

# **Masters Program Educational Leadership Handbook**



**Dewar College of Education  
Curriculum, Leadership, and Technology  
Valdosta State University  
Valdosta, Georgia 31698  
(229) 333-5633**

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## Initiating Your Educational Leadership Program

The Educational Leadership program is a comprehensive program of studies including course work and related internship experiences leading to a master's degree in Educational Leadership. In that the candidate field based experience components are initiated at the beginning of the program, candidates are required to register for and attend an EDUC 5999 course during the first semester of the program. During this course candidates will:

- a. Attend an orientation session.
- b. Be assigned a VSU Leadership Advisor. Your Research Advisor will be your RSCH 7100 instructor.
- c. Review the program requirements and the appropriate EDL Program Handbook.
- d. Select a school/district based Leadership Mentor who will facilitate your leadership development.
- e. Complete the Leadership Mentor Contract (Appendix A) and upload it into LiveText within two weeks of the first class meeting.
- f. Complete all required COE and EDL candidate forms in LiveText.
- g. Begin developing the Inventory of Leadership Experiences (ILE) that will be described in later sections of the handbook.

Candidates should activate and use the VSU Blazenet e-mail address assigned to each candidate upon acceptance into the program----[http://www.valdosta.edu/blazenet/email-trans/help\\_stu\\_new.html](http://www.valdosta.edu/blazenet/email-trans/help_stu_new.html) (see appendices.) All VSU communication will come through your Blazenet e-mail. Candidates must also purchase and activate a College of Education LiveText account available online--“College LiveText edu solutions” version at <https://secure.livetext.com/misk5/buy?site=college>.

## Advising and Resources

The Leadership Advisor and Research Advisor (RSCH 7100 instructor) assigned to the candidate will follow the candidate through the entire program. The Leadership Advisor is an integral part of the candidate support system providing the candidate with guidance on the Inventory of Leadership Experiences (ILE) and program planning. The Research Advisor's role is to consult with the candidate on school assessment data and the school improvement research project. A Leadership mentor also provides direct supervision. The Leadership Mentor can be a school principal or other appropriate educational leader chosen by the candidate. The candidate's Leadership Advisor, Research Advisor, and course instructors will provide the candidate with direction and assistance with all performance based activities. This triad of advisors will provide the candidate with continuous feedback and a support structure to facilitate the development of the candidate's leadership skills.

The Educational Leadership program maintains a webpage (<http://coefaculty.valdosta.edu/edl/>) that provides candidates with up to date news bulletins, course schedules and registration information, departmental documents, and links to professional organizations and current issues. Candidates should check this website frequently.

### **Leadership Candidate Performances (ELCC Standards)**

The following are the Educational Leadership Constituents Council Standards (ELCC) which provide the framework for all course work and internship experiences:

1. The educational leader facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. The educational leader advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
3. The educational leader ensures management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. The educational leader collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. The educational leader acts with integrity, fairness, and in an ethical manner.
6. The educational leader understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
7. The educational leader synthesizes and applies knowledge and skills in 1-6 in real settings under the guidance of university supervisors and school personnel.

### **Field Based Experiences in Educational Leadership**

The primary goal of the Field Based Experiences in Educational Leadership is to link the theoretical and philosophical frameworks of educational leadership to practice. These field based experiences are embedded into the candidate's entire program of studies and documented through the candidate's Inventory of Leadership Experiences (ILE). Candidates should begin to complete PBAs the second semester of the program and continually post them until all have been completed.

Credit for the field based experiences will be awarded in the following courses:

LEAD 7920 – Leadership Field Experiences I  
LEAD 7930 – Leadership Field Experiences II

The field based components of the educational leadership program require candidates to complete performance based activities in a school or district office setting. While performing field based experiences the candidate is expected to assist in significant and

varied administrative responsibilities under the guidance of a Leadership Mentor. The goal is to develop the candidate's leadership and management abilities by engaging in problem analysis, collecting relevant data, problem-solving with others at the work site, and participating in instructional supervision. In addition, the candidate should gain experiences in curriculum development, student and program evaluation, staff development, scheduling, interpretation and use of statistical data especially for school improvement planning, budgeting procedures, school/community relations, facility maintenance and repair, and the uses of technology. These experiences are designed to:

1. Provide candidates with the opportunity to acquire practical experience in school leadership.
2. Aid in the linkage of theory and practice for the candidates, staff, and practitioners.
3. Provide integrating experiences for candidates in problem resolution and decision making and selected aspects of educational leadership.
4. Allow the candidate to experiment with new ideas, approaches, and strategies in a low-risk, supportive environment.
5. Provide candidates a basis for assessing their professional strengths and their needs for further development.
6. Enable the university staff to evaluate leadership preparation programs through clinical applications.

Through the combination of course work and field based experiences, candidates will be able to begin to develop the necessary competencies to lead a learning community.

The candidate must complete a minimum of 125 hours of field based leadership experiences for 3 hours credit in LEAD 7920 and 7930. It is expected that the candidate will spend approximately 9 hours each week working in the field during each semester of the program.

The instructor assigned to the Leadership Field Based Experiences courses will collaborate with the Leadership Advisor to evaluate the candidate's progress by assessing the candidate's ILE.

### **Enrollment in LEAD 7920 and 7930**

Upon completing EDUC 5999 and after completing six hours of work candidates may enroll in LEAD 7920 after securing the approval of their advisor. Candidates may not enroll in LEAD 7930 until their last semester prior to graduation.

### **Evaluation of LEAD 7920 and 7930**

Candidates must complete all requirements of the ILE 3 weeks prior to graduation. Failure to complete all ILE requirements by this deadline will result in an (I) Incomplete in LEAD 7930.

The candidate may receive a final grade of S (Satisfactory) or U (Unsatisfactory) in both courses. To receive credit for LEAD 7920 candidates must complete eight performance based activities (PBAs).

To receive credit for LEAD 7930, the candidate must successfully complete the ILE. A grade of I (Incomplete) will be assigned when a candidate has not demonstrated sufficient progress toward completing the ILE.

A grade of U will be assigned for work that does not meet the minimum standards and no academic credit will be earned. Should the candidate earn a grade of U, the VSU Leadership Advisor, Internship Instructor, and candidate will develop a remediation plan. The grades of S and U will not be included in the computation of the grade point average.

### **Inventory of Leadership Experiences (ILE) Guidelines**

Candidates are to prepare and present an Inventory of Leadership Experiences in partial fulfillment of the requirements for a degree or certification in Educational Leadership. The ILE is the vehicle by which candidates demonstrate the competencies required for a leadership degree and/or certification. Candidates should work on their ILEs throughout the time they are in the program. Individual instructors will provide guidance as they assign particular projects or activities. Activities or projects may represent multiple standards. The ILE will be housed on the COE LiveText website.

Candidates will present the ILE to the VSU Leadership Advisor and Research Advisor (when appropriate) for review and formative or summative evaluation during each semester of enrollment. A summative evaluation will be conducted during the last term prior to graduation.

Candidates are responsible for following these guidelines. Advice on the planning and development of the ILE is available from course instructors and the candidates' advisors.

### **Purpose of the ILE**

The purpose of this Inventory of Leadership Experiences is to demonstrate skills, knowledge and competencies developed in the program through course work and field based experiences. The ILE serves as a final, summative, performance assessment of the candidate's mastery of the VSU's Leadership Candidate Performances. This document will allow faculty to determine the candidate's eligibility for the M.Ed. degree in Educational Leadership. Most importantly, the ILE serves as a tool for self-assessment and reflection (Brown & Irby, 1997).

## **ILE Requirements**

- A. The Inventory of Leadership Experiences includes clearly labeled exhibits which demonstrate mastery of VSU's Leadership Candidate Performances
- B. The Inventory of Leadership Experiences is meaningful, original, and designed to facilitate a review of candidate performance in actual school settings.
- C. Documentation must be complete and consistent.
- D. The Inventory of Leadership Experiences demonstrates thoughtful, in-depth reflection on processes and products.
- E. Writing demonstrates proper grammar/spelling and a writing style that follows accepted professional standards--APA, etc.
- F. The Inventory of Leadership Experiences includes all required components and is prepared and presented according to the guidelines presented in this document.
- G. The Inventory of Leadership Experiences is presented to reviewer(s) in a timely and professional manner.

## **Inventory of Leadership Experiences Components (Available Through LiveText)**

- A. Candidate Information Page
  - ✓ Candidate Contact Information
  - ✓ Leadership Program
  - ✓ Leadership Advisor
  - ✓ Research Advisor
  - ✓ Leadership Mentor Contact Information
  - ✓ Mentorship Agreement
  - ✓ LEAD 7920 Instructor
  - ✓ LEAD 7930 Instructor
  - ✓ School Administrator Verification Form
  - ✓ GACE score report
- B. Current Resume
- C. Leadership Philosophy and Beliefs --addresses the following:
  - ✓ Personal Core Beliefs about the Leadership Role—I believe:
  - ✓ Personal Core Beliefs about Teaching and Learning--I believe:
  - ✓ Personal Professional Vision and Values
  - ✓ Narrative Summary of Leadership Philosophy

- D. Performance Based Activities for each Leadership Candidate Performance must be documented. Exhibits must be:
- ✓ Papers, reports, documentation of presentations, projects, instructional materials, memos, letters, agendas, action plans, etc
  - ✓ In print or other media formats generated during course work, related professional experiences, and supervised field based experiences. occurring during the program of study
  - ✓ Designed, developed or conducted by the candidate either individually or as a member of a team
  - ✓ Clearly identified and captioned
  - ✓ Title of exhibit
  - ✓ Approximate date(s) of activity
  - ✓ Approximate time for completion (hours)
  - ✓ Collaborators (group or team members)
  - ✓ Learning reflection-- a **NARRATIVE** using the STAR format (Situation or Task, Action, and Result). Give a specific description of the setting and conditions under which you performed this activity. Describe your actions and differentiate them from those of other participants. Describe the results. Discuss what you learned from performing this activity.
  - ✓ Verified by school/district leader if activity was completed in a field based experience (see Appendix)
- E. A Student Achievement Improvement Project must be completed as a part of RSCH 7100. (PBA 1).
- F. Inventory of Leadership Experiences Evaluations must completed by VSU Leadership Advisor.
- G. Leadership Candidate Evaluation must be completed by the Leadership Mentor during the field base courses (LEAD 7920 and 7930).
- H. Leadership Experiences Form (in LiveText) must be completed by the candidate at the end of each field based course (LEAD 7920 and 7930).
- I. Advanced Candidate Disposition Form (in LiveText) must be completed during EDUC 5999 and LEAD 7930.

### **Faculty Review of the ILE**

The candidate will present the ILE to the VSU Leadership Advisor and/or Research Advisor when appropriate for review and formative or summative evaluation during each semester of enrollment in LEAD 7920and 7930.

Prior to the candidate graduating a summative evaluation of the ILE must be completed by the Leadership Advisor. The purpose of the summative evaluation is to determine the candidate's successful demonstration of competence in all Leadership Candidate Performances through the evidence presented for the appropriate performance based activities and other ILE documents.

If the Leadership Advisor judges the ILE as not meeting minimum standards, a second faculty member will assess the ILE. Upon the review the Leadership Advisor will compile a list of required additions/changes, determine a revised due date, and return the ILE Assessment to the candidate. The candidate will then resubmit the ILE for final review by the Leadership Advisor by the revised due date. If the requested revisions are not adequately completed by the due date indicated, the candidate has not met the comprehensive review requirement for the M.Ed. or certification. The candidate must resubmit the ILE during a later term. If the required revisions have been completed the Leadership Advisor will notify the department chair and issue a satisfactory assessment for the ILE.

### **Commonly Asked Questions**

Q. Is the Inventory of Leadership Experiences a scrapbook?

A. No, It's also not just a file of course projects and assignments. It is a system of organizing your documentation in to an electronic portfolio so your professional growth and demonstrated competencies can be assessed. It demonstrates your professional growth toward your goal of becoming a school or system leader. Your documentation should include your explanation of the importance or relevance of each item, your learning reflection, and your attention to professional standards of formatting and style, which are all very important elements of your ILE.

Q. How is the ILE supposed to be arranged?

A. The ILE is divided into sections on LiveText: (a)Candidate Information Page, (b) Current Resume, (c) Leadership Narrative, (d)Performance Based Activities for Leadership Candidate Performances, and (e) ILE Evaluations

Q. What minimum number of ILEs must a student complete?

A. All degree seeking students must complete at least eight PBAs to receive credit for LEAD 7920 and all 38 items before receiving credit for LEAD 7930.

Q. Should something from every course be included?

A. It probably will not come out that way. Think about demonstrating broad competencies rather than showing and telling what you did in individual classes.

Individual instructors will provide guidance as they assign particular projects or activities. Remember activities or projects may represent multiple standards.

Q. Must the Student Achievement Improvement Project have IRB approval?

A. The vast majority of SAIPs are designed to focus on program evaluations. Evaluations of existing programs generally do not require IRB approval. See the last section of the Handbook.

Q. Is it possible to "flunk" Inventory of Leadership Experiences?

A. Yes. But you shouldn't! Has your work in your classes and field experiences been judged to be sufficient for good grades? Exhibits of that work, plus the skills you've developed in doing the work is the raw material from which the ILE is made. Shape the raw material according to the ILE Guidelines, with care and guidance from faculty members, and you'll be fine. You'll also be given a chance to add or revise your ILE if you don't meet minimum standards.

Q. How should I begin to prepare for developing the Inventory of Leadership Experiences?

A. Remember to organize and keep all documentation of Performance Based Activities. You will need to keep these assignments, activities or projects as exhibits. Individual instructors will provide guidance as they assign particular projects or activities. Remember activities or projects may represent multiple standards.

Q. What constitutes PBA documentation?

A. Documentation consists of physical evidence of your skills, knowledge and experiences. In other words, they include your papers, reports, documentation of presentations, projects, etc. They can be in any easily accessible media. You can use exhibits which represent work you've done in a group as well as work you've done individually; just make sure to label it as such in your caption. Remember, documentation must be in digital format to be uploaded into LiveText.

Q. What are examples of documentation I might include?

A. Some of the MANY possibilities include presentations, observation logs, article critiques, assessments, awards, case studies, school improvement plans, budget analyses, community resources documents, curriculum plans, essays, evaluations, journals, lesson plans, letters, memos, management and organization strategies, meetings/workshops logs and agendas, peer critiques, pictures and photographs, position papers, professional development plans, projects, research papers, procedures, schedules, self-assessment instruments, simulated experiences, descriptions of volunteer experience, clinical supervision documents.

## Georgia Assessment for the Certification of Educators (GACE) Requirement

All candidates are required to take the GACE in Educational Leadership. A passing score is not required for graduation. However, a passing score is required for certification.

## Special Georgia Requirements (Rule 505-3-.01)

To be recommended for certification the candidate must meet the PSC Special Georgia Requirements (Rule 505-3-.01) Upon admission to the program, an M.Ed. candidate will be assigned an EDL advisor who will assess the status of the candidate's meeting the Special Georgia Requirements (Rule 505-3-.01) applicable to school leaders— Identification and Education of Children with Special Needs; and the Use, Application, and Integration of Instructional Technology. The special requirements are documented on the candidate's program planning sheet.

## Applying for Graduation

Students applying for graduation are reminded to complete all application materials in the semester prior to the term in which you will complete all graduation requirements for your degree. The most recent Graduate Catalog contains general information and can be accessed online at:

[http://www.valdosta.edu/GRADSCHOOL/Grad\\_handbook\\_Sep03\\_rev.pdf](http://www.valdosta.edu/GRADSCHOOL/Grad_handbook_Sep03_rev.pdf). Applications submitted after the deadline may delay graduation by a semester.

Students applying for graduation with an Educational Leadership degree must complete the following steps:

- Complete Section **A** and **B**, then **sign** and **date** Section **C** of the Graduate Application form. Provide a local phone number and accurate information. This will be used for correspondence and diploma order.
- Complete the M.Ed. Program of Study by completing the personal information at the top of the form and the semester, year, and grade for each course **completed**. Record the semester and year for each course **in progress**, and record the anticipated semester/year for each course yet to be completed. **Sign** and **date** the Program of Study.
- Candidates should print and attach to their program of studies a copy of their most recent transcript.
- Pay graduation fee to the Bursary in person, via telephone, or on-line. Candidates will receive a receipt number. Record this number in the upper right corner of the Graduation Application and attach the receipt to the application.
- Complete the Graduate Student Questionnaire and the New Alumni Data Sheet. They are respectively gold and shrimp in color.
- After completing each of the above steps, contact the Graduation Coordinator (Dr. Francis Paterson) to complete the application. The Graduation Coordinator can assist in completing any course substitutions you may have had. Signatures on the original forms are required by the candidate, the advisor, the department

head, etc. before they will be processed.

- Candidates will receive their completed applications by mail.
- Candidates are responsible for delivering the completed graduation application to the Registrar's office. The Registrar's office will send the candidate a graduation audit letter informing them of any items not completed.

#### Additional Information:

- If candidates do not complete requirements during the term indicated on the Application form you should immediately notify the Registrar's office.
- Candidates should arrange the purchase of the cap, gown and hood with the VSU Bookstore at (229) 333-5666
- A graduation fee must be paid at the Bursary prior to final evaluation. This fee is valid for one year beyond the initial term selected for completing degree requirements.
- A 3.0 cumulative GPA on all graduate courses completed at VSU after acceptance to the Graduate School is required for graduation.
- All financial obligations to the university (parking tickets, etc) must be cleared before an official diploma will be issued.
- All requirements outlined in the Graduate Catalog must be met prior to graduation.

## Application for Certification

### Adding Educational Leadership to Your Certificate:

If you are planning to add the field of Educational Leadership to your current professional certificate, this application process must be initiated through the dean's office in the College of Education (EC 227).

About 3 weeks prior to the end of the semester in which you will complete all program requirements send a completed **Georgia PSC Certification Application** to the certification officer in the COE Deans office. The application can be downloaded from the PSC website:

<http://www.gapsc.com/Download/Application.pdf>

The application may be delivered in person, mailed, or FAXED (229-333-5439).

In order to complete your certification application package a copy of your Praxis II scores (all four pages) in Educational Leadership must be submitted to the dean's office. Your scores may be delivered in person, mailed, or FAXED (229-333-5439).

After the semester ends and grades have been posted the a COE certification officer will obtain an official VSU transcript and complete the program recommendation form. These items along with your completed application will be forwarded to the PSC.

### Upgrading the Level of Your Current Certificate:

If you wish to apply for a certificate upgrade (new degree level), the COE Dean's office can also assist in this process. About 3 weeks prior to the end of the semester in which you will complete all degree requirements send a completed **Georgia PSC Certification Application** to the certification officer in the COE Deans office. The application can be downloaded from the PSC website:

<http://www.gapsc.com/Download/Application.pdf>

After the semester ends and grades have been posted the a COE certification officer will forward your application and an official VSU transcript to the PSC.

### **References**

Morgan, P. L., Hertzog, C. J., & Gibbs, A. (2002). *Educational leadership: Performance standards, ILE assessment, and the internship*. Lanham, MD: The Scarecrow Press, Inc.

Brown, G., & Irby, B. (1997). *The principal portfolio*. Thousand Oaks, CA: Corwin Press, Inc.

The Performance Portfolio Guidelines for the Valdosta State University, Department of Curriculum and Instructional Technology, Master's in Instructional Technology Program was consulted in the preparation of this document.

# **Appendices**

## **Forms and Documents**

**Valdosta State University  
Master's Degree (M.Ed.)  
Educational Leadership, P-12  
Non-Renewable NL-5 (36 Hours)**

Name (Last, First) \_\_\_\_\_ VSU ID # \_\_\_\_\_

Advisor's Name \_\_\_\_\_ Entry Date \_\_\_\_\_

Phone (H) \_\_\_\_\_ Phone (W) \_\_\_\_\_

E-Mail \_\_\_\_\_ LiveText ID \_\_\_\_\_

Course Number and Title	Grade	Credit Hours	Sem/Yr Taken	Advisor Notes
<b>Area A: Leadership--9 hrs</b>				
LEAD 7020 Developing Leadership Capacity in Schools and Communities		3		
LEAD 7310 Leadership for Community and Public Relations		3		
RSCH 7100 Research Methods		3		
<b>Area B: Curriculum and Instruction--12 hrs</b>				
LEAD 7110 Inquiry Based Approaches to Curriculum Development, Revision, and Instructional Improvement		3		
LEAD 7120 Instructional Leadership and Supervisory Practices for Improved Teaching and Learning		3		
CIED 7060 Curriculum, Instruction, and Technology Integration		3		
LEAD 7130 Technology Leadership for School Improvement		3		
<b>Area C: Management--9 hrs</b>				
LEAD 7230 School and System Fiscal Management and Budgeting		3		
LEAD 7420 Ethical and Legal Issues for Leadership		3		
LEAD 7220 Managing Human Resources for School Improvement		3		

<b>Area D: Field Based Activities--6 hrs</b>				
LEAD 7920 Leadership Field Based Experiences I		3		
LEAD 7930 Leadership Field Based Experiences II		3		

YES NO Meets PSC Special Georgia Requirements (Rule 505-3-.01) applicable to school leaders.

\_\_\_\_\_  
Signature of Student                      Date

\_\_\_\_\_  
Signature of Advisor                      Date

\_\_\_\_\_  
Signature of Department Head      Date

**Graduation Requirements:**

1. Only 9 hours earned at VSU as a non-degree or irregular student may be considered for transfer into the M.Ed.
2. Courses taken more than 7 years prior to completion of program will not be accepted.
3. No more than 6 hours for this degree may be transferred from another institution. (Advisor must request course acceptance, in writing, from Graduate School).
4. Candidates must maintain a 3.0 for all graduate work—no courses with grade of D or below will be applied to the degree.
5. An Inventory of Leadership Experiences must be successfully completed.
6. Completion of all COE LiveText forms including candidate information, dispositions survey (pre and post), and field experiences.
7. A GACE Educational Leadership score must be recorded (a passing score is required for certification but not graduation).
8. To be recommended for certification the candidate must meet PSC Special Georgia Requirements (Rule 505-3-.01)—Identification and Education of Children with Special Needs; and the Use, Application, and Integration of Instructional Technology.
9. An Application for Graduate Degree should be completed one semester prior to graduation. This form may be obtained from the departmental secretary or Registrar’s Office.

Candidates are required to meet all graduation requirements listed in the Graduate Catalog.

# Required Program Assessments in LiveText

## M.Ed. Program

GACE--all candidates must post a GACE Leadership score prior to graduation. Passing score required for certification. Scan your score report into the ILE.

Dispositions Survey—complete pre-survey in EDU 5999 and post-survey in LEAD 7930. These surveys are in the forms section of LiveText

Assessment—PBA # 1 Research advisor will request this to be posted in the ILE (hide all other PBAs and share with the research advisor as your reviewer)

Impact on Student Learning – PBA # 1 (see Assessment Above))

Instruction – PBA #s 1,3,11,14,16,17,18,20 Hide all other PBAs and share with your Leadership Advisor

Curriculum – PBA # 2 Hide all other PBAs and share with your Leadership Advisor

Managing Operations – PBA #s 2-11, 16,19-32, 35 Hide all other PBAs and share with your Leadership Advisor

Field and Clinical—All PBAs Unhide all PBAs and share with your Leadership Advisor

**Valdosta State University  
College of Education  
Educational Leadership Program  
*Leadership Mentorship Agreement***

Candidate \_\_\_\_\_

Field Experiences Site \_\_\_\_\_

The field experiences in Educational Leadership link the leadership program and candidates with the field in order to provide candidates with practical leadership experiences. The following commitments are imperative for the success of these experiences.

**The Leadership Candidate**

It is expected that candidates will observe administrative practices, engage in dialogue with local educators and community members about the organizations purposes and practices, work with practitioners on problems, and engage in relevant group and individual studies. The candidate's time is expected to be directed toward working with practitioners. Further, it is expected that candidates will attend school district or organization in-service and staff meetings when invited.

The Leadership Candidate commits to:

1. Meet with the VSU Leadership Advisor to discuss responsibilities, expectations, and activities and obtain other information—orientation meeting.
2. Complete the Internship Agreement form, ask the Leadership Mentor to review and sign it, and return the completed agreement form to the VSU Leadership Advisor.
3. Begin the field based experience when the VSU Leadership Advisor, Leadership Mentor, and candidate have decided it is most feasible.
4. Engage in meaningful leadership activities cooperatively developed with the Leadership Mentor and VSU Leadership Advisor.
5. Periodically meet with the Leadership Mentor to discuss internship activities and obtain dates when the VSU Leadership Advisor can visit the Leadership Mentor.
6. Participate in on-site meetings with the University Instructor.
7. Attend all scheduled meetings and seminars.
8. Maintain the confidentiality of records and organizational business.
9. Abide by the policies of the organization, Valdosta State University, and engage in conduct in accordance with the Georgia Code of Ethics for Educators.
10. Submit an ILE throughout of each semester of the program.
11. Complete all course requirements as specified in the course syllabus and the EDL Handbook.
12. Contact the VSU Leadership Advisor when questions and concerns cannot be addressed adequately by Leadership Mentor.

The requirements of the program have been discussed with me, and i understand agree to abide by them. I further understand that Valdosta State University accepts no responsibility for any injuries or liabilities that are the result of my field experience activities.

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_  
**Leadership Mentor**

The Leadership Mentor assumes direct responsibility for supervising the activities of the candidate while he or she is on site

The Leadership Mentor commits to:

1. Brief the candidate on policies, processes, and practices of the organization.
2. Orient university personnel to the organization.
3. Assist the candidate in identifying leadership opportunities in a variety of areas including budgeting procedures, school/community relations, facility maintenance and repair, interpretation and use of statistical data especially for school improvement planning, curriculum development, student and program evaluation, staff development, instructional supervision, scheduling, and the uses of technology
4. Assist the candidate in planning and organizing work assignments and projects.
5. Assist the candidate with the implementation of a school improvement project focusing on teaching and learning.
6. Secure access within the organization for candidates to carry out their assignments and projects.
7. Hold periodic group or individual meetings with candidates to evaluate progress and offer insight to problems encountered and other leadership issues.
8. Introduce the candidate to other organization members and describe assigned responsibilities.
9. Supervise the candidate as she/he implements assigned responsibilities.
10. Evaluate the candidate's performance on assigned responsibilities.

I agree to the above commitments.

Leadership Mentor's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **The VSU Leadership Advisor**

The VSU Leadership Advisor represents the Educational Leadership Program at Valdosta State University and is responsible for supervising the course.

The VSU Leadership Advisor commits to:

1. Meet with candidates and informs them of expectations and requirements.
2. Meet with Leadership Mentors and informs them of course expectations and requirements and clarifies the Leadership Mentor's role.
3. Conduct an orientation meeting, and seminars in which candidates share lessons learned in their respective field experiences.
4. Evaluate candidates' Inventory of Leadership Experiences.
5. Collect evaluation data from the Leadership Mentor, seminars, and candidates' logs to calculate and assign final course grades.
6. Consult with the Leadership Mentor or candidate about leadership issues.

I agree to the above commitments.

VSU Leadership Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Initial Inventory of Leadership Experiences**

### **Instructions to Candidates:**

The purpose of the ILE is to demonstrate skills, knowledge and competencies developed in the program through course work, field experiences, and internships. The ILE serves as a formative and summative, performance assessment of the candidate's mastery of VSU's Leadership Candidate Performances. This document will allow faculty to determine the candidate's eligibility for the M. Ed. degree or certification in Educational Leadership. Most importantly, the ILE also serves as a tool for self-assessment and reflection (Brown and Irby, 1997).

All educational leadership candidates must complete an Inventory of Leadership Activities consisting of performance-based activities conducted in real settings. Candidates are to prepare and present an Initial Inventory of Leadership Experiences in partial fulfillment of the requirements for a degree or certification in Educational Leadership. The ILE is the vehicle by which candidates demonstrate the competencies required for a leadership degree. Candidates should work on their ILEs throughout the time they are in the program. Individual instructors will provide guidance as they assign particular projects or activities. Remember activities or projects may represent multiple standards. The ILE will be housed on the COE LiveText website. It is the candidate's responsibility to submit work to LiveText and update the site regularly. For each activity, the candidate is required to provide a learning reflection narrative, proper documentation of the activity, and a school leader's verification signature (school leader is not required to assess the activity).

Candidates are responsible for following the guidelines set forth in the Educational Leadership Program Handbook. Advice on the planning and development of the ILE is available from course instructors, the candidates' advisors, and school/system mentors.

Candidates will present the ILE to the VSU Leadership Advisor for review and formative/summative evaluation during each semester of enrollment. A summative evaluation will be conducted during the last term prior to graduation or certification.

### **Leadership Candidate's ILE Assessment**

The Initial ILE's are assessed using the following rubric. In order to successfully complete the activity (pass the assessment), the candidate must attain a score of 2 or more on each overall rubric.

<b>Distinguished (3 pts)</b>	<b>Proficient (2 pts)</b>	<b>Developing (1 pt)</b>	<b>Emerging (0 pts)</b>
The candidate's work could be used as a model to teach others.	The candidate's work meets criteria and expectations. All desired behaviors were displayed and performed correctly.	The candidate's work indicates the need for additional practice. Some of the desired skills and behaviors were adequately displayed.	The candidate's work indicates the need for additional study and practice. Few or none of the desired behaviors were adequately displayed.

How effective was the candidate in demonstrating skills, knowledge, and behaviors in these performance areas?

	RATING				
1. Curriculum	3	2	1	0	NA
2. Instruction	3	2	1	0	NA
3. Assessment	3	2	1	0	NA
4. Data Analysis	3	2	1	0	NA
5. Organizational Culture	3	2	1	0	NA
6. Professional Learning and Development	3	2	1	0	NA
7. Performance Management and Process Improvement	3	2	1	0	NA
8. Managing Operations	3	2	1	0	NA
9. Leading Change	3	2	1	0	NA
10. Relationship Development	3	2	1	0	NA
Overall Rating	3	2	1	0	NA

**Performance-Based Activities:**

1. Design and implement a school-based research project that focuses on school improvement and/or improving student achievement. This activity will be completed in RSCH 7100 under the guidance of the candidate's research instructor who will be

responsible for final approval of the project. The candidate will use an action research, mixed methods design to collect and analyze data and work with school staff to accomplish the objectives of the project. The project should reflect research-based strategies and practices and will include recommendations for practice to be shared with appropriate school and community personnel. (PSC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, and 4.4).

2. Evaluate some aspect of the school's curriculum and instructional program using appropriate data. Work with a group of teachers to assure alignment of the portion of the curricular and instructional program with the Georgia Performance Standards. Using available technology, develop a plan to utilize the alignment to improve student achievement and teacher performance emphasizing high expectations for all. Share the plan with appropriate colleagues. Documentation includes a written plan and evidence of your sharing the plan with colleagues (PSC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, and 4.4).
3. Perform at least three clinical supervision cycles on teachers. Each cycle should include pre-conference summary, completed observation instrument, analysis of data, summary of post-conference, and a summary of a professional development plan. Share with your mentor your general observations of effective instructional practices and identified areas of concern within the school. Documentation should include completed observation/evaluation forms from your observations (PSC 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.5, 5.1, 5.2, and 5.4).
4. Participate in an existing teacher induction program and provide recommendations for assuring that teachers new to the school are familiar with the Georgia Performance Standards, curriculum and instructional programs, and operating procedures. Documentation should include your written recommendations and a description of your role in the activity (PSC 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, and 3.3).
5. Review and compare 2 different school or system vision and mission statements from diverse settings. Note the strengths and weaknesses of each. Use this information, an analysis of your school's pertinent data, and interviews with significant community stakeholders to make recommendations for improving your school's vision and mission statements to reflect high expectations for all students. Documentation includes your written recommendations which must include a plan for gathering additional community input, articulating recommendations, creating shared commitments, and a timeline for implementing recommendations (PSC 1.1, 1.2, 1.3, 1.4, and 3.1).
6. Review/discuss with your administrator school and system policies on recruitment, selection, employment, induction, retention, discipline, transfer, evaluation, and dismissal of staff. Also review the policies and procedures for professional

development. Prepare a written summary of these policies and procedures. Documentation includes your written summary and your recommendations for change, if appropriate (PSC 2.1, 2.4, 3.1, 3.2, 3.3, 3.6, 5.1, 5.2, and 5.3).

7. Participate in interviewing applicants for faculty and staff positions, documenting the credentials of the candidate and discuss your recommendations/reactions with your supervisor. Include your perception of the candidates' expectations for student achievement. Documentation includes your written summary, your recommendations, and a description of your role in the activity (PSC 2.1, 3.1, 3.2, 3.3, 3.6, 5.1, 5.2, and 5.3).
8. Discuss with your administrator the procedures for the acquisition and distribution of human and monetary resources which support school improvement and academic achievement. Documentation for this activity includes a written summary of the processes/procedures used in resource acquisition and distribution, and a summary of how these processes/procedures support the school vision, mission, and goals (PSC 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, and 5.4).
9. Using a variety of media including telecommunications and the school website to communicate with peers, faculty, parents, and other stakeholders, students will create and maintain an electronic newsletter to convey information about programs, schools' functions, classroom activities, or teacher and student successes to parents and other appropriate stakeholders (PSC 1.4, 2.1, 3.3, 4.1, 4.2, 4.3, 4.4, 6.1, 6.2, and 6.3).
10. Review procedures for bidding, purchasing, and the distribution of instructional materials and supplies, making sure they are consistent with the school vision, mission, and goals. Documentation for this activity includes a written summary of the processes/procedures used in resource acquisition and distribution, and a summary of how these processes/procedures support the school vision, mission, and goals (PSC 3.1, 3.2, 3.3, 3.4, and 5.4).
11. Assess the school's technology plan to assure it meets the learning needs of students, teachers, and administrators. Provide written commendations and recommendations for improvement to appropriate school staff (PSC 1.4, 2.2, 2.5, and 3.1).
12. Develop a marketing/public relations plan for the school or system designed to improve school and community relations which publicizes some aspect of your school program. Include at least 3 different strategies in you plan. Share the plan with your mentor and colleagues. Documentation of this activity includes your marketing/public relations plan and evidence your plan was shared with appropriate staff (PSC 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.4, 6.1, 6.2, and 6.3).

13. Attend school advisory council and school board meeting(s). If appropriate, make a presentation to one of these groups explaining an aspect of the instructional program or the professional development program with which you are familiar. Develop a summary of the meeting agendas and discuss the ways the meetings were conducted, the interactions between participants, and your perceptions of how these meetings are conducted. Documentation for this activity includes a copy of your presentation, your written summary of the meetings, a summary of your discussions and perceptions, and evidence of attendance (PSC 1.2, 1.3, 1.4, 4.1, 4.2, 4.3, 6.1, 6.2, and 6.3).
14. Conduct a formal meeting involving school or system level personnel, community members, and/or board members in which you lead a discussion on how to improve the instructional program of the school. Documentation includes an agenda, a description of your role, a copy of your presentation, and a summary of your discussions with appropriate staff (PSC 1.4, 2.1, 2.2, 2.3, 2.5, 4.1, 4.2, 4.3, and 6.2).
15. Demonstrate active and continuous participation in a social service, civic, and/or community organization which is oriented to community improvement. Documentation includes a log of memberships, activities, etc. and your role in these organizations and activities (PSC 6.1, 6.2, and 6.3).
16. Participate in the evaluation of faculty or staff development programs for your school focusing on planning for instructional goals and competency acquisition on the part of participants. Documentation includes a description of your role in the process and a summary of your evaluation and recommendations for improving the process (PSC 2.4 and 3.6).
17. Review student achievement data with teachers and work with a group of teachers to apply this data to the development of research-based instructional strategies to improve student learning. Share your work with other teachers and your supervisor. Documentation includes a description of the data reviewed, decisions made based on the data, the instructional strategies selected, and the results from the application of this strategy. The results should be in the same form as pre-test/post-test assessment results (PSC 2.1, 2.2, 2.3, and 2.5).
18. Design and model for the class a lesson based on research supported teaching techniques and methodologies. Documentation includes your lesson plan and copies of materials used in your presentation (PSC 2.2 and 2.3).
19. Identify and review all available student support services in your school and assess levels of use by students and staff. Develop written recommendations to increase access for students and staff and share with your supervisor. Documentation

includes your written recommendations and evidence of your presentation to your supervisor (PSC 3.1, 3.2, 3.3, and 4.3).

20. Prepare a master schedule (school-wide) based on an organized program of curriculum, instruction, and assessment including high expectations for student achievement. Documentation includes a copy of the master schedule and a description of your role and responsibilities for its development (PSC 1.4, 2.5, 3.1, 3.3, 5.1, and 5.3).
21. Review disciplinary rules and policies of the school and system to include students' rights, due process, and the student code of conduct. Participate in and/or conduct disciplinary conferences to include students with disabilities. Conduct a study of discipline referrals to identify problems which interfere with student achievement. Documentation includes a written summary of your experiences, findings from your study, and recommendations for reducing the effects of disciplinary incidence on student achievement (PSC 1.1, 1.2, 1.4, 2.1, 2.2, 3.1, 5.1, and 5.2).
22. Demonstrate knowledge of school safety procedures to include the location, function, and emergency operation of heating, lighting, water, and air conditioning, and other emergency school systems throughout the school facility. Assist in identifying needed building repairs and/or possible safety hazards. Documentation includes a summary of your findings and your identified needs for improvement (PSC 3.1, 3.2, 3.3, and 3.5).
23. Organize and supervise a school event that includes the school and other community members. Documentation includes a written summary of this event and your role in this activity (PSC 3.1, 3.2, and 3.3).
24. Review the supervision plans for the lunchroom, playground, student extracurricular activities, school bus duty, or other assigned activities. Work with your supervisor to supervise each of these and other assigned activities. Documentation includes a written summary of your experiences and a critique of the supervisory plans with recommendations for improvement (PSC 3.1, 3.2, 3.3, and 3.5).
25. Review the school's safety and disaster preparedness plans and supervise a safety and disaster drill. Documentation includes a written summary of your experience (PSC 3.1, 3.2, 3.3, and 3.5).
26. Conduct a legal analysis of an incident or a situation in the school or district including references to case law and the potential exposure to liability. Recommend possible actions to reduce the risk of liability. Documentation includes your legal analysis paper from your school law class (PSC 3.2, 5.1, 5.2, 5.3, 5.4, and 6.3).

27. Review the Georgia Code of Ethics for Educators and analyze a case study for ethical components. Documentation includes a written case study analysis showing the application of the GA Code of Ethics to an incident involving educational misconduct (Cases available in LEAD 7400 website). (PSC 3.2, 5.1, 5.2, 5.3, 5.4, and 6.3).
28. Discuss FERPA provisions and other school and system policies/laws involving student records with appropriate school personnel. Documentation includes a written summary of FERPA provisions and your discussions with appropriate personnel (PSC 3.2, 5.1, 5.2, 5.3, 5.4, and 6.3).
29. Prepare a simulated school budget to include aspects of QBE and local funding. Documentation includes your budget project from your business/finance classes (PSC 3.1, 3.2, 3.3, 3.4, and 3.5).
30. Review the school's past, present, and future personnel needs based on FTE projections, community growth patterns, etc. and develop a staffing plan with recommendations for 5 future years. Documentation includes a staffing plan for a school developed in your personnel classes (PSC 3.1, 3.2, 3.3, and 3.6).
31. Identify and interview at least 3 key community leaders including a governmental official in your school attendance area. Focus your interview on their perceptions of the local schools' academic performance, fiscal management, and organizational effectiveness. Utilize this information to suggest ideas for school improvement to your supervisor. Documentation includes a summary of the interviews and your recommendations to leadership for improvement based on your findings (PSC 3.4, 3.5, 4.1, 4.2, 4.3, 6.2, and 6.3).
32. Develop, or review an existing plan, for the coordination of school services with community agencies to align services for students who have problems with alcohol, drug abuse, or other major life crises. Documentation includes a summary of how this information is used and a plan for sharing this information with students, parents, and other staff as appropriate (PSC 3.1, 3.2, 3.3, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3).
33. To develop an understanding of state and local issues impacting a school's culture, conduct a demographic study of your attendance area focusing on economic, educational, and social issues. Access private and public websites and databases to develop an understanding of how these state and local issues impact the school culture. Review your findings with your supervisor discussing how these issues impact student learning. Documentation includes a review of your findings and your reactions and recommendations to your supervisor (PSC 4.1, 4.2, 4.3, and 4.4).

34. Work with the person responsible for special education services to determine what that individual perceives as strengths and areas for concern in the program. Develop a brief synopsis discussing a state or federal law dealing with special needs populations outlining how it impacts student learning and discuss your perceptions with the special needs supervisor. Documentation includes your synopsis, your perceptions of the impact of these laws on student learning, and recommendations for improvement (PSC 1.1, 1.3, 1.4, 2.2, 2.3, 2.5, 3.3, 5.1, 5.2, 5.3, and 5.4).
35. Meet with a state legislator and discuss the strategies state policy makers use to pass education legislation, influence change in schools, and how educators can impact education legislation. Discuss your findings with your supervisor and colleagues. Documentation includes a summary of your findings and your discussion with your supervisor and colleagues (PSC 4.1, 4.2, 4.3, 6.1, 6.2, and 6.3).
36. Participate in at least 7 days of pre-planning and 7 days of post-planning activities. Documentation includes a log of your leadership activities during these days (PSC 1.4, 2.1, 2.4, 2.5, 3.1, 3.2, and 3.3).
37. Shadow educational leaders at the elementary, middle, and high school levels. Documentation includes a summary of your activities and your reactions to your experiences during this activity (PSC 6.1, 6.2, and 6.3).
38. Additional activities jointly developed and approved by university advisor, mentor, and candidates may be added or substituted for specific activities listed.

Note: These activities may be modified by a consensus of the VSU leadership advisor, school/system mentor, and candidate. The modifications must maintain the intent of the activity assuring candidates have knowledge of and experiences within the intent of the activity and are applicable within the school or system setting.

## References

Brown, G., & Irby, B. (1997). *The principal portfolio*. Thousand Oaks, CA: Corwin Press, Inc.

**School Administrator  
Activity Verification Form  
Educational Leadership Program  
Valdosta State University**

As a leadership candidate \_\_\_\_\_ (name) \_\_\_\_\_ successfully participated or lead the following activities. Please note the activity description has been abbreviated and each activity has multiple components including written plans, recommendations for improvement, etc.

Activity #	Activity Date	Performance Based Activity Description (Abbreviated)	Administrator Signature	Signature Date
1		Develop and implement a school project focusing on improved student achievement.		
2		Evaluate some aspect of the school's curriculum and instructional program using appropriate data.		
3		Perform at least three clinical supervision cycles on teachers.		
4		Participate in an existing teacher induction program and provide recommendations for new teachers.		
5		Review and compare two different school or system vision and mission statements from diverse settings.		
6		Review/discuss with your administrator school and system policies.		
7		Participate in interviewing applicants for faculty and staff positions.		
8		Discuss with administrator procedures for acquisition and distribution of human and monetary resources.		
9		Using variety of media including telecommunications and school website, create and maintain electronic newsletter.		
10		Review procedures for bidding, purchasing, and distributing instructional materials and supplies.		
11		Assess school's technology plan to assure it meets learning needs of students, teachers, and administrators.		
12		Develop a marketing/public relations plan for the school or system.		
13		Attend school advisory council and school board meeting(s).		
14		Conduct a formal meeting on how to improve the instructional program of the school.		
15		Demonstrative active and continuous participation in an organization oriented to community improvement.		
16		Participate in evaluation of faculty or staff development programs for instructional goals and competency acquisition.		
17		Review student achievement data with teachers and develop strategies to improve student learning.		
18		Design and model lesson based on research supported teaching techniques and methodologies.		
19		Identify and review student support services and assess levels of use by students and staff.		
20		Prepare master schedule (school-wide) based on an organized program for student achievement.		

21		Review disciplinary rules and policies of school system to include student's rights, due process and code of conduct.		
22		Demonstrate knowledge of school safety procedures of emergency location, function and operation.		
23		Organize and supervise school event that includes school and other community members.		
24		Review supervision plans for lunchroom, playground, school bus duty or other extracurricular activities.		
25		Review the school's safety and disaster preparedness plans and supervise safety and disaster drill.		
26		Conduct a legal analysis of a situation in school or district referring to case law and potential exposure to liability.		
27		Review the Georgia Code of Ethics for Educators and analyze a case study for ethical components.		
28		Discuss FERPA provisions and other policies/laws involving student records with appropriate personnel.		
29		Prepare a simulated school budget including aspects of QBE and local funding.		
30		Review school's past, present and future personnel needs and develop staffing plan with recommendations for 5 yrs.		
31		Identify and interview at least 3 key community leaders including governmental official in school attendance area.		
32		Develop, or review existing plan, coordination of school with community agencies for students with alcoholism, drug abuse or major life crises.		
33		Conduct a demographic study of attendance area focusing on economic, educational, and social issues.		
34		Work with person responsible for special education services to determine strengths and areas of concern.		
35		Meet with a state legislator and discuss strategies state policy makers use to pass education legislation.		
36		Participate in at least 7 days of pre-planning and post-planning activities.		
37		Shadow educational leaders at the elementary, middle and high school levels.		
38		Additional activities developed and approved by advisor, mentor and candidates may be added or substituted.		

**THIS FORM SHOULD BE UPDATED AND SCANNED INTO YOUR ILE AT THE COMPLETION OF EACH FIELD-BASED EXPERIENCE COURSE (LEAD 7920 and 7930)**

## **PSC Standards/Elements for the Initial Preparation of All Beginning Leaders**

1. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating a continuous change process to improve the educational program through facilitating the development, articulation, implementation, and stewardship of a shared school or system vision of learning supported by the school community.
  - a. Lead the development of a shared vision that promotes the success of all students based on appropriate data and research.
  - b. Articulate the components of the vision and the leadership processes necessary to implement and support the vision.
  - c. Lead the development and implementation of a mission, strategic plan, and action plans driven by the shared vision.
  - d. Work effectively and collaboratively with the board of education, building leaders, staff, parents, students, and community members to achieve the system's educational vision.
  
2. 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 based on Georgia standards, applying research based best practice to student learning, and designing comprehensive professional growth plans for staff.
  - a. Promote the development of a positive school culture that is pervasively academic, focused on improvement and that fosters a sense of belonging and cooperation.
  - b. Provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning.
  - c. Apply best research-based practices to improve instruction for all for students.
  - d. Design comprehensive professional growth plans that apply proven, systematic processes for improvement through: analyzing human performance; planning for improvements; and designing, developing, and supporting implementation of solutions to close performance gaps.

- e. Promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness.
3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by implementing a continuous organizational improvement approach to developing and managing the organization, operations, and resources as prescribed in Georgia law, rules and regulations and in a way that contains costs and maximizes benefits for students, parents and tax payers.
- a. Manage the organization by effectively and efficiently analyzing and organizing resources, processes and systems to support teaching and learning and organizational effectiveness.
  - b. Manage operations within the structure of Georgia public education rules, regulations and laws through implementation of a comprehensive organizational development process.
  - c. Analyze and organize resources, processes and systems to support teaching, learning, and organizational effectiveness.
  - d. Create, implement and monitor a budget based on Georgia's educational funding procedures that supports teaching and learning and organizational effectiveness.
  - e. Provide and maintain facilities that support teaching and learning.
  - f. Recruit, hire and retain qualified personnel to support teaching and learning and organizational effectiveness and to dismiss those who have demonstrated unsatisfactory performance.
4. 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, managing conflict and mobilizing community resources.
- a. Collaborate with Families and Other Community Members to increase involvement in school decision-making processes to have a positive effect on student learning.
  - b. Respond to community interests and needs by collecting and organizing formal and informal information from multiple stakeholders to inform district decision-making.

- c. Mobilize community resources to solve problems of common concern to the school and the community.
  - d. Communicate student and school progress, local policies, Georgia law, and other important information to stakeholders through a variety of media.
- 5. Candidates who complete the program are educational leaders who have demonstrated the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in a legal and ethical manner based on knowledge and understanding of Georgia and federal laws, regulations, and judicial decisions affecting education in Georgia.
  - a. Act with integrity by demonstrating behaviors that affirm and communicate the importance of integrity and ethics in all interpersonal contact.
  - b. Act fairly by modeling impartiality, sensitivity to student diversity, community norms and values, and ethical considerations in interactions with others.
  - c. Act ethically by abiding by Georgia law, federal law, the Georgia Code of Ethics for Educators and the rules and regulations of the Georgia Department of Education and Professional Standards Commission.
  - d. Act legally by applying federal and Georgia statutes and regulations as required.
- 6. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating an understanding of, responding to, and influencing the larger political, social, economic, legal, and cultural context.
  - a. Develop a continuing dialogue with economic and political decision-makers concerning the role of schools and social and educational opportunities for children.
  - b. Build collaborative relationships with students, parents, members of the school board, and other community members that support improved social and educational opportunities for children.
  - c. Influence the larger context through active participation in political and policy decision-making in the service of education, including proactive use of the legal system to protect students' rights and improve students' opportunities.