

KEAN UNIVERSITY

GRADUATE PROGRAMS

IN

EDUCATIONAL LEADERSHIP

STUDENT HANDBOOK*

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Spring 2008

***(for students who have matriculated or transferred into the MA in Educational Administration as of Fall 2005)**

**GRADUATE PROGRAMS IN EDUCATIONAL LEADERSHIP
STUDENT HANDBOOK**

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Dear Student:

On behalf of the faculty of the Graduate Programs in Educational Leadership, I am pleased to welcome you and to share with you the Student Handbook for the Program.

This Handbook will be of assistance to you as you plan your course of study and consider the various program options available to you. It contains important information about all of the graduate degree and certification programs offered by the Educational Leadership faculty. Admissions criteria and procedures, advisement opportunities, exit requirements, and curriculum specifications are detailed in the following pages.

After you have read the Handbook carefully, the faculty will be happy to answer any questions you may have and to advise you personally concerning your particular academic and career aspirations. Please feel free to contact your assigned advisor at any time for this purpose. (See *Appendix A* for student-faculty assignments.)

Each of our program options has been approved by the New Jersey Department of Education as meeting the college preparation and degree requirements for State certification.

Each curriculum has been designed in accordance with the national standards adopted by the National Policy Board for Educational Administration (NPBEA) and the Educational Leadership Constituent Council (ELCC). In addition, the curriculum guidelines of relevant professional associations have been carefully studied and applied in a manner consistent with the **Spectrum Model** that has been adopted by the faculty of the College of Education. The primary goal envisioned in the **Spectrum Model** is to develop informed, dynamic professionals empowered with the skills, knowledge and commitment needed to serve as effective leaders. To that end, the curricula are "alive" and under constant study, as faculty attempt to remain abreast of the most recent research on the training of administrators, anticipate changes in certification requirements, reflect upon their own growing knowledge and skill in administrative practices and bring state-of-the-art information to you in the classroom.

This Handbook is an effort to present to you, the student, comprehensive information on all of the graduate programs offered by the faculty in Educational Leadership. Please read and make use of the Handbook. The faculty and I are ready to assist in whatever way we can.

We offer you our best wishes for a productive academic experience.

Sincerely,

Leonard H. Elovitz, Ed. D.
Chairperson
Department of Educational Leadership

STATEMENT OF PROGRAM KNOWLEDGE AND SKILL BASE, PHILOSOPHY AND GOALS

I. Knowledge and Skill Base

As the escalation of change continues at a dizzying pace, it is abundantly clear that leadership at any level requires a refined ability to manage change. This is no less true in public education, than in industry and government. Effective leaders, whether at the departmental, building, or district level must be competent in their ability to motivate individuals and groups toward a clearly articulated and shared vision to which commitment can be generated. The deliberative management of change, within the context of an artfully crafted learning environment that leads to increased student achievement, is the cornerstone of effective educational administration.

The programs offered in Educational Leadership are based on the recognition that the roles of the supervisor and administrator have three interrelated dimensions: educational leadership, managerial competency, and political/leadership ability. Each of these domains involves philosophical, social and psychological perspectives, as well as technical competencies. Unprecedented changes in our society are adding to the complexity of each of these. The faculty members of the Educational Leadership Program are dedicated to helping you to develop competencies in each domain:

A. Educational Leadership

- Philosophy
- Learning
- Teaching/Instruction
- Curriculum
- Research
- Teacher Supervision
- Instructional Evaluation
- Staff Development
- Student Services Program Evaluation

B. Managerial Competency

- Information Management and Utilization
- Legal/Policy
- Plant & Facilities
- Finance
- Personnel
- Labor Relations
- Technology as an Administrative Tool

C. Political/Leadership Ability

- Strategic Planning
- Problem Analysis & Decision-making
- Conflict Resolution
- Change Management
- Community Relations
- Organizational Theory

II. Goals of the Program

The program of studies in Educational Leadership has the twofold goal of enlightenment and empowerment. Faculty seek to address and cultivate both the acquisition of substantive knowledge and the interpersonal skill and commitment to use that knowledge in bringing about controlled, positive change in the public schools. Specific objectives by which these goals are approximated are set forth in each of the outlines that have been developed for the courses in the Program. Course outlines are available from the secretary in Willis 105, as well as from the faculty.

III. Program Outcomes

Please refer to *Appendix E*

Personal Commitment/Values Interpersonal Skills

Philosophy

Our philosophy for the preparation of educational administrators is predicated on the **SPECTRUM MODEL**. The basic tenet of the **Model** is that each program should produce informed, dynamic professionals. The **SPECTRUM** consists of an array of components (Knowledge, Skills and Values), which are thought to be key in the preparation of students.

The **Knowledge** component represents those areas of knowledge, information, concepts, understandings, and the like that the informed professional should exhibit. These have been identified by the faculty and are embodied in the substantive objectives listed for each course offered in the program.

The **Skills** component represents those abilities, competencies, techniques, etcetera that should be exhibited by a dynamic professional. These have been identified by the faculty and are embodied in the substantive objectives listed for each course offered in the program.

The **Values** component represents a focus on the development of key values, ethics, conventions, principles, and dispositions that should be exhibited by a committed professional. These are not prescribed by the faculty, but rather their development is cultivated through studies and process activities embodied in certain aspects of the program's courses.

The **Application** component represents an effort to encourage students to apply the knowledge and skills acquired through their studies in the field, under real life circumstances. This component is addressed primarily through the supervised field study experience(s) required of all students.

ADMISSIONS

General Procedures

The basic procedure for admission to all programs in Educational Leadership is the same. A formal application must be presented to the Office of Graduate Studies. For the application to be considered complete, transcripts of all prior work, results on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), and a writing sample (autobiographical or stating reasons for seeking admissions) also must be submitted. For all programs two letters of reference are required. Candidates for the supervisor's certification also must document at least two years of certificated teaching experience, as well as provide evidence that a third year will be completed during the course of studies.

Once all documents have been submitted, a review is conducted by Graduate Admissions personnel and a determination of status is made. Based on the review, you will receive one of the following notifications:

1. Full admission to your program;
2. Referral to the program coordinator for an interview, or
3. Denial of admission.

Program Specific Requirements

While the procedures for applying and the documents required are essentially the same for each program, specific requirements do vary. Admissions requirements specific to each program are as follows:

- I. **Program: M.A. Leading to Certification for Principal and Supervisor**
 - A. For full admission a review of the documents minimally should reveal the following:
 1. A Baccalaureate degree from an accredited institution.
 2. New Jersey instructional certification is required.
 3. One year of certificated public school teaching experience completed and a contract for a second year. Completion of three years is required for graduation.

4. A Form Score of at least 1400 (200 x BGPA¹ & combined verbal and quantitative GRE score or equated MAT score).
- B. If your application is weak, you may be referred to the program coordinator for an interview. Based upon a review of your admissions materials and the interview, the program coordinator may recommend conditional admission. If you are admitted conditionally you must receive a B or better grade in each course for the first 12 semester hours and satisfy any condition that may be set. A review of your program will later be conducted to determine whether full admission is warranted.
- C. Denial of admission may be automatic if you fail to satisfy criteria A1 through A4.

II. Program: M.A. Leading to Certification for School Business Administrator

- A. For full admission a review of the documents should reveal the following:
1. A Baccalaureate degree from an accredited institution
 2. Teaching experience desirable, but not required.
 3. A Form Score of at least 1400 (see explanation in Section I).
- B. If your application is weak, you may be referred to the program coordinator for an interview. Based upon a review of your admissions materials and the interview, the program coordinator may recommend conditional admission. If you are admitted conditionally you must receive a B or better grade in each course for the first 12 semester hours and satisfy any condition that may be set. A review of your program will later be conducted to determine whether full admission is warranted.
- C. Denial of admission may be automatic if you fail to satisfy criteria A1 or A3.

III. Program: Post-Master's Studies Leading to Certification for Supervisor

- A. For full admission a review of the documents should reveal the following:
1. A Master's degree from an accredited institution.

¹ BGPA = Grade point average of junior and senior undergraduate years.

2. New Jersey instructional certification.
 3. Three years of certificated public school teaching experience.
- B. Referral to the program coordinator is not made for this program if the above criteria are satisfied. There is, therefore, no conditional admission to this program.
- C. Denial of admission is automatic if you fail to satisfy criteria A1 through A3.

IV. **Program: Post-Master's Studies Leading to Certification for School Business Administrator**

- A. For full admission a review of the documents should reveal the following:
1. A Master's degree from an accredited institution.
 2. Teaching experience desirable, but not required.
- B. Referral to the program coordinator is not made for this program if the above criteria are satisfied. There is, therefore, no conditional admission to this program.
- C. Denial of admission is automatic if you fail to satisfy criterion A1.

Acceptance of Credit upon Admission

The following rules apply for all programs in Educational Leadership regarding the acceptance of course credit when admitted:

1. A maximum of six credits may be accepted as transfer from another institution if appropriate to your program.
2. A maximum of six credits* taken at Kean prior to your admission may be accepted as advanced credit if appropriate to your program.
**(12 credits accepted if completed in the post-Master's Supervisor certification program)*
3. Only courses in which you received a grade of B or better will be accepted for transfer or advanced credit.
4. **Credit cannot be given for courses credited toward another degree.**

ADVISEMENT

Pre-Admission

Prior to admission into the program of your choice, advisement of a general nature is available from the professional staff of the Office of Graduate Studies, T-122. The Graduate Office is open 9:00 a.m. - 5:00 p.m. on Monday; 9:00 a.m. - 8:00 p.m. Tuesday through Thursday; and 8:30a.m. - 4:30 p.m. on Friday. The department chairperson's and advisors' hours vary by semester and are posted on *KeanWise* and the department's website, which can be found online at: www.kean.edu/~edlead.

Advisement Upon Admission

Once you have been admitted, you should feel free to seek general advice from any member of the Program's faculty. The chairperson and coordinator of the Department of Educational Leadership serve as general advisors to all students in each program, but all students have been assigned, according to alphabet, to a specific faculty member advisor in an area of specialization. The current advisement schedule is provided as Appendix A of this Handbook.

Upon admission, you will receive a program advisement form that you should keep up to date and bring with you each time you meet with your advisor. Prior to each registration you should confer with your advisor regarding the courses you wish to take. You are encouraged to work out with your advisor your long range plans for completion of your program.

Credit Load/Special Requests

Requests for transfer of credit, course substitution, overload, extensions for program completion, change of major, or similar matters should be discussed with the department chair or coordinator who will advise you of any necessary procedures to be followed. Generally, part-time students will register for 3 to 6 semester hours of work per semester. Students who register for 9 or more credits per semester are considered full-time. Please be aware of the tuition costs for full time students. Exceptional circumstances may warrant an exception, but require special permission from the department chair and/or the Graduate Dean.

Course sequence

Students generally sign up for courses based on how availability conforms to their individual schedules. Please keep in mind the following:

- ❖ EL 5502 Administration I should be taken before Administration II EL5503
- ❖ EL 5541 Computer Applications should be taken early and before EL 5030 Educational Research
- ❖ EL 5030 should be taken before or with Field I EL5813
- ❖ EL 5030 Educational Research is a prerequisite for Field II EL5814
- ❖ 24 credits must be completed the semester before Field I EL 5814

Group Advisement

A group advisement session to discuss matters of common concern such as comprehensive examinations, field experience, certification requirements, etc. may be planned from time to time. Announcements will be posted in Willis 109. Items you may wish to discuss should be brought to the attention of the department chair or your advisor.

EXIT REQUIREMENTS

Field Experience

The Master's degree programs for the Principal and Supervisor and School Business Administrator Option require the satisfactory completion of a two-semester internship in the form of a field experience (EL5813 & 5814). Advanced planning is required for this experience and you must meet with the department chair or coordinator early in the semester preceding the one during which you will be undergoing the experience to facilitate planning, and complete all necessary pre-registration materials, which may be obtained from the department chair's office.

The internship will require you to work under the direction of a field supervisor (usually your principal/school business administrator) for 2 hours per day participating in and completing tasks that will illustrate your level of attainment of the ELCC Standards. Time can be split between the regular school day as well as before and after school. A plan of action is developed early in the internship between the student, field supervisor, and university supervisor.

Please remember that it is necessary to apply for and to register for both Field 1 and Field 2.

Research Requirements

Candidates in the Masters Program for Principals and Supervisors are required to complete an action research project. Generally, it is expected that the candidate will be taking Educational Research at the same time as Field I, and will identify a problem and complete the first 3 chapters of the study prior to Field II. The project will then be completed during Field II.

There are no research requirements for school business administration candidates. However, they must successfully complete a comprehensive exam. Be sure to see the department coordinator or chair early during the semester before you wish to sit for the exam.

Comprehensive Portfolio

The master's degree program in the Educational Leadership leading to certification as a principal and supervisor requires successful completion of a comprehensive portfolio that illustrates each student's level of attainment of the ELCC Standards. The comprehensive portfolio and action research project replaces the comprehensive exam for principal/supervisor candidates and will include documentation of your level of attainment of the ELCC Standards. You are encouraged to collect and electronically save artifacts of your graduate experiences that you will be able to include in your portfolio.

The master's degree program in the Educational Leadership leading to certification as a school business administrator requires successful completion of a comprehensive portfolio that contains artifacts representing experiences jointly planned with the university and field mentors. School business administrator candidates are required to take and pass a comprehensive exam; there is no action research project requirement for SBA candidates.

Application for Graduation

You should file an application for graduation the semester prior to your anticipated graduation. This application may be obtained from the Graduate Office and should be returned to the Graduate Office. Deadlines for filing are available from the Graduate Office and are published in each semester's registration bulletin. Failure to apply by the deadline may delay your graduation by a full semester, so it is important that you submit this on time.

Application for Certification

If you are in a program leading to certification, whether a degree candidate or not, an application for certification should be filed the semester prior to the anticipated completion of your program. Application forms and directions for filing may be obtained from the Graduate Office and completed forms should be returned to the Graduate Office.

Note: State requirements for certification as a principal or school business administrator may call for different procedures. Students should check with the Graduate Office well in advance of the date for application.

Conference with Advisor

While exit interviews are not required, you are encouraged to schedule a conference with your advisor early during the semester you plan to complete your program in order to be assured

that you have satisfied or will be satisfying all requirements of your program. Final formal evaluations are done by the professional staff in the Office of Graduate Studies, but early discovery of problems could help you avoid delays.

PROGRAM DESCRIPTION

Post-M.A. Certification Option: Supervisor

The supervisor's endorsement¹ is required for all positions in the public schools involving the supervision and evaluation of instruction and teachers. The supervisor is defined (N.J.A.C. 6:11-9.3(c)) as any school officer who is charged with authority and responsibility for the continuing direction and guidance of the work of instructional personnel. This endorsement also authorizes appointment as an assistant superintendent in charge of curriculum and/or instruction.

This program is open only to students who have a master's degree and three years of teaching experience, under a New Jersey teaching certificate. If the M.A. was obtained at Kean University, certification may be granted after completion of 12 semester hours of course work in supervision and curriculum development.

| <u>Required Courses</u> | <u>12sh</u> |
|--|-------------|
| EL 5606 School Supervision and Organizational Theory | 3sh |
| EL 5607 Supervision and Evaluation of Instruction | 3sh |
| EL 5613 Curriculum Development and Evaluation: Theory and Practice | 3sh |
| EL 5614 Learning, Instruction, Evaluation and Curriculum Development | 3sh |

¹ Candidates for the supervisor's endorsement are advised to consult the regulations of the State Board of Education for specific certification requirements. See N.J.A.C. 6A:9-12.6, Appendix B.

I. Model on Which Program is Based

The program for the preparation of supervisors is predicated upon the **SPECTRUM MODEL**. The professional studies courses in instructional and school supervision, curriculum development, and evaluation and learning are paired to provide a macro-, and microscopic perspective for the learner. For example, EL 5606 addresses broad themes of supervision, school management and group dynamics within the context of organizational theory. EL 5607, on the other hand, concentrates on the more narrowly focused aspects of individual teacher supervision and evaluation of instruction at the classroom level. Correspondingly, EL 5613 addresses issues of master planning and curriculum design within the philosophical and historical context of national curriculum development. EL 5614, on the other hand, involves the study of learning theories, assessment and models that are descriptive of individual styles, behaviors and needs.

The knowledge base for this program may be outlined, as follows:

A. Educational Leadership

1. Major Strands

Learning, Teaching, Instruction, Teacher Supervision, Instructional Evaluation, Research, Social and Political Influence, Curriculum History, Master Planning Systems, Curriculum Development, Innovations, Theories, Paradigms, Legal Requirements, Needs Assessment, Evaluation Techniques.

2. Major Theorists

Bloom, Hunter, Dewey, Cogan, Gardner, Glickman, Taba, McCarthy, Dunn, Myers-Briggs, Tuckman, Goodlad, Oliva, McGreal, Tyler, Adler, Beauchamp, Bloom, Bobbit, Taba, Bode, Bruner, Piaget, Sizer, Boyer, Cremin, Deal, Paterson, Eisner, English, Fullan, Daresh, Murphy, Shon, Short, Darling-Hammond, Waite, Sergiovanni, Sizer, Coleman, Armstrong, Saylor, Alexander, Stufflebeam, Gardner, Glanz and others.

B. Political/Leadership

1. Major Strands

Organization Theory, Group Dynamics, Change Management, Leadership Theory, Community Relations, Communications, Decision-making.

2. Major Theorists

Nadler, Blake, Mouton, Bennis, Etzioni, Weber, Reddin, Taylor, Bernard, Fullan, Leithwood, Meier, Hallinger, Hargreaves, Owens, Senge, Peters and others.

II. Use of National Guidelines

The guidelines of the National Policy Board for Educational Administration and the Educational Leadership Coordinating Constituent Council were followed in the development of this program.

PROGRAM DESCRIPTION

M.A. in Educational Administration: Principals and Supervisors

The principal endorsement is required for any position that involves service as an administrative officer of a school or other comparable unit within a school or district. Such positions shall include assistant superintendent for curriculum and instruction, principal, assistant principal, vice-principal and director. Holders of this endorsement are authorized to provide educational leadership by directing the formulation of goals, plans, policies, budgets and personnel actions of the school or other comparable unit, and recommending them to the chief district administrator, and by directing their implementation in the school or other comparable unit. Holders of this endorsement also are authorized to direct and supervise all school operations and programs, to evaluate school staff, including teaching staff members and to direct the activities of school-level supervisors.

The supervisor endorsement is required for both supervisors of instruction and athletic directors who do not hold a standard principal's endorsement. The supervisor shall be defined as any school officer who is charged with authority and responsibility for the continuing direction and guidance of the work of instructional personnel. This endorsement also authorizes appointment as an assistant superintendent in charge of curriculum and/or instruction.

I. Model on Which Program is Based

The program for the preparation of principals and supervisors primarily is predicted upon the **SPECTRUM MODEL**. It envisions an informed, dynamic professional principal who has acquired sufficient information to be knowledgeable and concomitantly has developed the managerial/leadership skills needed effectively to act as a change agent within a dynamic sociopolitical milieu. The knowledge base for the program may be outlined as follows:

A. Educational Leadership

1. Major Strands

Learning, Teaching, Instruction, Teacher Supervision, Instructional Evaluation, Research, Social and Political Influence, Curriculum History, Master Planning Systems, Curriculum Development, Innovations, Theories, Paradigms, Legal Requirements, Needs Assessment, Evaluation Techniques.

2. Major Theorists

Bloom, Hunter, Dewey, Cogan, Gardner, Glickman, Taba, McCarthy, Dunn, Myers-Briggs, Tuckman, Goodlad, Oliva, McGreal, Tyler, Adler, Beauchamp, Bloom, Bobbit, Taba, Bode, Bruner, Piaget, Sizer, Boyer, Cremin, Deal, Paterson, Eisner, English, Fullan, Daresh, Murphy, Shon, Short, Darling-Hammond, Waite, Sergiovanni, Sizer, Coleman, Armstrong, Saylor, Alexander, Stufflebeam, Gardner, Glanz and others.

B. Managerial Competency

1. Major Strands

Legal, Business Operations, Collective Bargaining, Labor Relations, Facilities Maintenance and Planning, Student Rights and Discipline, Data Processing, Risk Management, Conflict Resolution.

2. Major Theorists

Sergiovanni, Maslow, Blau, Herzberg, McGregor, Hersey, Blanchard, Mintzberg, Guba, Getzels, Valente, LaMorte, Rebore, Daresh, Razik, Drake, Kowalski, Etzioni, Fieldler and others.

C. Political/Leadership Ability

1. Major Strands

Organization Theory, Group Dynamics, Change Management, Leadership Theory, Community Relations, Communications, Decision-making.

2. Major Theorists

Nadler, Blake, Mouton, Bennis, Etzioni, Weber, Reddin, Taylor, Bernard, Fullan, Leithwood, Meier, Hallinger, Hargreaves, Owens, Senge, Peters and others.

II. Use of National Guidelines

The guidelines of the National Policy Board of Educational Administration and the Educational Leadership Constituent Council were followed in the development of this program.

III. Course of Study

M.A. PRINCIPAL/SUPERVISOR PROGRAM OF STUDY*

Required Courses

| | |
|---|--------------|
| MODULE I. FOUNDATIONS AND FUNDAMENTALS OF ADMINISTRATION | <u>6 sh</u> |
| EL 5502 Public School Administration I | 3sh |
| EL 5503 Public School Administration II | 3sh |
| | |
| MODULE II. SUPERVISION, CURRICULUM AND INSTRUCTION | <u>12 sh</u> |
| EL 5606 School Supervision and Organizational Theory | 3 sh |
| EL 5607 Supervision and Evaluation of Instruction | 3 sh |
| EL 5613 Curriculum Development and Evaluation: Theory and Practice | 3 sh |
| EL 5614 Learning, Instruction, Evaluation and Curriculum Development | 3 sh |
| | |
| MODULE III. POLICY, PROCEDURE AND PRACTICE | <u>9 sh</u> |
| EL 5551 Basic School Law and policy | 3 sh |
| EL 5541 Computer Applications in Educational Administration | 3 sh |
| EL 5520 Management Of Educational Finance | 3 sh |
| | |
| MODULE IV. RESEARCH, SYNTHESIS AND APPLICATION | <u>9 sh</u> |
| EL 5030 Educational Research (prerequisite EL5541) | 3 sh |
| EL 5813 Field Study in Administration and Supervision I | 3 sh |
| EL 5814 Field Study in Administration and Supervision II (prerequisite EL5030) | 3sh |

Total: 36 sh

*(Applicable to students who matriculated or transferred into the MA in Educational Administration as of Fall 2005)

PROGRAM DESCRIPTION

M.A. in Educational Administration Option: School Business Administrator & Post-Master's Certification Option: School Business Administrator

The school business administrator endorsement is required for the chief financial officer of a district. Such positions shall include assistant superintendent for business and school business administrator. Holders of this endorsement are authorized to perform duties at the district level in the areas of financial budget planning and administration, financial accounting and reporting, insurance/risk administration and purchasing. Holders of this endorsement may also engage in facilities planning, construction and maintenance, personnel administration, administration of transportation and food services, and central data processing management.

I. Model on Which Program is Based

The program for school business administrators is predicated upon the **SPECTRUM MODEL**. It focuses on business, managerial, and political dimensions of business administration in the public school setting. It is expected that school business administrators will be informed, dynamic professionals who are knowledgeable, ethical, and have strong leadership skills. The sequence of courses within the program develops the desired knowledge, skills, and values by providing an overview of educational policy; insight into organizational aspects of public schools, familiarity with school law and personnel issues; and special competence in all areas of school finance and facilities management. The knowledge base for this program may be outlined as follows:

A. Educational Leadership

1. Major Strands
Financial Support for Educational Services and Programs, Facilities Planning and Development, Human Resources, Educational Materials and Supplies, Short and Long term planning.

2. Major Theorists/Authorities
National Association School Business Officials, NJ Association School Business Officials, Walgenbach, Meigs, Fitzgerald, US Department of Education Guidelines, NJSDOE Facilities Guidelines, Public School Contracts Law, Uniform Building and Construction Codes, Everett, Rebore, Candoli, Gold, Stevenson, Wood and others.

B. Managerial Competency

1. Major Strands

Budget Preparation, Accounting, Purchasing, Insurance, Investment, Public School Contracts, Bidding, Facilities Management, Data Processing, School Board Operations, Financial Forecasting, Transportation, Food Services, Legal, Business Operations, Collective Bargaining, Labor Relations, Facilities Maintenance and Planning, Risk Management.

2. Major Theorists/Authorities

National Association School Business Officials, NJ Association School Business Officials, Walgenbach, Meigs, Fitzgerald, US Department of Education Guidelines, NJSDE Facilities Guidelines, Public School Contracts Law, Uniform Building and Construction Codes, Everett, Rebore, Candoli, Gold, Stevenson, Wood and others.

C. Political/Leadership

1. Major Strands

Organization Theory, Group Dynamics, Change Management, Leadership Theory, Community Relations, Communications, Decision-making

2. Major Theorists

Nadler, Blake, Mouton, Bennis, Etzioni, Weber, Reddin, Taylor, Bernard, Fullan, Leithwood, Meier, Hallinger, Hargreaves and others.

II. Use of National Guidelines

The guidelines of the International Association of School Business Officials (ASBO) and the New Jersey Department of Education have been utilized in developing this program.

M.A. School Business Administrator

Required Courses

FOUNDATIONS COURSES 6 sh

EL 5541 Computer Applications Educational Administration 3sh
EL 5606 School Supervision and Organizational Theory 3sh

ADMINISTRATION/MANAGEMENT 21 sh

EL 5502 Public School Administration I 3sh
EL 5503 Public School Administration II 3sh
EL 5520 Management of Educational Finance 3sh
EL 5521 School Business Management and Accounting 3sh
EL 5530 School Building Planning 3sh
EL 5551 Basic School Law 3sh
PA 5040 Public Budgeting and Finance 3sh

Field Study 6 sh

EL 5813 Field Study in Administration and Supervision I 3sh
EL 5814 Field Study in Administration and Supervision II 3sh

Total 33sh

Post-Master's Certification Option: School Business Administration

This option is intended for students who possess a master's degree from an accredited college, including at least 15 credits of study in business administration. The course work is designed to prepare such students to meet state knowledge requirements for certification as a school business administrator.*

Required Courses

| | |
|--|------|
| EL 5502 Public School Administration I | 3 sh |
| EL 5520 Management of Educational Finance | 3 sh |
| EL 5521 School Business Management and Accounting | 3 sh |
| EL 5530 School Building Planning | 3 sh |
| EL 5551 Basic School Law and Policy | 3 sh |
| EL 5606 School Supervision and Organizational Theory | 3 sh |
| EL 5813 Field Study in Administration and Supervision I | 3 sh |
| EL 5814 Field Study in Administration and Supervision II | 3 sh |

Total: 24 sh

* See N.J.A.C. 6A:9-12.7

APPENDIX A

Student Advisor Assignments

All students are encouraged to meet periodically with their assigned faculty advisors to review program and certification requirements and to keep abreast of changing rules and regulations.

Advisors for the current academic year have been assigned according to the following schedule:

| <u>Faculty Advisor</u> | <u>Students With Last Name Beginning With Letter</u> |
|------------------------|--|
| Dr. Leonard Elovitz | A - D |
| Dr. Nicholas Celso | E - H |
| Dr. Effie Christie | I - L |
| Dr. Jerry Jackson | M - P |
| Dr. Columbus Salley | Q - T |
| Dr. Gerard Babo | U - Z |
| Dr. Edward Glickman | All Kean@Ocean Ed. Leadership students |

Note that students who have been enrolled in the program for sometime and have established an advisor-advisee relationship with any of the above faculty are free to continue that relationship with the faculty member's consent. Otherwise, the above assignments should be adhered to.

Should your advisor not be available, please feel free to meet with Dr. Babo or Dr. Elovitz.

In order to arrange an advisement appointment, you should call your designated advisor or visit Willis Hall, Room 109 on the Union Campus or KeanWise for information regarding faculty office hours.

APPENDIX B

Summary of New Jersey State Certification Requirements¹ for Supervisors

Must possess a master's or higher degree from an accredited college or university AND

(a) Successful completion of one of the following is required for supervisors:

1. A college curriculum approved by the New Jersey Department of Education as the basis for issuing this endorsement; or

1. A program of college studies including 12 semester hours of graduate study in supervision and curriculum development. Included in this study must be at least one course in the general principles of staff supervision, and one course in the general principles of curriculum development and evaluation. The additional work may be oriented directly toward supervision and curriculum development in particular grade levels, or in specific subject fields.

1. When candidates have completed their preparation for this endorsement in an out-of-State college or university, a master's degree in educational administration or supervision from a program accredited by the National Council for Accreditation of Teacher Education (NCATE) will be accepted as meeting the college study requirements indicated above.

1. A standard New Jersey teacher's certificate or its equivalent, and three years of successful teaching experience. Experience in New Jersey public schools must have been completed under an appropriate New Jersey teacher's certificate or its equivalent.

¹ See N.J.A.C. 6A:9-12.6.

APPENDIX C

Summary¹ of New Jersey State Certification Requirements for Principals

1. To be eligible for the principal certificate of eligibility the student must complete **one** of the following:
 - a. Obtain a master's degree or higher from an accredited institution in educational leadership or in one of the recognized fields of leadership or management (i.e., public administration, business administration, curriculum & instruction).
 - b. Hold a master's degree from an accredited institution and complete a post-master's program culminating in the awarding of a certificate in advanced study in educational administration and supervision.
 - c. Hold a master's degree or higher from an accredited institution and complete a post-master's program in a coherent sequence of 30 semester hours.
2. In the master's program, or in addition to it, the student must complete graduate studies in each of the following topics:
 - a. Leadership and human resource management
 - b. Communications
 - c. Data based research strategies
 - d. Finance
 - e. Law
3. Achieve a passing score on the State-administered examination of knowledge (SLLA – School Leaders Licensure Assessment) in areas of: leadership and human resource management; communications; quantitative decision making; finance and law
4. Obtain an offer of employment in a position requiring principal's endorsement from a district that will agree to sponsor a residency program.
5. Apply for provisional administrative certificate.
6. Successfully complete a one to two year State-approved residency program pursuant to a standard agreement detailing residency experiences agreed upon by SDOE, sponsoring district, residency mentor and the candidate.

¹ This is only a brief summary. Please refer to the full text of the State regulations ([N.J.A.C. 6A:9-12.5](#)) or see your advisor for full detail.

APPENDIX D

Summary¹ of Requirements for State Certification for School Business Administrator

1. Must possess a master's or higher degree from an accredited college or university or possess a certified public accountant license;
2. The student must complete 18 credits of graduate or undergraduate study in each of the following areas:
 - a. Economics
 - b. Law
 - c. Accounting
 - d. Organizational theory
 - e. Management or administration
 - f. Finance
3. Obtain an offer of employment;
4. Successfully complete a one to two year State-approved residency program pursuant to a standard agreement detailing residency experiences agreed upon by SDOE, sponsoring district, residency mentor and the candidate.

¹ This is only a brief summary. Please refer to the full text of the State regulations (N.J.A.C. 6A:9-12.7) or see your advisor for full detail.

APPENDIX E

Graduate Program in Educational Administration Program Outcomes

I. Program Goals

The Program of Studies in Educational Administration has the twofold goal of enlightenment and empowerment. Faculty members seek to address and cultivate both the acquisition of substantive knowledge and the interpersonal skill and commitment to use that knowledge in bringing about controlled, positive change in the public schools. The specific objectives by which these goals are approximated are set forth in each of the outlines that have been developed for the courses in the Program. Course outlines are available from the secretary in Willis 105, as well as from the faculty.

II. Program Outcomes

STANDARDS FOR ADVANCED PROGRAMS IN EDUCATIONAL LEADERSHIP

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

Elements

1.1 Develop a Vision

- a. Candidates develop a vision of learning for a school that promotes the success of all students.
- b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

1.2 Articulate a Vision

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

c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision

a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.

b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

1.4 Steward a Vision

a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.

b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

c. Candidates assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision

a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.

b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

Standard 1.0 Narrative Explanation: This standard addresses the need to prepare educational leaders who value and are committed to educating all students to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a climate of continuous improvement among all members of the educational staff. Such educational leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

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

Elements

2.1 Promote Positive School Culture

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

2.2 Provide Effective Instructional Program

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

2.3 Apply Best Practice to Student Learning

- a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
- b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
- c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

2.4 Design Comprehensive Professional Growth Plans

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

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

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

Standard 2.0 Narrative Explanation: This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all students can learn and that student learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Candidates preparing to lead schools or districts must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.

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

Elements

3.1 Manage the Organization

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

b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.

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

3.2 Manage Operations

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

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

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

3.3 Manage Resources

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

b. Candidates creatively seek new resources to facilitate learning.

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

Standard 3.0 Narrative Explanation: This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development.

Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school's and district's accountability to the community. Skills in job analysis, supervision, recruitment, selection, professional development, and appraisal of staff positions, as well as an understanding of relevant collective bargaining agreements, strengthen the ability to use personnel resources. Effective educational leaders define job roles, assign tasks, delegate appropriately, and require accountability. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, educational leaders must be competent in conflict resolution, consensus building, group processes, and effective communication.

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

Elements

4.1 Collaborate with Families and Other Community Members

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

decision-making processes, reflecting an understanding that schools are an integral part of the larger community.

g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.

h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

4.2 Respond to Community Interests and Needs

a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.

b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.

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

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

4.3 Mobilize Community Resources

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

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

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

Standard 4.0 Narrative Explanation: This standard addresses the fact that cooperation among schools, the district, and the larger community is essential to the success of educational leaders and students. Educational leaders must see schools as an integral part of the larger community.

Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. The ability to analyze emerging issues and trends that might affect schools and districts enables educational leaders to plan effective instructional programs and school services. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for schools. Seeing families as partners in the education of their youngsters, and believing that families have the best interests of their children in mind, encourages educational leaders to involve them in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, educational leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

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

Elements

5.1 Acts with Integrity

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

5.2 Acts Fairly

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

5.3 Acts Ethically

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

Standard 5.0 Narrative Explanation: This standard addresses the educational leader's role as

the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

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

Elements

6.1 Understand the Larger Context

- a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.
- b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.
- c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
- d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.
- e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.
- f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.

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

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

6.2 Respond to the Larger Context

Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

6.3 Influence the Larger Context

a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.

b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.

c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Standard 6.0 Narrative Explanation: This standard addresses the need for educational leaders to understand and be able to operate within the larger context of the community and beyond, which affects opportunities for all students. Educational leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for children. Educational leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students' rights and improve students' opportunities.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Elements

7.1 Substantial

- a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
- b. Each candidate should have a minimum of six months of fulltime internship experience.

7.2 Sustained

Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

7.3 Standards-based

- a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
- b. Experiences are designed to accommodate candidates' individual needs.

7.4 Real Settings

- a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.
- b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.

7.5 Planned and Guided Cooperatively

- a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.
- b. Mentors are provided training to guide the candidate during the intern experience. The three individuals work together to meet candidate and program needs.

7.6 Credit

Candidates earn graduate credit for their intern experience.

Standard 7.0 Narrative Explanation: This standard addresses the importance of structured, sustained, standards-based experiences in authentic settings. The internship is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity.

III. Assessment of Outcomes

In addition to a wide variety of assessment techniques used by the faculty for respective courses, students also are assessed by way of a comprehensive portfolio, field site supervision, written evaluations and journals, and follow-up graduate surveys. Also, all principal certification candidates must take the School Leaders Licensure Assessment (SLLA)¹, and satisfactorily complete a one-year supervised mentorship² in order to satisfy State licensing requirements. School business administrator candidates also undergo a mentorship.

¹ Administered by Educational Testing Service.

² This is a post-graduate mentorship conducted apart from the University.