

**NCATE
Approval with Specialized Professional Association
Guidelines**

Professional Organization: **Educational Leadership Constituent Council (ELCC)**

Institution Submitting Program: Virginia Tech & State University

Program(s): Principal, Supervisor, Curriculum Director

Date of Review: 4/30/02

Degree Level: Master's

GUIDELINES/COMPETENCIES NOT MET: 3.4, 3.6, 4.6, 5.2, 9.1, 10.2, 10.6, and 11.4.

PERCEIVED PROGRAM STRENGTHS:

Guideline 1.0 Professional and Ethical Leadership: The programs provide evidence of preparing candidates to develop and implement a shared vision; use motivational theory; frame, analyze and resolve problems; initiate, manage, and evaluate the change process; identify and critique several theories of leadership; act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences; and manifest a professional code of ethics and values.

Guideline 2.0 Information Management and Evaluation: The programs provide evidence of preparing candidates to conduct needs assessments; use qualitative and quantitative data; engage staff in an ongoing study of current best practices; and analyze and interpret educational data.

Guideline 3.0 Curriculum, Instruction, Supervision, and the Learning Environment: The programs provide evidence of preparing candidates to create with others a positive school culture that promotes learning; develop a collaborative learning organization; base curricular decisions on research and applied theory; align curricular goals and objectives with instructional goals and objectives; use a variety of supervisory models; use various staffing patterns; and assess student progress using a variety of appropriate techniques.

Guideline 4.0 Professional Development and Human Resources: The programs provide evidence of preparing candidates to work with faculty and other stakeholders to identify needs for professional development; apply adult learning strategies to professional development; apply job analysis procedures and supervisory techniques; formulate and implement a self-development plan; and identify and apply appropriate personnel policies and processes.

Guideline 5.0 Student Personnel Services: The programs provide evidence of preparing candidates to apply principles of student growth and development; develop and administer policies that provide a safe school environment; address student and faculty conditions affecting learning; and plan and manage activity programs to fulfill student developmental, social, cultural, athletic, leadership and scholastic needs.

Guideline 6.0 Organizational Management: The programs provide evidence of preparing candidates to establish operational plans; apply a systems perspective; implement appropriate management techniques and group processes; and monitor and assess the progress of activities and make adjustments as necessary.

Guideline 7.0 Interpersonal Relationships: The programs provide evidence of preparing candidates to use appropriate interpersonal skills; use appropriate written, verbal and nonverbal communication; apply appropriate communications strategies; promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation; and apply counseling, mentoring, stress management, and conflict management techniques.

Guideline 8.0 Financial Management and Resource Allocation: The programs provide evidence of preparing candidates to identify and analyze major sources of fiscal and non-fiscal resources; acquire and manage financial and material assets; develop an efficient budget planning process; and perform budget management functions.

Guideline 9.0 Technology and Information Systems: The programs provide evidence of preparing candidates to apply and assess current technologies for school management and business procedures; and develop and monitor long range plans for school and district technology and information systems.

Guideline 10.0 Community and Media Relations: The programs provide evidence of preparing candidates to analyze community and district power structures; communicate effectively with various groups; involve families and the community in appropriate policy development; and develop effective and interactive staff communications plan and public relations program.

Guideline 11.0 Educational Law, Public Policy and Political Systems: The programs provide evidence of preparing candidates to apply knowledge of federal and state constitutional, statutory, and regulatory provisions; apply knowledge of common law and contractual requirements and procedures; define and relate characteristics of internal and external political systems; make decisions based on moral and ethical implications of policy options and strategies; analyze major philosophical tenets of contemporary intellectual movements; and develop appropriate procedures and relationships for working with local governing boards.

Guideline 12.0 Internship: There is evidence that candidates receive a variety of substantial in school/district internship experiences over a period of time in diverse settings. In addition, there is evidence that training and guidance is provided to mentors and the internship includes experiences with social service, private and community organizations.

PERCEIVED PROGRAM WEAKNESSES: The programs are in substantial compliance with all 12 guideline standards.

OTHER COMMENT: The department is to be commended on providing programs that are in substantial compliance with each of the 12 ELCC guidelines. It is hoped that the above-noted comments will be used to continue to strengthen the programs by encouraging the development of candidate performance activities in the few areas needing improvement.

SPECIALIZED PROFESSIONAL ASSOCIATION’S RECOMMENDATION(S):

Program(s) Approved: Principal, Supervisor, Curriculum Director

Program(s) Not Approved: None

Program(s) Deferred: None

Additional Information Needed to Determine Approval: [Deferred Programs Only]

Due Date for Resubmission of Additional Information: N/A

REJOINDERS: A rejoinder may be filed with NCATE to be reviewed by the ELCC if you feel that a recommendation is not correct for a given guideline indicator. Please include clarified and supporting evidence needed to re-evaluate approval. Do not refer to previous program reports. If a second review of the program report is requested, please submit two bound copies of the rejoinder to ELCC, via NCATE. Please do not send a rejoinder unless explanations and candidate performance evidence support a case for approval.

ELCC EVALUATION FOR SPECIALTY PROGRAM IN EDUCATIONAL LEADERSHIP

AREA I, STRATEGIC LEADERSHIP: The knowledge, skills and attributes to identify contexts, develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities.

1. **Professional and Ethical Leadership**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7.

Program Strengths: The programs under review satisfactorily met expectations for the following guideline indicators: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7. The performance activities found in ELPS 5004, 5054, 5604, and 5614/7714 provide numerous opportunities for candidates to develop a strong professional and ethical leadership background.

Program Weakness(es): None noted.

Suggestion(s) for Visiting Team: None noted.

2. **Information Management and Evaluation**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 2.1, 2.2, 2.3, and 2.4.

Program Strengths: The programs under review satisfactorily met expectations for the following guideline indicators: 2.1, 2.2, 2.3, and 2.4. A variety of assignments in ELPS 5604, 5404, and 6914 provide strong performance requirements, specifically in conducting needs assessments, preparing data for interpretation, and presenting analysis of research.

Program Weakness(es): None noted.

Suggestion(s) for Visiting Team: None noted.

AREA II, INSTRUCTIONAL LEADERSHIP: The knowledge, skills and attributes to design with others appropriate curriculum and instructional programs; develop learner centered school cultures; assess outcomes; provide student personnel services; and plan with faculty professional development activities aimed at improving instruction.

3. **Curriculum, Instruction, Supervision, and the Learning Environment**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, and 3.9.

Program Strengths: The programs under review satisfactorily met expectations for the following guideline indicators: 3.1, 3.2, 3.3, 3.5, 3.7, 3.8, and 3.9.

Program Weakness(es): None noted.

Suggestion(s) for Visiting Team: None noted.

4. **Professional Development and Human Resources**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6.

Program Strengths: The programs under review satisfactorily met expectations for the following guideline indicators: 4.1, 4.2, 4.3, 4.4, and 4.5.

Program Weakness(es):

Guideline Indicator 4.6: There is insufficient detail in the evidence presented for ELPS 5004 and 6024 to determine if candidates are required to effectively negotiate and manage collective bargaining or written agreements.

Suggestion(s) for Visiting Team: None noted.

5. **Student Personnel Services**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 5.1, 5.2, 5.3, 5.4, and 5.5.

Program Strengths: The programs under review satisfactorily met expectations for the following guideline indicators: 5.1, 5.3, 5.4, and 5.5.

Program Weakness(es):

Guideline Indicator 5.2: The evidence presented in EDAE 5614/7714 does not show how candidates are able to develop with counseling and teaching staff a full program of student advisement, counseling, and guidance services. Writing a job description is not the same as developing a full program of guidance services for students.

Suggestion(s) for Visiting Team: None noted.

AREA III, ORGANIZATIONAL LEADERSHIP: The knowledge, skills and attributes to understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures.

6. **Organizational Management**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 6.1, 6.2, 6.3, and 6.4.

Program Strengths: The programs under review satisfactorily met expectations for the following guideline indicators: 6.1, 6.2, 6.3, and 6.4. The performance activities in ELPS 5004, 6914, and 5604 provide candidates with multiple opportunities to develop operational management skills and frameworks for improving the planning process.

Program Weakness(es): None noted.

Suggestion(s) for Visiting Team: None noted.

7. **Interpersonal Relationships**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 7.1, 7.2, 7.3, 7.4, and 7.5.

Program Strengths: The programs under review satisfactorily met expectations for the following guideline indicators: 7.1, 7.2, 7.3, 7.4, and 7.5. The role playing activities in ELPS 5004 and the feedback session in EDAAE 6914 provide good opportunities for candidates to develop strong interpersonal skills.

Program Weakness(es): None noted.

Suggestion(s) for Visiting Team: None noted.

8. **Financial Management and Resource Allocation**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 8.1, 8.2, 8.3, and 8.4.

Program Strengths: The programs under review satisfactorily met expectations for the following guideline indicators: 8.1, 8.2, 8.3, and 8.4. The site-based budget simulation activity in ELPS 6024 and the revenue resource activity in ELPS 6024 are strong activities for developing candidates' financial management skills.

Program Weakness(es): None noted.

Suggestion(s) for Visiting Team: None noted.

9. **Technology and Information Systems**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 9.1, 9.2, and 9.3.

Program Strengths: The programs under review satisfactorily met expectations for the following guideline indicators: 9.2 and 9.3.

Program Weakness(es):

Guideline Indicator 9.1: While there are strong technology activities cited in EDRE 5404, 5604, and 6914, it is not clear that these activities specifically require candidates to apply technology to enrich curriculum and instruction. There is insufficient detail in the evidence presented to make that determination.

Suggestion(s) for Visiting Team: None noted.

AREA IV, POLITICAL AND COMMUNITY LEADERSHIP: The knowledge, skills, and attributes to act in accordance with legal provisions and statutory requirements; apply regulatory standards; develop and apply appropriate policies; be conscious of ethical implications of policy initiatives and political actions; relate public policy initiatives to student welfare; understand schools as political systems; involve citizens and service agencies; and develop effective staff communications and public relations programs.

10. **Community and Media Relations**

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 10.1, 10.2, 10.3, 10.4, 10.5, and 10.6.

Program Strengths: The programs under review satisfactorily met expectations for the following guideline indicators: 10.1, 10.3, 10.4, and 10.5.

Program Weakness(es):

Guideline Indicator 10.2: There is insufficient detail in the evidence presented for EDAE 5614/7714 to determine if candidates are required to articulate the district's or school's vision, mission, and priorities to the community and media, and build community support for district or school priorities and programs.

Guideline Indicator 10.6: There is insufficient detail in the evidence presented for EDAE 5614/7714 to determine if candidates are required to use and respond to electronic and printed news media.

Suggestion(s) for Visiting Team: None noted.

11. Educational Law, Public Policy, and Political Systems

The institution's programs should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, and 11.7.

Program Strengths: The programs under review satisfactorily met expectations for the following guideline indicators: 11.1, 11.2, 11.3, 11.5, 11.6, and 11.7.

Program Weakness(es):

Guideline Indicator 11.4: The evidence presented in ELPS 5054 and 6024 does not show how candidates are able to describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented and evaluated. The budget activity in ELPS 6024 and the IEP policy change activity in ELPS 5054 are too narrowly focused to apply to this guideline indicator.

Suggestion(s) for Visiting Team: None noted.

AREA V, INTERNSHIP: The internship is defined as the process and product that result from applying, in a workplace environment, the strategic, instructional, organizational, and contextual leadership guidelines. When coupled with integrating experiences through related clinics or cohort seminars, the outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders. The internship includes a variety of substantial, concurrent or capstone experiences in diverse settings planned and guided cooperatively by university and school district personnel for credit hours and conducted in schools and school districts over an extended period of time. The experiences need to provide interns with substantial responsibilities that increase over time in amount and complexity, and which involve direct interaction and involvement with students, staff, parents, and community leaders. Ideally, an internship should include some work with social service organizations involved with interagency activities affecting schools. An acceptable internship would be a six-month, full-time mentored experience (or the equivalent), preferably involving two or more settings and multiple levels (elementary, secondary, etc.) An optimum internship would be a year-long, full-time mentored experience. Universities and school districts should collaborate to achieve state policies that support these guidelines for the internship. School district, university and state policies and practices which encourage and facilitate paid internship positions allow interns to engage in a rich variety of mentored leadership activities and decision making responsibilities. These opportunities raise the level of professional preparation and provide evidence of a serious commitment to developing quality leadership for the nation's schools.

12. Internship

The institution's programs should provide significant opportunities in the workplace to synthesize and apply the knowledge and practice and develop the skills identified in the other 11 guideline

areas. Therefore, the preparation programs must demonstrate alignment with indicators: 12.1, 12.2, and 12.3.

Program Strengths: The programs under review satisfactorily met expectations for the following guideline indicators: 12.1, 12.2, and 12.3. The internship activities described in EDAE 5614/7714 are quite extensive and provide candidates with a strong foundation in application of skills to real world settings. The internship is a definite strength for these programs.

Program Weakness(es): None noted.

Suggestion(s) for Visiting Team: None noted.