

EXECUTIVE LEADERSHIP SUPERINTENDENT PROGRAM STUDENT HANDBOOK

TABLE OF CONTENTS

| Summary of Philosophy and Conceptual Framework | 1 |
|---|----|
| ISLLC 2008 Standards | 8 |
| Washington State Superintendent Standards | 10 |
| Program Overview and Admissions | 21 |
| Portfolio Design for Monitoring and Demonstrating Standards | |
| Self-Assessment Process | 22 |
| Self-Assessment Form | 24 |
| Rubrics | 32 |
| Internship Approval Form | 33 |
| Advising Procedures and Key Internship Activities | 34 |
| Certification | |
| Residency Certification Procedures | 36 |
| Verification of Attainment of Residency Benchmarks | 37 |
| Program of Study Form | 41 |

SUMMARY AND PHILOSOPHY

The intent of the Seattle University program in Executive Leadersip Superintendent Program is to attain the College of Education mission of *preparing ethical*, *reflective professionals in service to diverse communities*.

The mission is explicated further to be preparation of:

Ethical and competent school administrators who will lead other professionals in the change processes necessary to support a high-quality learning environment that fulfills the Jesuit commitment to service and growth of persons.

Societal diversity suggests that students need an integrated holistic experience throughout coursework that requires them to process and synthesize new information, past experience, and technical expertise. This value for synthesis and interaction underlies the program structure, which enables students to integrate theory and practice. The array of opportunities to hone new skills begins with interactions among colleagues who take responsibility for real tasks and useable outcomes. The core courses embody the six national Educational Leadership Policy Standards (ISLLC 2008) and the six Washington State residency superintendent standards (PESB, 2010). The standards explicity state that a superintendent is an educational leader who promotes the success of each student by:

- 1. leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders;
- 2. leading through advocating, nurturing, and sustaining district/school cultures and coherent instructional programs conducive to student learning and staff professional growth;
- 3. ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
- 4. collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
- 5. acting with integrity, fairness, and in an ethical manner; and
- 6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The faculty works together to teach by example, encourage student interaction as colleagues, and model the integration of values-based decisionmaking with sensitivity to the diversity in how people grow and how organizations work. Faculty values that undergird the program's design are shared and modeled as follows:

- 1. Treat students as professionals
- 2. Incorporate students' experiences into course content and it application
- 3. Collaborate with students on the conduct of course activity and expectations
- 4. Encourage exploration of a range of ideas and sharing different perspectives on issues
- 5. Offer assignment options that suit students' individual needs for growth
- 6. Propose new perspectives and a critical awareness of taken-for-granted knowledge
- 7. Honor confidentiality

- 8. Be authentic as persons beyond our roles as faculty members
- 9. Encourage students to be truthful with themselves and others
- 10. Provoke students' application of new skills and knowledge to change their worlds

Seattle University Educational Goals and Learning Outcomes for Graduate Students

A **graduate/professional education** at Seattle University that culminates in the award of a degree shall be characterized as addressing and achieving the following broad educational goals;

- 1. Excellence in life and learning skills, including, but not limited to adeptness in verbal and written communication, critical thinking, ethical decision making, self-understanding, the use of basic technologies, community engagement, and leadership;
- 2. Post-graduate levels of depth in an academic discipline of study or professional field including but not limited to its methods of inquiry, standards of evidence, knowledge base, current questions, and theoretical organization.
- 3. A functional understanding of the integration of that professional field or academic discipline and its significance for global understanding, diversity in all its human dimensions, the promotion of social justice and the human stewardship of the environment:
- 4. Strength in one's learning dispositions and core personal values, including but not limited to intellectual honesty and truth-seeking, tolerance toward others, academic integrity, a maturity of judgment, and a deepening of students' awareness and appreciation of a faith that promotes justice, engages culture, and embraces interreligious and ecumenical dialogue as this relates to their professional field and area of academic study.

Adopted by the Academic Affairs Committee of the Board of Trustees Feb 19, 2009

College of Education Vision, Mission, Goals Values and Core Dispositions

Conceptual Framework

In 1992, the faculty and dean approved an organizing theme for the college that was adopted as the college conceptual framework in October, 2004:

To prepare ethical, reflective professionals for quality service in diverse communities

Over the ensuing years, the college developed and subsequently revised several long-range and strategic plans. The current College of Education strategic plan was approved by the faculty and dean in January 2003. However, the conceptual framework has remained the same and is integrated into all College of Education programs and informs the college vision, mission, and goals.

Vision

The Seattle University College of Education will be an educationally excellent learning community that prepares professional leaders dedicated to education for justice and service to others.

Mission

- 1. The College of Education strives to be a scholarly learning community of students, staff and faculty characterized by collegiality and collaboration.
- 2. The College of Education strives to lead by collaboratively serving others from a grounding in the ethics and values of the Jesuit tradition.
- 3. The College of Education strives to provide a curriculum relevant to the needs of the profession, the greater society and supported by the best practice and research.
- 4. The College of Education strives to welcome and represent the diversity of our society through its teaching, programs, students, and personnel.
- 5. The College of Education strives to produce graduates who are compassionate and effective professionals in their respective areas of preparation.

Goals

- 1. To prepare practitioners and policy makers to be educational leaders.
- 2. To model collegial and collaborative communities in our interactions among faculty, staff, students, and external constituencies.
- 3. To provide leadership for scholarly activities and best practices in teaching and service.
- 4. To increase visibility and reputation of College of Education and its influence with the professions and policy making bodies.

Values

As an educational community dedicated to service to others, the College of Education faculty and staff embrace the following values:

Collaboration - The faculty, students and staff of the school share knowledge among individuals with complementary skills who interact together to develop understanding that leads to enhanced outcomes. Programs and curricula reflect the knowledge, skills, and dispositions to collaborate within and among P-12 schools, colleges, universities, families, community members and organizations.

Diversity - A commitment to understanding and responsiveness to human differences is articulated and practiced throughout all aspects of the programs, including admissions, curriculum and student field experiences.

Global Vision - Programs provide opportunities to learn about the world beyond the border of the United States, and to learn about American society's relation to and place in the larger world system.

Technology - Program curricula address the benefits and limitations of technology, and develop students' knowledge and skills in the appropriate application of current and emerging technology in the practice of their professions.

Education for Justice - The school has a commitment to education for justice consistent with the Jesuit tradition that includes advocacy and action on behalf of others and reflects beliefs in the dignity of the human person and the rights of individuals in a just society to fully participate in socio-cultural, economic and political structures that affect them.

Academic Excellence - Faculty are outstanding teachers/scholars, dedicated to service and actively engaged in making quality contributions to their professions. The curricula they deliver are rigorous and reflect current best practices in their professions. Their curricula anticipate and create the knowledge, skills and dispositions needed for future leaders in their professions. Assessment of students includes course grades, comprehensive examination results, and qualitative standards of their respective professions demonstrated throughout students' entire programs.

Core Dispositions

Faculty and staff model the values of the College of Education for our students. Through these values, we expect students to demonstrate core dispositions of professional practice.

The conceptual framework of the College of Education (to prepare ethical, reflective, professionals for quality service in diverse communities) encompasses the college's core dispositions: ethical, reflective, professional, quality service, and diversity.

Ethical

The College of Education prepares students to meet high standards of conduct and behavior for the profession for which they are preparing. Students examine personal and professional codes of ethics in light of Seattle University's and the College of Education's values and standards of practice set forth by their respective professional organizations Students performing in a clinical setting, internship, or practicum are required to demonstrate the knowledge, skills, and dispositions related to the ethical standards and practice of their respective professional organizations.

Reflective

All College of Education programs prepare students to be self-initiating and life-long learners who 1) integrate and extend their professional knowledge, self-understanding, and professional experience; 2) examine their intentions, assumptions, and personal and professional goals in light of their professional experience, relevant theory, research, professional practice, and the actual outcomes of their own professional practice; and 3) create and apply new understanding from such examination. Reflection is the primary process to achieve these three professional goals.

Professional

All College of Education programs prepare students to be members of, and leaders in, their professions. A professional is one who has mastered a specialized knowledge base, applies knowledge supported by best practice, research and theory, and abides by code of ethical standards. A professional remains current in and makes contributions to the field. A professional also demonstrates high-level accountability and a service orientation within the arena of practice.

Quality Service

College of Education programs prepare students as leaders in their professions who provide high-quality service to students/clients and their communities. Our graduates are prepared to provide services that meet or exceed legal, ethical, and professional standards of practice, reflect validated theories and research-based practices, and result in positive outcomes for student/clients and their communities.

Diversity

The College of Education is committed to affirming diversity among all members of its teaching-learning community in order to prepare its students for culturally competent service and leadership in an increasingly diverse society and world. Diversity is defined as the many dimensions of commonalities and differences that broadly encompass the multiplicity of cultures and perspectives. The intent is to create equitable and inclusive arenas that embrace the full spectrum of all community members' contributions and provide optimal access to services, resources, and opportunities.

Executive Leadership Superintendent Program

The Executive Leadership Superintendent program prepares ethical and reflective professionals for quality service in diverse communities.

Vision

Inspired by the vision and mission of Seattle University and the College of Education, the Executive Leadership Superintendent program is dedicated to preparing educational leaders who serve students and families, other professionals, and the broader public with professional expertise and personal commitment. In doing so, the program seeks to develop educators who have a deep knowledge of leadership, who understand and embrace their ethical and moral responsibilities as leaders and who have the skills to put these values to service for others. We strive to model caring, academic excellence and commitment to justice so that our graduates enact these values in their own professional lives.

Mission

The Mission of the Executive Leadership Superintendent Program is to prepare aspiring school district leaders to meet the demands of a superintendent position. The faculty of the College of Education prepares professionals to carry out the Seattle University mission of service in a way that honors diversity and supports individual growth. Applied to this Executive Leadership Superintendent program, faculty will treat students as the professional they are, will strive to teach by example, will encourage interactions among students as colleagues, and will model the integration of values-based decision making in a diverse community.

Goals

The goals are intended to provide professional preparation and professional learning by incorporating the knowledge base, principles, and standards of the College of Education, the State of Washington, the ISLLC Standards for School Leaders and the American Association of School Administrators (AASA) to assure that our superintendent candidates are prepared for high quality professional practice.

The course goals for students in the Executive Leadership Superintendent Program are:

- 1. Demonstrate mastery of the competencies required for the Superintendent profession.
- 2. Develop leaders who are capable of initiating and sustaining change by working collaboratively with faculty, staff, students, and external stakeholders.
- 3. Develop instructional leaders for school systems who promote the success of all students in a democratic society.
- 4. Demonstrate a worldview informed by multicultural and global perspectives.
- 5. Recognize and address moral and ethical challenges within education.
- 6. As ethical and reflective educational leaders, demonstrate effective leadership and team skills needed to convert goals into ethical action.
- 7. Assess their own levels of commitment to community service and to a just world.
- 8. Produce effective written work in appropriate contexts.
- 9. Make effective oral presentations adapted to specific audiences.
- 10. Articulate a personal and professional growth plan in which continued learning is a key component.

The seminar courses are grounded in the theory and research of superintendent preparation and practice. The superintendent program is designed to meet the four areas of performance domains required by Washington State residency certificate programs for superintendents; namely, strategic leadership, instructional leadership, organizational leadership, political leadership, community leadership, and ethical leadership. School district leaders must blend knowledge, practice, politics, ethics, traditions, and new visions as no one perspective provides complete or universal explanations for the myriad situations, interactions, and events that occur in PreK-12 education. The challenge is to find ways to integrate different perspectives, values, and approaches to improve outcomes of education and the function and quality of schools and school districts.

The superintendent preparation program is research-based, with a coherent curriculum emphasizing ten organizing themes:

- Superintendent as Systems Level Leader
- Superintendent as Leader of Adaptive Change

- Superintendent as Instructional Improvement Leader
- Superintendent as Learning Organizational Leader
- Superintendent as Leader of High Impact Teams
- Superintendent as Political and Community Leader
- Superintendent as Reflective Practitioner
- Superintendent as Leader in the Application of Knowledge
- Superintendent as Ethical Leader
- Superintendent as Leader for a Just and Humane World

Values

The Executive Leadership Program subscribes to the values of the College of Education.

Program Dispositions

The dispositions of the Executive Leadership Program are grounded in the core dispositions of the College of Education (Ethical, Reflective, Professional, Quality Service, and Diversity):

- 1. Commitment to knowing, understanding, and applying the professional standards and ethics of educational administration as a profession;
- 2. Commitment to advocating and making professional decisions based on the best interests of those being served (students, etc.);
- 3. Commitment to reflecting on, learning from, and/or integrating newly acquired knowledge, developing professional skills, and analysis of professional experience into professional practice;
- 4. Commitment to meeting the highest professional standards;
- 5. Commitment to serving students/clients according to the highest professional standards;
- 6. Value and respect the intrinsic worth and diverse contributions of each person;
- 7. Belief in the fundamental potential of every individual to grown and learn;
- 8. Commitment to the belief that all students can learn;
- 9. Commitment to positively impacting the learning of all students.

Educational Leadership Policy Standards

Educational Leadership Policy Standards: ISLLC 2008 as adopted by the National Policy Board for Educational Administration (NPBEA) on December 12, 2007.

Standard 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- Collect and analyze data and information pertinent to the educational environment
- Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- Build and sustain productive relationships with community partners

Standard 5

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- Ensure a system of accountability for every student's academic and social success
- Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- Consider and evaluate the potential moral and legal consequences of decision-making D.
- Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- Advocate for children, families, and caregivers
- Act to influence local, district, state, and national decisions affecting student learning
- Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Washington Residency Superintendent Standards

Framework for residency superintendent standards

Background

There are six broad *standards* that represent the most essential expectations for today's superintendents. These standards, which appear in the shaded areas spanning the page, are based on the national ISLLC standards, as approved by the National Policy Board for Educational Administration in December 2007. Each standard also has several associated *criteria* which focus on key elements of the broader standards, and are designed to provide more specificity. These criteria are described in the first column.

The standards and criteria are designed to guide the preparation of new superintendents in Washington. All university superintendent preparation programs approved by the Professional Educator Standards Board (PESB) are expected to use these standards and criteria to design programs, conduct instruction, and assess candidates.

In addition, Washington's program approval process requires that universities be able to provide evidence that candidates in their program are able to achieve the expectations contained in these standards. For that reason, this document also suggests some possible sources of evidence associated with the standards (contained in the second and third columns). Because the standards by their nature are rather broad, the indicators in these columns are designed to provide helpful clarification and elaboration; i.e., if we were to visit a district in which the superintendent had achieved these standards, these are some of the things we might expect to see. However, they are not an official component of the standards, and there is no expectation that programs or candidates be able to provide evidence for *each* item listed in these columns.

The possible evidence can be divided into two main categories: *impact-based indicators* and *performance-based indicators*. Performance-based evidence focuses on the behavior of the superintendent; i.e., we expect that someone who meets the standard will behave in certain ways. Impact-based evidence focuses on the *results* of the superintendent's actions.

| Criteria | Impact-based evidence | Performance-based indicators |
|---|---|--|
| 1 Advancing a district-wide shared vision for learning | District personnel are able to articulate the shared vision. Each school's vision is aligned with district's vision. | Working collaboratively with the board, uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, |
| Articulates purposes and | | measurable expectations for all students and educators. |
| rationale for a district-wide vision for learning Demonstrates how the district | Each School Improvement Plan and other change efforts acknowledge and support the district vision. | Aligns the vision, mission, and goals to school, district, state and federal policies (such as content standards and |
| develops an inclusive shared vision. Demonstrates how the | Day to day activities and decisions by district personnel support and advance the district vision | achievement targets). |
| district develops an inclusive shared vision that promotes success for each student. | District personnel identify superintendent as keeper of the vision. | Advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels. |
| 2 Putting the vision for learning into operation | District personnel can identify improvements that are a result of the vision . | Incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs. |
| Identifies objectives and strategies to implement a district-wide vision. Analyzes how systems are affected by a | District personnel treat the vision as a living document that is monitored, evaluated and revised as appropriate. Stakeholder groups have been involved in the formulation and | Makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects. |
| shared vision and suggests changes to an existing system. | implementation of the vision. | Revises plans, programs, and activities based on systematic |
| Demonstrates ability to develop plans that align district structures, processes, and | | evidence and reviews of progress toward the vision, mission and goals. |
| resources with a vision. – | | Obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision, mission, and goals. |
| 3 Developing stewardship of the vision | | Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals |
| Demonstrates understanding of the leader's role as keeper of | | Establishes, conducts, and evaluates processes used to |
| the vision while establishing a | | engage staff and community in a shared vision, mission, and goals. |
| means to involve stakeholders in keeping the vision. Evaluates | | |
| how the vision serves the needs | | Develops shared commitments and responsibilities that are |

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| of students, staff and – | | distributed among staff and the community for making |
| community. Demonstrates | | decisions and evaluating actions and outcomes. |
| understanding of how to use the | | |
| vision to facilitate effective | | Communicates and acts from shared vision, mission and |
| communication, to nurture and | | goals so educators and the community understand, support, |
| maintain trust, to develop | | and act on them consistently. |
| collaboration among | | |
| stakeholders, and to celebrate | | Advocates for and acts on commitments in the vision, |
| efforts and achievement of the | | mission, and goals to provide equitable, appropriate, and |
| vision. | | effective learning opportunities for every student. |
| | rator is an educational leader who promotes the success of each | |
| | es and coherent instructional programs that are conducive to | |
| Criteria | Impact-based indicators | Performance-based indicators |
| 1 Advocating, nurturing, and | Each School Improvement Plan reflects the school and district | Develops shared understanding, capacities, and commitment |
| sustaining an effective district- | vision, guides decision-making and actions, and is regularly | to high expectations for all students and closing achievement |
| wide culture | monitored and updated. | gaps. |
| Demonstrates understanding | | |
| that student learning is the | Student learning is frequently the focus of school and district | Develops time and resources to build a professional culture |
| fundamental purpose of | level meetings and conversations | of openness and collaboration, engaging teachers in sharing |
| schools. Identifies features of | | information, analyzing outcomes, and planning |
| organizational cultures | Members of the school community feel respected, valued, and | improvement. |
| promoting student learning. | important. | |
| Analyzes how both the district | | Provides ongoing feedback using data, assessments, and |
| and school cultures affect | Interpersonal and intergroup relationships within the school | evaluation methods that improve practice. |
| student learning. Uses a variety | community are characterized by honesty and mutual respect. | |
| of skills and strategies to design | | Develops shared understanding of rigorous curriculum and |
| systems that respect and | The school culture and climate are assessed on a regular | standards-based instructional programs, working with teams |
| support diverse cultural | basis. | to analyze student work, monitor student progress, and |
| perspectives and customs in | Description (1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1. | redesign curricular and instructional programs to meet |
| order to promote success of | Barriers to student learning are identified, clarified, and | diverse needs. |
| each student. Ensures the creation and supports the | addressed. | Durvides achament effective evidence of misseness surmiculum |
| implementation of district-wide | Instruction within each school is characterized by use of | Provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, |
| and school improvement plans | rigorous curriculum and effective instructional practices. | teaching, assessments, professional development, |
| that focus on a culture of | rigorous curriculum and effective instructional practices. | assessments, and evaluation methods. |
| continuous learning. Promotes | Instruction is guided by EALRs, GLEs, district goals, and | assessments, and evaluation methods. |
| district, school, and classroom | assessment data. | Provides and monitors effects of differentiated teaching |
| communities based on | assessment data. | strategies, curricular materials, educational technologies, and |
| acceptance, respect, and civility | Curricular decisions are made collaboratively, and are based | other resources appropriate to address diverse student |
| 2 Advocating, nurturing, and | on research, alignment with school/district learning goals, and | populations, including students with disabilities, cultural and |
| sustaining student learning | student learning needs. | linguistic differences, gifted and talented, disadvantaged |
| sustaining structu tearning | state to the state of the state | social economic backgrounds, or other factors affecting |
| Demonstrates understanding of | Students experience a personalized learning environment that | learning. |
| Demonstrates understanding of | The state of the s | ··· • |

how to engage and support each student in meaningful learning that is regularly assessed to improve instruction. Knows how to use a continuous cycle of assessment to improve instruction and ensure that each student has equitable and sufficient opportunities to learn and to meet high standards. Assures alignment of curriculum, instruction and assessment with state and local

learning goals. Manages learning systems to assure their responsiveness to students' cultural, cognitive, and linguistic needs.

3 Advocating, nurturing, and sustaining coherent, intentional professional development

Uses evidence of student learning to create professional development systems. Understands that professional development - increases the instructional and leadership capacity of staff. Uses district-wide and school improvement plans to support professional development, including the use of technology. Demonstrates understanding of how to build leadership capacity to improve student learning. Knows processes for coaching staff, conducting staff evaluation, and using a professional growth plan to improve student learning.

prepares them to meet learning targets.

Professional development promotes a focus on student learning consistent with the school and district vision and goals.

Supervision of staff is guided by school and district learning goals, evidence of student learning, and teachers' individual professional growth needs.

District personnel see themselves as lifelong learners and are actively engaged in evaluating their professional growth needs and setting appropriate goals. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.

Guides regular analyses and disaggregation of data about all students to improve instructional programs, and communicates progress to educators, the school community, and other stakeholders.

Guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.

Provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision, and goals for teaching and learning. and evidence of student learning

Guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.

Provides principals and other administrators with guidance and support on how to achieve district goals.

| Criteria | Impact-based indicators | Performance-based indicators |
|--|---|---|
| 1 Uses a continuous cycle of | Management of school and district operations is treated as a | Uses effective tools such as problem-solving skills and |
| analysis to ensure efficient and | means for improvement of student learning rather than as an | knowledge of strategic, long-range, and operational planning |
| effective systems | end in itself. | to continuously improve the operational system. |
| Demonstrates understanding of | School and district structures and operations are regularly | Develops and facilitates communication and data systems |
| how to use a continuous and | reviewed and analyzed to determine their effectiveness in | that assure the timely flow of information. |
| repeating cycle of analysis for | helping achieve their visions. | |
| monitoring, examining, | | Distributes and oversees responsibilities for leadership of |
| evaluating, and adjusting the | Organizational decisions are guided by analysis of data. | operational systems. |
| district and school systems, | Systems and procedures for maintaining school-wide | Evaluates and revises processes to continuously improve the |
| programs and issues. The | discipline are designed to support students and improve | operational system. |
| continuous cycle of analysis includes problem framing, data | opportunities for learning. | operational system. |
| collection and interpretation, | orr comments. | Maintains the physical plant for safety, ADA requirements, |
| synthesis, using data to outline | Management systems and procedures are designed to attain | and other access issues to support learning of every student. |
| options for action, | physical and psychological safety for all members of the | |
| implementing chosen action, | school community. | Involves parents, teachers, and students in developing, |
| and gathering data to check | | implementing, and monitoring guidelines and norms for |
| progress and to judge | Students in all district schools feel safe. | accountable behavior. |
| effectiveness. | | |
| 2 Ensuring efficient and | District and school disciplinary policies do not have disparate | Implements practices to recruit and retain highly qualified |
| effective management of the | impacts on different cultural or ethnic groups. | personnel. |
| organization | The School Improvement Plans enhance organizational | Oversees acquisition and maintenance of equipment and |
| | management to better support student learning. | effective technologies, particularly to support teaching and |
| Uses organizational theory to | management to better support statem remaining. | learning. |
| create and support structures within a district that promote | School and district operations are regularly reviewed to assure | |
| school safety, behavior | their effectiveness, efficiency, and support of student | Assigns personnel to address diverse student needs, legal |
| management, and other issues. | learning. | requirements, and equity goals. |
| Demonstrates understanding of | | |
| developmentally appropriate | Contractual agreements, record-keeping, and other operations | Conducts personnel evaluation processes that enhance |
| behavior expectations and | are managed efficiently and with consideration of their impact | professional practice, in keeping with district and state |
| discipline policies that are | on members of the school community. | policies. |
| balanced with students' | School and district budgets are aligned with the school and | Seeks and secures additional resources needed to accomplish |
| emotional and personal needs. | district vision and School Improvement Plans. | the vision and goals. |
| Assures that district and school | district vision and sensor improvement rans. | are rision and goals. |
| policies and practices result in | The district facilities, equipment, and support systems operate | Advocates for and creates collaborative systems and |
| equitable treatment of each student. | safely, efficiently, and effectively. | distributed leadership responsibilities that support student |
| Student. | | and staff learning and well-being. |

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| evidence of student learning. | Operates within budget and fiscal guidelines and directs them |
| | effectively toward teaching and learning. |
| | |
| | Allocates funds based on student needs within the framework |
| | of federal and state rules. |
| | |
| | Aligns resources (such as time, people, space, and money) to |
| | achieve the vision and goals. |
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| rator is an educational leader who promotes the success of ea | ach student by collaborating with families and community |
| community interests and needs, and mobilizing community | resources. |
| Impact-based indicators | Performance-based indicators |
| Parents have an appropriate voice in school and district | Brings together the resources of schools, family members, |
| decision-making. | and community to positively affect student and adult |
| | learning, including parents and others who provide care for |
| Families and community members understand the | children. |
| contributions they can make to children's learning. | |
| | Impact-based indicators Parents have an appropriate voice in school and district decision-making. Families and community members understand the |

student success in school.

Demonstrates understanding that sustaining successful family partnerships is challenging, and knows the critical partnership issues that must be addressed, the barriers to success, and ways to overcome them. Works with board to identify and respond to family and community needs. Demonstrates collaboration skills with diverse students and families in support of student academic performance.

2 Collaborating with and responding to diverse communities

Recognizes the diversity within the district. Understands the complex characteristics of ethnic, racial, and cultural groups, and the challenges faced by immigrant communities. Understands that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic contexts in which students live and work. Demonstrates understanding of the importance of each student having opportunities to participate in co-curricular activities that are congruent with the academic and interpersonal goals of the school.

3 Mobilizing community resources

Communication with families and the community occurs regularly and uses a variety of communication channels.

Decisions about school scheduling and events are informed by their impact on family life and community events.

School community members feel they have a place and a voice within the school.

Linguistic barriers to communication are minimized.

Intergroup relationships in the school are characterized by openness, trust, and respect.

Cultural diversity is recognized and used to enhance student learning.

Issues affecting student learning are analyzed to identify and respond to their cultural dimensions.

Curricular decisions are informed by the need to eliminate stereotyping, build positive intergroup relationships, and promote values shared by all cultures.

Partnerships are established with area businesses, institutions of higher education, and religious, political, service agencies, and other community groups to strengthen programs and support school goals.

Community youth/family services are integrated with school programs.

Effective media relations are developed and maintained.

Involves families in decision making about their children's education.

Uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages).

Applies communication and collaboration strategies to develop family and local community partnerships.

Develops comprehensive strategies for positive community and media relations.

Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education.

Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.

Seeks out and collaborates with community programs serving students with special needs.

Capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs.

Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.

Links to and collaborates with community agencies for health, social, and other services to families and children.

Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing fields, parks, medical clinics, and so on).

Uses public resources and funds appropriately and effectively.

Secures community support to sustain existing resources and

| Recognizes the importance of | | add new resources that address emerging student needs. |
|------------------------------------|--|---|
| funding and distribution of | | |
| resources-to ensure that each | | |
| student has equal opportunities | | |
| to access learning. Engages in | | |
| the creation or implementation | | |
| of district-wide planning to | | |
| obtain adequate resources, | | |
| including technology. | | |
| Investigates potential | | |
| community resources | | |
| appropriate to the plan. | | |
| Standard V: A school administr | rator is an educational leader who promotes the success of eac | ch student by acting with integrity, fairness, and in an |
| ethical manner. | | |
| Criteria | Impact-based indicators | Performance-based indicators |
| 1 Using the continuous cycle | The superintendent's professional growth is guided by a clear | Assesses own personal assumptions, values, beliefs, and |
| of analysis for self-assessment | understanding of individual professional needs and a vision of | practices that guide improvement of student learning. |
| of professional leadership | improved learning. | |
| | | Respectfully challenges and works to change assumptions |
| Understands and exemplifies | Teacher and administrator professional development is guided | and beliefs that negatively affect students, educational |
| the standards, responsibilities, | by research, professional standards, School Improvement | environments, and every student learning. |
| and indicators for the | Plans, and Professional Growth Plans. | |
| superintendent's role in a | | Reflects on own work, analyzes strengths and weaknesses, |
| democratic school system. | Professional development is connected with evidence of | and establishes goals for professional growth. |
| Creates a professional growth | student learning. | |
| plan, identifies needed growth, | | Models lifelong learning by continually deepening |
| plans professional growth | Members of the school community view the superintendent as | understanding and practice related to content, standards, |
| activities, and gathers evidence | modeling core values such as honesty, fairness, and integrity. | assessment, data, teacher support, evaluation, and |
| to document that professional | | professional development strategies. |
| growth leads to school | Members of the school community view decisions as having a | |
| improvement and increased | moral as well as practical dimension. | Sustains personal motivation, optimism, commitment, |
| student learning. Engages in | - | energy, and health by balancing professional and personal |
| self-analysis of own values, | Members of the school community are aware of the core | responsibilities and encouraging similar actions for others. |
| behaviors, and dispositions, | values that drive the school's vision. | |
| including awareness of own | | Models personal and professional ethics, integrity, justice, |
| ethnicity/culture as it relates to | Members of the school community are held accountable for | and fairness and expects the same of others. |
| others | the core values that drive the school's vision. | _ |
| | | Protects the rights and appropriate confidentiality of students |
| 2 Acting with integrity, | | and staff. |
| fairness, and courage in | | |
| upholding high ethical | | Behaves in a trustworthy manner, using professional |
| standards. | | influence and authority to enhance education and the |
| | | common good. |

| Understands the career expectation for leading within legal, ethical, and moral frameworks. Articulates and uses personal values and beliefs to guide actions. Treats people fairly, equitably, and with dignity. | | Demonstrates respect for the inherent dignity and worth of each individual. Demonstrates respect for diversity by developing cultural competency skills and equitable practices. |
|---|--|--|
| | trator is an educational leader who promotes the success of ea economic, legal, and cultural context. | ach student by understanding, responding to, and |
| Criteria | Impact-based indicators | Performance-based indicators |
| 1. Understanding the role of schools in a democracy | Members of the school community are regularly engaged with decision makers outside the school community. | Facilitates constructive discussions with stakeholders and policymakers about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous |
| Demonstrates understanding of the role of education in | Members of the school community are actively engaged with representatives of diverse community groups. | improvement of educational programs and outcomes. |
| renewing a democratic society and the leader's responsibility in influencing the larger political, social, economic, legal, and cultural context. | Members of the school community are aware of the needs of the larger community and how the school can contribute to meeting those needs. | Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education. |
| Advocates for equitable and inclusive policies that benefit children, families, and caregivers. Acts to influence | Members of the larger community, including local decision-makers, are aware of the school's needs. Members of the school community are able to articulate the | Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals. |
| local, state, and national | degree to which the school achieves equity of learning | T |
| decisions affecting learning. Adapts leadership strategies to reflect emerging trends and | opportunities as well as equity in results. Decisions are made in accord with laws and regulations. | Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals. |
| initiatives. | | |
| | Decisions reflect deep knowledge of state and national academic requirements. The superintendent and board members work collaboratively | Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures. |
| | toward the development of effective educational policy, with a clear mutual understanding of their respective roles. | Communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, |
| | Board has access to all information relevant to particular | policies, regulations, and statutory requirements. |

| 2. Works effectively with the | policy decisions. | Builds strong relationship, individually and as a team, with |
|---|---|--|
| school district's Board of | | the school board to inform and influence policies in the |
| Directors | Board understands and demonstrates cultural competence. | service of children and families. |
| Distinguishes the respective legal roles of the superintendent and the Board of Directors. Works effectively with the board to develop shared understanding of board and superintendent roles. Leads and manages the district | | Maintains full and transparent communications with the board, assuring that board has all necessary information to make effective decisions in a timely way. Develops board governance capacity. Understand the relationship and dynamic between board members and superintendent. |
| consistently with the board's | | |
| policies and communicates | | |
| effectively with board. Helps | | |
| the Board understand the | | |
| interactions between culture | | |
| and learning, and guides the | | |
| Board to develop policies that | | |
| will close the achievement gap. | | |

Executive Leadership Superintendent Program Overview and Admissions

| Overview | | | | Total – 31 credits |
|-----------------------|------------------------|------------------------------|-----------------------------|----------------------------|
| Summer I | Fall | Winter | Spring | Summer II |
| Seminar I EDAD 537 | Seminar II EDAD 538 | Seminar III-5 cr EDAD 539 | Seminar IV-5 cr EDAD 540 | Seminar V-5 cr EDAD 541 |
| | | Internship-2 cr EDAD 534 | Internship-2 cr EDAD 535 | Internship-2 cr EDAD536 |
| 5 credits | 5 credits | 7 credits | 7 credits | 7 credits |

THERE ARE THREE WAYS TO ENTER THE PROGRAM:

- Post-Master's Superintendent Certificate
 Applicants with a master's degree can apply to the 31 credit program.
- Specialist Degree in Educational Administration (Ed.S.)
 Applicants with a master's degree can earn the Ed.S. with 45 credits, including coursework needed to qualify for state certification as a superintendent.
- Educational Leadership Program (Ed.D.)
 Applicants with a master's degree can earn a doctorate and qualify for certification as a superintendent by enrolling in the Educational Leadership Program.

ADMISSIONS CRITERIA

- A master's degree from an accredited institution, evaluated to ensure that applicant has met graduate level educational requirements
- Two recommendations from supervisors within the past five years
- One year of demonstrated professional experience in an effective leader
- Interview with the program director
- On-site writing sample

Washington State Residency Standards Self-Assessment Process An Introduction

, The Self-Assessment form for the Washington State Residency Standards Below is a description of the sections in this form and their purpose

Washington State Standards/Criteria

Description: The competencies for each of the six standards (also known as ISLLC standards)

are identified as criteria for each standard. The Standards are defined in WAC

180-79A-270(2)(b).

Contexts: There are four possible contexts within which you engage in activities to

demonstrate your achievement of meeting standards competencies. Each activity

should be accompanied by an indication of the context and also the date

[month(s)/year(s)] when the activity occurred (this is particularly important for

activities in context A and B listed below).

A. <u>Major</u> performance activities **at school and/or in a school district prior to Superintendent Preparation program:** you describe your previous administration experience related to one or more competencies (Required: submit a letter of verification from your supervisor at the time you did the activities).

B: Recent major performance activities in other organizations and in the community: you describe your administrative experience in these settings

(Required: submit a letter of verification from your supervisor)

C: <u>Major performance activities in coursework</u>: you describe assignments or

activities in which you engaged and which demonstrate your performance of the

relevant ISLLC competency.

D and E: Major performance activities **during Internship**: you describe the relevant

project(s) and/or activities you did which demonstrate your performance of the

relevant ISLLC competency.

Artifacts: Check the appropriate line to show whether assignments and other evidence of

activities related to the standards competency are attached to the your Monitoring

form.

Self-

Assessment: This section is for noting your current self-assessment of your achievement level

in the Residency standards competencies as a whole. Definitions and rationale for

the ratings appear on the next page under Quality Ratings.

Quality Ratings:

When students engage in the diagnostic assessment process, which occurs at least two times during the program. A cadidate for the Residency Certificate must achieve at least a "Competent" for each of the Residency level Washington State Benchmark indicators.

Residency Certificate Benchmark Rubrics:

PreCompetent: Understands basic concept(s) but can not appy to multiple contexts and/or cannot explain the strengths and weaknesses of the concept(s)

Competent: Demonstrates analysis and integration of the concept(s) by ability to relate to multiple contexts and to explain the strengths and weaknesses of the concept(s)

<u>Proficient</u>: Demonstrates the habit of being able to analyze and apply theory, patterns of best practice, and'or accepted professional conceptual frameworks to oral, written, or live cases

Washington State Residency Certificate Superintendent Standards Self-Assessment Form

Standard I: A school administrator is an educational leader who promotes the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders.

| CRITERIA | PreComp | Competent | Proficient | Mentor |
|---|---------|-----------|------------|--------|
| Articulates purposes and rationale for a | | | | |
| district-wide vision for learning. 1.1 | | | | |
| Demonstrates how the district develops an | | | | |
| inclusive shared vision. 1.1 | | | | |
| Identifies objectives and strategies to | | | | |
| implement a district-wide vision. 1.2 | | | | |
| Analyzes how systems are affected by a | | | | |
| shared vision and suggests changes to an | | | | |
| existing system. 1.2 | | | | |
| Demonstrates ability to develop plans that | | | | |
| align district structures, processes, and | | | | |
| resources with a vision. 1.2 | | | | |
| Demonstrates understanding of the leader's | | | | |
| role as keeper of the vision while establishing | | | | |
| a means to involve stakeholders in keeping | | | | |
| the vision. 1.3 | | | | |
| Evaluates how the vision serves the needs of | | | | |
| students, staff and community. 1.3 | | | | |
| Demonstrates understanding of how to use the | | | | |
| vision to facilitate effective communication, | | | | |
| nurture and maintain trust, develop | | | | |
| collaboration among stakeholders and | | | | |
| celebrate efforts and achievement of the | | | | |
| vision. 1.3 | | | | |

SELF-ASSESSMENT RUBRIC

<u>PreCompetent</u>: Understands basic concept(s) but can not apply to multiple contexts and/or cannot explain the strengths and weakness of the concept(s)

<u>Competent</u>: Demonstrates analysis and integration of the concept(s) by ability to relate to multiple contexts and to explain the strengths and the weaknesses of the concept(s)

<u>Proficient</u>: Demonstrates the habit of being able to analyze and apply theory, patterns of best practice, and/or accepted professional conceptual frameworks to oral, written, or live cases

Standard II: A school administrator is an educational leader who promotes the success of each student by leading through advocating, nurturing, and sustaining district/school cultures and coherent instructional programs that are conducive to student learning and staff professional growth.

| CRITERIA | PreComp | Competent | Proficient | Mentor |
|--|-----------|-----------|------------|--------|
| Demonstrates understanding that student | | | | |
| learning is the fundamental purpose of | | | | |
| schools. 2.1 | <u></u> _ | | | |
| Identifies features of organizational cultures | | | | |
| promoting student learning. 2.1 | | | | |
| Uses a variety of skills and strategies to | | | | |
| design systems that respect and support | | | | |
| diverse cultural perspectives and customs in | | | | |
| order to promote success of each student. 2.1 | | | | |
| Ensures in the creation and supports the | | | | |
| implementation of a district-wide and school | | | | |
| improvement plans that focus on a culture of | | | | |
| continuous learning. 2.1 | | | | |
| Analyzes how both the district and school | | | | |
| cultures effect student learning. 2.1 | | | | |
| Promotes district, school, and classroom | | | | |
| communities based on acceptance, respect, | | | | |
| and civility. 2.1 | | | | |
| Demonstrates understanding of how to engage | | | | |
| and support each student in meaningful | | | | |
| learning that is regularly assessed to improve | | | | |
| instruction. 2.2 | | | | |
| Knows how to use a continuous cycle of | | | | |
| assessment to improve instruction and ensure | | | | |
| that each student has equitable and sufficient | | | | |
| opportunities to learn and to meet high | | | | |
| standards. 2.2 | | | | |
| Assures alignment of curriculum, instruction | | | | |
| and assessment with state and local learning | | | | |
| goals. 2.2 | | | | |

<u>PreCompetent</u>: Understands basic concept(s) but can not apply to multiple contexts and/or cannot explain the strengths and weakness of the concept(s)

<u>Competent</u>: Demonstrates analysis and integration of the concept(s) by ability to relate to multiple contexts and to explain the strengths and the weaknesses of the concept(s)

Proficient: Demonstrates the habit of being able to analyze and apply theory, patterns of best practice, and/or accepted professional conceptual frameworks to oral, written, or live cases

| CRITERIA | PreComp | Competent | Proficient | Mentor |
|--|---------|-----------|------------|--------|
| Manages learning systems to assure their | | | | |
| responsiveness to students' cultural, | | | | |
| cognitive, and linguistic needs. 2.2 | | | | |
| Uses evidence of student learning to create | | | | |
| professional development systems. 2.3 | | | | |
| Understands that professional development | | | | |
| increases the instructional and leadership | | | | |
| capacity of staff. 2.3 | | | | |
| Uses district-wide and school improvement | | | | |
| plans to support professional development | | | | |
| including the use of technology. 2.3 | | | | |
| Knows processes for coaching staff, | | | | |
| conducting staff evaluation, and for using a | | | | |
| professional growth plan to improve student | | | | |
| learning. 2.3 | | | | |
| Demonstrates understanding of how to build | | | | |
| leadership capacity to improve student | | | | |
| learning. 2.3 | | | | |

<u>PreCompetent</u>: Understands basic concept(s) but can not apply to multiple contexts and/or cannot explain the strengths and weakness of the concept(s)

 $\underline{\textbf{Competent}} \text{: Demonstrates analysis and integration of the concept}(s) \ by \ ability \ to \ relate \ to \ multiple \ contexts \ and \ to \ explain \ the \ strengths \ and \ the \ weaknesses \ of \ the \ concept(s)$

<u>Proficient</u>: Demonstrates the habit of being able to analyze and apply theory, patterns of best practice, and/or accepted professional conceptual frameworks to oral, written, or live cases

Standard III: A school administrator is an educational leader who promotes the success of each student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

| CRITERIA | PreComp | Competent | Proficient | Mentor |
|--|---------|-----------|------------|--------|
| Demonstrates understanding of how to use a | | | | |
| continuous and repeating cycle of analysis for | | | | |
| monitoring, examining, evaluating and | | | | |
| adjusting the district and school systems, | | | | |
| programs and issues. The continuous cycle of | | | | |
| analysis includes problem framing, data | | | | |
| collection and interpretation, synthesis, use of | | | | |
| data to outline options for action, | | | | |
| implementing chosen action, and gathering | | | | |
| data to check progress and to judge | | | | |
| effectiveness. 3.1 | | | | |
| Uses organizational theory to create and | | | | |
| support structures within a district that | | | | |
| promote school safety, behavior management, | | | | |
| and other site-specific issues. 3.2 | | | | |
| Demonstrates understanding of | | | | |
| developmentally appropriate behavior | | | | |
| expectations and discipline policies that are | | | | |
| balanced with students' emotional and | | | | |
| personal needs. 3.2 | | | | |
| Assures that district and school policies and | | | | |
| practices result in equitable treatment of each | | | | |
| student. 3.2 | | | | |
| Demonstrates understanding of procedures | | | | |
| necessary for management and maintenance of | | | | |
| a clean and orderly learning environment. 3.4 | | | | |
| Identifies the responsibilities related to | | | | |
| financial, human and material resources as | | | | |
| required by state law, board policy, and | | | | |
| employee contracts. 3.4 | | | | |
| Engages in the creation and/or implementation | | | | |
| of district-wide planning to ensure responsible | | | | |
| leadership and equitable management of | | | | |
| resources. 3.4 | | | | |

<u>PreCompetent</u>: Understands basic concept(s) but can not apply to multiple contexts and/or cannot explain the strengths and weakness of the concept(s)

<u>Competent</u>: Demonstrates analysis and integration of the concept(s) by ability to relate to multiple contexts and to explain the strengths and the weaknesses of the concept(s)

<u>Proficient</u>: Demonstrates the habit of being able to analyze and apply theory, patterns of best practice, and/or accepted professional conceptual frameworks to oral, written, or live cases

Standard IV: A school administrator is an educational leader who promotes the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

| CRITERIA | PreComp | Competent | Proficient | Mentor |
|---|---------|-----------|------------|--------|
| Demonstrates understanding that family support | | | | |
| affects student success in school. 4.1 | | | | |
| Demonstrates understanding that sustaining | | | | |
| successful family partnerships is challenging, | | | | |
| and knows the critical partnership issues that | | | | |
| must be addressed, the barriers to success, and | | | | |
| ways to overcome them. 4.1 | | | | |
| Demonstrates collaboration skills with diverse | | | | |
| students and families in support of student | | | | |
| academic performance. 4.1 | | | | |
| Works with the Board to identify and respond to | | | | |
| family and community needs. 4.1 | | | | |
| Recognizes the diversity within the school and | | | | |
| the district. 4.2 | | | | |
| Understands the complex characteristics of | | | | |
| ethnic, racial, and cultural groups and the | | | | |
| challenges faced by immigrant communities. 4.2 | | | | |
| Understands that knowledge is socially | | | | |
| constructed and reflects the personal experiences | | | | |
| and the social, political, and economic contexts | | | | |
| in which students live and work. 4.2 | | | | |
| Demonstrates understanding of the importance | | | | |
| of each student having opportunities to | | | | |
| participate in co-curricular activities that are | | | | |
| congruent with the academic and interpersonal | | | | |
| goals of the school. 4.2 | | | | |
| Recognizes the importance of funding and | | | | |
| distribution of resources to ensure that each | | | | |
| student has equal opportunities to access | | | | |
| learning. 4.3 | | | | |
| Engages in the creation and/or implementation | | | | |
| of district-wide planning to obtain adequate | | | | |
| resources, including technology. 4.3 | | | | |

<u>PreCompetent</u>: Understands basic concept(s) but can not apply to multiple contexts and/or cannot explain the strengths and weakness of the concept(s)

<u>Competent</u>: Demonstrates analysis and integration of the concept(s) by ability to relate to multiple contexts and to explain the strengths and the weaknesses of the concept(s)

<u>Proficient</u>: Demonstrates the habit of being able to analyze and apply theory, patterns of best practice, and/or accepted professional conceptual frameworks to oral, written, or live cases

| CRITERIA | PreComp | Competent | Proficient | Mentor |
|--|---------|-----------|------------|--------|
| Investigates potential community resources | | | | |
| appropriate to the plan. 4.3 | | | | |

<u>PreCompetent</u>: Understands basic concept(s) but can not apply to multiple contexts and/or cannot explain the strengths and weakness of the concept(s)

 $\underline{\textbf{Competent}}$: Demonstrates analysis and integration of the concept(s) by ability to relate to multiple contexts and to explain the strengths and the weaknesses of the concept(s)

<u>Proficient</u>: Demonstrates the habit of being able to analyze and apply theory, patterns of best practice, and/or accepted professional conceptual frameworks to oral, written, or live cases

Standard V: A school administrator is an educational leader who promotes the success of each student by acting with integrity, fairness, and in an ethical manner.

| CRITERIA | PreComp | Competent | Proficient | Mentor |
|--|---------|-----------|------------|--------|
| Understands and exemplifies the standards, | | | | |
| responsibilities, and indicators for the | | | | |
| superintendent's role in a democratic school | | | | |
| system. 5.1 | | | | |
| Creates a professional growth plan, identifies | | | | |
| needed growth, plans professional growth | | | | |
| activities, and gathers evidence to document that | | | | |
| professional growth leads to school | | | | |
| improvement and increased student learning. 5.1 | | | | |
| Engages in self-analysis of own values, | | | | |
| behaviors, and dispositions, including awareness | | | | |
| of own ethnicity/culture as it relates to others. | | | | |
| 5.1 | | | | |
| Understands the career expectation for leading | | | | |
| within legal, ethical, and moral frameworks. 5.2 | | | | |
| Articulates and uses personal values and beliefs | | | | |
| to guide actions. 5.2 | | | | |
| Treats people fairly, equitably, and with dignity. | | | | |
| 5.2 | | | | |

<u>PreCompetent</u>: Understands basic concept(s) but can not apply to multiple contexts and/or cannot explain the strengths and weakness of the concept(s)

Competent: Demonstrates analysis and integration of the concept(s) by ability to relate to multiple contexts and to explain the strengths and the weaknesses of the concept(s)

<u>Proficient</u>: Demonstrates the habit of being able to analyze and apply theory, patterns of best practice, and/or accepted professional conceptual frameworks to oral, written, or live cases

Standard VI: A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

| Demonstrates understanding of the role of education in renewing a democratic society and the leader's responsibility in influencing the larger political, social, economic, legal, and cultural context. 6.1 Advocates for equitable and inclusive policies that benefit children, families, and caregivers. 6.1 Acts to influence local, state, and national decisions affecting learning. 6.1 Adapts leadership strategies to reflect emerging trends and initiatives. 6.1 Distinguish the respective legal roles of the superintendent and the Boards of Directors. 6.2 Works effectively with the board to develop to shared understanding of board and superintendent roles. 6.2 | CRITERIA | PreComp | Competent | Proficient | Mentor |
|--|--|---------|-----------|------------|--------|
| the leader's responsibility in influencing the larger political, social, economic, legal, and cultural context. 6.1 Advocates for equitable and inclusive policies that benefit children, families, and caregivers. 6.1 Acts to influence local, state, and national decisions affecting learning. 6.1 Adapts leadership strategies to reflect emerging trends and initiatives. 6.1 Distinguish the respective legal roles of the superintendent and the Boards of Directors. 6.2 Works effectively with the board to develop to shared understanding of board and | Demonstrates understanding of the role of | | | | |
| larger political, social, economic, legal, and cultural context. 6.1 Advocates for equitable and inclusive policies that benefit children, families, and caregivers. 6.1 Acts to influence local, state, and national decisions affecting learning. 6.1 Adapts leadership strategies to reflect emerging trends and initiatives. 6.1 Distinguish the respective legal roles of the superintendent and the Boards of Directors. 6.2 Works effectively with the board to develop to shared understanding of board and | | | | | |
| cultural context. 6.1 Advocates for equitable and inclusive policies that benefit children, families, and caregivers. 6.1 Acts to influence local, state, and national decisions affecting learning. 6.1 Adapts leadership strategies to reflect emerging trends and initiatives. 6.1 Distinguish the respective legal roles of the superintendent and the Boards of Directors. 6.2 Works effectively with the board to develop to shared understanding of board and | | | | | |
| Advocates for equitable and inclusive policies that benefit children, families, and caregivers. 6.1 Acts to influence local, state, and national decisions affecting learning. 6.1 Adapts leadership strategies to reflect emerging trends and initiatives. 6.1 Distinguish the respective legal roles of the superintendent and the Boards of Directors. 6.2 Works effectively with the board to develop to shared understanding of board and | | | | | |
| that benefit children, families, and caregivers. 6.1 Acts to influence local, state, and national decisions affecting learning. 6.1 Adapts leadership strategies to reflect emerging trends and initiatives. 6.1 Distinguish the respective legal roles of the superintendent and the Boards of Directors. 6.2 Works effectively with the board to develop to shared understanding of board and | | | | | |
| 6.1 Acts to influence local, state, and national decisions affecting learning. 6.1 Adapts leadership strategies to reflect emerging trends and initiatives. 6.1 Distinguish the respective legal roles of the superintendent and the Boards of Directors. 6.2 Works effectively with the board to develop to shared understanding of board and | <u> </u> | | | | |
| Acts to influence local, state, and national decisions affecting learning. 6.1 Adapts leadership strategies to reflect emerging trends and initiatives. 6.1 Distinguish the respective legal roles of the superintendent and the Boards of Directors. 6.2 Works effectively with the board to develop to shared understanding of board and | | | | | |
| decisions affecting learning. 6.1 Adapts leadership strategies to reflect emerging trends and initiatives. 6.1 Distinguish the respective legal roles of the superintendent and the Boards of Directors. 6.2 Works effectively with the board to develop to shared understanding of board and | | | | | |
| Adapts leadership strategies to reflect emerging trends and initiatives. 6.1 Distinguish the respective legal roles of the superintendent and the Boards of Directors. 6.2 Works effectively with the board to develop to shared understanding of board and | | | | | |
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| shared understanding of board and | Works effectively with the board to develop to | | | | |
| superintendent roles, 6.2 | _ | | | | |
| | superintendent roles. 6.2 | | | | |
| Leads and manages the district consistently with | Leads and manages the district consistently with | | | | |
| the board's policies and communicates | l = | | | | |
| effectively with board. 6.2 | | | | | |
| Helps the Board understand the interactions | Helps the Board understand the interactions | | | | |
| between culture and learning, and guides the | | | | | |
| Board to develop policies that will close the | | | | | |
| achievement gap. 6.2 | | | | | |

<u>PreCompetent</u>: Understands basic concept(s) but can not apply to multiple contexts and/or cannot explain the strengths and weakness of the concept(s)

Competent: Demonstrates analysis and integration of the concept(s) by ability to relate to multiple contexts and to explain the strengths and the weaknesses of the concept(s)

<u>Proficient</u>: Demonstrates the habit of being able to analyze and apply theory, patterns of best practice, and/or accepted professional conceptual frameworks to oral, written, or live cases

Rubrics for Standards/Indicators

By Category: Knowledge, Dispositions, Performances

| | Pre-Competent | Competent | Proficient | Mentor |
|-------------|--|--|---|--|
| KNOWLEDGE | Understands basic concept(s) but can not apply to multiple contexts and/or can not explain the strengths & weakness of the concept(s) | Demonstrates analysis and integration of the concept(s) by ability to relate to multiple contexts and to explain the strengths and weaknesses of the concept(s) | Demonstrates the habit of being able to analyze and apply theory, patterns of best practice, and/or accepted professional conceptual frameworks to oral, written or live cases | Demonstrates the ability to effectively explain and apply the concept(s) for the Pre-competent and is a positive role model for both the competent and the proficient |
| DISPOSITION | Affirms, but not able to articulate and/or explain the appropriate values and philosophical perspectives needed to perform as a professional educator in the certificate role. Actual behavior does not consistently indicate that such values or professional ethics are embodied in professional activities. | Actual behavior consistently indicates that the candidate has internalized and is committed to the appropriate professional educator values and ethics | Takes the lead in effectively implementing activities that explicitly embody appropriate professional educator values or professional ethics | Effectively advocates and promotes appropriate professional educator values or ethics in various settings. Habitually engages in reflection that leads to improved professional performance or improved learning environment for students. |
| PERFORMANCE | Is not able to consistently perform at a satisfactory level without constant supervision | Is able to consistently perform at satisfactory pre-service-level expectations with only minimal supervision during tasks | Is able to consistently perform at a satisfactory pre-service-level expectations, even without minimal supervision during tasks (has become a model of pre-service-level performance for both the Promising Candidates and the Competent) | Consistently self-initiates appropriate solutions to administrative issues or problems, brings these solutions to supervisors for approval before taking action, and consistently performs beyond preservice-level expectations |

SEATTLE UNIVERSITY EXECUTIVE LEADERSHIP SUPERINTENDENT PROGRAM INTERNSHIP APPROVAL FORM

| Applicant's Name | Phone |
|--|--|
| Address | |
| | |
| The applicant requests a superintendent | t internship as follows: |
| School District Name | Superintendent |
| Address | |
| | Phone |
| | |
| | Date |
| Because the superintendent internship is collaboration between the university and contract under which the above named district personnel to assure the learning of the College of Education at Seattle University. The Educational Administration program Washington State superintendent certificant access to key information in the soll processes, administrative procedures, at The internship itself begins only when the Intern has successfully complete. | Im for superintendents qualifies successful candidates for the icate. To achieve that certificate requires specific tasks of the intern hool district setting (e.g., budgets, sample contracts, policymaking nd relevant experience with governance structures). the following conditions have been met: d a diagnostic assessment of the competencies for the internship. niversity supervisor have agreed to tentative plans for projects and |
| (2) the designated superintendent will p University supervisor. We will provide the internship We will provide the internship | portunity for an internship will be available for the dates shown, and provide supervision of the internship in cooperation with the Seattle under the conditions described above. Subject to these additional conditions: Soone the experience until |
| Superintendent's Signature | Date |

ADVISING PROCEDURES AND KEY INTERNSHIP ACTIVITIES

PURPOSE: On-the-job experience to supplement the student's coursework and previous experience is provided by the superintendent internship. As described in the Professional Educator Standards Board (PESB), Framework for Residency Superintendent Standards, the internship addresses the requirements of the themes of the mission statement of the superintendent program, and superintendent standards jointly recommended by national professional associations and practicing superintendents.

1. **ADVISOR ASSIGNMENT AND PROGRAM OF STUDY.** Executive Leadership Superintendent Program Students are assigned to an advisor as they enter the program. Superintendent candidates are generally assigned to the coordinator of the superintendent program and conference with the coordinator to develop an internship plan.

The advisor assists students in planning their internship, clarify university procedures of all kinds, and assure that students access all resources possible to enable them to have a successful educational experience.

- 2. WASHINGTON STATE RESIDENCY STANDARDS BENCHMARKS. The field supervisor will assess whether or not competency is achieved for each benchmark of the internship. The Seattle University supervisor also verifies competency. Students keep a log of their hours and activities of the internship that are signed by the field supervisor and submitted to the Seattle University supervisor quarterly. Students also keep a portfolio organized by standards for the superintendency. This portfolio is submitted at the end of the internship as part of the grade for the internship.
- 3. **INTERNSHIP PLANNING.** Students reflect on their level of competence and previous experience for each standard. Previous experience is documented, and a plan is developed by the student (conferring with the field supervisor as appropriate) to gain mastery of all internship competencies. Unless successful prior work experience is documented and satisfies the required level of competence, specific goals and activities to do so must be included in the internship plan. A tentative implementation plan is developed to include planned activities, a timeline of approximately when the activities will take place, and the approximate number of unduplicated hours for each activity. The plan is approved by the Seattle University supervisor and then the field supervisor.

A minimum of 360 hours must be logged.

4. **SELECTION OF FIELD SUPERVISOR.** Arrangements for the internship site and field supervisor are made by the student in consultation with the Seattle University supervisor, who will assist in finding a site as needed. The field supervisor must have worked in the pertinent role, under that certificate, for at least three years (or a second supervisor located who so qualifies and will co-supervise the internship). Other criteria may include leadership style, expertise, values, size of district, relationship established, diversity of the district, and quality of the anticipated experience.

The field supervisor is responsible to provide the variety of experiences the intern needs to achieve the skills identified, including opportunities for leadership, attendance at significant administrative meetings, inservice and professional workshops, periodic meetings to discuss perspectives (such as the politics of situations), and monitoring the student's growth.

5. **REFLECTION ON THEMES OF THE PROGRAM.** Reflection and discussion of internship experiences will focus on the ten themes of the Executive Leadership Superintendent Program as listed below. This will occur at individual conferences or group sessions. A variety of methods will be used to incorporate the themes, such as case studies, small and large group discussions, journal entries, analysis of student strengths and potential liabilities, growth plans, environmental scans, and guests to speak on these and related topics.

CURRICULUM EMPHASIZING TEN ORGANIZING THEMES:

- Superintendent as Systems Level Leader
- Superintendent as Leader of Adaptive Change
- Superintendent as Instructional Improvement Leader
- Superintendent as Learning Organizational Leader
- Superintendent as Leader of High Impact Teams
- Superintendent as Political and Community Leader
- Superintendent as Reflective Practitioner
- Superintendent as Leader in the Application of Knowledge
- Superintendent as Ethical Leader
- Superintendent as Leader for a Just and Humane World

CERTIFICATION PROCEDURES

RESIDENCY CERTIFICATION for SUPERINTENDENT

Once you have officially completed all program requirements and had all your Residency Standards officially approved, you are eligible for the residency superintendent certificate. When you are ready to apply for the certificate, follow the procedures outlined below.

- I. Be sure all necessary documentation is in your student file in the Certification Office at the College of Education (Loyola Hall, room 503). This must include:
 - A. Your program of studies (candidacy form) showing completed course grades (the office has access to your SU transcript and all your former higher education transcripts should be in your student file).
 - B. Officially signed "Verification of Attainment of Washington State Benchmarks" form. You will need to make a specific appointment with your on-site supervisor to have your on-site supervisor sign off (with date) on all appropriate Benchmarks on this form (Benchmarks and Rubrics are included on the form).
 - C. Internship assignments completed
- II. Submit the following to

Patricia Witkowski Certification Office, College of Education Seattle University 901 12th Avenue Box 222000

Seattle, WA 98122.

Phone: 206-296-5774; Email: witkow@seattleu.edu

- A. Application Form (completely and correctly filled-out) using FORM 4201
- B. Make out a check to Puget Sound ESD in the amount of the initial certificate fee which is \$35 and give the check to the College of Education Certification Office with the payment form.

Washington State Residency Certificate Superintendent Benchmarks

Verification of Attainment of Washington State Residency Certificate Benchmarks

| Student Name: | | | |
|---------------|--|--|--|

| RESIDENCY BENCHMARKS | PreComp | Competent | Proficient | Mentor |
|---|---------|-----------|------------|--------|
| Articulates purposes and rationale for a district-wide vision for | | | | |
| learning. 1.1 | | | | |
| Demonstrates how the district develops an inclusive shared |] | | | |
| vision. 1.1 | | | | |
| Identifies objectives and strategies to implement a district-wide | | | | |
| vision. 1.2 | | | | |
| Analyzes how systems are affected by a shared vision and |] | | | |
| suggests changes to an existing system. 1.2 | | | | |
| Demonstrates ability to develop plans that align district |] | | | |
| structures, processes, and resources with a vision. 1.2 | | | | |
| Demonstrates understanding of the leader's role as keeper of |] | | | |
| the vision while establishing a means to involve stakeholders in | | | | |
| keeping the vision. 1.3 | | | | |
| Evaluates how the vision serves the needs of students, staff and | | | | |
| community. 1.3 | | | | |
| Demonstrates understanding of how to use the vision to | | | | |
| facilitate effective communication, nurture and maintain trust, | | | | |
| develop collaboration among stakeholders and celebrate efforts | | | | |
| and achievement of the vision. 1.3 | | | | |
| Demonstrates understanding that student learning is the | | | | |
| fundamental purpose of schools. 2.1 | | | | |
| Identifies features of organizational cultures promoting student | | | | |
| learning. 2.1 | | | | |
| Uses a variety of skills and strategies to design systems that |] | | | |
| respect and support diverse cultural perspectives and customs in | | | | |
| order to promote success of each student. 2.1 | | | | |
| Ensures the creation and supports the implementation of | | | | |
| district-wide and school improvement plans that focus on a | | | | |
| culture of continuous learning. 2.1 | | | | |

RESIDENCY BENCHMARKS: Knowledge Level

PreCompetent: Understands basic concept(s) but can not apply to multiple contexts and/or cannot explain the strengths and weakness of the concept(s)

<u>Competent</u>: Demonstrates analysis and integration of the concept(s) by ability to relate to multiple contexts and to explain the strengths and the weaknesses of the concept(s)

<u>Proficient</u>: Demonstrates the habit of being able to analyze and apply theory, patterns of best practice, and/or accepted professional conceptual frameworks to oral, written, or live cases

| Analyzes how both the district and school cultures affect student learning, 2.1 Permontes district, school, and classroom communities based on acceptance, respect, and civility. 2.1 Demonstrates understanding of how to engage and support each student in meaningful learning that is regularly assessed to improve instruction. 2.2 Knows how to use a continuous cycle of assessment to improve instruction and ensure that each student has equitable and sufficient opportunities to learn and to meet high standards. 2.2 Assures alignment of curriculum, instruction and assessment with state and local learning goals. 2.2 Manages learning systems to assure their responsiveness to students' cultural, cognitive, and linguistic needs. 2.2 Uses evidence of student learning to create professional development systems. 2.3 Understands that professional development increases the instructional and leadership capacity of staff. 2.3 Uses district-wide and school improvement plans to support professional development including the use of technology. 2.3 Knows processes for coaching staff, conducting staff evaluation, and for using a professional growth plan to improve student learning. 2.3 Demonstrates understanding of how to build leadership capacity to improve student learning. 2.3 Demonstrates understanding of how to use a continuous and repeating cycle of analysis for monitoring, examining, evaluating, and adjusting the district and school systems, programs and issues. The continuous cycle of analysis includes problem framing, data collection and interpretation, synthesis, using data to outline options for action, implementing chosen action, and gathering data to check progress and to judge effectiveness. 3.1 Uses organizational theory to create and support structures within a district that promote school safety, behavior management, and other issuess. 3.2 Demonstrates understanding of developmentally appropriate behavior expectations and discipline policies that are balanced with students' emotional and personal needs 3 | RESIDENCY BENCHMARKS | PreComp | Competent | Proficient | Mentor |
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| behavior expectations and discipline policies that are balanced | | | | | |
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| 77 1511 754445 1157 5 1157 117 1181 1111 177 178 178 178 178 178 | with students' emotional and personal needs. 3.2 | | | | |

RESIDENCY BENCHMARKS: Knowledge Level

<u>PreCompetent</u>: Understands basic concept(s) but can not apply to multiple contexts and/or cannot explain the strengths and weakness of the concept(s)

<u>Competent</u>: Demonstrates analysis and integration of the concept(s) by ability to relate to multiple contexts and to explain the strengths and the weaknesses of the concept(s)

<u>Proficient</u>: Demonstrates the habit of being able to analyze and apply theory, patterns of best practice, and/or accepted professional conceptual frameworks to oral, written, or live cases

| RESIDENCY BENCHMARKS | PreComp | Competent | Proficient | Mentor |
|---|---------|-----------|------------|--------|
| Assures that district and school policies and practices result in | _ | - | | |
| equitable treatment of each student. 3.2 | | | | |
| Demonstrates understanding of procedures necessary for | | | | |
| management and maintenance of a clean and orderly learning | | | | |
| environment. 3.4 | | | | |
| Identifies the responsibilities related to financial, human, and | | | | |
| material resources as required by state law, Board policy, and | | | | |
| employee contracts. 3.4 | | | | |
| Engages in the creation and/or implementation of district-wide | | | | |
| planning to ensure responsible leadership and equitable | | | | |
| management of resources. 3.4 | | | | |
| Demonstrates understanding that family support affects student | | | | |
| success in school. 4.1 | | | | |
| Demonstrates understanding that sustaining successful family | | | | |
| partnerships is challenging, and knows the critical partnership | | | | |
| issues that must be addressed, the barriers to success, and ways | | | | |
| to overcome them. 4.1 | | | | |
| Demonstrates collaboration skills with diverse students and | | | | |
| families in support of student academic performance. 4.1 | | | | |
| Works with board to identify and respond to family and | | | | |
| community needs. 4.1 | | | | |
| Recognizes the diversity within the district. 4.2 | | | | |
| Understands the complex characteristics of ethnic, racial, and | | | | |
| cultural groups and the challenges faced by immigrant | | | | |
| communities. 4.2 | | | | |
| Understands that knowledge is socially constructed and reflects | | | | |
| the personal experiences and the social, political, and economic | | | | |
| contexts in which students live and work. 4.2 | | | | |
| Demonstrates understanding of the importance of each student | | | | |
| having opportunities to participate in co-curricular activities | | | | |
| that are congruent with the academic and interpersonal goals of | | | | |
| the school. 4.2 | | | | |
| Recognizes the importance of funding and distribution of | | | | |
| resources to ensure that each student has equal opportunities to | | | | |
| access learning. 4.3 | | | | |
| Engages in the creation or implementation of district-wide | | | | |
| planning to obtain adequate resources, including technology. | | | | |
| 4.3 | | | | |

RESIDENCY BENCHMARKS: Knowledge Level

<u>PreCompetent</u>: Understands basic concept(s) but can not apply to multiple contexts and/or cannot explain the strengths and weakness of the concept(s)

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| | PreComp | Competent | Proficient | Mentor |
|--|---------|-----------|------------|----------|
| Creates a professional growth plan, identifies needed growth, | | | | |
| plans professional growth activities, and gathers evidence to | | | | |
| document that professional growth leads to school improvement | | | | |
| and increased student learning. 5.1 | | | | |
| Engages in self-analysis of own values, behaviors, and | | | | |
| dispositions, including awareness of own ethnicity/culture as it | | | | |
| relates to others. 5.1 | | | | |
| Understands the career expectation for leading within legal, | | | | |
| ethical, and moral frameworks. 5.2 | | | | |
| Articulates and uses personal values and beliefs to guide | | | | |
| actions. 5.2 | | | | |
| Treats people fairly, equitably, and with dignity. 5.2 | | | | |
| Demonstrates understanding of the role of education in | | | | |
| renewing a democratic society and the leader's responsibility in | | | | |
| influencing the larger political, social, economic, legal, and | | | | |
| cultural context. 6.1 | | | | |
| Advocates for equitable and inclusive policies that benefit | | | | |
| children, families, and caregivers. 6.1 | | | | |
| Acts to influence local, state, and national decisions affecting | | | | |
| learning. 6.1 | | | | |
| Adapts leadership strategies to reflect emerging trends and | | | | |
| initiatives. 6.1 | | | | |
| Distinguishes the respective legal roles of the superintendent | | | | |
| and the Board of Directors. 6.2 | | | | |
| Works effectively with the board to develop shared | | | | |
| understanding of board and superintendent roles. 6.2 | | | | |
| Leads and manages the district consistently with the board's | | | | |
| policies and communicates effectively with board. 6.2 | | | | |
| Helps the Board understand the interactions between culture | | | | - |
| and learning, and guides the Board to develop policies that will | | | | |
| close the achievement gap. 6.2 | | | | |
| tione the name , ement gap. 0.2 | <u></u> | <u></u> | <u> </u> | <u> </u> |
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| | | | | |
| Signature | | Date | | |

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SEATTLE UNIVERSITY COLLEGE OF EDUCATION EDUCATIONAL ADMINISTRATION PROGRAM POST-MASTER'S CERTIFICATION ONLY: SUPERINTENDENT

| Name: | SU ID | #: | _ Date: | |
|----------------------------|-------------------------------|------------|--------------|------|
| Address: | | | | |
| Seattle U e-mail: | | Phone (H): | | |
| | | Credits | <u>Grade</u> | Qtr. |
| REQUIRED (| <u>COURSES</u> | | | |
| EDAD 537 | Superintendent Seminar I | 5 | | |
| EDAD 538 | Superintendent Seminar II | 5 | | |
| EDAD 539 | Superintendent Seminar III | 5 | | |
| EDAD 540 | Superintendent Seminar IV | 5 | | |
| EDAD 541 | Superintendent Seminar V | 5 | | |
| EDAD 534 | Superintendent Internship I | 2 | | |
| EDAD 535 | Superintendent Internship II | 2 | | |
| EDAD 536 | Superintendent Internship III | 2 | | |
| | Total | 31 | | |
| | | | | |
| Student Signature | | Date | | |
| Drogram Di | vactor Cianatura | Data | | |
| Program Director Signature | | Date | | |