brainstorm ideas in whole or small groups, take home and write up for next class)

Participation and reflective activity in reference to this presentation (in class activity 5 points)

Homework complete first draft Standard 1 & 4 (narrative/power-point and documentation)

Read Principle-Centered Leadership, chapters 1-6

Week 2

Review Portfolio Standards 4 & 1 (Review in whole or in small groups write in inserts then take home and update for next class)

Prep for Portfolio Standard 2: Effective Instruction/Climate/Professional Development (review expectation, brainstorm ideas in whole or small groups, take home and write up for next class)

Group dialogue Principle-Centered Leadership, chapters 1-6 (5 points)

Participation and reflective activity in reference to this presentation (in class activity 5 points)

Homework: Complete final draft of Standard 1, and 4 complete first draft Standard 2

(narrative/power-point and documentation) Read Principle-Centered Leadership, chapters 7-12

Week 3

Review Portfolio Standard 1, 2 & 4 (Review in whole or in small groups write in inserts then take home and update for next class)

Prep for Portfolio Standard 3: Managing the Organization, Operations, and Resources (review expectation, brainstorm ideas in whole or small groups, take home and write up for next class)

Group dialogue Principle-Centered Leadership, chapters 7-12 (5 points)

Participation and reflective activity in reference to this presentation (in class activity 5 points)

Homework: Complete final draft of Standard 2 and complete first draft Standard 3

(narrative/power-point and documentation), Read Principle-Centered Leadership, chapters 13-18

Week 4

Review Portfolio Standard 3 (Review in whole or in small groups write in inserts on two copies, one for me and one to take home and update for next class)

Prep for Portfolio Standard 5: Professional Ethics & 6: Influencing the Larger Context (review expectation, brainstorm ideas in whole or small groups, take home and write up for next class)

ISLLC 1A (5 points)

Whole group (30 min)

Small group (10 min)

Individual (6 min)

Small group 14 min)

Group dialogue Principle-Centered Leadership, chapters 13-18 (5 points)

Participation and reflective activity in reference to this presentation (in class activity 5 points)

Initiate the final program self-analysis/reflection related to disposition development

Development of skills and strategies for job acquisition

Homework: Complete final draft of Standard 3 and first draft Standard 5 & 6, Read Principle-Centered Leadership, chapters 19-24

Week 5

Review Portfolio Standard 1-6 (Review in whole or in small groups write in inserts on two copies, one for me and one to take home and update for next class)

Prep for Portfolio, A holistic look at format: introduction, conclusion and artifact organization (review expectation, brainstorm ideas in whole or small groups, take home and write up for next class)

ISLLC 1B (5 points)

Whole group (30 min)

Small group (15 min)

Individual (10 min)

Small group 15 min)

ISLLC 2 (5 points)

Whole group (75 min)

Individual (60 min)

Small group (40 min)

Group dialogue Principle-Centered Leadership, chapters 19-24 (5 points)

Participation and reflective activity in reference to this presentation (in class activity 5 points)

Development of skills and strategies for job acquisition

Homework: Possible tweaking of Standards and complete final overall format: introduction, conclusion

and artifact organization, possibly the ISLLC 2 individual and read Principle-Centered Leadership, chapters 25-31

Week 6

Final turn in of completed Portfolio (That will stay with the program) and final program essay

ISLLC 2 (5 points)

Whole group (75 min)

Individual (60 min)

Small group (40 min)

Group dialogue Principle-Centered Leadership, chapters 25-31 (5 points)

Development of skills and strategies for job acquisition

Culminating Activity

Individual: Top 10 Principals/concepts from the program (15 min)

Small group dialogue (30 min)

Professional Development Plan (10 points)

Turn in final program self-analysis/reflection related to disposition development

Homework: Celebrate completion of the program

4. RESOURCES:

Required Text(s):

Principle-Centered Leadership, Stephen R. Covey, Franklin Covey Co., A Fireside Book Published by Simon & Schuster, New York

ISLLC School Leadership Series “Registration Bulletin,” and “Test at a Glance,” publication and finally the School Leaders Licensure Assessment: Study Kit, books 1-4

You can order these over the phone (609-771-7395) or write to:

The School Leadership Series, Educational Testing Service, P.O. Box 6051, Princeton, NJ 08541-6051

SUPPLEMENTS:

Interstate School Leaders Licensure Consortium (ISLLC) Portfolio Component, ISLLC

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Students will present a portfolio that contains documents and written commentary that, taken together, clearly demonstrates knowledge, analysis, application, and synthesis of each ISLLC standard at the progressing to proficient level or above (See criteria in the “Dominant Program Outcome Rubric,” toward the end of this syllabus for further information) in order to pass this course. Each standard is worth 10 points, for a total of 60 points.

Questions that emulate the ISLLC examination will be presented and individually answered in each of the standard areas. Students will share their own professional portfolio and response to these questions with each other and then make follow-up refinements in their own professional portfolio. Self analysis of responses will follow individual rubrics that are consistent with the school leaders licensure assessment process and congruent with ELCC ISLLC, MoSTEP & SOE standards. These rubrics can be found in the School Leaders Licensure Assessment: Study Kit, books 1-4. Individual completion of a sample vignette will be worth 5 points, for a total of 20 points. A philosophical/theoretical framework for leadership will be discussed throughout the course with

reflective activities that solidify each individual students own perspective. Individual, small and large group dialogue using the text “Principle-Centered Leadership,” will be used as the basis for this activity. Students will outline each chapter and dialogue on content in class. Each weekly outline and participation in the dialogue session will be worth 5 points, for a total of 25 points. Finally, there will be a strong reflective/self-analysis component combined with a professional development plan that bridges into the future. Each self analysis activity will be worth 5 points, for a total of 30 points. The compilation of each self analysis activity will culminate in the development of a next stem professional development plan will be worth 10 points. The total point value for these additional class activities, as outlined in the course schedule, will then be applied to the grading scale listed below.

Course outcome activity:

Pick one thing that you have learned in this class and used in your classroom/program/building. Describe how this knowledge/skill has impacted on student learning. Provide baseline and post data to support this area of impact. Consider throughout this session and complete before the end of the session.

Assessments	Links to Course Outcomes	Percentage of Grade
Dominate Program Outcome Rubric: Documentation could include: include conceptual frameworks, model program narratives, school/program/district wide evaluation and improvement plans, belief platforms, position papers, application projects/activities, reflective journals, self analysis reflections, professional development action plans	Portfolio Activity: Narrative descriptor of the knowledge, disposition and performance for each sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. Applied portfolio activity for each outcome areas, see “Dominant Program Outcome Rubric,” toward the end of this syllabus	63%
Students will complete problem solving/conflict resolution/decision making vignettes and case studies.	This component will stimulate growth, innovation, best practice application and next step implementation as it would relate to the individual, classroom, building district and community levels all in the context of the ELCC, ISLLC, MoSTEP & SOE Goals and Dispositions. Self analysis of responses will follow individual rubrics that are consistent with the school leaders licensure assessment process and congruent with ELCC ISLLC, MoSTEP & SOE standards.	24%
Principle Centered Leadership Book Study	This component will focus on best practice principles consistent with ELCC, ISLLC, MoSTEP & SOE standards with a focus on disposition and professional ethics.	13%

6. GRADING SCALE:

Students will present documents and written commentary that, taken together, clearly demonstrates knowledge, analysis, application, and synthesis of each ISLLC standard at the Progressing to proficient level or above in order to pass this course. The total point value for additional class activities, as outlined in the course schedule, will then result in the following grading scale:

- A = 145 points
- A- = 130 points
- B+ = 115 points
- B = 100 points

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person’s work is his/her own or implying that another person’s work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

Students who plagiarize will earn "no credit" for the assignment. Students may receive a grade reduction, no credit for the course, or dismissal according to university policy.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

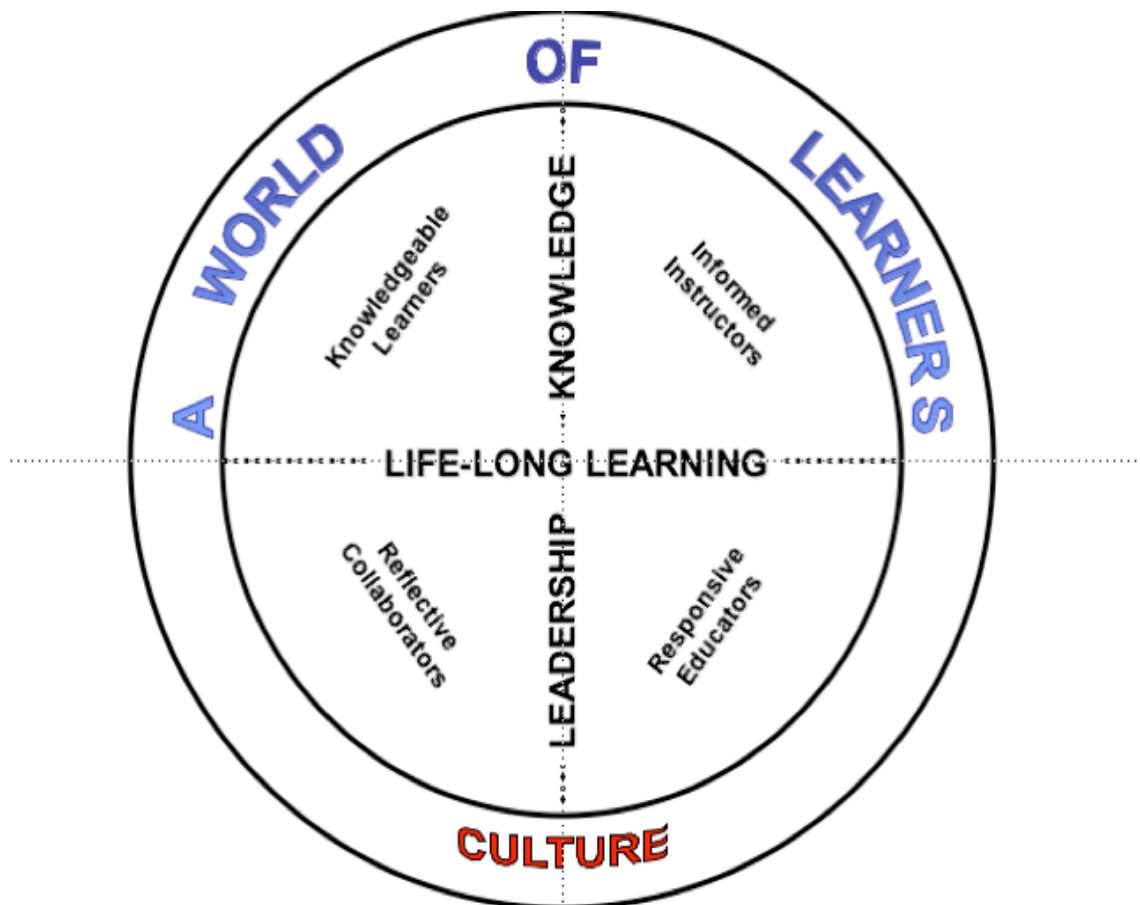
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

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Dominant Program Outcome Rubric: Principal Portfolio Review Scoring Guide

Missouri Professors of Educational Administration
Advanced Certification

Little or No: Does not meet expected standard

There is little or no evidence that the candidate ensures by leading the local school community in accomplishment of the expectations. The evidence presented is: vague irrelevant

Progressing: Basic knowledge and skill

There is limited or incomplete evidence that the candidate ensures by leading the local school community in accomplishment of the expectations. The evidence presented is Limited in: breadth , depth, complexity, consistency

Proficient

There is clear and consistent evidence that the candidate ensures by leading the local school community in accomplishment of the expectations. The evidence presented is: Developed, effective, applicable, reasonable, complete

Exemplary: Exceeds proficiency

There is comprehensive and convincing evidence that the candidate ensures by leading the local school community in accomplishment of the expectations. The evidence presented is: integrated, thoughtful, insightful, complex, conclusive

**MPEA Framework for Principal
Portfolio Rubric: Advanced
Certification**

Expectations

**Little or No:
Does not meet
expected
standard**

**Progressin
g: Basic
knowledge
and skill**

Proficient

**Exemplary:
Exceeds
proficiency**

The candidate for advanced certification ensures a shared vision of learning by leading the local school community in the acquisition of knowledge and understanding about:

1. learning goals in a pluralistic society.
2. fundamental principles of school improvement.
3. the use of data for vision-driven change.
4. fundamental principles of interpersonal communication, consensus building, conflict resolution, and organizational change.

Dispositions

The candidate for advanced certification ensures shared beliefs, values, and commitment to a shared vision of learning by leading the local school community in collaborative discussions about:

1. current research and best practice.
2. the uniqueness and educability of each learner within a pluralistic society.
3. fundamental principles of continuous, comprehensive, systemic school improvement.
4. data collection and analysis processes for vision-driven change.
5. reflective personal and organizational processes (openness to continuous review and revision through thoughtful, purposeful study of one's beliefs and practices).
6. fundamental principles of interpersonal communication, consensus building, conflict resolution, and organizational change.

Performances

The candidate for advanced certification ensures a shared vision of learning by leading the local school community in the implementation of:

1. processes that use research about best professional practice.
2. processes that recognize the uniqueness and educability of each learner in a pluralistic society.
3. processes for a plan for continuous, comprehensive, systemic school improvement.

Expectations	Little or No: Does not meet expected standard	Progressin g: Basic knowledge and skill	Proficient	Exemplary: Exceeds proficiency
4. processes that use data for vision-driven change in a school setting.				
5. processes that promote personal reflection (open to continuous review and revision through thoughtful, purposeful study of one’s beliefs and practices).				
6. processes that use the fundamental principles of interpersonal communication, consensus building, conflict resolution, and organizational change.				

Standard 2

(The Individual ensures and leads)

Knowledge

The candidate for advanced certification ensures a school culture and instructional programs conducive to student learning and staff professional growth by leading the local school community in the acquisition of knowledge and understanding about:

1. student and adult growth and development.
2. learning and motivational theories.
3. a caring school community.
4. best instructional practice.
5. program and curriculum design, articulation, and evaluation.
6. technology for student learning and professional development.
7. diversity and its meaning for educational programs and practices.
8. change in individuals, systems, and organizations.

Dispositions

The candidate for advanced certification ensures shared beliefs, values, and commitment to a school culture and instructional programs conducive to student learning and staff professional growth by leading the local school community in collaborative discussions about:

1. learning as the fundamental purpose of schooling.
2. the uniqueness and educability of each student in a caring school community.

3. professional development as an integral part of school improvement.
4. the benefits of diversity in the learning process.
5. a safe, supportive learning environment.
6. the importance of life-long learning and its significance for being a contributing member of society.

Expectations

Performances

The candidate for advanced certification ensures school culture and instructional programs conducive to student learning and staff professional growth by leading the local school community in the implementation of:

1. processes that identify and codify varied instructional strategies.
2. processes that support a culture for a caring school community.
3. processes for student assessment grounded in the belief that each student can learn.
4. processes for the use of student data that improve instruction.
5. processes for the development, evaluation, and refinement of curriculum.
6. processes for a professional development plan for staff
7. processes to assess the level of commitment to life-long learning of staff and students.
8. processes that assess the nature of a school's climate and culture.

Standard 3

(The Individual ensures and leads)

Knowledge

The candidate for advanced certification ensures organizational management for an effective learning environment by leading the local school community in the acquisition of knowledge and understanding about:

1. principles, theories, and models of organizational management.

**Little or No:
Does not meet
expected
standard**

**Progressin
g: Basic
knowledge
and skill**

Proficient

**Exemplary:
Exceeds
proficiency**

2. operational procedures, regulations, and policies at the school level.
3. operation of school facilities.
4. requirements of the safe schools' act,
5. legal issues for effective school operations.
6. current technology that supports school management.
7. human resource management.

Dispositions

The candidate for advanced certification ensures shared beliefs, values, and commitment to organizational management for an effective learning environment by leading the local school community in collaborative discussions about:

Expectations

1. management processes that enhance learning and teaching.
2. a safe and secure school environment.
3. the importance of stakeholder participation in management processes.
4. high-quality standards, expectations, and performance by all personnel.
5. the significance of confidentiality and privacy.
6. the importance of legal and fiscal responsibility.
7. the importance of technology for school efficiency.

Performances

The candidate for advanced certification ensures organizational management for an effective learning environment by leading the local school community in the implementation of:

1. processes that use varied principles, theories, and models of management that support effective learning and teaching.
2. processes that analyze the operational procedures in a school.
3. processes that involve stakeholders in management decision-making through consensus building.
4. processes that simulate building budget development.
5. processes for optimum utilization of human resources across a facility.

**Little or No:
Does not meet
expected
standard**

**Progressin
g: Basic
knowledge
and skill**

Proficient

**Exemplary:
Exceeds
proficiency**

6. processes that address confidentiality and privacy issues.

7. processes that analyze safety and accessibility of the school environment.

8. processes that use technology to manage school operations.

Standard 4

(The Individual ensures and leads)

Knowledge

The candidate for advanced certification ensures collaboration among school, family, and community by leading the local school community in the acquisition of knowledge and understanding about:

1. models for collaboration among school, family, and community.
2. emerging issues, trends, and dynamics of a diverse school community.
3. community resources available to the educational program.
4. community relations, marketing, and communication strategies.

Expectations

Dispositions

The candidate for advanced certification ensures shared beliefs, values, and commitment to collaboration among school, family, and community by leading the local school community in collaborative discussions about:

1. communication processes with families and community.
2. the integral role of the school in the community.
3. the value of community resources that support educational programs.
4. the value of diversity to the school community.
5. families as collaborative partners in the best interest of the education of their children.

Performances

**Little or No:
Does not meet
expected
standard**

**Progressin
g: Basic
knowledge
and skill**

Proficient

**Exemplary:
Exceeds
proficiency**

The candidate for advanced certification ensures collaboration among school, family, and community by leading the local school community in the implementation of:

1. processes that foster the involvement of the community in the educational programs of the school.
2. processes that foster the involvement of the school in the life of the community.
3. processes that foster the involvement of families in the educational programs of the school.
4. processes that foster collaboration and communication among members of the school and school community.
5. processes that demonstrate diversity is valued.

Standard 5

(The Individual ensures and leads)

Knowledge

The candidate for advanced certification ensures integrity, fairness, and ethical leadership by leading the local school community in the acquisition of knowledge and understanding about:

1. a professional code of ethics.
2. historical perspectives of ethical, moral leadership.
3. respect for the rights and dignity of all.
4. practices that inspire trust, integrity, and ethical behavior.

Expectations

Dispositions

The candidate for advanced certification ensures shared beliefs, values, and commitment to integrity, fairness, and ethical leadership by leading the local school community in collaborative discussions about:

1. a professional code of ethics.
2. trust, integrity, and ethical behavior.
3. respect for the rights and dignity of all.

**Little or No:
Does not meet
expected
standard**

**Progressin
g: Basic
knowledge
and skill**

Proficient

**Exemplary:
Exceeds
proficiency**

4. ethical principles for decision-making.
5. accepting consequences for actions taken.
6. the right of each student to a quality education.

Performances

The candidate for advanced certification ensures integrity, fairness, and ethical leadership by leading the local school community in the implementation of:

1. processes that develop a professional code of ethics.
2. processes that assess the level of trust in a school setting.
3. processes that examine the prevailing nature of values in the school community.
4. processes that examine the essence of how school leaders treat people (e.g. with respect, courtesy, fairness, and equity).
5. processes that demonstrate ethical decision-making.

Standard 6

(The Individual ensures and leads)

Knowledge

The candidate for advanced certification ensures the political, social, economic, legal, and cultural contexts of education are responsive to student success by leading the local school community members in the acquisition of knowledge and understanding about:

1. the law as related to education and schooling.
2. the political, social, cultural, and economic systems and processes that impact school.
3. models and strategies for change and conflict resolution as applied to the varied school contexts.
4. global issues and forces affecting teaching and learning.
5. the dynamics of policy development and advocacy within a democratic system.

**Expectations
Dispositions**

**Little or No:
Does not meet
expected
standard**

**Progressin
g: Basic
knowledge
and skill**

Proficient

**Exemplary:
Exceeds
proficiency**

The candidate for advanced certification ensures shared beliefs, values, and commitment to the political, social, economic, legal, and cultural contexts of education by leading the local school community in collaborative discussions about:

1. legal systems that protect student rights and improve student opportunities
2. the importance of communication and participation with decision-makers in the political and policy-making contexts that affect education.

Performances

The candidate for advanced certification ensures the political, social, economic, legal, and cultural contexts of education are responsive to student success by leading the local school community in the implementation of:

1. processes that promote open and ongoing communication with community groups concerning trends, issues, and potential changes.
2. processes for the development of school policies and regulations consistent with local, state, and federal laws.