



GARDNER-WEBB
UNIVERSITY

SCHOOL *of* EDUCATION

Ed.D. in Educational Leadership
2020-21 Academic Year Handbook

GARDNER-WEBB UNIVERSITY SCHOOL OF EDUCATION

Mission

The Gardner-Webb University School of Education equips candidates to impact communities through innovative, collaborative leadership by applying principles of learning and continuous improvement to foster meaningful intellectual thought, critical analysis, spiritual challenge, and preparation for success within a diverse world.

Vision

Gardner-Webb University School of Education is a premier catalyst for positive, sustainable change.

Priorities

The faculty of the Gardner-Webb School of Education has set the following priorities to guide us in following our mission and vision:

- Focus on continuous improvement of SOE programs and candidate learning outcomes through data-informed decision-making
- Cultivate caring and relevant relationships with candidates
- Promote and support collaborative projects with schools, community and alumni
- Contribute to the university learning community
- Develop interactive learning environments
- Increase and strengthen scholarly productivity

Values

The Gardner-Webb School of Education consists of members dedicated to demonstrating innovation, creativity, teamwork, problem solving, flexibility, adaptability, and a commitment to continuous learning.

Specifically, these dispositions include:

- Principles of ongoing reflection, continuous improvement, and data-informed decision-making
- Caring relationships characterized by high ethical standards, collaboration, and shared decision-making
- Leadership skills focused on social and emotional intelligence, understanding group dynamics within diverse communities, and a vision for meaningful change
- Interactive learning environments utilizing innovative and appropriate tools and strategies to expand opportunities

GWU EPP Conceptual Framework / Student Learning Outcome Alignment

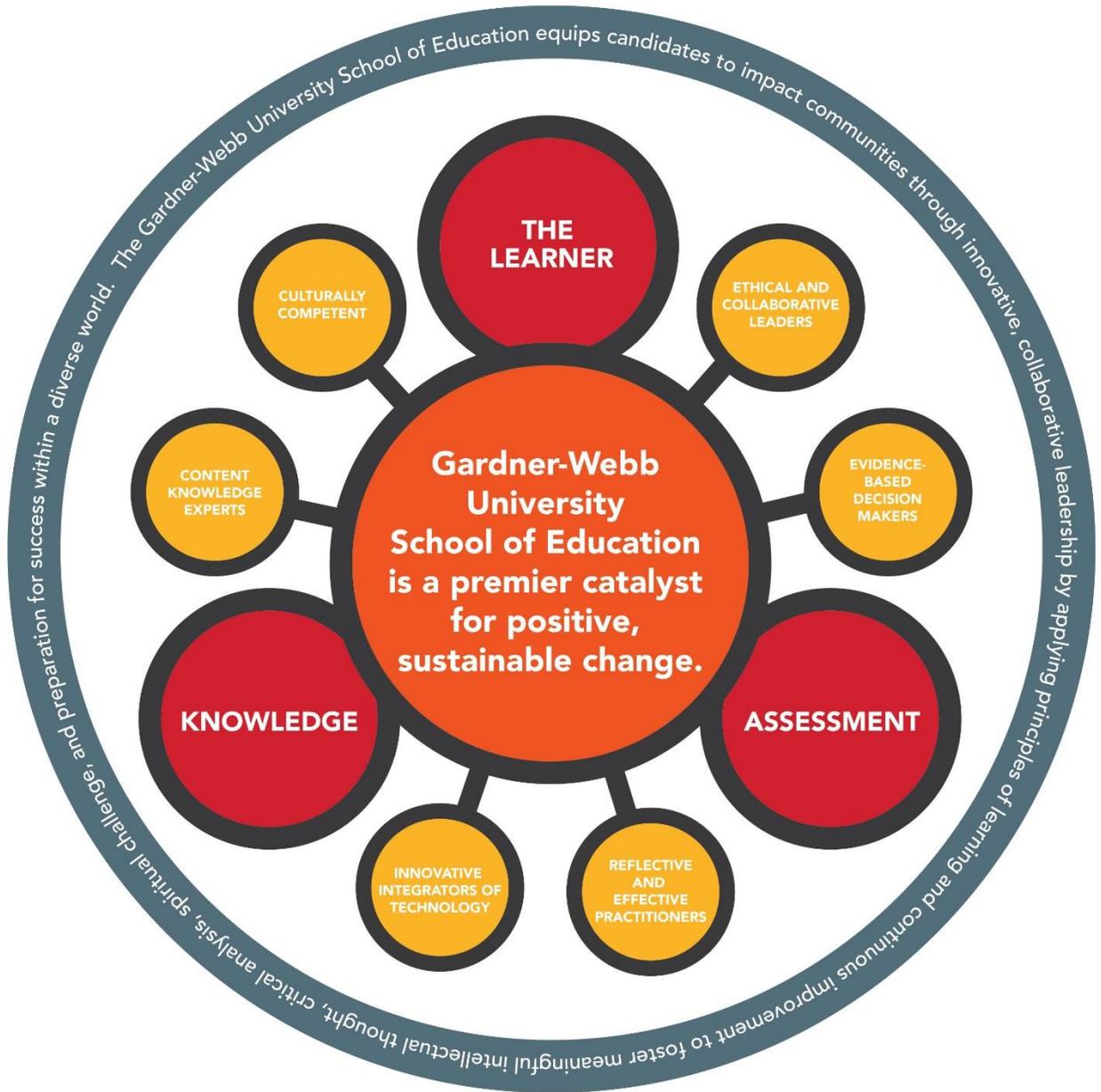
Rationale

Central to all licensure programs at Gardner-Webb University is a common conceptual framework that provides not only a philosophical foundation but a model of practice that provides definition to the character and skill of candidates. Built upon the North Carolina Professional Teaching Standards (NCPTS) and the North Carolina Standards for School Executives (NCSSE), and aligned to the SOE Student Learning Outcomes, the conceptual framework places an emphasis on continual learning within the context of the community. Assurance of the relationship of coursework and program assessments to state standards at both the advanced and initial levels are on file with the North Carolina Department of Public Instruction. These assurances are updated and reaffirmed by the State Board every seven years.

School of Education Student Learning Outcomes

Through demonstrating these values to candidates at the initial and advanced level in addition to engaging candidates in clinical experiences and coursework, the School of Education works to create graduates who are:

1. Culturally competent;
2. Content knowledge experts;
3. Evidence-based decision makers;
4. Reflective and effective practitioners;
5. Innovative integrators of appropriate technology; and
6. Ethical, collaborative leaders of internal stakeholders, families and communities.



The SOE Conceptual Framework consists of three domains framing effective teaching and leading:

The Learner

Program standards at both initial and advanced levels emphasize the importance of culturally competent educational leaders establishing and supporting respectful environments. Within these environments, educators collaborate with colleagues as well as families and communities to differentiate instruction for students and/or leadership of adults to appropriately respond to various forms of diversity. Student Learning Outcomes aligned to this domain include: cultural competence; ethical and collaborative leadership of all stakeholders; and reflective and effective practice.

Knowledge

Three specific areas of knowledge are encompassed in this domain and echoed within program standards at both initial and advanced levels; namely, self-knowledge, content knowledge, and pedagogical knowledge. Candidates are supported in developing self-awareness critical to emotional intelligence and positive relationships with others. Candidates are also expected to be experts in the content areas they teach and/or lead, as well as develop pedagogical knowledge of evidence-based methods. Underscored throughout this domain is the idea that knowledge in these domains does not have an endpoint; rather, development and continuous improvement related to knowledge of self, content, and pedagogy is a lifelong process. Student Learning Outcomes aligned to this domain include: content knowledge expertise; reflective and effective practice; innovative integration of appropriate technology; and ethical and collaborative leadership of all stakeholders.

Assessment

Within the assessment domain, candidates at initial and advanced levels develop or extend understandings of a variety of assessment tools for use in formative and summative evaluation and practice using evidence to inform and support decision-making. The alignment of goals and instruction to evaluation instruments and processes is critical. Standards for all programs in both initial and advanced licensure programs align to the components of this domain. Student Learning Outcomes aligned to this domain include: evidence-based decision-making; reflective and effective practice; and ethical and collaborative leadership of all stakeholders.

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

EDLS Program Mission

The Gardner-Webb University Doctoral program in Educational Leadership serves advanced candidates aspiring to leadership roles that promote high-impact learning by empowering people within communities to nourish innovation through facilitated collaboration and continuous improvement.

The Gardner-Webb University School of Education designed the Ed.D. in School Administration for potential and practicing educational leaders who wish to develop and refine their leadership skills in complex organizations. The Doctor of Education Degree program focuses on equipping candidates with the knowledge, skills, attitudes, values, and beliefs that will enable them to function effectively in leadership roles in an ever-changing economic, political, social, and technological environment. The Doctor of Education Degree in Educational Leadership (EDLS) at Gardner-Webb University is a 63-credit-hour program.

Purpose

The purpose of the Doctor of Education in Educational Leadership is to develop educational leaders through courses, research, seminars, and internships conducted in an environment based on Christian principles and values.

Goals

The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the areas of:

- Strategic leadership;
- Instructional leadership;
- Cultural leadership;
- Human resource leadership;
- Managerial leadership;
- External development leadership;
- Micro-political leadership; and
- Research and data-driven decision-making, leading to Superintendent's licensure.

Student Learning Outcomes Aligned to Goals

As a result of participating in the EDLS program, students will be able to demonstrate:

- cultural competence
- expert content knowledge
- evidence-based decision-making
- skills of reflective and effective practitioners
- innovative integration of technology
- ethical and collaborative leadership skills with all stakeholders

EDLS Entry and Program Requirements

Admission Requirements

1. Complete the application, including a copy of your current educator's license.
2. Attach a \$40.00 non-refundable application fee, in either check or money order - no cash.
3. Arrange to have an **official transcript** of all master's level work sent to you in an envelope sealed by the registrar. Include the sealed envelope(s) with your application.
4. Three professional recommendations from persons, at least one of whom must be at the central office or school board level, who know the applicant's work as an educator or professor;
5. Personal essay explaining the applicant's purpose in wanting to earn a doctoral degree in Educational Leadership;
6. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed;
7. Minimum of three years of successful administrative/teaching leadership experience, administration preferred;
8. Current entry-level license in school administration;
9. Satisfactory scores on the GRE (294 plus 3.5 on writing) or MAT (388);
10. Internship Supervision Form and Cohort Form.

Please enclose items 1-5 above in a large envelope and mail or deliver to:

Gardner-Webb University Graduate School
Box 7286
Boiling Springs, NC 28017

When your application folder is complete, it will be sent to the School of Education for admission consideration.

Time Limit Policy

All requirements for the doctorate, including the dissertation, must be completed within seven academic years from the date of the first module of study. If a candidate chooses or is forced to interrupt the sequence of modules, that candidate may re-enter the program at the appropriate sequence, but must abide by the original seven-year time limit. Any exception to the seven-year time limit must be approved and recommended by the Dean of the School of Education. Students are required to enroll in consecutive semesters until completion or withdrawal within the 7-year time limit.

Residence Requirement Policy

The module concept incorporated in the program of studies satisfies the residency requirement in that candidates will maintain a minimum of 7 hours in consecutive semesters. All classes are scheduled at approved Gardner-Webb University sites providing candidates with the opportunity for extended periods of intensive study. All students are required to attend each Summer Conference sponsored by the Doctoral Program at the Gardner-Webb main campus.

Advisory / Dissertation Committee Policy

Each candidate will be assigned a dissertation coach during their first semester of coursework. The coach may or may not transition as chair with the candidate. Dissertation committee chairs will be assigned by the Program Coordinator in consultation with the candidate. Committee members must be approved by the Program Coordinator and the Dean of the School of Education. The dissertation committee will consist of a chair and minimum of two committee members. The committee shall assist with guidance in preparation of the dissertation. All committee members must hold doctoral degrees.

Candidates may elect to change the composition of their committee at any time, but they must obtain written approval from the Program Coordinator to do so. Candidates must clear the IRB process before beginning research.

EDLS Program Requirements

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP (63 HOURS)

Cohort Coursework	Credit hours
EDLS 730 – Strategic Leadership and School Reform	6.0
EDUC 731 - Dissertation Coaching/Clinical Experience Seminar	1.0
EDLS 732 – Instructional Leadership: Curriculum and Instruction for Sustaining Academic Achievement	9.0
EDUC 733 - Dissertation Coaching/Clinical Experience Seminar	1.0
EDLS 734 – Human Resource Leadership	9.0
EDUC 735 - Dissertation Coaching/Clinical Experience Seminar	1.0
EDLS 736 – Research and Program Evaluation	12.0
EDUC 737 - Dissertation Chairing/Clinical Experience Seminar	1.0
EDLS 738 – Cultural and Ethical Leadership	6.0
EDUC 739 - Dissertation Chairing/Clinical Experience Seminar	1.0
EDLS 740 – Managerial Leadership	6.0
EDUC 741 - Dissertation Chairing/Clinical Experience Seminar	1.0
EDLS 742 - Dissertation Module I	6.0
EDUC 743 - Dissertation Module II	3.0
EDLS 744 - Dissertation (Continuing)	3.0 (as needed)

EDLS COURSE PROGRESSION

An emphasis on accountability will be reflected through field experiences and assignments for the electronic portfolio. Evidence activities will begin in the first course and continue throughout the program. Each of the NC Standards for School Executives will be emphasized in all classes through assignments and related activities. The completed internship portfolio will represent the candidate's entire EDLS experience.

The program will have these recognizable characteristics:

1. Cohort configurations are designed around collaboration, consensus, on-site delivery of instruction, and the continual exploration of innovative partnership possibilities.
2. Evidence activities will accompany the six modules, beginning in the first course and distributed throughout the program. These activities will demonstrate candidate proficiency across the indicators for North Carolina Aspiring Superintendents; bridge the gap between theory and practice; encourage collaboration between university and site supervisors; maximize quality learning time with candidates and professors; and create a rich, relevant learning experience. Upon completion of each evidence activity, each candidate will be required to update and defend his/her portfolio for multiple evaluators.
3. Extended public school partnership agreements allow public school partners to participate in assessing the program and enable learning opportunities for graduates. The Gardner-Webb University Center for Innovative Leadership Development (CILD) hosts yearly leadership development activities for public school partners, which current students attend.
4. Innovative instructional delivery methods will serve as a major component of the EDLS program. These methods will include online delivery via Zoom and other platforms (explained below), site-based distance learning, and blended delivery.
5. TaskStream portfolio assessment software will be used as the primary method of collecting and analyzing candidate data/artifacts throughout the program of study. TaskStream software is already aligned with NC Standards for School Executives and provides a format for displaying desired competencies and skills.
6. Dissertation seminar meetings will be held each semester for EDLS students. These seminars will provide opportunities for discussion and reflection among candidates and facilitate dissertation discussions.
7. Course content includes integrated curriculum designed to meet multiple NC Aspiring Superintendent Standards while also extending practical experience for candidates in the EDLS program through evidence completion. Highly recommended activities will be provided to candidates at the beginning of the program. These activities, which will drive artifacts and reflections submitted via TaskStream, will be discussed with public school partners to determine their validity as related to desired skill development.

Facilitation of the electronic portfolio will be key to the program assessment and licensure activities. This will allow for a focus on demonstrated competencies that address the new standards for school administrators and how these standards relate to the tasks of helping teachers and principals meet the practices in their standards. There is also a focus on the complete evaluative process, and how artifacts reflect that process. The intent is that the process should be an integrated whole that enables the candidate to learn both theoretical knowledge and practical leadership skills wherever s/he is in the program. All courses require some use of data sources such as the Teacher Working Conditions Survey, needs assessments, and/or school achievement data. In addition, all courses encourage candidates to work in Professional Learning Communities and in a mode of continuous monitoring and revising. Our intent is for candidates to be reflective, analytical, collaborative, and practical in their decision-making.

The Dissertation Coaching (Chairing) / Clinical Seminar hours that are co-requisites to the course modules begin with the first semester and culminate in the sixth semester of the program. By the end of the sixth semester, the student will have met expectations for proficiency in all 56 functions embedded in the seven leadership standards designated by NCPDI. In addition, each candidate's ongoing dissertation work with their coach/chair will have progressed so that the candidate will be prepared to defend their dissertation proposal in EDLS 742 – Dissertation Module I. Proposal defense during EDLS 742 is not required, but it is the hope of the program designers that ongoing support and coaching through the first six semesters will result in achieving this goal. In addition, the electronic portfolio, consisting of six evidences produced during the first six semesters in the program and aligned to work within course modules, will be submitted to the School of Education faculty as evidence of having met the NC Aspiring Superintendent Standards.

Program Technology Requirements

Technology is an integral part of academic work in the School of Education at Gardner-Webb University. Students have the opportunity to complete classes in a blended or low-residency format. Regardless of format, all classes require some instruction and/or activities online. The goal is to engage students in a rigorous academic environment that provides flexibility in scheduling for the student and retains the student-professor relationship. In order to accomplish this goal, Gardner-Webb University utilizes several online platforms, including Blackboard, TaskStream, and Zoom.

Blackboard (BB) is the course management system for Gardner-Webb instruction. Instructors facilitate a robust array of instructional activities and communication possibilities within the Blackboard environment.

The purpose of TaskStream is to provide students a web-based repository for the evidences required to meet requirements in the seven (7) domains of the NC Aspiring Superintendent Standards and

demonstrate successful completion of the clinical experience and dissertation components in order to meet Gardner-Webb University graduation requirements.

Zoom allows professors to record webinars, which students can review on their own schedules. In addition, professors are able to hold synchronous online class meetings through Zoom, enabling formal student presentations and two-way communication with the professor. Zoom requires access to a video camera and audio equipment, such as a combination headset/microphone, that will allow the student to be seen and hear, as well as verbally reply during class sessions. All EDLS courses require these technologies as a part of the curriculum. Measures to accommodate students with disabilities are available.

One word of caution: *You cannot always rely on school computers to connect and be effective with these technologies because of school district security measures.*

Course Meetings

All EDLS courses are delivered in the low-residency format. Candidates in the low-residency format will meet 3 weekends during the fall and spring semesters of coursework and have 6-8 Zoom sessions per semester. Meeting frequency and dates for summer sessions of coursework will be developed by consensus between the instructor and candidates.

The Annual Summer Conference is required of all students each year and is held on the main campus of Gardner-Webb University.

North Carolina Licensure Requirements

In conjunction with North Carolina requirements for licensure, Gardner-Webb requires proficiency at a 100% level in the 56 descriptors mandated by the State. Proficiency is certified by the University.

For further information on requirements in other states, consult your state's department of public instruction.

Program Time Limits

All requirements for the doctorate, including the dissertation, must be completed within 7 academic years from the date of the first module of study. If a candidate chooses or is forced to interrupt the sequence of modules, that candidate may reenter the program at the appropriate sequence, but must abide by the original seven year time limit. Any exception to the seven-year time limit must be approved and recommended by the Dean of the School of Education. Students are required to enroll in consecutive semesters until completion or withdrawal within the seven-year time limit.

EDLS COURSE DESCRIPTIONS

EDLS 730 – Strategic Leadership and School Reform

This module examines the historical context and theory of organizational leadership and structure. In addition to the historical emphasis, the course facilitates investigation of current and future theories associated with organizational change and school reform from a strategic approach. The candidate will understand reform through a district's vision, mission, and goals. An integrated approach is used in the study of common theories and philosophies. Candidates will understand effective structures of distributive leadership and decision making in educational settings.

EDLS 732 – Instructional Leadership: Curriculum and Instruction for Sustaining Academic Achievement

The purpose of this module is to develop leadership skills for supervising educational programs. This course will examine research-based practices concerning current and emerging trends regarding: Instructional Delivery, Assessment & Data, Planning and Management, and Vertical Alignment.

EDLS 734 – Human Resource Leadership: Organizational Development and Leading Adult Learning

The purpose of the module is to develop leadership skills for hiring, retaining, evaluating and supervising educational personnel through the study of leadership styles and practices. It will examine Adult Learning Theory and building employee capacity. This module will allow candidates to evaluate and implement productive professional development and emphasize effective utilization of the NC Teacher and Staff Evaluation Process. The module focuses on the techniques, skills, and practices of the professional supervisor, including coaching and feedback.

EDLS 736 – Research and Program Evaluation

This module develops the skills for individual and organizational inquiry and program evaluation. This module will also strengthen the candidate's research skills through quantitative and qualitative data collection and interpretation.

EDLS 738 – Cultural and Ethical Leadership

This module surveys historical and contemporary works in policy development as well as ethical and legal issues as they relate to the educational setting. The course explores the cultural and

ethical issues that school leaders must manage in the workplace. Policy development and implementation as well as policy influencers are examined for their impact on school governance. Collaborative work environments as important indicators of school success, governance efficacy, and staff empowerment are reviewed.

EDLS 740 – Managerial Leadership

This module examines finances and facilities from the perspective of educational leaders who must determine the needs and functions of the fiscal operations. An integrated approach is used to establish the necessary leadership skills to create a cooperative working environment. The module also emphasizes the magnitude and complexity of the business of schooling. A thorough examination includes an understanding of how the American economy provides funding for public education, how funds are administered, and trends toward the efficient utilization of resources. The module will examine effective conflict management, effective communications, and the important role of procedures and rules in school governance.

EDLS 742 – Dissertation Module (6 hours)

This module allows the student to examine, through quantitative and qualitative methods, a topic of interest with the approval and guidance of a dissertation committee.

EDLS 743 – Dissertation Module (3 hours)

The dissertation module incorporates three (3) hours of seminar credit aimed at providing quality time for collaborative activities that assist in the development and completion of the final product.

EDUC 731, 733, 735, 737, 739, 741 – Dissertation Seminar (1 hour each)

The dissertation seminar is a one-hour seminar that allows collaboration between the candidate and the dissertation coach that prepares the candidate for dissertation writing.

EVIDENCES AND STANDARD ALIGNMENT

Candidates will complete components of these evidences throughout course modules and submit their work to Blackboard for formative and TaskStream for summative assessment.

Evidences consist of multiple components and most components build on work completed in prior modules. In addition, work completed in some evidences can inform work in other evidences. Candidates and faculty are well advised to become familiar with evidence components within specific modules as well as understanding the overall framework within which these components fit.

The tables below illustrate the six evidences and their alignment to program modules.

Course	Evidence	Alignment to NCASS
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EDLS 730	Strategic Plan Analysis (SPA)	Standard 1
EDLS 732	Curriculum and Instruction Improvement Plan (CIIP)	Standard 2
EDLS 734	Employee Development Plan (EDP)	Standard 4
EDLS 736	Title One Analysis Plan (TOAP)	Standard 6
EDLS 738	Policy Analysis (PA)	Standards 3 and 7
EDLS 740	Capital Expenditure Plan (CEP)	Standard 5

EDLS 730: Strategic Leadership and School Reform

CREDITS: 6.0 semester hours

MODULE PREREQUISITES: Admission to EDLS Program

MODULE DESCRIPTION:

This module examines the historical context and theory of organizational leadership and structure. In addition to the historical emphasis, the course facilitates investigation of current and future theories associated with organizational change and school reform from a strategic approach. The candidate will understand reform through a district's vision, mission, and goals. An integrated approach is used in the study of common theories and philosophies. Candidates will understand effective structures of distributive leadership and decision making in educational settings.

RATIONALE:

Educational leaders must exhibit leadership skills, which culminate in effective management of organizations and the incorporation of curriculum aimed at developing professional communities. Educational leaders make clear the mission, vision, and goals that translate into continuous improvement in their educational setting.

COURSE OBJECTIVES:

1. Candidates will understand organizations through knowledge of research, theory, and practice.
2. Candidates will apply organizational theory to the needs of their own organizations to increase understandings of schools, their stakeholders and how they lead for change.
3. Candidates will participate in appropriate field experiences focusing on authentic strategic leadership.
4. Candidates will acquire skills for the evaluation of effective strategic planning models.
5. Candidates will develop skills to address system-level needs related to organizational behavior and learning communities.
6. Candidates will understand how the seven leadership (superintendent) standards contribute to successful leadership in a school district.

LEARNING TASKS:

1. Review and understand the process districts use to develop, execute, improve and report their Strategic Plans.
2. Understand strategic leadership in an educational setting and how it can drive continuous improvement.
3. Analyze and make recommendations to strengthen district strategic plans and share those recommendations with district leaders.
4. Understand and implement distributive leadership models in their work environment.
5. Understand your districts use of accountability data to drive strategic planning and reporting.
6. Analyze the role of distributive leadership in district planning and direction.

MODULE REQUIREMENTS:

1. Candidates will maintain an electronic portfolio that provides evidence demonstrations.
2. Candidates will complete all learning tasks and assigned readings.
3. Candidates will contribute to discussion and professional dialogue.
4. Candidates will participate in peer reviews of evidences and other assignments.
5. Candidates will prepare and attend seminar events.
6. Candidates will submit all written assignments in BB and/or TaskStream.

EDLS STUDENT LEARNING OBJECTIVES (SLO):

1. As a result of participating in the EDLS program, students will be able to demonstrate cultural competence.
2. As a result of participating in the EDLS program, students will be able to demonstrate expert content knowledge.
3. As a result of participating in the EDLS program, students will be able to demonstrate evidence-based decision making.
4. As a result of participating in the EDLS program, students will be able to demonstrate skills of reflective and effective practitioners.
5. As a result of participating in the EDLS program, students will be able to demonstrate innovative integration of technology.
6. As a result of participating in the EDLS program, students will be able to demonstrate ethical and collaborative leadership skills with all stakeholders.

ALIGNMENT:

During the first six semesters of coursework, candidates will complete six evidences aligned to specific functions within domains of the North Carolina Aspiring Superintendent Standards. Candidates will complete components of these evidences throughout course modules. Evidences consist of multiple components and most components build on work completed in prior modules. In addition, work completed in some evidences can inform work in other evidences. Candidates and faculty are well advised to become familiar with evidence components within specific modules as well as understanding the overall framework within which these components fit. This course is aligned with the North Carolina Aspiring Superintendent Standard 1.

EVIDENCE / ARTIFACT:

Candidates in ELDS 730 are required to complete a capstone project or Evidence/Artifact. In this course, that project is a Strategic Leadership and Plan Analysis.

EDLS 730 Strategic Leadership and School Reform		Strategic Plan Analysis (SPA) NCS Standard 1		
<p>Superintendents create conditions that result in strategically re-imagining the district’s vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and/or postsecondary education and prepared for life in the 21st Century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district’s core values and beliefs about the preferred future and then developing a pathway to reach it.</p>				
Evidence Assignment	Emerging	Developing	Proficient	Accomplished
<p>Part A: Assessment: The candidate will work with others to conduct an analysis of their district’s Strategic Plan for addressing student learning centered on 21st Century knowledge and skills.</p> <p>This may include an analysis of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District Vision <input type="checkbox"/> District Mission <input type="checkbox"/> District Strategic Goals 	<p>The candidate demonstrates a basic understanding of the role of the superintendent in the analysis of a district strategic plan.</p>	<p>And . . . The candidate conducts a basic analysis of the district strategic plan.</p>	<p>And . . . The candidate conducts a comprehensive analysis of the district strategic plan which may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District Vision <input type="checkbox"/> District Mission <input type="checkbox"/> District Strategic Goals <input type="checkbox"/> Student achievement data <input type="checkbox"/> Teacher Working Conditions Survey 	<p>And . . . The candidate collaborates with others to facilitate the comprehensive analysis, and reports the findings to district leadership.</p>

<ul style="list-style-type: none"> <input type="checkbox"/> Student achievement data <input type="checkbox"/> Teacher Working Conditions Survey <input type="checkbox"/> Stakeholder perceptions <p>Or other pertinent data that impacts the district's core values or beliefs about the preferred future.</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Stakeholder perceptions <p>Or other pertinent data that impacts the district's core values or beliefs about the preferred future.</p>	
<p>Part B, Plan Recommendations: The candidate will select a department or area within the school system and work with others to conduct an analysis to determine strengths, weaknesses or barriers that impede alignment to the district's Strategic Plan.</p>	<p>The candidate demonstrates a basic understanding of the need to align department or school vision, mission and goals to the district's Strategic Plan.</p>	<p>And . . . The candidate conducts a basic examination of a department or school's vision, mission and goals to determine strengths, weaknesses or barriers that impede alignment to the district's Strategic Plan.</p>	<p>And . . . The candidate conducts a comprehensive examination of a department or school's vision, mission and goals to determine strengths, weaknesses or barriers that impede alignment to the district's Strategic Plan.</p>	<p>And . . . The candidate works with others to conduct a comprehensive examination of a department or school's vision, mission and goals to determine strengths, weaknesses or barriers that impede alignment to the district's Strategic Plan.</p>
<p>Part C: Reflections/ Stakeholders:</p> <p>Reflection The candidate reflects upon the following experiences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of the District Strategic Plan <input type="checkbox"/> Alignment of the District Strategic Plan with a department or area within the school system <input type="checkbox"/> Proposed reform initiative <input type="checkbox"/> Marketing Plan and Presentation <p>The candidate will determine a research-based reform initiative that addresses the weaknesses or barriers that impede alignment to the district's Strategic Plan.</p> <p>Marketing Plan & Presentation The candidate will develop a</p>	<p>The candidate conducts a basic review of the literature related to the reform initiative.</p> <p>The candidate will demonstrate a basic understanding of school reform initiatives.</p> <p>The candidate will identify initiatives aimed at instituting the proposed reform.</p>	<p>The candidate conducts a basic review of the literature related to the reform initiative and aligns the research to the district strategic plan.</p> <p>The candidate will demonstrate a solid understanding of school reform initiatives and how they influence learning district and school wide.</p> <p>The candidate will identify initiatives aimed at improving alignment with the district Strategic Plan and identify marketing strategies for implementation.</p>	<p>The candidate conducts thorough review of the literature analyzing a minimum of five sources related to the reform initiative and aligns the research to the district strategic plan. The candidate identifies potential weaknesses or barriers in the proposed reform's alignment with the strategic plan.</p> <p>And . . . The candidate reflects upon the following experiences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of the District Strategic Plan <input type="checkbox"/> Alignment of the District Strategic Plan with a department or area within the school system <input type="checkbox"/> Proposed reform 	<p>The candidate conducts a thorough review of the literature analyzing a minimum of five sources related to the proposed reform initiative and aligns the research to the district strategic plan. The candidate identifies potential weaknesses or barriers in the proposed reform's alignment with the strategic plan and discusses opportunities for overcoming them.</p> <p>And . . . The candidate reflects on the experience and effectively articulates how he/she would improve each component of the school reform process.</p> <p>The candidate will work with others to</p>

<p>marketing plan for implementing their proposed reform initiative. The candidate will present their proposed reform initiative to the superintendent, the local board or their designees.</p>			<p>initiative <input type="checkbox"/> Marketing Plan and Presentation</p> <p>The candidate will identify initiatives aimed at improving alignment with the district Strategic Plan. The candidate will identify marketing strategies and develop a marketing plan for implementation of the reform initiative. The candidate will present the marketing plan to the superintendent, the local board or their designees.</p>	<p>evaluate the marketing plan and identify opportunities for improvement and/or revisions.</p>
<p>Part D: Standard Alignment</p> <p>The candidate reflects upon the North Carolina Aspiring Superintendent Standards for Strategic Leadership.</p>	<p>The candidate demonstrates a basic understanding of the North Carolina Aspiring Superintendent Standards related to Strategic Leadership.</p>	<p>And . . .</p> <p>The candidate demonstrates a basic understanding of the descriptors aligned with North Carolina Aspiring Superintendent Standards related to Strategic Leadership.</p>	<p>And . . .</p> <p>The candidate demonstrates how each descriptor is addressed in a proficient manner in the SPA.</p>	<p>And . . .</p> <p>The candidate demonstrates how each descriptor is addressed in an accomplished manner in the SPA,</p>

EDLS 732 - Instructional Leadership: Curriculum and Instruction for Sustaining Academic Achievement

CREDITS: 9.0 semester hours

MODULE PREREQUISITES: Admission to EDLS program

MODULE DESCRIPTION:

The basic purpose of the course is to develop creative leadership and skills for supervising educational programs. This course will examine research-based practices concerning current and emerging trends regarding: Instructional Delivery, Assessment & Data, Planning and Management, and Vertical Alignment.

RATIONALE:

Educational leaders must exhibit knowledge and skill related to the instructional program and the supervision of instruction. Practitioners must focus on leadership skills that will improve instruction and student achievement. Instructional leadership and supervision provide a structured way to examine theory, practice, and procedures that result in improved instruction and academic achievement in schools.

COURSE OBJECTIVES:

1. Candidates will evaluate and make recommendations regarding the instructional programs of the school system.
2. Candidates will demonstrate skills in assessing needs and setting instructional goals and objectives.
3. Candidates will demonstrate the effective knowledge and skills required for improvement of instructional design and delivery.
4. Candidates will exhibit knowledge and skills in interpreting and utilizing data/other assessment tools for instructional improvement.
5. Candidates will research vertical curricular alignment as appropriate with the instructional program.

LEARNING TASKS:

2. Candidates will examine and reflect upon instructional evaluation models for improving a school and a school system.
3. Candidates will examine high achieving schools that demonstrate promising instructional programs and practices.
4. Candidates will conduct interviews with school leaders, from elementary schools through central office, regarding effective instructional programs and practices.
5. Candidates will maintain a learning journal based on interviews.
6. Candidates will conduct a curricular audit of current curriculum programs and practices in the district.
7. Candidates will research the various models that can be used to design instruction and determine the systematic design of instruction.
8. Candidates will create a curriculum and instruction improvement plan based on the findings identified in tasks five and six.

MODULE REQUIREMENTS:

1. Candidates will maintain an electronic portfolio that provides evidence demonstrations.
2. Candidates will complete all learning tasks and assigned readings.
3. Candidates will contribute to discussion and professional dialogue.
4. Candidates will participate in peer reviews of evidences and other assignments.
5. Candidates will prepare and attend seminar events.
6. Candidates will submit all written assignments in BB and/or TaskStream.

EDLS STUDENT LEARNING OBJECTIVES (SLO):

1. As a result of participating in the EDLS program, students will be able to demonstrate cultural competence.
2. As a result of participating in the EDLS program, students will be able to demonstrate expert content knowledge.
3. As a result of participating in the EDLS program, students will be able to demonstrate evidence-based decision making.
4. As a result of participating in the EDLS program, students will be able to demonstrate skills of reflective and effective practitioners.
5. As a result of participating in the EDLS program, students will be able to demonstrate innovative integration of technology.
6. As a result of participating in the EDLS program, students will be able to demonstrate ethical and collaborative leadership skills with all stakeholders.

ALIGNMENT:

During the first six semesters of coursework, candidates will complete six evidences aligned to specific functions within domains of the North Carolina Aspiring Superintendent Standards. Candidates will complete components of these evidences throughout course modules. Evidences consist of multiple components and most components build on work completed in prior modules. In addition, work completed in some evidences can inform work in other evidences. Candidates and faculty are well advised to become familiar with evidence components within specific modules as well as understanding the overall framework within which these components fit. This course is aligned with the North Carolina Aspiring Superintendent Standard 2.

Evidence/Artifact

Candidates in ELDS 732 are required to complete a capstone project or Evidence/Artifact. In this course, that project is a Curriculum and Instruction Improvement Plan (CIIP).

EDLS 732
Instructional Leadership

Curriculum and Instruction Improvement Plan (CIIP)
NCSS Standard 2

Superintendents set high standards for the professional practice of 21st century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

Artifact Assignment	Emerging	Developing	Proficient	Accomplished
<p>Part A: Assessment The candidate conducts a curriculum audit of an educational program in your school district.</p>	<p>The candidate demonstrates a basic understanding of the role of the superintendent in the instructional program through the use of curriculum audits.</p>	<p>The candidate conducts a basic curriculum audit of a district program.</p>	<p>And...</p> <p>The candidate conducts a comprehensive curriculum audit, using multiple data points and collaborative partners. The curriculum audit should include:</p> <ul style="list-style-type: none"> -District’s learning objectives for students -Assessments used to determine practices or programs. -Alignment between written curriculum and taught curriculum -Extent to which needs of special populations are met in the classroom -Extent that support, in the way of Professional Learning, time, materials, etc. assists staff in meeting student learning needs. 	<p>And . . .</p> <p>The candidate collaborates with other instructional leadership to conduct a comprehensive curriculum audit with collaboration of district representative.</p> <p>Reports findings to the district leadership.</p>
<p>Part B: Plan Recommendations: The candidate will design a Curriculum and Instruction Improvement Plan (action plan) based on the curriculum audit</p>	<p>The candidate demonstrates a basic understanding of the need for developing a Curriculum and Instruction Improvement Plan.</p>	<p>And . . .</p> <p>The candidate develops a Curriculum and Instruction Improvement Plan.</p>	<p>And . . .</p> <p>The candidate designs a Curriculum and Instruction Improvement Plan that aligns to the needs identified in the curriculum audit that:</p>	<p>And . . .</p> <p>The candidate collaborates with other instructional leadership to design a comprehensive Curriculum and</p>

<p>that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates a variety of instructional support staff <input type="checkbox"/> Includes research-based strategies for improvement <input type="checkbox"/> Uses a PLC structure based on the 4 C's of 21st Century Learning <ul style="list-style-type: none"> ▪ Communication ▪ Collaboration ▪ Critical Thinking ▪ Creativity ○ Identifies resources including timeline needed 			<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates a variety of instructional support staff <input type="checkbox"/> Includes research-based strategies for improvement <input type="checkbox"/> Uses a PLC structure based on the 4 C's of 21st Century Learning <ul style="list-style-type: none"> ▪ Communication ▪ Collaboration ▪ Critical Thinking ▪ Creativity <input type="checkbox"/> Identifies resources including timeline needed <p>And....</p> <p>The candidate develops an Implementation Plan that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vertically aligns to include Pre-K - 12 <input type="checkbox"/> Protects Instructional time <input type="checkbox"/> Aligns to District and State Policy 	<p>Instruction Improvement Plan for the district.</p> <p>The plan is presented to the district leadership for consideration.</p> <p>And . . .</p> <p>The candidate develops a comprehensive Implementation Plan that effectively articulates each component of the plan to stakeholders.</p>
<p>Part C: Reflections</p> <p>The candidate develops an Implementation plan that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aligns vertically to include Pre-K - 12 <input type="checkbox"/> Protects Instructional 	<p>The candidate demonstrates a basic understanding of the need for developing an Implementation Plan. The candidate demonstrates a basic reflection of experiences throughout the</p>	<p>And . . .</p> <p>The candidate determines pivotal points in the process of identifying the instructional problem of practice and reflects upon the experience and lessons learned.</p> <p>The candidate designs</p>	<p>And . . .</p> <p>The candidate reflects upon the following experiences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying an Instructional Problem of Practice <input type="checkbox"/> Developing an Implementation Plan 	<p>And . . .</p> <p>The candidate reflects on the experience and effectively articulates how he/she would improve each component of the Instructional Problem of Practice Design.</p>

<p>time</p> <ul style="list-style-type: none"> ○ Aligns to District and State Policy <p>The candidate reflects upon the following experiences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying an Instructional Problem of Practice <input type="checkbox"/> Developing an Implementation Plan <input type="checkbox"/> Developing an Evaluation Plan - The candidate develops a plan for intermittent evaluation with a focus on continuous improvement. 	<p>process of identifying an instructional problem of practice.</p> <p>The candidate demonstrates a basic understanding of the need for continuous improvement for the evaluation of the implementation of the professional development plan</p>	<p>a plan to evaluate the implementation of the Implementation plan.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Developing an Evaluation Plan - The candidate develops a plan for intermittent evaluation with a focus on continuous improvement. that includes: <ul style="list-style-type: none"> <input type="checkbox"/> Process for short term and long-term evaluation <input type="checkbox"/> Processes for continuous improvement <input type="checkbox"/> Feedback from a variety of stakeholders 	<p>The candidate designs a comprehensive plan to evaluate the implementation of the professional development plan and effectively articulates the plan to stakeholders.</p>
<p>Part D: Standard Alignment</p> <p>The candidate reflects upon the North Carolina Aspiring Superintendent Standards for Instructional Leadership.</p>	<p>The candidate demonstrates a basic understanding of the North Carolina Aspiring Superintendent Standards related to Instructional Leadership.</p>	<p>And . . .</p> <p>The candidate demonstrates a basic understanding of the descriptors aligned with North Carolina Aspiring Superintendent Standards related to Instructional Leadership.</p>	<p>And . . .</p> <p>The candidate demonstrates how each descriptor is addressed in a proficient manner in the CIIP</p>	<p>And . . .</p> <p>The candidate demonstrates how each descriptor is addressed in an accomplished manner in the CIIP.</p>

EDLS 734 - Human Resource Leadership: Organizational Development and Leading Adult Learning

CREDITS: 9.0 semester hours

MODULE PREREQUISITES: Admission to EDLS Program

MODULE DESCRIPTION:

The purpose of the course is to develop leadership skills for hiring, retaining, evaluating and supervising educational personnel through the study of leadership styles and practices. It will examine Adult Learning Theory and building employee capacity. This course will allow candidates to evaluate and implement effective professional development and emphasize effective utilization of the NC Teacher and Staff Evaluation Process. The course focuses on the techniques, skills, and practices of the professional supervisor, including coaching and feedback. Special emphasis will be given to understanding of and the improvement of their practice, build capacity in their staff, and drive student learning through the NC Digital Teaching and Learning Standards in this course.

RATIONALE:

Educational leaders must exhibit knowledge and skills related to hiring and retaining, while continuously developing and evaluating employees. Perhaps no role is more important for leaders in a school district. These leaders need to understand the various theories and practices that contribute to employee capacity.

COURSE OBJECTIVES:

1. Candidates will demonstrate skills in assessing needs and setting goals and objectives.
2. Candidates will examine and reflect upon the evaluation process for performance improvement.
3. Candidates will demonstrate the effective knowledge and skills required for improvement in design, techniques, and applications of adult learning theory, ranging from individual to full organization professional development.
4. Candidates will exhibit knowledge and skills in interpreting and utilizing research including findings relative to teacher effectiveness and student achievement.
5. Candidates will demonstrate acumen in assessing human resource needs for optimal district performance.
6. Candidates will develop a plan to increase employee capacity to increase student performance.
7. Candidates will examine high achieving schools and determine the leadership styles and supervision processes in these schools.
8. Candidates will conduct interviews with school leaders concerning professional learning needs.
9. Candidates will conduct a needs assessment to determine the greatest human resource needs in the district.
10. Candidates will create an employee development plan based on the major needs identified in the needs assessment and articulate the appropriate goals and

objectives for meeting these needs.

11. Candidates will create a model based on the careful analysis of research that depicts best practices related to teacher effectiveness, training, and student achievement.
12. Candidates will share best practices for the recruitment, hiring, and retention of personnel.

MODULE REQUIREMENTS:

1. Candidates will maintain an electronic portfolio that provides evidence demonstrations.
2. Candidates will complete all learning tasks and assigned readings.
3. Candidates will contribute to discussion and professional dialogue.
4. Candidates will participate in peer reviews of evidences and other assignments.
5. Candidates will prepare and attend seminar events.
6. Candidates will submit all written assignments in Bb and/or TaskStream.

EDLS STUDENT LEARNING OBJECTIVES (SLO):

1. As a result of participating in the EDLS program, students will be able to demonstrate cultural competence.
2. As a result of participating in the EDLS program, students will be able to demonstrate expert content knowledge.
3. As a result of participating in the EDLS program, students will be able to demonstrate evidence-based decision making.
4. As a result of participating in the EDLS program, students will be able to demonstrate skills of reflective and effective practitioners.
5. As a result of participating in the EDLS program, students will be able to demonstrate innovative integration of technology.
6. As a result of participating in the EDLS program, students will be able to demonstrate ethical and collaborative leadership skills with all stakeholders.

ALIGNMENT:

During the first six semesters of coursework, candidates will complete six evidences aligned to specific functions within domains of the North Carolina Aspiring Superintendent Standards. Candidates will complete components of these evidences throughout course modules. Evidences consist of multiple components and most components build on work completed in prior modules. In addition, work completed in some evidences can inform work in other evidences. Candidates and faculty are well advised to become familiar with evidence components within specific modules as well as understanding the overall framework within which these components fit. This course is aligned with the North Carolina Aspiring Superintendent Standard 4.

EVIDENCE / ARTIFACT:

Candidates in ELDS 734 are required to complete a capstone project or Evidence/Artifact. In this course, that project is an Employee Development Plan.

EDLS 734 Human Resource Leadership		Employee Development Plan (EDP) Standard 4		
<p>Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendent uses distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.</p>				
Artifact Assignment	Emerging	Developing	Proficient	Accomplished
<p>Part A: Assessment The candidate conducts an employee needs assessment that identifies a human resource district need or problem based on data which may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Performance Data <input type="checkbox"/> Teacher Performance Data <input type="checkbox"/> Administrator Performance Data <input type="checkbox"/> EVAAS <input type="checkbox"/> Surveys <input type="checkbox"/> Interviews <input type="checkbox"/> NC Teacher Working Conditions Survey <input type="checkbox"/> Teacher Retention/ Recruitment Report 	<p>The candidate demonstrates a basic understanding of the role of the superintendent in the identifying human resource needs/problems based on district-level data.</p>	<p>The candidate conducts a basic needs assessment.</p>	<p>And . . . The candidate conducts a comprehensive needs assessment using multiple data sets which may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Performance Data <input type="checkbox"/> Teacher Performance Data <input type="checkbox"/> Administrator Performance Data <input type="checkbox"/> EVAAS <input type="checkbox"/> Surveys <input type="checkbox"/> Interviews <input type="checkbox"/> NC Teacher Working Conditions Survey <input type="checkbox"/> Teacher Retention/ Recruitment Report 	<p>And . . . The candidate collaborates with district level personnel through a district level professional learning community to conduct a comprehensive needs assessment identifying a human resource need/problem and collects additional data to enhance the needs assessment.</p> <p>Reports finding to district leadership.</p>
<p>Part B: Employee Development Plan Recommendations Recommendations may include: The candidate will design an Employment Development Plan focused on building</p>	<p>The candidate demonstrates a basic understanding of the need for developing an employee development plan.</p>	<p>And . . . The candidate develops an employee development plan. The candidate develops a stakeholder</p>	<p>And . . . The candidate designs an employment development plan that aligns to the Needs Assessment and current research. The plan includes strategies that increase employee</p>	<p>And . . . The candidate collaborates with other district level personnel to design a comprehensive employment development plan for the district that is</p>

<p>capacity of employees that is aligned to the Needs Assessment, current body of research, and district mission, vision and policies.</p> <p>The candidate develops a stakeholder presentation of the employee development plan that includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Process timeline <input type="checkbox"/> Considers current leadership styles and supervisory models of the stakeholders 	<p>The candidate demonstrates a basic understanding of the need for developing a stakeholder presentation of the employee development plan.</p>	<p>presentation of the employee development plan.</p>	<p>capacity which are directly correlated to student performance.</p> <p>The candidate develops stakeholder presentation of the employee development plan that includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Process timeline <input type="checkbox"/> Considers current leadership styles and supervisory models of the stakeholders <input type="checkbox"/> Identifies how the plan will be evaluated for effectiveness 	<p>aligned to the district’s strategic plan.</p>
<p>Part C: Reflection/ Stakeholder</p> <p>Identifies how the plan will be evaluated for effectiveness Reflection The candidate reflects upon the following experiences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducting a district human resources needs assessment <input type="checkbox"/> Development of an employee development plan <input type="checkbox"/> Stakeholder presentation 	<p>The candidate demonstrates a basic reflection of experiences throughout the process of identifying an Employee Development Plan.</p>	<p>And . . . The candidate determines pivotal points in the process of identifying the Employee Development Plan and reflects upon the experience and lessons learned.</p>	<p>And . . . The candidate reflects upon the following experiences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying a human resource problem <input type="checkbox"/> Developing an Employee Development Plan Presentation of the Employee Development Plan to stakeholders. 	<p>And . . . The candidate reflects on the experience and effectively articulates how he/she would improve each component of the Employee Development Plan.</p>
<p>Part D: Standard Alignment</p> <p>The candidate reflects upon the North Carolina Aspiring Superintendent Standards for Human Resource Leadership.</p>	<p>The candidate demonstrates a basic understanding of the North Carolina Aspiring Superintendent Standards related to Human Resource Leadership.</p>	<p>And . . . The candidate demonstrates a basic understanding of the descriptors aligned with North Carolina Aspiring Superintendent Standards related to Human Resource Leadership.</p>	<p>And . . . The candidate demonstrates how each descriptor is addressed in a proficient manner in the EDP.</p>	<p>And . . . The candidate demonstrates how each descriptor is addressed in an accomplished manner in the EDP.</p>

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EDLS 736: Research and Program Evaluation

CREDITS: 12.0 semester hours

MODULE PREREQUISITES: Admission to EDLS Program

MODULE DESCRIPTION:

This module develops the skills for individual and organizational inquiry and program evaluation. This course will also strengthen the candidate's research skills through quantitative and qualitative data collection and interpretation.

RATIONALE:

To fully develop the individual as an educational leader, a student must acquire and appreciate the value of inquiry. The leader must facilitate an environment of inquiry within the organization, and how that inquiry can lead to external structures that result in broad community engagement and ownership of the district vision.

COURSE OBJECTIVES:

1. Candidates will understand the relationship between inquiry and school improvement.
2. Candidates will develop skills in school-based problem solving, data collection, data analysis, action planning, and program evaluation.
3. Candidates will develop skills in conducting action research, program evaluations/assessments, and school level policy analyses.
4. Candidates will develop skills in authentic assessment as an additional indicator of school performance.
5. Candidates will develop an inquiry-oriented school improvement process in relation to federal and state mandates.

LEARNING TASKS:

1. Candidates will complete a school profile.
2. Candidates will complete an action research project.
3. Candidates will complete a program evaluation plan.
4. Candidate will participate in all class activities.

MODULE REQUIREMENTS:

1. Candidates will maintain an electronic portfolio that provides evidence demonstrations.
2. Candidates will complete all learning tasks and assigned readings.
3. Candidates will contribute to discussion and professional dialogue.
4. Candidates will participate in peer reviews of evidences and other assignments.
5. Candidates will participate in peer reviews of evidences and other assignments.
6. Candidates will prepare and attend seminar events.
7. Candidates will submit all written assignments in BB and/or TaskStream.

EDLS STUDENT LEARNING OBJECTIVES (SLO):

1. As a result of participating in the EDLS program, students will be able to demonstrate cultural competence.
2. As a result of participating in the EDLS program, students will be able to demonstrate expert content knowledge.
3. As a result of participating in the EDLS program, students will be able to demonstrate evidence-based decision making.
4. As a result of participating in the EDLS program, students will be able to demonstrate skills of reflective and effective practitioners.
5. As a result of participating in the EDLS program, students will be able to demonstrate innovative integration of technology.
6. As a result of participating in the EDLS program, students will be able to demonstrate ethical and collaborative leadership.

ALIGNMENT:

During the first six semesters of coursework, candidates will complete six evidences aligned to specific functions within domains of the North Carolina Aspiring Superintendent Standards. Candidates will complete components of these evidences throughout course modules. Evidences consist of multiple components and most components build on work completed in prior modules. In addition, work completed in some evidences can inform work in other evidences. Candidates and faculty are well advised to become familiar with evidence components within specific modules as well as understanding the overall framework within which these components fit. This course is aligned with the North Carolina Aspiring Superintendent Standard 6.

EVIDENCE / ARTIFACT:

Candidates in ELDS 736 are required to complete a capstone project or Evidence/Artifact. In this course that project is a Multi-District Title One Plan Audit and Improvement Plan.

EDLS 736 Research and Program Evaluation		Title One Plan Analysis (TOPA) Standard 6		
<p>A superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.</p>				
Artifact Assignment	Emerging	Developing	Proficient	Accomplished
<p>Part A: Assessment</p> <p>Assess your district’s Title One Plan. Complete a comparison with 4 other school districts (1 large district, 1 small district, 1 Western district and 1 Eastern district.) Conduct a SWOT Analysis of your district’s Title One plan.</p>	<p>Assess your district’s Title One Plan</p> <p>Data was collected for the SWOT analysis.</p>	<p>And...</p> <p>Compare your district’s Title One Plan with two other districts in order to provide data for SWOT.</p>	<p>And . . .</p> <p>Assess your district’s Title One Plan. Complete a comparison with 4 other school districts (1 large district, 1 small district, 1 Western district and 1 Eastern district.) Conduct a SWOT Analysis of your district’s Title One plan.</p>	<p>And . . .</p> <p>A plan of action is created based on the outcomes from the analysis. A timeline for implementation is provided.</p>

<p>Part B: Program Improvement Plan Recommendations.</p> <p>Develop a presentation with recommendations for improvements in your district Title One Plan.</p>	<p>Recommendations were given but the was not prepared.</p>	<p>A presentation was started but key components were missing.</p>	<p>A presentation with recommendations for improvements in your district Title One Plan is developed.</p>	<p>And... Presentation was prepared and shared with the school board and community stakeholders that includes A plan of action based on the outcomes from the analysis. A timeline for implementation is provided.</p>
<p>Part C: Reflection/Stakeholder Reflection</p> <p>A reflection of the analysis process is conducted that indicates a comprehensive understanding of the Title One needs of the district.</p>	<p>Ideas were generated to create a reflection tool.</p>	<p>A reflection regarding the analysis was conducted.</p>	<p>A reflection of the analysis process is conducted that indicates a comprehensive understanding of the Title One needs of the district. The analysis is shared with stakeholders.</p>	<p>And... The candidate reflects on the experience and effectively articulates how he/she would improve each component of the Plan.</p> <p>Feedback from stakeholders was reviewed, and action steps were taken to address concerns.</p>
<p>Part D: Standard Alignment</p> <p>The candidate reflects upon the North Carolina Aspiring Superintendent Standards for External Development Leadership.</p>	<p>The candidate demonstrates a basic understanding of the North Carolina Aspiring Superintendent Standards related to External Development Leadership.</p>	<p>And... The candidate demonstrates a basic understanding of the descriptors aligned with North Carolina Aspiring Superintendent Standards related to External</p>	<p>And... The candidate demonstrates how each descriptor is addressed in a proficient manner in the TOPA.</p>	<p>And... The candidate demonstrates how each descriptor is addressed in an accomplished manner in the TOPA.</p>

		Development Leadership.		
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738 - Cultural and Ethical Leadership

CREDITS: 6.0 semester hours

MODULE PREREQUISITES: Admission to EDLS Program

MODULE DESCRIPTION:

This module surveys historical and contemporary works in policy development as well as ethical and legal issues as they relate to the educational setting. The course explores the cultural and ethical issues that school leaders must manage in the workplace. Policy development and implementation as well as policy influencers are examined for their impact on school governance. Collaborative work environments as important indicators of school success, governance efficacy, and staff empowerment are reviewed.

RATIONALE:

It is the task of the school leader to understand the governance and cultural issues involved in dealing with the various actions of individuals while dealing with these individuals in an ethical manner and within the confines of their legal rights. Candidates must understand their roles in promoting collaborative work environments and cultures in their work setting. Candidates must understand that school leaders operate in a micro-political environment to leverage resources and support for the district.

OBJECTIVES:

1. Candidates will discuss how school governance and decision-making are affected by legal and ethical considerations.
2. Candidates will understand how federal, state, district, and school regulations, policies, and procedures are utilized in school.
3. Candidates will understand the basic principles of educational law and the constitutional, ethical, and educational values that support those values.

4. Candidates will understand that educational governance affects the managerial responsibilities of the school leaders.
5. Candidates will understand that building and maintaining a positive school culture is vital to success.
6. Candidates will understand that school leaders do not operate in a vacuum and must be actively engaged in the broader community to leverage resources and support for the school.

LEARNING TASKS:

1. Create a personal inventory of ethical principles and relate them to recognized ethical schools of thought and apply them to situations that face school leaders today.
2. Assess the facts of a situation and identify the legal and ethical considerations. Use appropriate legal and ethical reasoning to determine alternative courses of action for representative school situations.
3. Spend a significant amount of time outside the class working independently and in small groups analyzing the governance issues that school leaders encounter and the managerial tasks required to address school governance issues.
4. Provide a listing of the ethical issues school leaders encounter. Provide scenarios and best responses for dealing with these scenarios.
5. Develop a work product that integrates policy development and policy influencers with legal, and ethical issues in organizational behavior within the educational environment.
6. Collaborate with central office personnel who work in the areas of school policy development, district governance and operations.

MODULE REQUIREMENTS:

1. Candidates will maintain an electronic portfolio that provides evidence demonstrations.
2. Candidates will complete all learning tasks and assigned readings.
3. Candidates will contribute to discussion and professional dialogue.
4. Candidates will participate in peer reviews of evidences and other assignments.
5. Candidates will prepare and attend seminar events.
6. Candidates will submit all written assignments in BB and/or TaskStream.

EDLS STUDENT LEARNING OBJECTIVES (SLO):

1. As a result of participating in the EDLS program, students will be able to demonstrate cultural competence.

2. As a result of participating in the EDLS program, students will be able to demonstrate expert content knowledge.
3. As a result of participating in the EDLS program, students will be able to demonstrate evidence-based decision making.
4. As a result of participating in the EDLS program, students will be able to demonstrate skills of reflective and effective practitioners.
5. As a result of participating in the EDLS program, students will be able to demonstrate innovative integration of technology.
6. As a result of participating in the EDLS program, students will be able to demonstrate ethical and collaborative leadership skills with all stakeholders.

ALIGNMENT:

During the first six semesters of coursework, candidates will complete six evidences aligned to specific functions within domains of the North Carolina Aspiring Superintendent Standards. Candidates will complete components of these evidences throughout course modules. Evidences consist of multiple components and most components build on work completed in prior modules. In addition, work completed in some evidences can inform work in other evidences. Candidates and faculty are well advised to become familiar with evidence components within specific modules as well as understanding the overall framework within which these components fit. This course is aligned with North Carolina Aspiring Superintendent Standards 3 and 7.

EVIDENCE / ARTIFACT:

Candidates in ELDS 738 are required to complete a capstone project or Evidence/Artifact. In this course that project is a District Policy Analysis and Audit Plan.

EDLS 738
Cultural and Ethical Leadership

Policy Analysis (PA)
NCS Standards 3 & 7

Superintendents understand and act on the important role a system’s culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to “re-culture” the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose. The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students.

Evidence Assignment	Emerging	Developing	Proficient	Accomplished
<p>Part A: Assessment The candidate conducts an analysis of a policy related to human resource or curriculum/instruction in your district that leads to promoting a culture of community. Conduct a SWOT Analysis of findings.</p>	<p>Identifies a policy related to human resources or curriculum/instruction in the district.</p> <p>Can articulate the need for a SWOT analysis regarding the policy.</p>	<p>Compares the identified policy with policies from other districts in order to conduct the analysis.</p> <p>Identifies similarities/differences in the policy.</p> <p>Provides basic documentation of aligning policy needs with a district-wide collaborative culture.</p>	<p>A SWOT analysis of the policy is presented using data from stakeholder input, research on collaborative communities and policy comparisons.</p>	<p>Works with others to conduct a SWOT analysis of the policy using data from stakeholder input, research on collaborative communities and policy comparisons.</p>
<p>Part B: Policy Analysis Plan Recommendations.</p>	<p>Provides recommendations that promote a collaborative work environment that supports the “team” as the basic unit of learning and decision making within the school.</p> <p>Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with teachers, staff, parents, and students.</p>	<p>Systematically develops and uses shared values, beliefs and a shared vision to establish a policy that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff and students.</p> <p>Systematically and fairly acknowledges failures and celebrates accomplishments of the school and staff.</p>	<p>Visibly supports the positive, culturally responsive traditions of the school community in the policy recommendation.</p> <p>Promotes a sense of well-being among staff, students and parents.</p>	<p>Builds a sense of efficacy and empowerment among staff.</p> <p>Empowers staff to recommend creative, 21st century concepts for school improvement.</p>

<p>Part C: Reflection/Stakeholder</p> <p>Provide a reflection of the experience, interactions with influencers and recommendations for process improvement.</p>	<p>The leader demonstrates evidence of interaction with influencers at a marginal level.</p>	<p>The leader demonstrates evidence of developing relationships through interactions at an adequate level.</p>	<p>The leader demonstrates evidence of interaction with influencers and is reflective in beginning the process of improvement.</p>	<p>The leader demonstrates evidence of interaction with influencers and is reflective in the process of continuous improvement, which is clearly noted and documented.</p>
<p>Part D: Standard Alignment</p> <p>The candidate reflects upon the North Carolina Aspiring Superintendent Standards for Cultural and Micropolitical Leadership.</p>	<p>The candidate demonstrates a basic understanding of the North Carolina Aspiring Superintendent Standards related to Cultural and Micropolitical Leadership.</p>	<p>And . . .</p> <p>The candidate demonstrates a basic understanding of the descriptors aligned with North Carolina Aspiring Superintendent Standards related to Cultural and Micropolitical Leadership.</p>	<p>And . . .</p> <p>The candidate demonstrates how each descriptor is addressed in a proficient manner in the PA.</p>	<p>And . . .</p> <p>The candidate demonstrates how each descriptor is addressed in an accomplished manner in the PA.</p>

EDLS 740 - Managerial Leadership

CREDITS: 6.0 semester hours

MODULE PREREQUISITES: Admission to EDLS Program

MODULE DESCRIPTION:

This module examines finances and facilities from the perspective of educational leaders who must determine the needs and functions of the fiscal operations. An integrated approach is used to establish the necessary leadership skills to create a cooperative working environment. The module also emphasizes a business management appreciation of the complexity and magnitude of education as an important resource in the public sector. A thorough examination includes an understanding of how the American economy provides funding for public education, how funds are administered, and trends toward the efficient utilization of resources. The module will examine effective conflict management, effective communications, and the important role of procedures and rules in school governance.

RATIONALE:

Candidates at the doctoral level must demonstrate an understanding of the effective management of the fiscal operations of a school or school system, including budget, facilities, and operations. The educational leader must have knowledge and skills for the establishment of appropriate organizational relationships that maximize available resources, communications, and conflict management.

OBJECTIVES:

1. Candidates will conduct organizational intervention studies with emphasis on evaluation, needs assessment and resource capabilities.
2. Candidates will conduct a feasibility study of a proposed facility addition or renovation.
3. Candidates will apply the theory of shared decision-making for fiscal operations.
4. Candidates will demonstrate the skills required to complete educational specifications for a new/renovated facility.
5. Candidates will demonstrate the ability to develop educational plans consistent with fiscal resources.
6. Candidates will examine criteria for the organizational management of transportation, maintenance, and food service programs.
7. Candidates will examine the concepts of financing school construction including laws and processes.
8. Candidates will examine and reflect upon equity in funding decisions.
9. Candidates will examine effective communication delivery and conflict management.
10. Candidates will examine the role of procedures and rules for optimal operations.

LEARNING TASKS:

1. Complete a school facility survey.
2. Complete an organizational analysis and intervention project as approved by the instructor.
3. Complete a feasibility study of a proposed construction as approved by the instructor.
4. Participate in school visits to observe construction details.
5. Develop an educational specification project including building plans.
6. Complete an energy conservation study of an educational facility as approved by the instructor.
7. Reflect on appropriate communication and conflict management with resource planning and allocation.

MODULE REQUIREMENTS:

1. Candidates will maintain an electronic portfolio that provides evidence demonstrations.
2. Candidates will complete all learning tasks and assigned readings.
3. Candidates will contribute to discussion and professional dialogue.
4. Candidates will participate in peer reviews of evidences and other assignments.
5. Candidates will prepare and attend seminar events.
6. Candidates will include all written assignments in BB and/or TaskStream.

EDLS STUDENT LEARNING OBJECTIVES (SLO):

1. As a result of participating in the EDLS program, students will be able to demonstrate cultural competence.
2. As a result of participating in the EDLS program, students will be able to demonstrate expert content knowledge.
3. As a result of participating in the EDLS program, students will be able to demonstrate evidence-based decision making.
4. As a result of participating in the EDLS program, students will be able to demonstrate skills of reflective and effective practitioners.
5. As a result of participating in the EDLS program, students will be able to demonstrate innovative integration of technology.
6. As a result of participating in the EDLS program, students will be able to demonstrate ethical and collaborative leadership skills with all stakeholders.

ALIGNMENT:

During the first six semesters of coursework, candidates will complete six evidences aligned to specific functions within domains of the North Carolina Aspiring Superintendent Standards. Candidates will complete components of these evidences throughout course modules. Evidences consist of multiple components and most components build on work completed in prior modules. In addition, work completed in some evidences can inform work in other evidences. Candidates and faculty are well advised to become familiar with evidence components within specific modules as well as understanding the overall framework within which these components fit. This course is aligned with the North Carolina Aspiring Superintendent Standard 5.

EVIDENCE / ARTIFACT:

Candidates in ELDS 740 are required to complete a capstone project or Evidence/Artifact. In this course that project is a District Budget, Facility Plan, and Communication Analysis and Audit.

Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources to meet the 21st Century needs of the district.

Artifact Assignment	Emerging	Developing	Proficient	Accomplished
<p>Part A: Assessment Conduct a Needs Assessment of your District Budget and Facility Plans to determine value of current vision, mission, and strategies for addressing student learning centered on 21st Century knowledge and skills.</p> <p>Demographic Report and Snapshot Create a detailed demographic report of site/district employees and facilities.</p>	<p>Conducts a Needs Assessment.</p> <p>Creates demographic report and snapshot.</p>	<p>Conducts a Needs Assessment aligned with the vision and mission of the District.</p> <p>Creates demographic report and snapshot to include district employees and facilities.</p>	<p>Conducts a Needs Assessment of District Budget and Facility Plans aligned with the vision and mission of the District and makes recommendations for improvement.</p> <p>Creates demographic report and snapshot to include district employees and facilities.</p> <p>Makes recommendations for alignment with district strategic plan.</p>	<p>Conducts a Needs Assessment of District Budget and Facility Plans aligned with the vision and mission of the District and makes recommendations for improvement; Shares plans with internal and external stakeholders.</p> <p>Creates demographic report and snapshot to include district employees and facilities.</p> <p>Makes recommendations for alignment with district strategic plan. Shares plans with internal and external stakeholders.</p>
<p>Part B: Marketing Plan for Capital Expenditures</p> <p>The candidate will create a marketing plan for capital expenditures that aligns with the District Strategic Objectives.</p>	<p>Creates a Marketing Plan for Capital Expenditures.</p>	<p>And...</p> <p>Creates a marketing plan for capital expenditures that addresses some of the district strategic objective.</p>	<p>And...</p> <p>The candidate will create a marketing plan for capital expenditures that aligns with the District Strategic Objectives.</p>	<p>And ...</p> <p>The candidate will create a marketing plan for capital expenditures that aligns with the District Strategic Objectives.</p> <p>Shares plan with internal and external stakeholders.</p>

<p>Part C: Reflection/Stakeholder</p> <p>The candidate will reflect upon the processes of data collection, plan development, and marketing.</p>	<p>The candidate will reflect upon the process of data collection.</p>	<p>The candidate will reflect on the processes of data collection and plan development.</p>	<p>The candidate will reflect upon the processes of data collection, plan development, and marketing.</p>	<p>And . . . The candidate presents the marketing plan to various stakeholders.</p>
<p>Part D: Standard Alignment</p> <p>The candidate reflects upon the North Carolina Aspiring Superintendent Standards for Managerial Leadership.</p>	<p>The candidate demonstrates a basic understanding of the North Carolina Aspiring Superintendent Standards related to Managerial Leadership.</p>	<p>And . . . The candidate demonstrates a basic understanding of the descriptors aligned with North Carolina Aspiring Superintendent Standards related to Managerial Leadership.</p>	<p>And . . . The candidate demonstrates how each descriptor is addressed in a proficient manner in the CEP.</p>	<p>And . . . The candidate demonstrates how each descriptor is addressed in an accomplished manner in the CEP.</p>

EDLS 742 – Dissertation and Seminar

CREDITS: 6.0 semester hours

MODULE PREREQUISITES: Successful completion of EDLS 730, EDLS 732, EDLS 734, EDLS 736, EDLS 738, and EDLS 740

INTENDED AUDIENCE: Candidates who have completed all study modules

MODULE DESCRIPTION: This module allows the student to examine, through quantitative and qualitative methods, a topic of interest with the approval and guidance of a dissertation committee.

RATIONALE: Candidates must demonstrate a thorough knowledge of module objectives through an investigation of a topic of interest and importance to the field of education.

OBJECTIVES:

1. Candidates will complete a study incorporating the methods of research examined in the program of studies.
2. Candidates will satisfactorily defend the findings of their study before an audience.

LEARNING TASKS:

1. Select a dissertation committee with chairperson.
2. Complete a dissertation proposal to be approved by the committee.
3. Conduct quality research under the direction of a committee.
4. Complete the dissertation as designed.
5. Defend the dissertation processes and findings before an audience that includes the dissertation committee.

MODULE REQUIREMENTS:

Following the dissertation defense, the committee must evaluate the dissertation and (a) approve it as written; (b) approve the dissertation contingent on the committee's recommendation for change and/or improvement; or (c) disapprove the dissertation, possibly with suggestions for improvement and resubmission.

EDLS 743 – Dissertation and Seminar

CREDITS: 3.0 semester hours

MODULE PREREQUISITES: Successful completion of EDLS 730, EDLS 732, EDLS 734, EDLS 736, EDLS 738, and EDLS 740

INTENDED AUDIENCE: Candidates who have completed all study modules

MODULE DESCRIPTION: This module allows the student to examine, through quantitative and qualitative methods, a topic of interest with the approval and guidance of a dissertation committee.

RATIONALE: Candidates must demonstrate a thorough knowledge of module objectives through an investigation of a topic of interest and importance to the field of education.

OBJECTIVES:

1. Candidates will complete a study incorporating the methods of research examined in the program of studies.
2. Candidates will satisfactorily defend the findings of their study before an audience.

LEARNING TASKS:

1. Select a dissertation committee with chairperson.
2. Complete a dissertation proposal to be approved by the committee.
3. Conduct quality research under the direction of a committee.
4. Complete the dissertation as designed.

5. Defend the dissertation processes and findings before an audience that includes the dissertation committee.

MODULE REQUIREMENTS:

Following the dissertation defense, the committee must evaluate the dissertation and (a) approve it as written; (b) approve the dissertation contingent on the committee's recommendation for change and/or improvement; or (c) disapprove the dissertation, possibly with suggestions for improvement and resubmission.

FINAL DISSERTATION APPROVAL:

The dissertation committee must approve the dissertation by affixing their signatures on the appropriate pages of the dissertation.

SEMINAR EXPECTATIONS

EDLS 731

Clinical Experience

- Submit Plan

Dissertation

- Submit list of potential topics (3-5)
- Submit annotated bibliography on topics of interest (at least 10 references, 3 of which must be dissertations)
- Submit outlines of the first chapters of the dissertations cited in the annotated bibliography

EDLS 733

Clinical Experience

- Submit progress.

Dissertation

- Submit verification of having completed CITI certification
- Submit focused topic list (1-3)
- Submit annotated bibliography on topics of interest (at least 10 additional references, 3 of which must be dissertations)
- Submit outlines of the second chapters of the dissertations cited in the annotated bibliography
- Outline of your Chapter 1 or 2

EDLS 735

Clinical Experience

- Submit progress

Dissertation

- Submit annotated bibliography on topics of interest (at least 10 additional references, 3 of which must be dissertations) Submit list of potential research questions
- Submit proposed outline of Chapter 3 (Methodology)
- Outline of your Chapter 1 or 2

EDLS 737

Clinical Experience

- Submit progress

Dissertation

- Submit full proposal outline (Chapters 1-3)

EDLS 739

Clinical Experience

- Submit progress

Dissertation

- Submit draft of Chapters 1-3
- Submit evidence of participation in a tuning protocol with EDLS 708 (fall start cohort) or EDLS 710 (spring start cohort)

EDLS 741

Clinical Experience

- Submit progress

Dissertation

- Submit revision of Chapters 1-3

EDLS 742

Dissertation

- Proposal defense
- IRB submitted and approved
- Collection and analysis of data

EDLS 743...

Dissertation

- Complete Chapters 4 and 5
- Defend dissertation
- Complete dissertation checklist

RUBRIC FOR EVALUATING ASPIRING NORTH CAROLINA SUPERINTENDENTS

During the first six semesters of coursework, candidates will complete six evidences aligned to specific functions within domains of the North Carolina Leadership Standards. Candidates will complete components of these evidences throughout course modules. Evidences consist of multiple components and most components build on work completed in prior modules. In addition, work completed in some evidences can inform work in other evidences. Candidates and faculty are well advised to become familiar with evidence components within specific modules as well as understanding the overall framework within which these components fit.

Standard 1: Strategic Leadership

Superintendents create conditions that result in strategically re-imagining the district's vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district's core values and beliefs about the preferred future and then developing a pathway to reach it.

a. District Strategic Plan: The district's identity (its vision, mission, values, beliefs and goals) is derived from the processes used to establish these attributes, and the ways they are embodied in the life of the community.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands the attributes, characteristics, and importance of district vision, mission, and strategic goals; and can apply this understanding to the analysis and critique of existing district plans.	<p>...and</p> <input type="checkbox"/> Develops and communicates a personal vision of a 21 st Century school district. <input type="checkbox"/> Understands the lines of communication necessary to inform relevant stakeholders of the strategic planning process and to help them understand their roles in its development and implementation.	<p>...and</p> <input type="checkbox"/> Works with others to create a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21 st Century. <input type="checkbox"/> Works with others to convene a core group of district leaders to engage in a strategic and comprehensive district planning process focused on student learning and targeting short-term goals and objectives. <input type="checkbox"/> Effectively communicates the strategic and comprehensive district planning process to principals and other stakeholders. <input type="checkbox"/> Effectively articulates the core concepts and beliefs that define the districts value frameworks.	<p>...and</p> <input type="checkbox"/> Works with others to facilitate the development and implementation of a district strategic plan, aligned to the district's mission, local priorities and to the mission and goals of the North Carolina State Board of Education. <input type="checkbox"/> Participates in consistent, sustained, and open communication with principals about how school policies and practices relate to the district's mission and vision. <input type="checkbox"/> Works with others to create processes and procedures for developing, implementing, and maintaining the district's strategic plan that: <input type="checkbox"/> Ensures the periodic review and update of the district's vision, mission and goals. <input type="checkbox"/> Drives decisions and reflects the culture of the district. <input type="checkbox"/> Establishes clear priorities among the district's	

			instructional goals and objectives. <input type="checkbox"/> Ensures that organizational processes and routines are consistent with stated beliefs, values, and vision.	
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b. Leading Change: The superintendent articulates a vision and implementation strategies for improvements and changes that result in improved achievement for all students.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<input type="checkbox"/> Clearly articulates the skills and experiences students will need to live and work in the 21 st Century. <input type="checkbox"/> Identifies potential school and district changes for improving student learning. <input type="checkbox"/> Understands the fundamentals and value of program evaluation.	...and <input type="checkbox"/> Uses rigorous evaluation techniques to determine the efficacy of change efforts on student achievement. <input type="checkbox"/> Effectively communicates to all stakeholders the results of evaluation of change efforts.	...and <input type="checkbox"/> Works with others to systematically review and when appropriate challenge guiding assumptions, strategies and processes and implement change focused on improving student learning of 21 st Century knowledge and skills. <input type="checkbox"/> Works with others to use the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning. <input type="checkbox"/> Works with others to develop effective working relationships with members of the local school board, both as individuals and as a group.	...and <input type="checkbox"/> Increases student learning of 21 st Century knowledge and skills as a result of routine and systematic evaluation. <input type="checkbox"/> Uses evaluation results to identify and eliminate programs and initiatives that are ineffective or inefficient.	

c. Distributive Leadership: The superintendent creates and utilizes structures that distribute leadership and decision making throughout the district.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<input type="checkbox"/> Articulates the rationale of distributed leadership.	...and <input type="checkbox"/> Uses input from a variety of stakeholder groups, including parents, district faculty/staff members, school board members,	...and <input type="checkbox"/> Works with others to implement structures to distribute leadership and decision-making among faculty/staff members throughout the district.	...and <input type="checkbox"/> Works with others to implement structures to distribute leadership and decision-making in ways that include a wide range of	

	<p>and community members to inform decisions.</p> <p><input type="checkbox"/> Understands and can communicate the culture of leadership in the district.</p>	<p><input type="checkbox"/> Works with others to develop capacity of educators to effectively assume leadership roles.</p> <p><input type="checkbox"/> Works with others to engage in consistent, sustained and open dialogue with principals, faculty, and staff members about how policies and practices relate to the district mission and vision.</p>	<p>stakeholders including parents and community members.</p> <p><input type="checkbox"/> Works with others to create policies, procedures, and processes that support distributed leadership</p>	
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Standard 2: Instructional Leadership

Superintendents set high standards for the professional practice of 21st Century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

a. Focus on Learning and Teaching; Curriculum, Instruction, and Assessment: The superintendent leads the discussion about standards for curriculum, instruction, and assessment based on research and best practices in order to establish and achieve high expectations for students.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<p><input type="checkbox"/> Articulates the practice of superintendent leadership in the context of 21st Century knowledge and skills.</p> <p><input type="checkbox"/> Understands the importance of identifying appropriate and specific achievement targets for schools and students.</p> <p><input type="checkbox"/> Understands the importance of establishing appropriate and specific research-based instructional</p>	<p>...and</p> <p><input type="checkbox"/> Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work.</p> <p><input type="checkbox"/> Knows 21st century curricular, instructional, and assessment practices.</p> <p><input type="checkbox"/> Identifies appropriate and specific achievement targets for schools and students.</p> <p><input type="checkbox"/> Identifies appropriate and</p>	<p>...and</p> <p><input type="checkbox"/> Works with others to design scheduling processes that maximize learning time.</p> <p><input type="checkbox"/> Works with others to use the results of monitoring to make adaptations to curriculum, instruction, and assessment.</p> <p><input type="checkbox"/> Works with others to ensure that instructional time is valued and protected across the district.</p> <p><input type="checkbox"/> Works with others to develop appropriate rewards for and recognition of</p>	<p>...and</p> <p><input type="checkbox"/> Works with others challenge faculty/staff to reflect on and define the knowledge, skills, and concepts essential for ensuring that every student graduates from high school prepared for life in the 21st Century.</p> <p><input type="checkbox"/> Works with others to ensure that there is an appropriate and logical alignment between the district’s curriculum, instruction and assessment, and the state accountability program.</p> <p><input type="checkbox"/> Works with others to implement 21st Century:</p> <p><input type="checkbox"/> Instructional tools and best practices,</p>	

strategies for the purpose of improving a school's success and student achievement.	<p>specific research-based instructional strategies for the purpose of improving a school's success and student achievement.</p> <p><input type="checkbox"/> Articulates the practice of superintendent leadership in the context of 21st century knowledge and skills.</p>	<p>improved student achievement.</p> <p><input type="checkbox"/> Works with others to develop appropriate and specific achievement targets for schools and students.</p> <p><input type="checkbox"/> Works with others to ensure the use of appropriate and specific research-based instructional strategies for the purpose of improving school success and student achievement.</p>	<p><input type="checkbox"/> Assessment and feedback processes,</p> <p><input type="checkbox"/> Professional development programs on instructional leadership, and</p> <p><input type="checkbox"/> Uses of student assessment data to improve instruction.</p> <p><input type="checkbox"/> Evaluates the effectiveness of curriculum, instruction, and assessment in promoting student success.</p> <p><input type="checkbox"/> Works with others to use evaluation data to improve curriculum, instruction, and assessment strategies.</p>	
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Standard 3: Cultural Leadership

Superintendents understand and act on the important role a system's culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to "reculture" the district, if needed, to align with the district's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.

a. Focus on Collaborative Work Environment: The superintendent understands and acts on the understanding of the positive role that a collaborative work environment can play in the district's culture.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<p><input type="checkbox"/> Understands and can describe the characteristics and attributes of a collaborative culture.</p> <p><input type="checkbox"/> Can articulate specific, research-based strategies that promote a</p>	<p>...and</p> <p><input type="checkbox"/> Collaborates with central office staff, local school board members and principals.</p> <p><input type="checkbox"/> Solicits advice and guidance of key advisors and mentors.</p>	<p>...and</p> <p><input type="checkbox"/> Works with others to design elements of a collaborative and positive culture throughout the district.</p> <p><input type="checkbox"/> Works with others to build the capacity of principals and other district leaders to develop data-based strategies for creating and maintaining</p>	<p>...and</p> <p><input type="checkbox"/> Works with others to hold principals and other district leaders accountable for establishing and maintaining collaborative cultures.</p> <p><input type="checkbox"/> Works with others to ensure that there is an appropriate and logical alignment between the district's curriculum,</p>	

collaborative culture.	<input type="checkbox"/> Uses multiple sources of data to understand the culture of the district.	collaborative cultures. <input type="checkbox"/> Monitors improvement of the culture in selected individual schools and throughout the district. <input type="checkbox"/> Works with others to ensure access, engagement, and success for culturally diverse students, faculty, and staff.	instruction and assessment, and the state accountability program. <input type="checkbox"/> Works with others to develop a plan to implement policies and procedures that ensure cohesion and cooperation among faculty/staff.	
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b. Acknowledges Failures; Celebrates Accomplishments and Rewards: The superintendent acknowledges failures and celebrates accomplishments of the district in order to define the identity, culture, and performance of the district.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands the importance of acknowledging concerns and celebrating accomplishments.	...and <input type="checkbox"/> Identifies district shortcomings and accomplishments. <input type="checkbox"/> Uses established criteria for performance as the fundamental to inform decisions about evaluation, reward, and advancement.	...and <input type="checkbox"/> Works with others to design elements help principals establish criteria for evaluating programs and performance. <input type="checkbox"/> Works with others to utilize reward and advancement as a way to promote the accomplishments of the district. <input type="checkbox"/> Effectively communicates with selected stakeholder groups the successes and shortcomings of the district.	...and <input type="checkbox"/> Recognizes individual and collective contributions toward attainment of strategic goals. <input type="checkbox"/> Implements appropriate and meaningful processes to evaluate district programs and initiatives for the purpose of identifying district successes and failures. <input type="checkbox"/> Institutionalizes the district's response to success and shortcomings.	

c. Efficacy and Empowerment: The superintendent develops a sense of efficacy and empowerment among staff which influences the district's identity, culture, and performance.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands the value of efficacy among	...and <input type="checkbox"/> Has a sense of professional efficacy and belief in her/his ability to	...and <input type="checkbox"/> Works with others to implement strategies that build	...and <input type="checkbox"/> Works with others to build efficacy and empowerment among	

district faculty/staff in promoting district goals.	<p>affect positive leadership in the district.</p> <p><input type="checkbox"/> Understands the importance of and contributes to the development of an environment of trust among faculty/staff.</p> <p><input type="checkbox"/> Understands the importance of and contributes to the development of efficacy and empowerment among faculty/staff.</p>	<p>efficacy and empowerment among principals.</p> <p><input type="checkbox"/> Works with others to monitor the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups.</p>	<p>stakeholder groups to increase capacity to accomplish substantial outcomes.</p> <p><input type="checkbox"/> Works with others to develop and implement policies and procedures designed to maintain high levels of collective efficacy and empowerment.</p>	
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Standard 4: Human Resource Leadership

Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

a. Professional Development/Learning Communities: The superintendent ensures that the district is a professional learning community.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<p><input type="checkbox"/> Understands the concept of professional learning communities and can articulate their characteristics.</p>	<p>...and</p> <p><input type="checkbox"/> Describes specific strategies by which professional learning communities can be developed, supported, and encouraged.</p> <p><input type="checkbox"/> Accurately analyzes the use of professional learning communities in selected schools and identifies areas of particular strength or improvement.</p>	<p>...and</p> <p><input type="checkbox"/> Assists others in developing an understanding of and support for professional learning communities.</p> <p><input type="checkbox"/> Works with others to implement professional learning communities to support student learning throughout the district.</p> <p><input type="checkbox"/> Works with others to support ongoing professional development activities throughout the district that are intended to</p>	<p>...and</p> <p><input type="checkbox"/> Supports professional learning communities guided by the district's strategic plan, focused on results, and characterized by collective responsibility for 21st Century student learning.</p> <p><input type="checkbox"/> Assures scheduling processes and protocols that provide time for every teacher to engage in collaborative planning.</p> <p><input type="checkbox"/> Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill.</p>	

		improve curriculum, instruction, and assessment.	<input type="checkbox"/> Provides for professional development that is aligned with 21 st Century curricular, instructional, and assessment practices; connected to district improvement goals; and differentiated based on faculty/staff needs.	
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b. Recruiting, Hiring, Placing, and Mentoring Staff: The superintendent establishes processes and systems in order to ensure a high-quality, high-performing staff.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands state and federal laws or policies regarding the recruitment, hiring, placement, and termination of faculty/ staff.	<p>...and</p> <input type="checkbox"/> Articulates district policies and procedures for recruiting, hiring, placing, and mentoring faculty/staff.	<p>...and</p> <input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for recruiting and retaining highly qualified and diverse personnel.	<p>...and</p> <input type="checkbox"/> Works with others to support other district leaders in the development of effective recruitment and retention strategies.	
	<input type="checkbox"/> Understands and supports the processes required to recruit, hire, place, mentor, reward, and when necessary terminate faculty/staff members.	<input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for continuously searching for the best placement and utilization of faculty/staff to fully develop and benefit from their strengths.	<input type="checkbox"/> Assists in building the capacity of principals and other district leaders to apply policies and adapt procedures to the unique needs of their buildings or instructional contexts.	
		<input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for coaching and mentoring new faculty/staff members to support their success.		
		<input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for identifying, remediating, and recommending replacing, when necessary, poorly performing faculty and staff members.		
		<input type="checkbox"/> Assists others in identifying key positions in the district and has a succession plan for each.		

c. Teacher and Staff Evaluation: The superintendent ensures that staff members are evaluated in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands state and federal law and policy related to the appropriate and defensible evaluation of educational professionals and staff. <input type="checkbox"/> Understands the importance of performance evaluation data for supporting and improving faculty/staff performance.	...and <input type="checkbox"/> Articulates the district's procedures for supporting and implementing the North Carolina Educator Evaluation System to assure that all faculty and staff members are evaluated fairly and equitably. <input type="checkbox"/> Appropriately interprets performance evaluation data to support and improve faculty/staff performance.	...and <input type="checkbox"/> Works with others to support and fully implement the North Carolina Educator Evaluation System to assure that all faculty/staff members are evaluated fairly and equitably. <input type="checkbox"/> Works with others to evaluate how effectively principals and other district leaders apply the North Carolina Educator Evaluation System. <input type="checkbox"/> Works with others to ensure that performance evaluation data are used effectively to support and improve faculty/staff performance.	...and <input type="checkbox"/> Works with others to establish procedures to assure that multiple measures are used to evaluate faculty/staff. <input type="checkbox"/> Works with others to ensure that processes, structures, and systems are in place to respond to performance evaluation needs.	

Standard 5: Managerial Leadership

Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

a. School Resources and Budget: The superintendent establishes budget processes and systems focused on, and resulting in, improved student achievement.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<input type="checkbox"/> Identifies and plans for facility needs. <input type="checkbox"/> Manages the district budget and resources according to legal and ethical standards. <input type="checkbox"/> Uses district resources in ways that are efficient and reflect responsible stewardship of public resources.	...and <input type="checkbox"/> Strategically aligns resource allocation to support the district's vision and strategic plan. <input type="checkbox"/> Uses value-added assessment to improve the relevancy and	...and <input type="checkbox"/> Develops the capacity of principals and other district leaders to design transparent systems to equitably manage human and financial resources. <input type="checkbox"/> Holds principals and other district	...and <input type="checkbox"/> Effectively communicates the district's budget and resource allocation in ways that build the understanding and trust of constituents. <input type="checkbox"/> Uses the budgetary process to assure that effective programs are maintained and less	

<input type="checkbox"/> Knows and is able to apply sound business practices for budgeting and accounting. <input type="checkbox"/> Utilizes collaborative process to determine financial priorities and establish a balanced operational budget for school programs and activities.	impact of resource allocation and use. <input type="checkbox"/> Works with other to ensure that necessary resources, including time, space, funding, and personnel, are allocated to meet the district's goals for achievement and instruction.	leaders accountable for using resources to meet instructional goals and support teacher needs. <input type="checkbox"/> Routinely and conscientiously monitors the use of district resources to ensure fairness, equity, and efficiency.	effective programs are eliminated. <input type="checkbox"/> Embeds transparency into the processes that create the district's financial policies and procedures. <input type="checkbox"/> Leverages district resources to attain their highest and best use to improve student learning.	
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b. Conflict Management and Resolution: The superintendent effectively and efficiently manages the complexity of human interactions so that the focus of the district can be on improved student achievement.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands that conflict is a part of shared human endeavor	...and <input type="checkbox"/> Articulates knowledge of strategies for constructively engaging conflict. <input type="checkbox"/> Models appropriate behavior. <input type="checkbox"/> Allows others to professionally express views that conflict or contrast with her/his own.	...and <input type="checkbox"/> Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way. <input type="checkbox"/> Demonstrates awareness of potential problems and/or areas of conflict within the district and proposes possible solutions. <input type="checkbox"/> Assists others in preparing and conducting hearings, responding to grievances, and implementing formal processes for dealing with serious conflict.	...and <input type="checkbox"/> Develops in principals and other faculty /staff the capacity to manage conflict. <input type="checkbox"/> Develops in principals and other faculty /staff the capacity to manage conflict.	

c. Systematic Communication: The superintendent designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<input type="checkbox"/> Communicates effectively orally and in writing. <input type="checkbox"/> Recognizes a variety of	...and <input type="checkbox"/> Works with others to disseminate necessary information to relevant district	...and <input type="checkbox"/> Works with others to assure that district faculty, staff, stakeholder groups, and board	...and <input type="checkbox"/> Works with others to develop a system of communication that	

communication media and can articulate the comparative advantages of each.	<p>faculty/staff members, stakeholder groups, and the local board of education.</p> <p><input type="checkbox"/> Uses a variety of media to communicate to relevant stakeholder groups.</p> <p><input type="checkbox"/> Analyzes processes that assure accessibility for board members, faculty, staff, and community members.</p>	<p>members receive and exchange information in a timely manner.</p> <p><input type="checkbox"/> Works with others to develop the capacity among district faculty/staff and board members to use a variety of media to communicate with their respective communities.</p> <p><input type="checkbox"/> Participates in and helps lead various advisory groups to improve external and internal communication.</p>	<p>contributes to realizing district goals.</p> <p><input type="checkbox"/> Works with others to ensure that all board members, community stakeholders, faculty, and staff are aware of district goals for instruction and achievement activities used to reach these goals, and progress toward achieving these goals.</p> <p><input type="checkbox"/> Establishes various advisory groups to improve external and internal communication.</p>	
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d. District Expectations for Students and Staff: The superintendent develops and enforces expectations, structures, rules, and procedures for students and staff.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<p><input type="checkbox"/> Understands the importance of clearly established expectations, structures, rules, and procedures.</p> <p><input type="checkbox"/> Articulates appropriate strategies for developing, implementing, and supporting district expectations, structures, rules, and procedures.</p>	<p>...and</p> <p><input type="checkbox"/> Articulates existing district and school safety and crisis plans, community emergency response plans, and the district's data security plan.</p>	<p>...and</p> <p><input type="checkbox"/> Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring effective and efficient operations including management, business procedures, and scheduling.</p> <p><input type="checkbox"/> Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring the health and safety of students, faculty, and staff including physical and emotional wellbeing.</p> <p><input type="checkbox"/> Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring the security of all sensitive and confidential data.</p> <p><input type="checkbox"/> Works with others to systematically monitor the implementation of district</p>	<p>...and</p> <p><input type="checkbox"/> Works with others to implement innovative approaches to increase the effectiveness and efficiency of district operations, improve the health, safety and emotional wellbeing of students, faculty, and staff, and ensure the security of all sensitive and confidential data.</p> <p><input type="checkbox"/> Works with others to evaluate the impact of district rules and procedures.</p> <p><input type="checkbox"/> Works with others to use evaluation results to improve the effectiveness and efficiency of district operations.</p> <p><input type="checkbox"/> Works with others to hold students, faculty, and staff accountable for meeting district</p>	

		rules and procedures.	expectations.	
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Standard 6: External Development Leadership

A superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

a. Parent and Community Involvement and Outreach: The superintendent designs structures and processes which result in parent and community engagement, support and ownership for the district.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands the value and impact of community involvement in schools and in the district. <input type="checkbox"/> Articulates strategies for increasing community involvement in schools and in the district. <input type="checkbox"/> Recognizes the full range, diversity, and perspectives of district stakeholders.	...and <input type="checkbox"/> Identifies potential partners within the community. <input type="checkbox"/> Recognizes ways in which parental and community involvement activities honor the cultures and traditions of the local community. <input type="checkbox"/> Interacts with parents and community groups that have a critical role in developing support for the school district. <input type="checkbox"/> Identifies stakeholder groups as potential partners within the community.	...and <input type="checkbox"/> Builds relationships with individuals and groups to support the district's learning-teaching agenda. <input type="checkbox"/> Works with others to create opportunities for both faculty/staff involvement in the community and community involvement in designing structures and processes within the schools and the school district.	...and <input type="checkbox"/> Works with others to build community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21 st Century.	

b. Federal, State, and District Mandates: The superintendent designs protocols and processes in order to comply with federal, state, and district mandates.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)

<input type="checkbox"/> Is knowledgeable of federal, state, and district mandates that affect education. <input type="checkbox"/> Defines, understands, and communicates the impact of legal issues affecting public education. <input type="checkbox"/> Articulates legal systems that protect the rights of students and faculty/staff.	<p>...and</p> <input type="checkbox"/> Works with others to facilitate the implementation of state education policy. <input type="checkbox"/> Works with others to prepare and recommend district policies in compliance with local, state, and federal requirements that improve student learning and district performance. <input type="checkbox"/> Works with others to apply laws, policies, and procedures fairly, wisely, and consistently.	<p>...and</p> <input type="checkbox"/> Works with others to routinely and consistently assess the progress of district compliance with local, state, and federal mandates and adjusts as necessary. <input type="checkbox"/> Works with others to interpret federal, state, and district mandates so that they are viewed as opportunities for the district.	<p>...and</p> <input type="checkbox"/> Works with others to develop in principals and other district faculty/staff the capacity to comply with local, state, and federal mandates. <input type="checkbox"/> Works with others to take advantage of the opportunities provided by federal, state, and district mandates.	
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Standard 7: Micro-political Leadership

The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students.

a. Superintendent Micro-political Leadership: The superintendent develops systems and relationships to leverage staff expertise and influence in order to influence the district’s identity, culture, and performance.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident / Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands and articulates the role of the superintendent in accessing and influencing the state and local political context to support the goals and vision of the district.	<p>...and</p> <input type="checkbox"/> Defines and understands the internal and external political systems and their impact on the educational organization. <input type="checkbox"/> Is aware of and understands the political, economic, and social aspects/needs of groups in the community and of the community at large for effective and responsive decision-making.	<p>...and</p> <input type="checkbox"/> Works with others to develop relationships with state, district, and influential community groups that further the district’s goals of positive culture and student performance. <input type="checkbox"/> Works with others to maintain a positive working relationship with the school board members individually and collectively.	<p>...and</p> <input type="checkbox"/> Works with others to develop the capacity of principals, faculty, and staff to foster relationships with influential school and school-community groups that further the district’s goals of positive culture and student learning.	

	<input type="checkbox"/> Works with others to clarify and understand superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship.	<input type="checkbox"/> Works with others to create events that provide opportunities to promote the visibility of the district.		
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NC DIGITAL LEARNING COMPETENCIES FOR SCHOOL ADMINISTRATORS

Every student in the EDLS Program is required to develop and become proficient in the **North Carolina Digital Learning Competencies**.

The following Digital Competencies are to be viewed within the context of the current North Carolina Standards for School Executives as extensions in relationship with the ways that digital technologies impact and affect schools. School and district administrators should use these competencies to improve their practice, build capacity in their staff, and drive student learning within their schools. Each Focus Area carries with it a subset of competencies that help to explain and ‘unpack’ the Focus Area.

Throughout all of the competencies is the underlying assumption of leadership and excellence with regard to digital citizenship. Administrators should model the behavior they expect from their staff and students and should continually seek to represent their schools and districts with the way they convey themselves both on and offline.

1. Vision and Strategy

Administrators will:

- Create and communicate a vision for digital teaching and learning in their schools, embedding into the strategic plan for implementation and execution
- Cultivate and articulate a clear and relevant vision and strategy for digital learning
- Advocate for, prioritize, and ensure equitable, sustainable access to available technology resources and encourage full participation of all learners in a digital learning environment (ISTE) Plan for and use funding effectively to support and sustain vision for digital learning
- Facilitate a school improvement planning process that is centered around personalized learning supported by digital learning environments

2. Content and Instruction

Administrators will:

- Be the ‘lead learners’ in their schools, modeling appropriate instructional practices and ensuring content encompasses appropriate digital tools, resources, and pedagogies
- Promote and model positive digital citizenship as well as practical policies for communication and collaboration with stakeholders to ensure responsible, effective digital teaching and learning practices throughout all school processes

- Actively advance and promote digital competencies for teachers by increasing access, opportunity, and resources for professional growth and the development or acquisition of instructional materials
- Establish and use systems to analyze and share data to guide whole-school and classroom-level continuous improvement
- Establish and use systems for the acquisition, vetting, creation, and implementation of digital content as well as evaluation systems for effectiveness

3. Human Capacity and Culture

Administrators will:

- Leverage digital tools and resources to further develop a positive culture of learning that seeks continuous improvement among staff and students
- Allocate time, resources, and access to support digital learning efforts, maximize capabilities of the school staff, and ensure ongoing professional growth for self and staff
- Provide learner-centered environments equipped with appropriate learning resources, including digital technologies, to meet the diverse needs of all learners
- Build technology, pedagogy, and content knowledge capacity in current staff members and create channels for the strategic recruitment of talented new hires
- Actively support staff through effective modeling and coaching practices, using relevant digital technologies to facilitate reflective two-way feedback

4. Personal Growth and Connectedness

Administrators will:

- Develop a personal learning network and demonstrate a dedication for continued growth and excellence
- Reflect on, share, and model emerging, promising practices regarding effective use of technology for continuous growth, instructional gain and communication with stakeholders
- Connect with and learn from educators, administrators, and industry experts locally, nationally, and globally
- Evaluate emerging and current technologies for their potential to enhance the learning environment

5. Community

Administrators will:

- Engage all stakeholders in the purpose and function of the school, leveraging multiple types and points of connection and communication to ensure the constant, effective flow of information and input
- Model responsible use of technology including, but not limited to, communication, social, ethical, legal, and global issues
- Facilitate and leverage effective partnerships between the school and greater community, including local, state, and global communities, to improve the organization and opportunities available to staff and students in support of digital learning
- Leverage online communication channels to create and maintain open discourse and collaboration with community stakeholders to establish and meet learning goal



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DISSERTATION PROCESS

All faculty and candidates should reference the GWU School of Education Dissertation page at <https://sites.google.com/view/gwudissertation/home> for updated forms and information related to the dissertation process at Gardner-Webb University.

In the first semester of the EDLS program, candidates will be assigned to a Dissertation Coach. The Dissertation Coach also serves as the candidate's Clinical Experience Supervisor. During each seminar, the candidate will communicate with and be supported by their coach in understanding the dissertation process and in development of their dissertation research. After the third semester of coursework, each candidate will be assigned a Dissertation Chair, who also serves as the candidate's Clinical Experience Supervisor. Typically, candidates will remain assigned to their Dissertation Coach who will transition into filling the role of Chair. If the candidate would like to change Dissertation Coach or Dissertation Chair during the program of studies, a request must be made in writing to the Dean of the School of Education. Work in seminar hours will focus on developing a dissertation proposal and on continuing to complete clinical experience activities. In EDLS 738, committee members will be identified and the candidate will notify the School of Education of the completion of this process by submitting the Dissertation Committee form (found on the SOE Dissertation page) to the Office Manager in the School of Education.

A process for writing the dissertation has been developed to support candidates in making steady progress towards completion. Each semester, work on the dissertation will be submitted to the Coach/Chair to support this progress.

There are several publications written to support candidates in the Social Sciences/Education in completing the dissertation. A bibliography of helpful texts can be found on the SOE Dissertation page. One important piece of information from the *Guidelines for Dissertation Phase* document available on this site is that **all** final dissertation defenses must take place at the Gardner-Webb University main campus in Boiling Springs.

A description of work submitted to TaskStream for documenting progress in seminars and dissertation modules follows.

Candidates in the program will be supported from their first semester in engaging in the process of developing a dissertation proposal and/or a research topic. This work supports candidates in understanding of research method and process. At the conclusion of EDLS 740, candidates may choose to graduate with their Ed.S. degree or continue on into dissertation hours and pursue their Ed.D. Students who choose to pursue their Ed.D. may, at any point, also choose to end their studies and graduate with an Ed.S. Once a student graduates with their Ed.S. degree, no EDLS courses may be applied to an Ed.D. degree.

At the dissertation stage, doctoral candidates must maintain continuous enrollment through the semester of their successful defense or until the candidate withdraws from the program. In rare and extenuating circumstances, a candidate may request a leave of absence which must be approved by the candidate's dissertation chair, program coordinator, the Dean of the School of Education, and the Dean of the School of Graduate Studies. Candidates who are approved for a leave of absence may return to the program with the approval of the program coordinator, the Dean of the School of Education, and the Dean of the School of Graduate Studies. Candidates who break continuous enrollment without a leave of absence will be suspended from the program. If a suspended candidate requests readmission, the program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. A Dissertation Enrollment Fee equal to the tuition of the missed semesters of continuous enrollment will be applied to the suspended candidate's account upon return to the program. Candidates approved for a leave of absence will not be subject to the Continuous Enrollment Fee. The time limit of seven calendar years to complete the program from the beginning of the term in which candidates complete their first graduate course toward the degree continues to apply to candidates who are granted a leave of absence or who are suspended.

For candidates moving from Ed.S. to Ed.D. at the dissertation stage, doctoral candidates must maintain continuous enrollment through the semester of their successful defense or until the candidate withdraws from the program. In rare and extenuating circumstances, a candidate may request a leave of absence which must be approved by the candidate's dissertation chair, program coordinator, the Dean of the School of Education, and the Dean of the School of Graduate Studies. Candidates who are approved for a leave of absence may

return to the program with the approval of the program coordinator, the Dean of the School of Education, and the Dean of the School of Graduate Studies.

Policy Related to the Doctoral Course of Study

The nature of the program is an integrated module design. Due to the nature of the program, transfer credits are not suitable. Candidates must be committed to the prescribed design and sequence of the program of study. The sequence of modules is subject to review on a 3-year cycle.

Qualifying Process Policy

The qualifying process will consist of three components: completing four of the six module products, completing a concept paper, and completing a dissertation proposal. The candidate will present and defend the proposal to his/her committee as scheduled by the candidate and the committee chair.

Unanimous approval of the committee is required for passing the qualifying process. The defense will include a written proposal and may also include a power point presentation and oral responses.

Dissertation Proposal Policy

The dissertation is the product of a thorough investigation of a basic and significant problem or question within the area of school administration. An appropriate plan of research must be developed and executed by the candidate under the general guidance of the chair and the dissertation committee. The dissertation requirement is designed to develop the capacities of originality and generalization in the candidate. The dissertation should foster and attest to the development of the candidate's ability to demonstrate scientific inquiry, understanding, the mastery of the techniques of scholarship, and the art of exposition within the field of school administration.

The dissertation proposal should be reviewed and approved by all committee members and is to constitute an endorsement by the committee of the validity of the topic and the mode of inquiry. Formal approval represents a commitment to the student that the topic, format, methodological approach, and orientation of the dissertation will not be subject to further questions. The dissertation committee is the effective body approving the dissertation proposal and the completed dissertation. Dissertation committee meetings dealing with consideration of the dissertation proposal shall be open to interested university faculty, doctoral students, and any others the committee and the student agree to invite.

The dissertation committee must unanimously approve the dissertation proposal. The chair of the dissertation committee has the power to control the number and types of questions posed at the meeting by any attendee who is not on the committee.

Each candidate is required to register for a total of 9 semester hours (6 for the dissertation and 3 for dissertation seminar) following approval of proposal. The 9 semester hours occur over two

consecutive semesters. Each additional semester requires registration of 3 hours of continuation until completion, expiration of time period or exiting the program by the candidate.

Institutional Review Board Policy

Candidates are to complete and submit appropriate forms dealing with use of human subjects prior to submission of dissertation proposal. Submissions are made to committee chair and/or program coordinator. These forms are subject to review by the dissertation committee, the School of Education, and/or the Institutional Review Board. Approved IRB forms are a part of the dissertation proposal approval process.

Dissertation Defense Policy

The dissertation must be presented in digital form at least 4 weeks before the time that the candidate expects to complete her/his degree. Two approved unbound copies of the dissertation must be filed with the Graduate School for final acceptance by the deadline specified in the Calendar of Events. In final form, the dissertation must comply with the rules prescribed by the Dissertation Handbook, which is available online.

The dissertation chair will notify the Graduate School of the title, date, time, and location of the defense at least 2 weeks prior to the defense. Since the defense is to be a “discussion of the dissertation,” those attending the defense should understand that they could ask questions about the dissertation. When the student successfully completes the dissertation defense, the chair will notify the Graduate School of the outcome using the appropriate form. The dissertation will be submitted to the Graduate School for final format review.

Guidelines for Proposal and Dissertation Phases Spring 2019

	Action Item Steps	Chair Responsibility	Candidate Responsibility
Prior to Proposal Defense	1. Full-time GWU faculty member must serve on dissertation committee 2. Make sure dissertation proposal follows the most current GWU Style Guide and APA Manual 3. After receiving approval from chair, check with committee members to obtain a date and time when all can be present for the proposal defense (must take place at GWU campus). From this point forward, all candidates should use this link to submit a request for a defense date: https://forms.gle/fptRcdiBmaAmqHg3A	√	√ √

After Successful Proposal Defense	<ol style="list-style-type: none"> 1. Send Dissertation Proposal Approval form to School of Education Office Manager 2. Submit IRB application to chair. Candidate can only begin collecting data after application has received approval from the IRB. 	√	√
Prior to Final Defense	<ol style="list-style-type: none"> 1. Make sure the final dissertation follows the most current GWU Style Guide and APA Manual 2. After chair approval, submit dissertation to committee for review and feedback. 3. With chair approval, schedule with committee members to obtain a date and time when all can be present for the defense (must take place at GWU campus). 4. As soon as date and time have been determined, give scheduling information, dissertation title, and name of chair to the School of Education Office Manager at least 3 weeks prior to the final defense so it can be publicized and a room can be reserved. 5. After scheduling defense, submit dissertation to professional editor for professional editing at least 3 weeks prior to final defense. This service carries a fee. 6. Prior to final defense, incorporate revisions based on committee feedback and ongoing work with professional editor. Bring at least one hard copy of the final, edited dissertation to the defense, and send electronic copies to all committee members. 	√ √ √ √	√ √ √ √ √ √
After Successful Final Defense	<ol style="list-style-type: none"> 1. Make edits if necessary. <ol style="list-style-type: none"> a. If there are MINOR edits, student will make changes and submit revised dissertation to the chair who will approve it before sending it to the Dean of the School of Education for final approval. b. If there are MAJOR edits, candidate will make changes and send it back to the editor for final editing (candidates will be responsible for any additional charges related to editing) and then to the chair, who will approve it before sending it to the Dean of the School of Education for final approval. 2. Send Final Committee Action form to School of Education Office Manager when student passes defense and completes all edits. 	√ √ √	√ √ √
After final approval	<p>After dissertation has been edited, defended, and approved by the Dean of the School of Education, review and follow guidelines for submitting dissertations and theses: http://gardner-webb.libguides.com/submitting_dissertations_and_theses</p> <p>Please note: <i>Uploading your dissertation and submitting for binding are requirements for graduation.</i></p>		√

Please be aware of the following deadlines for each graduation:

Graduation	Latest date to send to the editor for editing and to schedule final defense with the SOE office manager	Latest date for FINAL defense
May	March 11	April 1
August	June 11	July 1
December	October 11	November 1