

EDUCATIONAL LEADERSHIP

**Indiana Building Level Administrator License
Master of Science in Education (M.S. Ed.)**

PROGRAM GUIDE and ASSESSMENT SYSTEM

Cohort Pathway

Self-Paced Pathway

2017 – 2018

**College Education and Public Policy
Neff Hall**

Table of Content

Educational Leadership Program Guide

Foundations of the Program	
Conceptual Framework	4
Educational Leadership Vision Statement	5
Educational Unit Mission Statement	5
ELCC Standards	6
Indiana Content Standards	8
Pathways of the Program	
Cohort	11
Self-Paced	11
Program Requirements	12
Program Course of Study	13
Program Assessment System	
Expectations and Practices	14
Alignment of Standards within Courses	15
Program Assessment Chart	17
Transition Point Matrix	21
Indiana Building Level License	22
Program Documents	
Course of Study Sheet	23
Requirements for Licensing Recommendation	24

Indiana University – Purdue University Fort Wayne
College of Education and Public Policy
M. S. Program in Educational Leadership
and
Indiana Building Level License

Dear Candidates,

Welcome to the Educational Leadership Programs in the Department of Professional Studies in the College of Education and Public Policy (CEPP). You are participating in a program that has a long and distinguished record of preparing educators to serve effectively as visionary instructional leaders throughout Indiana and beyond.

Educational leaders are committed to creating a school community founded on reflective leadership, standards-based authentic learning for P – 12 students and educators, and collaboration. The purpose of the Educational Leadership Program is to create, refine, and sustain a professional graduate learning environment that supports public and private P – 12 schools by preparing leaders committed to promoting excellence and equity within our school communities. This task is accomplished through ensuring rigor in scholarship, meaningful opportunities for practice and reflection, and a commitment to consistent professional development for the building leader. The Educational Leadership Program prepares educational leaders proficient in theory, practice, scholarship and reflection who can creatively meet the urban, rural, and suburban challenges that confront 21st century schools.

This Educational Leadership program offers you two pathways toward degree completion - a Self-Paced option and a Cohort option. Both consist of thirty-six hours of coursework for the completion of a Master of Science (M.S) degree and prepare the candidate to apply for an Indiana Building Level Administrator License. The choice of pathways enables you to determine a time period and manner for completing your program that best meets your personal needs. Take time to explore each pathway and ask questions to help you determine your choice.

The following pages explain the program components and expectations. and are intended to assist you in selecting the option that best meets your needs

We look forward to working with you!

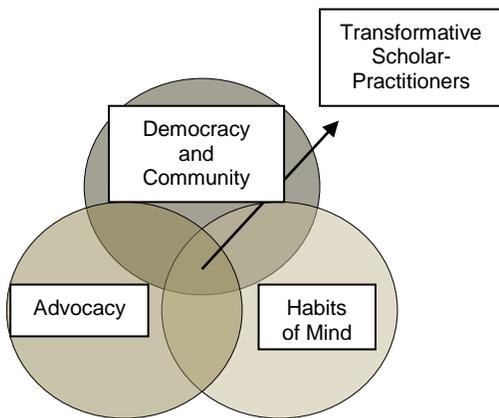
The IPFW College of Education and Public Policy Faculty and Staff

Foundation of the Program

The Educational Leadership Program and assessment system are based on five guiding elements.

I. The Conceptual Framework

Transformative scholar-practitioners are broadly defined as leaders in education and public policy who weave between research and practice, and theory and experience, constantly working within communities to foster learning and a just, democratic society. Graduates of our programs use their strong foundation of knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect on those components. They advocate for public policies and practices that benefit the people they serve, the community, and their professions while striving to build a more just, inclusive, democratic community, and to expand and strengthen public voice and identity.



Specifically, the departments strive to prepare future leaders who thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors. We define those concepts as:

Democracy and Community

Transformative scholar-practitioners need to be a part of a dynamic, diverse professional community. They actively explore what it means to live and participate in a diverse, just, and global world. They use that knowledge to inform effective practice which demonstrates their respect for and valuing of our multicultural, multilingual, and multi-abled society. Through this they work towards developing communities that are more cognizant of and

compassionate toward democratic encounters over moral, cultural, social, political and economic differences. **Consequently, the departments support transformative scholar-practitioners who strive for and create democratic, just, inclusive communities.**

Habits of Mind

Transformative scholar-practitioners develop more powerful cognition and action through their strong knowledge of content, methodologies, and exemplary practices. However, they realize that such knowledge alone is not sufficient. They practice critical thinking and reflection as they explore the reciprocal relationship between scholarship and practice. Within the context of a compassionate, caring community, transformative scholar-practitioners foster habits of minds such as investigating, inquiring, challenging, critiquing, questioning, analyzing, synthesizing, and evaluating. They view such habits of mind as necessary for engaging students, clients, community members, and the public in the process of teaching and learning. **Consequently, the departments foster transformative scholar-practitioners who integrate critical habits of the mind in all aspects of their professional work.**

Advocacy

Transformative scholar-practitioners develop and support the rights of students, clients, and community members as they advocate for the people they serve and the profession. They cultivate professional, public visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and the profession while inspiring their colleagues to do likewise. Transformative scholar-practitioners resolve professional and ethical challenges through the convergence of knowledge, theory, and practice. **Consequently, the departments facilitate transformative scholar-practitioners' development as professional and community advocates.**

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II. Educational Leadership Vision Statement

Proficiency Model: The Educational Leadership Program prepares leaders proficient in theory, practice, scholarship, and reflection who can creatively take on the educational leadership challenges that confront 21st century urban, suburban, and rural schools.

III. Education Unit Mission Statement

To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

- Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
- Improving the human condition by creating positive learning environments;
- Becoming change agents by demonstrating reflective professional practice;
- Solving client problems through clear, creative analysis;
- Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research;
- Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy, and effectively communicating with all stakeholders.

IV. Educational Leadership Constituent Council (ELCC) Standards

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

- 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- 1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
- 1.3 Candidates understand and can promote continual and sustainable school improvement.
- 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

- 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
- 2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

- 3.1 Candidates understand and can monitor and evaluate school management and operational systems.
- 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
- 3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
- 3.4 Candidates understand and can develop school capacity for distributed leadership.

3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1 Candidates understand and can advocate for school students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution

The standards may also be found on the Educational Leadership Constituent Council (ELCC) website, which serves as the sources for NCATE/CAEP accreditation.

V. **Indiana Content Standards for Educators – Building Level Administrator**

Standard 1 Human Capital Management: School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement, including:

1.1 recruiting, hiring, assigning, retaining, and supporting effective teachers who share the school's vision/mission

1.2 prioritizing teacher evaluation over competing commitments and using teacher evaluation systems that credibly differentiate the performance of teachers

1.3 orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance

1.4 designing and implementing succession plans (e.g., career ladders) for every position in the school, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth

1.5 delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed

- 1.6 counseling out or recommending the dismissal of ineffective teachers, carefully following contractual requirements
- 1.7 strategically assigning teachers and other staff to support school goals and maximize achievement for all students

Standard 2 Instructional Leadership: School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students, including:

- 2.1 cultivating commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision
- 2.2 planning, organizing, supervising, and supporting a rigorous instructional program based on research-supported best practices regarding curriculum, instruction, and assessment
- 2.3 using frequent classroom observation and student performance data to evaluate instructional quality, and regularly providing teachers with prompt, high-quality feedback aimed at improving student outcomes
- 2.4 establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities
- 2.5 ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students
- 2.6 promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement

Standard 3 Personal Behavior: School building leaders model personal behavior that sets the tone for all student and adult relationships in the school, including:

- 3.1 modeling professional, ethical, and respectful behavior at all times and expecting the same behavior from others
- 3.2 establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center
- 3.3 actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement
- 3.4 going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to school success, and taking risks to achieve results
- 3.5 using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading school improvement efforts

Standard 4 Building Relationships: School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including:

- 4.1 establishing an organizational culture of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence

4.2 skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)

4.3 using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change

4.4 working collaboratively with individuals and groups inside and outside the school, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students

4.5 demonstrating awareness of the public and political nature of the school building leader position, and deftly engaging the public in addressing controversial issues

Standard 5 Culture of Achievement: School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student, including:

5.1 empowering teachers and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning, respectful, and on task

5.2 establishing rigorous academic goals and priorities that are accepted as fixed and immovable

5.3 orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation

5.4 implementing systems to promote and enforce individual accountability for results

5.5 ensuring all students full and equitable access to educational programs, curricula, and available supports

5.6 using positive and equitable behavior management systems and ensuring that rules and routines are consistently implemented

5.7 guiding staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning

5.8 developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the school's goals for student growth and achievement

Standard 6 Organizational, Operational, and Resource Management: School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes, including:

6.1 using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals

6.2 using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization

6.3 using practices for the safe, efficient, and effective operation of the school's physical plant, equipment, and auxiliary services (e.g., food services, student transportation)

6.4 planning, managing, and monitoring school budgets aligned to school improvement goals, and creatively seeking new resources to support school programs and/or reallocating resources from programs identified as ineffective or redundant

6.5 managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness; student safety and welfare; and the rights and responsibilities of students, families, and school staff

Pathways of the Program

Both program pathways begin with Introduction to Educational Administration (EDUC A500), the prerequisite for the remaining courses. After completing fifteen hours of educational leadership courses, students may enroll in a two-semester Practicum in Educational Leadership (EDUC A720 and EDUC A695). Licensure candidates can transfer equivalent graduate coursework from other institutions in accordance with Graduate Bulletin guidelines. Both program options include identical course requirements.

The accelerated **Cohort** pathway is a sequenced set of classes taken over six consecutive semesters, completed in either 15 or 17 months. During the academic year, classes meet on select Saturdays, with additional assignments and interactions completed between class meetings in a hybrid model. During the summer, classes meet for an extended class session once per week. The advantage of the Cohort pathway is that candidates build professional relationships with cohort peers that can remain strong throughout their administrative careers. Because cohort classes have an assured level of enrollment, they are less subject to cancellation which means that cohort members can complete their programs on schedule. Therefore, it is important to apply early to assure a full cohort of students each winter and spring. All university requirements for transfer courses and degree completion apply to this pathway.

The **Self-Paced** pathway enables candidates to take courses in the sequence and following a timeline determined by the degree candidate. Courses for the Self-Paced Option are offered over multiple semesters. The advantage of the Self-Paced pathway is that candidates control their progression through the program according to their personal needs. However, it must be noted that university enrollment number guidelines must be met for each of the Self-Paced courses to be held. Therefore, early enrollment is encouraged to avoid cancellation of a course offering. The required introductory course for the Self-Paced pathway, A500 Introduction to Educational Administration, is offered in the Fall semester. Program faculty should be contacted if there is a desire to begin a Self-Paced program in Spring or Summer semesters.

Program Requirements

Admission to either Program Pathway

- Submitted official University application
- Official Transcript reflecting 3.0 or better for admission on a 4.0 Grade Point Average
- Two professional reference letters speaking to the applicant's potential as a student and educational leader
- Current resume
- Professional Goal Statement showing alignment of personal interests and program focus
- Copy of teaching license if anticipating applying for Indiana Building Level License
- Graduate Admissions Fee

Application materials are reviewed by the IPFW Graduate Office and CEPP Educational Leadership faculty. Upon acceptance candidates are assigned a faculty advisor who will meet with the candidate for academic advising and professional mentoring. It is expected that the candidate will maintain regular contact with his/her advisor throughout the program. Licensing advising will be provided by the educational licensing advisor available through the ERIC office.

Admission to Clinical Experience

- Maintain GPA of 3.0 or above
- No required course grade below C-
- Complete 15 hours in Educational Leadership to enroll in EDUC A720 and EDUC A695 (*Practicum in Educational Leadership*)
- Complete Signature Assessments in associated courses
- Complete a midpoint interview with any candidate struggling to demonstrate academic proficiency or professional dispositions

Completion of either Program Pathway

- Complete all required courses including Practicum/Field Experience
- Conclude with GPA of 3.0 or better
- No required course grade below C-

Application for Indiana Building Level License – not required for degree fulfillment

- Completion of an approved Building Level Leadership preparation program
- Passing score on the state required licensing examination
- Proof of CPR with AED certification
- Documentation of two years teaching experience on a valid Indiana license
- Successfully complete an Exit Interview based on ELCC Standards and the Conceptual Framework

Field Experience

1. Program candidates are responsible for arranging their own field experience placements following the protocols set by the P-12 school(s)/district(s) in which they will be working. An on-site mentor with demonstrated experience as an educational leader within

a school will be selected collaboratively by the intern and program faculty with training by program faculty.

2. Program candidates are expected to provide current evidence of meeting the criminal history check requirements for each P-12 school/district in which they are completing program/course requirements.

Program Course of Study

EDUC A500	Introduction to Educational Leadership (3 hrs; must be taken first)
EDUC A510	School and Community Relations (3 hrs)
EDUC A515	Teacher Development and Evaluation (3 hrs)
EDUC A560	Political Perspectives on Education (3 hrs)
EDUC A600	Problems in Educational Leadership (3 hrs)
EDUC A608	Legal Perspectives on Education (3 hrs)
EDUC A624	The Principalship K-12 (3 hrs)
EDUC A630	Economic Dimensions of Education (3 hrs)
EDUC A638	Public School Personnel Management (3 hrs)
EDUC A695	Practicum in Educational Leadership (3 hrs)
EDUC A720	Workshop/School Leadership (3 hrs)
EDUC J500	Instruction in the Context of Curriculum (3 hrs)

Throughout the program, courses blend theory and practice through multiple and substantial field experiences of in the P-12 school setting. Prior to the first class of the fall semester, each candidate in the program is required to provide evidence of meeting the criminal history check requirements of the school/district(s) in which he/she will be engaging in a field experience.

After completing a minimum of fifteen credit hours in program courses, candidates are eligible to fulfill a closely supervised clinical experience in the major areas of educational leadership. Structured as an opportunity to engage the candidate in the work of a building leader in each of the ELCC standard areas, candidates will complete approximately 220 hours of work outside their regular day and professional responsibilities, over a two semester period. The clinical experience must include authentic experiences at all grade levels represented by the state license. Supervision of clinical experience is provided by a school-based licensed administrator cooperatively selected by the candidate and program faculty, and by an assigned university supervisor. Assessment of the candidate proficiency is provided by completion of a Signature

Assessment and a written evaluation by a qualified on-site mentor. It is recommended that candidates request permission from the school mentor a semester before enrolling in the course, if possible.

Program Assessment System

Throughout the program, assessment data provide information on individual and collective candidate performance and on program effectiveness. Assessments are based upon the Educational Unit Conceptual Framework, ELCC Standards, and Indiana Content Standards for Educators as direct evidence of candidate knowledge, skills, and dispositions. To ensure adequacy, all standards and elements have been reviewed and mapped across program courses to assure candidate understanding and to link them to research-based practices for application as a school leader. Both quantitative and qualitative data are captured electronically for regular review for the purpose of program improvement

Expectations and Practices

It is expected that in the development and teaching of the courses in the program, faculty will include assignments that build candidate understanding of standard elements assigned to that course and monitor candidate progress through course assessments and Key Assessments. While each element serves to provide specific orientation for each standard, program faculty also are encouraged to examine standards as a whole so as to move the elements beyond a checklist and into an integrated approach to leadership principles. Faculty, including both full time faculty and adjuncts, will follow guidelines of the Unit Assessment Handbook in administering program assessments.

At the conclusion of each semester, program faculty review Signature Assessment data and other appropriate data according to the Continuous Improvement Annual Cycle. Aggregated and disaggregated program data are used to identify areas for modification that can lead to improved outcomes. This information is shared internally in the Education Unit and with regional principals who can assist in planning improvement strategies.

It is also expected that candidates view course assessments and Signature Assessments as opportunities to check their learning against standard criteria, for it is through that approach that they can determine areas for personal improvement. Every effort is made throughout the program to provide meaningful feedback to candidates to assist in their self-assessment as candidates are provided their individual performance data.

Candidates are required to maintain active Taskstream account through which Signature Assessment assignments are submitted and scored. Candidates must complete all Signature Assessments and submit them to Taskstream to receive credit in the affiliated course. Students may be requested to revise and resubmit their work in order to demonstrate their proficiency toward standards.

Course Map of Program Standards

C =coverage within the course S = program Signature Assessment

ELCC Standards

	A500	A510	A515	A560	A600	A608	A624	A630	A638	A695	A720	J500
1.0	C											
1.1		C					C	C	S	C	C	S
1.2			C						S		C	S
1.3		C	C						S	C	C	S
1.4		C							S		C	S
2.0	C											
2.1						C	C		S	S	C	C
2.2		C							S	S	C	C
2.3			C						S	S	C	
2.4			C						S	S	C	
3.0	C											
3.1			S			C			C	C		
3.2			S			C		C	C			
3.3			S			C			C	C		
3.4			S									C
3.5			S									C
4.0	C											
4.1		S	C				C		S			
4.2		S					C		S	C		
4.3		S						C	S			
4.4		S					C		S	C		
5.0	C											
5.1			C		S		C					C
5.2					S							C
5.3			C		S	C	C			C		
5.4			C		S	C				C		
5.5					S			C		C		
6.0	C											
6.1		S				S	C			C		C
6.2		S				S	C	C				C
6.3		S				S	C			C	C	C
	A500	A510	A515	A560	A600	A608	A624	A630	A638	A695	A720	J500

Indiana Content Standards

	A500	A510	A515	A560	A600	A608	A624	A630	A638	A695	A720	J500
1.0	C											
1.1				C			C		C			
1.2				C			C		C			
1.3			C									C
1.4							C		C			
1.5			C			C			C			
1.6			C			C			C			
1.7			C			C			C			
2.0	C											
2.1					C		C					C
2.2									C			C
2.3			C						C		C	
2.4			C	C								C
2.5					C							C
2.6			C									C
3.0	C											
3.1					C		C					C
3.2					C		C					
3.3		C										
3.4							C			C		C
3.5							C			C		
4.0	C											
4.1									C		C	
4.2		C										C
4.3		C								C		
4.4		C		C						C		
4.5		C					C					
5.0	C											
5.1							C					C
5.2			C	C	C							C
5.3			C	C								C
5.4			C	C	C							
5.5				C	C		C					
5.6					C		C					
5.7		C					C					
5.8		C		C			C					
6.0	C											
6.1			C		C							C
6.2			C		C							
6.3					C			C				
6.4					C	C		C				
6.5				C	C			C				

IPFW Educational Leadership Signature Assessment Matrix

Key Assessment	EDLD Crs	Assignment	ELCC & ICS Stnds
Assessment 1 ELCC: Content Knowledge	IN CORE Assessment: (039) Building Level P-12 School Administrator (Score 220)		
Assessment 2 ELCC: Content knowledge in educational leadership	A638	Exhibit content knowledge in areas of shared school vision of learning through use of assessment data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals for school improvement and knowledge to evaluate school progress and revise school plans. There is understanding to sustain a positive school culture for learning and knowledge toward developing and supervising the instructional and leadership capacity of school staff, as well as ability to design and monitor the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction with the use of assessment data.	ELCC 1.0 (1.1-1.4) ELCC 2.0 (2.1-2.4) ELCC 4.0 (4.1-4.4)
Assessment 3 ELCC: Instructional leadership working with faculty on instruction, curriculum, culture, and professional development	A515	Focus on analyzing, developing, and managing school processes and operations for strategic and practical work of the school; developing and managing multi-year budgets and technology systems; providing a safe school environment, and evaluating and implementing discipline management plans. Focus on identifying leadership capacities of staff; modeling distributed leadership; involving school staff in decision making; and developing policies and practices that protect instructional time. Acting ethically to support school policies and personnel that ensure academic and social success;	ELCC 3.0 (3.1-3.5) ELCC 5.0 (5.1-5.5)

		<p>creating an infrastructure to monitor assurance of equitable practices; formulating a school-level leadership platform and analyzing decisions in terms of ethical practices; supporting and communicating democratic values, equity, and diversity; evaluating the moral and legal implications of decisions; responding ethically to student needs with resilience to uphold personal core values.</p>	
<p>Assessment 4 ELCC: School-level internship</p>	<p>A695</p>	<p>Focus on collaborating with others to accomplish school goals and build cultural competence; ensuring personalized learning opportunities; incorporating diversity into programs, curriculum, programs, and instructional practices; facilitating the use of appropriate learning materials and strategies, implement an evidence-centered curriculum; designing and using evaluation systems with multiple measures to assess school, teacher, and student performance; maximizing learning through differentiated instruction, curricular materials and technologies, and professional growth plans to increase capacity of staff; use of technology and performance management systems to monitor data for accountability.</p>	<p>ELCC 2.0 (2.1 – 2.4)</p> <p>ELCC 7.0 (7.1)</p>
<p>Assessment 5 ELCC: Leadership skills that support P-12 student learning within schools</p>	<p>J500</p>	<p>Focus on creating, implementing, monitoring and communicating a school vision; developing a continuous and sustainable school improvement plan that builds stakeholder engagement; building organizational capacity to sustain continuous improvement; designing a transformational change and professional development program; and constructing an evaluation prods to assess effectiveness of school plans and communicating progress.</p>	<p>ELCC 1.0 (1.1 – 1.4)</p>

<p>Assessment 6 ELCC: Organizational management and community relations leadership skills in developing effective school-based management and resource systems, and school-community partnerships</p>	<p>A510</p>	<p>Focus on using collaboration strategies to collect, analyze, and interpret information about the school, students, faculty, community; identifying and using diverse community resources to improve school programs; conduct needs assessments with stakeholders; and develop effective relationships and decision making processes with families, caregivers, and community partners.</p>	<p>ELCC 4.0 (4.1 – 4.4) ELCC 6.0 (6.1-6.3)</p>
<p>Assessment 7 ELCC: Choice Optional</p>	<p>A608</p>	<p>Focus on using laws, policies and leadership platform to advocate for students, families and caregivers; advocating for school policies and programs that promote equitable learning opportunities; communicating policies, laws, regulations and procedures to appropriate stakeholders; identifying and anticipating emerging trends and issues likely to affect schools and adapting leadership strategies to address them.</p>	<p>ELLC 6.0 (6.1 – 6.3)</p>
<p>Assessment 8 ELCC: Choice Optional</p>	<p>A600</p>	<p>Focus on acting ethically to support school policies and personnel that ensure academic and social success; creating an infrastructure to monitor assurance of equitable practices; formulating a school-level leadership platform and analyzing decisions in terms of ethical practices; supporting and communicating democratic values, equity, and diversity; evaluating the moral and legal implications of decisions; responding ethically to student needs with resilience to uphold personal core values.</p>	<p>ELCC 5.0 (5.1 – 5.5)</p>

Additional Assessments

Program Completer Survey: Approximately sixth months after the last IPFW course, each program completer is encouraged to respond to a survey on the content, instructional delivery model, and support for the Educational Leadership program. Data remain anonymous and are used for program improvement.

Employer Survey: Principals are asked to complete a survey on the knowledge, skills, and dispositions of the IPFW Educational Leadership graduates they employ.

Exit Interview: As a requirement for recommendation for state licensing, a comprehensive interview is conducted by program faculty to assess program completer proficiency on the themes of the Conceptual Framework and the ELCC standards.

All program data are regularly reviewed by program faculty and shared with the CEPP Assessment Team, other CEPP faculty and the Educational Unit Advisory Council members, and used to inform and monitor improvements to the program.

EDUCATIONAL LEADERSHIP
Transition Points within the Program

Transition Point	Assessment	Collection Tool	Criteria
Admission to Program	Grade Point Average	Official Undergraduate Transcripts	3.0 or above on 4.0 scale –
	Professional References	Letters of Recommendation	Includes reference from supervisor Based on contribution to professional work 2 included with application
	Personal statement of professional direction	Formal written goal statement	Included with application Aligns with program focus of preparing graduates to serve as licensed school principals or other approved school leadership positions Demonstrates potential to fulfill program requirements
	Criminal History check prior to Field Experience (not required for admission)	Indiana Criminal History or School/District Requirement	Prior to the first class of the fall semester, provide evidence of meeting criminal history check requirements of field experience school/district(s)
Admission to Clinical	GPA	IPFW transcript	3.0 or above on 4.0 scale to graduate Registrar provides advisors with updated cumulative GPA
	Assessment of Knowledge, Skills, and Dispositions	Signature Assessments	80% of elements at Target or Acceptable
	Progression through program	IPFW transcript	15 hours in program courses
Clinical	GPA	IPFW transcript	3.0 or above on 4.0 scale to graduate See above
	2 semesters with 9 hours per week	Learning Logs	5 hours per week for 2 semesters or 10 hours per week for one semester
Post-Program Licensing	Exit Interview	Structured interview based on ELCC, ICS, and CF	80% of elements at Target or Acceptable

Indiana Building Level Administrator License

Candidates from either program option who complete the thirty-six hour course requirements according to University criteria and have completed a state-approved principal preparation program including meeting program assessment criteria, are eligible for state licensure after the following requirements have been met:

- Earn a passing score (220 or above) on Indiana CORE Assessment for Educators – (039) Building Level P-12 School Administrator.
- Provide a letter from the candidate's superintendent or designee indicating the candidate has minimally two years of full time teaching experience on a valid Indiana license.
- Proof of CPR/AED/Heimlich certification.
- Proof of Suicide Prevention Training.
- Interview with Educational Leadership faculty for recommendation of the license.

**Master of Science in Education (M. S. Ed.)
Educational Leadership
Course of Study**

**36 credit hours required for degree and license
REPA**

Student Name _____ **ID #** _____

Teaching License(s) Held _____

Program Courses

	Hrs/Grade	Semester
EDUC A500 Introduction to Educational Leadership (taken first)	3 _____	_____
EDUC A510 School and Community Relations	3 _____	_____
EDUC A515 Teacher Development and Evaluation	3 _____	_____
EDUC A560 Political Perspectives on Education	3 _____	_____
EDUC A600 Problems in Educational Leadership	3 _____	_____
EDUC A608 Legal Perspectives on Education	3 _____	_____
EDUC A624 The Principalship K-12	3 _____	_____
EDUC A630 Economic Dimensions of Education	3 _____	_____
EDUC A638 Public School Personnel Management	3 _____	_____
EDUC A695 Practicum in Educational Leadership	3 _____	_____
EDUC A720 Workshop/Action Research	3 _____	_____
EDUC J500 Instruction in the Context of Curriculum	3 _____	_____

OVER FOR QUALIFICATIONS FOR THE BUILDING LEVEL ADMINISTRATOR LICENSE.

**Building Level Administrator
License Requirements for All Schools Setting
REPA**

The following steps are needed to complete requirements for obtaining an All School Setting Building Level Administrator license:

- _____ 1. Completion of a state approved Building Level Administrator Preparation Program (including IPFW).
- _____ 2. Pass the Indiana Teacher Licensing Test – 039 P-12 Building Level Administrator – with a minimum score of 220.
- _____ 3. Provide a letter from your superintendent/designee stating that you have minimally two years of full-time teaching experience under a valid license.
- _____ 4. Proof of CPR/Heimlich/AED certification.
- _____ 5. Proof of Suicide Prevention Training
- _____ 6. Interview with Educational Leadership faculty for recommendation of the license.

Recommended () Not Recommended ()

Faculty Signature _____ Date _____

Faculty Signature _____ Date _____

Additional information on licensing is available through the IPFW certification office (EPIC) or the Indiana Department of Education website.