WCU
WEST CHESTER UNIVERSITY

Chester County Intermediate Unit
An Educational Service Agency

Student Handbook 2021

Letter of Eligibility Program
- Graduate Certificate in Advanced Educational Leadership
- Letter of Eligibility for Superintendency

Table of Contents

THE LETTER OF ELIGIBILITY PROGRAM

In Fall 2020, West Chester University (WCU) and Chester County Intermediate Unit (CCIU) entered into a limited term partnership to offer the Letter of Eligibility for Superintendency (LoE). The Letter of Eligibility Program is comprised of a number of components which must be completed for students to earn their Letter of Eligibility for Superintendency certificate.

The CCIU holds the Letter of Eligibility, approved by the Pennsylvania Department of Education. WCU is the provider of the academic course work necessary to obtain the LOE.

West Chester University will:
- Offer the four courses needed for the LOE
- Assist students in obtaining transcripts of coursework for their application for the LOE

Chester County Intermediate Unit will:
- Provide assistance to students in obtaining a mentor to satisfy 180 hours of required internship hours
- Assist the students in maintaining a log of internship hours
- Receive all documentation necessary for the LoE including, logs of field work (180 hours) and internship (180 hours)
- Recommend the student to the Pennsylvania Department of Education for certification

APPLICATION TO THE PROGRAM

Students who wish to obtain the Letter of Eligibility must do the following:

- Apply to, enroll in and successfully complete the WCU Graduate Certificate in Advanced Educational Leadership (see page six for instructions and admission requirements)
- Submit an Internship Intake form to the CCIU (see page 12 for instructions)

WEST CHESTER UNIVERSITY INFORMATION

College of Education and Social Work Information

West Chester University
College of Education and Social Work
302 Recitation Hall
West Chester, PA 19383

(Interim) Program Directors

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CHESTER COUNTY INTERMEDIATE UNIT INFORMATION

Chester County Intermediate Unit Information
455 Boot Road
Downingtown, PA 19335
484-237-5000

Chester County Intermediate Unit Program Advisor

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GRADUATE CERTIFICATE IN ADVANCED EDUCATIONAL LEADERSHIP

West Chester University: Overview

Superintendents and Assistant Superintendents must be equipped to think strategically to solve complex issues facing K-12 education today. The Graduate Certificate in Advanced Educational Leadership (Superintendent Letter of Eligibility) at West Chester University can help students think critically about the issues by providing both theoretical knowledge and practical skills for students seeking professional growth.

This Graduate Certificate is one component of the Superintendent Letter of Eligibility (LOE). West Chester University and the Chester County Intermediate Unit (CCIU) have partnered to assist interested students in earning the LoE endorsed by the Pennsylvania Department of Education. The superintendent role in public school systems is key to the success of the stakeholders—students, teachers, families, communities, and this 12-credit program is designed to help graduates provide academic and intellectual value to your district and beyond. Students will gain experience in leadership and decision-making that will contribute to their own success and to the success of the students and the educators.

Ed.D. LEARNING GOALS
Program completers will:
- Demonstrate knowledge of the purpose of applied research within the contemporary education environment;
- Demonstrate knowledge of the process of applied research within the contemporary education environment;
- Strategically plan and organize professional pursuits to affect successful outcomes and policy formation;
- Exhibit a sense of integrity, purpose, fairness, and ethical behavior;
- Exhibit the knowledge, skills, and dispositions to positively impact the learning of all students;
- Conduct applied research that produces reliable findings to make informed decisions, produce effective planning, andcontribute to the development of relevant education policy;
- Work collaboratively with others by recognizing the diversity of the talent and skills of all while providing leadership, as appropriate;
- Articulate current trends in education that affect multiple stakeholders across various contexts; and
- Effectively lead or participate in dialogue about critical issues in education within the educational setting.

APPLICATION AND MATRICULATION PROCEDURES

Application Materials
NOTE: for application for Spring 2021, please see attached supplemental instructions

Application materials are available online from the [Graduate School.](#)

All required transcripts and letters of recommendation should be sent directly to the Graduate School as directed in the application. It is your responsibility to follow up with recommenders and your undergraduate and graduate institution(s) to ensure timely submission of materials to the Graduate School. West Chester University transcripts are available at the Graduate School and need not be sent.

The Admissions Committee will consider the following in making admissions recommendations:

- Completed online application (wcupa.edu/applynow)
- Official transcripts from every college and university attended
- A written statement of your professional goals
- Two letters of recommendation
- Resume and/or CV
- Teaching Certification
- A minimum of six years of satisfactory school employment experience, of which at least three must be in a supervisory or administrative capacity

You can check the status of your application by contacting [The Graduate School](#).

Application Deadlines
Admission decisions to the Graduate Certificate in Advanced Educational Leadership are made on a rolling basis. In order to be considered for admission into the certificate, students should submit their application to the Graduate School by at least 6 weeks prior to the desired start date. Please see the [WCU Registrar's webpage](#) to view the academic calendar. The LoE program will be offered during Fall Session 1, Fall Session 2, Spring Session 1 and Spring Session 2. Students can begin in any session.

GRADUATE CERTIFICATE REQUIREMENTS

Course Work
The Graduate Certificate in Advanced Educational Leadership requires 12 semester hours (credits) of course work. Included in the 12 semester hours are 180 hours of Field

Experience. See Appendix A for the Advising Sheet which includes course names, descriptions, and schedule.

Field Experiences 1-4
In order to receive the LoE Certificate, students must complete 180 hours of Field Experience. Embedded in each course is 45 hours of field experience. Students will be provided with materials and instructions about how to log and submit documentation of these hours as part of their application for the LoE. Please see Appendix D.

Ed.D. Elective Credits
Students currently enrolled in the WCU Ed.D. are able to use courses from the Graduate Certificate in Advanced Educational Leadership to satisfy elective credits in the WCU Ed.D. program.

NOTE: Additional requirements for obtaining the LoE are below beginning on page 12.

FACULTY INFORMATION

All faculty teaching in the Graduate Certificate for Advanced Educational Leadership will hold the following credentials:

- Doctorate degree in education
- Current or recent experience as a public-school superintendent or assistant superintendent (within the past three years)
- Demonstrated success in teaching in a K-12 setting

ACADEMIC REQUIREMENTS AND POLICIES

West Chester University Graduate Catalog

Definitions and Guidelines for Graduate Certificate Programs

Academic Integrity
Academic integrity is an important value at West Chester University and academic dishonesty is a violation of policy. Academic integrity is vital to the community of learners at a university, and it is your responsibility to understand and adhere to the University's academic integrity policy.

Academic dishonesty, as outlined in the academic integrity policy, includes plagiarism, fabrication, cheating, academic misconduct, facilitating academic dishonesty, and breach of professional ethics.

Good Standing

Students must maintain a 3.00 cumulative average to remain in good standing.

Academic Probation/Dismissal

Graduate students whose cumulative grade point average falls below 3.00 will be placed on academic probation. Graduate students must raise their GPA to 3.00 by the end of the next semester (or full summer term) in which they register. An additional probationary semester may be granted at the discretion of the graduate dean. If a student fails to meet the conditions of academic probation he/she will be dismissed. Graduate students earning a cumulative GPA of 2.00 or lower will be dismissed from their graduate program without a probationary period. Graduate students admitted provisionally who fail to meet the provisions of admission are subject to dismissal.

F Grades

A graduate student earning an F grade in any course will be dismissed from the University. Exceptions may be made for a course outside the student's discipline upon the recommendation of the graduate coordinator and the approval of the graduate dean. An F earned at West Chester University may not be made up at another institution of higher learning for the same course.

IP and NG Grades

IP grades indicate work in progress and will be used only for protected courses (these, practicums, internships, recitals, and research reports). Students must complete course requirements as stipulated by the professor and not later than the end of the 14th week of the second subsequent semester or the IP grade will convert to an F. An IP grade may not be replaced with a NG.

NG grades will be given when a student fails to complete course requirements by the end of a semester and a time extension is granted by the professor. Students must complete course requirements as stipulated by the professor and not later than the end of the 14th week of the subsequent semester or the NG grade will convert to an F.

ACADEMIC FORMS AND DOCUMENTS

Course and/or Term Withdrawal

From time to time, students find it necessary to withdraw from a course after the drop/add period or may need to withdraw from the entire semester. Please complete the course or term withdrawal form and submit to the Graduate School.

Petitions for Exception to Policy

Students who need an exception to Program, Department, or University policy must complete the Exception to Policy form which can be found on the Graduate School webpage, Graduate Forms.

Grade Appeals
The policy and procedure for appealing a grade can be found in the Graduate Catalog, [Grade Information](#).

ADDITIONAL UNIVERSITY POLICIES

Academic and Personal Integrity
It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Graduate Handbook, the Graduate Catalog, the Ram's Eye View, and the University website at www.wcupa.edu.

Students with Disabilities
If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at https://www.wcupa.edu/universityCollege/ossd/. In an effort to assist students who either receive or may believe they are entitled to receive accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the University has appointed a student advocate to be a contact for students who have questions regarding the provision of their accommodations or their right to accommodations. The advocate will assist any student who may have questions regarding these rights. The Director for Equity and Compliance/Title IX Coordinator has been designated in this role. Students who need assistance with their rights to accommodations should contact them at 610-436-2433.

Excused Absences Policy
Students are advised to carefully read and comply with the excused absences policy, including absences for university-sanctioned events, contained in the WCU Graduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to

attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

Reporting Incidents of Sexual Violence
West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the University's commitment to offering supportive measures in accordance with the new regulations issued under Title IX, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. **Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University Protection of Minors Policy.** Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: https://www.wcupa.edu/_admin/diversityEquityInclusion/sexualMisconduct/default.aspx

Emergency Preparedness
All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

Electronic Mail Policy
It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

Resource Pantry
West Chester University faculty and staff want to see all students succeed, and we know that financial needs can be a significant barrier to success. We are working to address economic insecurity among our students in a number of ways. In particular, West Chester University now has a resource pantry on the ground floor of Commonwealth Hall for students who lack access to adequate food, personal care items (soap, toothpaste, etc.), school supplies, and professional attire. Resources are also available for students experiencing housing insecurity. For more information on obtaining resources from the pantry, please visit: https://wcupa.edu/pantry or speak with the Ed.D. Program Directors, Dr. Schugar and Dr. Hodes.

PROGRAM INFORMATION

Orientation
Orientation is an important activity for any new student. Whether you are new to West Chester University or you are an alumnus, orientation to the program and to graduate studies will offer you an opportunity to learn more about graduate education and the LOE Program. These orientation sessions will be scheduled regularly prior to the beginning of each session as needed.

Graduate Certificate Advising
All Graduate Certificate students will be advised by the co-directors, Dr. Hodes and Dr. Schugar

Course Registration
Students can register for courses through the myWCU system which is accessed from the WCU home page. Registration for graduate students typically is held in October (for Spring) and February (for Fall). You can find your registration date on your myWCU. Instructions for navigating the myWCU system can be found on the Office of the Registrar webpage.

Each course runs for 7 weeks. Class times for courses in the LoE program will be on Wednesdays from 5:00 p.m. – 10:00 p.m. Courses are usually held at the Graduate Center (1160 McDermott Drive, West Chester, PA). The Graduate Center has a small kitchen for your use as well as a self-service convenience store. **Note: for Spring 2021 all classes and office hours will be held virtually.**

Your Records
It is important that you begin to keep a file (paper and/or electronic) of all important paperwork, email correspondence, letters, syllabi, transcripts, etc. related to your graduate program. If you change your name, phone number, and/or address please make sure to inform the Graduate School and the LoE program directors. For questions about changes to personal information, please see your academic advisor who can refer you to the most appropriate resource on campus.

Transcript Requests
Students may request official transcripts via the transcript request webpage found here.

THE LETTER OF ELIGIBILITY FOR SUPERINTENDENCY - INTERNSHIP

West Chester University (WCU) and the Chester County Intermediate Unit (CCIU) have partnered to assist interested students in earning the Superintendent's Letter of Eligibility (LoE) certification. The program will produce highly qualified instructional leaders who possess the competence and character necessary in order to fill the increasing demand for assistant superintendents and superintendents.

Superintendents and Assistant Superintendents must be equipped to think strategically to solve complex issues facing K-12 education today. Through the exploration of theoretical knowledge and practical skills related to the leadership responsibilities of a superintendent the LoE certification program allows students to think critically and prepares them for a rewarding, impactful career.

The Letter of Eligibility certification program consists of four courses, which are

Course 1: Strategic/Cultural Leadership
Course 2: Systems Leadership
Course 3: Leadership for Learning
Course 4: Professional and Community Leadership

During these courses, students complete 45 hours of field experience. The course instructor is responsible for ensuring that these hours are aligned with the Pennsylvania Core and Corollary Leadership Standards. The field experience hours are part of the 360 internship hours required as part of the certification program.

Pennsylvania Core Leadership Standards

Standard 1: The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.

Standard 2: The leader has an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in the school.

Standard 3: The leader has the ability to access and use appropriate data to inform decision-making at all levels of the system.

Pennsylvania Corollary Leadership Standards

Standard 1: The leader knows how to create a culture of teaching and learning with an emphasis on learning.

Standard 2: The leader knows how to manage resources for effective results.

Standard 3: The leader knows how to collaborate, communicate, engage and empower others inside and outside of the organization to pursue excellence in learning.

Standard 4: The leader knows how to operate in a fair and equitable manner with personal and professional integrity.

Standard 5: The leader knows how to advocate for children and public education in the larger political, social, economic, legal and cultural context.

Standard 6: The leader knows how to support professional growth of self and others through practice and inquiry.

ADMISSION PROCESS

Interested students must complete the [Internship Intake Form](#)

FIELD EXPERIENCES / ACTION RESEARCH PROJECTS

During their course work, students will complete competency aligned fieldwork / action research assignments that are observational in nature. Students will spend 180 hours (approx. 45 hours per course) in the field and document their hours using the Field Experience Hours Log. (Appendix D)

Students will note their hours, a description of what they observed, and how it is relevant to their current coursework and responses to instructor prompts for research. Instructors will oversee the student through the design, implementation, and evaluation phase of each action research project. Field experiences and action research projects will be assessed using the Field Experience/Action Research Project Evaluation. See Appendix B.

THE INTERNSHIP

In addition to the 180 hours of field experience that students complete as part of their coursework, they are also required to complete an independent Internship experience under the supervision of a mentor. This Internship is an additional 180 hours, for a total of 360 Internship and field experience hours. The Pennsylviani Department of Education (PDE) requires that 180 of these 360 hours be completed while school is in session. Internship hours are completed under the supervision of a mentor, who will ensure that these experiences are aligned to the Pennsylvania Core and Corollary Standards. Students and mentors will complete the Internship Hours Log (Appendix D, page 5) to track these hours. Artifacts demonstrating achievement of PA Leadership Competencies will be acquired and organized in a digital professional portfolio that will be uploaded to a CCIU provided web-based secure platform.

Examples of Standard-Aligned Internship Experiences

- The student leads a district level team to create a comprehensive plan.
- The student works with the Board of Education to accomplish a strategic goal related to equity.
- The student coordinates a district team to address school reopening procedures.
- The student creates a new district initiative to address student and staff mental health.
- The student facilitates a district-wide standards-based curriculum review and writing process.
- The student works with district leaders to develop cost-savings measures related to transportation of district and out-of-district students.
- The student institutes a district safety committee in response to concerns from school and community.
- The student leads a district team to revise district policies related to technology use at home and at school.

Sample of an Internship Timeline

Semester	Student Progression
Spring 2021	Student completes Course 1, including 45 field experience hours Student begins Internship and completes 20 Internship hours
Summer 2021	Student completes 100 Internship hours
Fall 2021	Student completes Course 2, including 45 field experience hours Student completes Course 3, including 45 field experience hours Student completes 30 Internship hours
Winter 2021	Student completes Course 4, including 45 field experience hours Students completes remaining 30 Internship hours
Requirements Met:	180 field experience hours 180 Internship hours 360 hours (180 completed while school is in session)

Internship Responsibilities of the Student

- The student schedules and attends an initial meeting with the mentor to discuss the Internship, review requirements and proposed activities, and determine a tentative timeline for completion.
- The student schedules and attends a meeting with the mentor at the completion of every 45 internship hours at a minimum.
- The student compiles a digital portfolio of artifacts showing evidence of implementation of the internship activities.

- The student prepares required documents for the mentor to sign.
- The student is responsible for reaching out to the mentor for help and support when encountering challenges related to the internship.

EXIT CRITERIA

The CCIU Program Advisor will recommend the student to the Pennsylvania Department of Education for certification after the following have been completed:
1. Completed coursework with an 80% or better (transcripts required)
2. 180 fieldwork/action research project hours have been completed and documented
3. 180 internship hours have been completed and documented

PROGRAM COMPLETION: PAPERWORK REQUIRED BY PDE

- Obtain all official transcripts (bachelors and beyond). If submitting transcripts electronically, do not submit your transcript request until you have submitted your application in TIMS. A bachelor's degree from a nationally accredited college/university is a base requirement for certification. Transcripts will be used to verify:
  - Bachelor's degree conferral
  - Graduate-level certification program completion
  - 3.0 program GPA
  - Practicum or field experience
- Obtain a copy of your state certificate/license comparable to the PA certificate you are seeking if held.
- Obtain a completed Education Preparation Program Verification Form, PDE338A as proof of completion of a state approved graduate level certification preparation program.
- Obtain proof of the required experience by having the Verification of Experience Form PDE338V completed by your current/previous employers. Submit one form for each employer as proof of completion of required experience. Pennsylvania public school experience will be verified electronically through TIMS, PA's online certification application system.
- Confirm that the required content area test score has been reported to PDE directly from the test administrator. For test information, refer to the Certification Test and Score Requirements spreadsheet. A test taken for another state can be accepted ONLY if it is the exact test required in PA. You must meet the PA qualifying score.
- Complete and submit the application in TIMS.
- After completing the payment selection and successfully SUBMITTING your application in TIMS, you will be provided a link to the application cover sheet. First, upload all applicable documents possible. Follow directions for submitting transcripts. If documents cannot be uploaded or sent electronically, include the cover sheet with the documents and mail to the address indicated on the cover sheet.
- All certification requirements including testing should be met for all subject areas applied for before submitting the required documentation for review.
- Electronic payment (see Application Fees) accepted in TIMS

Graduate Certificate in Advanced Educational Leadership (12 credits)
Advising Sheet

Courses	Credits	Typical Semester Offered
EDD 750 Strategic and Cultural Leadership	3	Fall Semester (session 1)
EDD 753 Professional and Community Leadership	3	Fall Semester (session 2)
EDD 752 Leadership for Learning	3	Spring Semester (session 1)
EDD 751 Systems Leadership	3	Spring Semester (session 2)

NOTE: All courses will include 45 hours of Field Experience (see Appendix B)

EDD 750. Strategic and Cultural Leadership. 3 Credits
The Strategic and Cultural Leadership course examines the skills required of school systems leaders and prepares them to enact these skills within the contemporary political, social, economic and cultural context in which an educational system operates. The course requires individuals to practice these strategic and cultural leadership skills and reflect on their impact. Self-directed learning prepares students to "systematically and collaboratively develop a positive district culture to promote continuous student growth and staff development as well as gain experience with articulating and modeling a clear vision of the district's culture that involves students, families, and staff" (adapted from the "Framework for Leadership," Pennsylvania Department of Education). The course serves as one of the four courses that satisfy the requirements of Pennsylvania's Letter of Eligibility certification.

EDD 751. Systems Leadership. 3 Credits
The Systems Leadership course examines the skills required of school systems leaders and prepares them to enact these skills within the contemporary political, social, economic and cultural context in which an educational system operates. The course requires individuals to practices these systems-based administrative skills and reflect on their impact. Self-directed learning prepares students to interact with the district's "processes and systems in place for budgeting, staffing, problem-solving, communicating expectations and scheduling that result in organizing the work of a school district as well as the skills needed to efficiently, effectively, and safely manage a school district to foster staff accountability and student achievement" (adapted from "Framework for Leadership," Pennsylvania Department of Education). The course serves as one of the four courses that satisfy the requirements of Pennsylvania's Letter of Eligibility certification.

EDD 752. Leadership for Learning. 3 Credits
The Leadership for Learning course examines the skills required of school systems leaders and prepares them to enact these skills within the contemporary political, social, economic and cultural context in which an educational system operates. The course requires individuals to practice these leadership skills and reflect on their impact. Self-directed learning gives students practice in addressing the "linkage of curriculum, instruction, assessment, and data on student learning and teacher effectiveness based on research and best practices" (adapted from "Framework for Leadership," Pennsylvania Department of

Education). The course serves as one of the four courses that satisfy the requirements of Pennsylvania's Letter of Eligibility certification.

EDD 753. Professional and Community Leadership. 3 Credits
The Professional and Community Leadership course examines the skills required of school systems leaders and prepares them to enact these skills within the contemporary political, social, economic and cultural context in which an educational system operates. The course requires individuals to use self-directed learning experiences to practice skills that promote "the success of all students, the positive interactions among building stakeholders, the professional growth of staff by acting with integrity, fairness, and in an ethical manner" ("Framework for Leadership," Pennsylvania Department of Education). The course serves as one of the four courses that satisfy the requirements of superintendent preparation programs and the Letter of Eligibility certification.

Field Experience/Action Research Project Evaluation

Student _____ Cohort Date _____

Project Topic _____
Topic of the project must be aligned to the knowledge, skills and competencies related to the PA Leadership Standards that are reflected in the first domain of the *Framework for Leadership*.

	5	4	3	2	1
Area of Focus The issue, problem, or need was addressed and included illustrative data that supports the description.	5	4	3	2	1
Data Collection Accurate description of the data sources used, which should include at a minimum student assessment data (PSSA, Keystones, standardized test data, AP exams, common or district assessments) as well as the review of other sources of information: e.g. district board policy curriculum maps, professional development plans, and budgets if appropriate	*5*	*4*	*3*	*2*	*1*
Data Analysis Accurate description of the findings of the data	5	4	3	2	1
Findings The findings addressed each issue identified in the needs analysis and the actions taken to address these needs.	10	8	6	4	1
Plan of Action: The action plan was in the form of a table and included timelines for the district or school to address the identified needs and issues. Assessing instructional service delivery and evaluating program effectiveness	10	8	6	4	1
Oral Presentation The oral presentation accurately covered identifying an area of focus, collecting the data, analyzing and interpreting the data, developing a plan of action, implementing the plan, and evaluating the results and was structured as though it were to be presented at a school board meeting.	20	16	12	8	1
Written Presentation Paper was meaningful and succinct and included how the project related to a priority of the board of education, addressed a shared vision for personalized student achievement, had an impact at the district level, included leading a team through a decision-making process with the result influencing and improving organizational culture.	20	16	12	8	1

Total Points _____

_____   _____
Students Signature   Date

_____   _____
Faculty Signature   Date

APPENDIX C

Advisement and Program Completion Sheet

Student _____ Cohort Date _____

Program Requirements:

_____ Completed interview and accepted by advisory board

_____ Verification of six years of satisfactory school employment experience

_____ Verification of three years of satisfactory supervisory or administrative experience

Fieldwork Requirements:

360 fieldwork/internship hours are required for completion of the Superintendent Letter of Eligibility Program. In addition to the 180 hours of field experience that the students complete as part of their coursework, they are also required to complete an independent internship of 180 hours, for a total of 360 internship and field experience hours. The Field Experience Log must be completed for each of the four courses and the Internship Hours Log must be completed for the independent internship experience.

Core Certification Courses	Date Completed	Grade	Field Hours
Strategic and Cultural Leadership	_____	_____	_____
Leadership for Learning	_____	_____	_____
Professional and Community Leadership	_____	_____	_____
Systems Leadership	_____	_____	_____
Internship	_____		_____

Total Field/Internship Hours (minimum 360) _____

Final Program Grade (must total 80% or better) _____

I agree that all information filled in above is accurate.

_____ _____
Student Signature   Date

_____ _____
Program Advisor Signature   Date

Field Experience Hours Log

All field experience hours should be tracked on this form indicating the date, description of the activity, hours, and the standards addressed for the activity. Students should obtain the signature of their instructor for each activity.

Student Name _____

Course #1: Strategic/Cultural Leadership

Date	Description of Field Experience Activity	Hours	Standards Addressed	Instructor Signature and Date

Page # _____ Sub Total _____

Core Standards

1. The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.

2. The leader has an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in the school.

3. The leader has the ability to access and use appropriate data to inform decision-making at all levels of the system.

Corollary Standards

1. The leader knows how to create a culture of teaching and learning with an emphasis on learning.

2. The leader knows how to manage resources for effective results.

3. The leader knows how to collaborate, communicate, engage and empower others inside and outside of the organization to pursue excellence in learning.

4. The leader knows how to operate in a fair and equitable manner with personal and professional integrity.

5. The leader knows how to advocate for children and public education in the larger political, social, economic, legal and cultural context.

6. The leader knows how to support professional growth of self and others through practice and inquiry.

Field Experience Hours Log

All field experience hours should be tracked on this form indicating the date, description of the activity, hours, and the standards addressed for the activity. Students should obtain the signature of their instructor for each activity.

Student Name _____

Course #2: Systems Leadership

Date	Description of work or project	Hours	Core/Corollary Standard the Activity Meets	Instructor Signature

Page # _____ Sub Total _____

Core Standards

1. The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
2. The leader has an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in the school.
3. The leader has the ability to access and use appropriate data to inform decision-making at all levels of the system.

Corollary Standards

1. The leader knows how to create a culture of teaching and learning with an emphasis on learning.
2. The leader knows how to manage resources for effective results.
3. The leader knows how to collaborate, communicate, engage and empower others inside and outside of the organization to pursue excellence in learning.
4. The leader knows how to operate in a fair and equitable manner with personal and professional integrity.
5. The leader knows how to advocate for children and public education in the larger political, social, economic, legal and cultural context.
6. The leader knows how to support professional growth of self and others through practice and inquiry.

Field Experience Hours Log

All field experience hours should be tracked on this form indicating the date, description of the activity, hours, and the standards addressed for the activity. Students should obtain the signature of their instructor for each activity.

Student Name _____

Course #3: Leadership for Learning

Date	Description of work or project	Hours	Core/Corollary Standard the Activity Meets	Instructor Signature

Page # _____ Sub Total _____

Core Standards

1. The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
2. The leader has an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in the school.
3. The leader has the ability to access and use appropriate data to inform decision-making at all levels of the system.

Corollary Standards

1. The leader knows how to create a culture of teaching and learning with an emphasis on learning.
2. The leader knows how to manage resources for effective results.
3. The leader knows how to collaborate, communicate, engage and empower others inside and outside of the organization to pursue excellence in learning.
4. The leader knows how to operate in a fair and equitable manner with personal and professional integrity.
5. The leader knows how to advocate for children and public education in the larger political, social, economic, legal and cultural context.
6. The leader knows how to support professional growth of self and others through practice and inquiry.

Field Experience Hours Log

All field experience hours should be tracked on this form indicating the date, description of the activity, hours, and the standards addressed for the activity. Students should obtain the signature of their instructor for each activity.

Student Name _____

Course #4: Professional and Community Leadership

Date	Description of work or project	Hours	Core/Corollary Standard the Activity Meets	Instructor Signature

Page # _____ Sub Total _____

Core Standards

1. The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
2. The leader has an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in the school.
3. The leader has the ability to access and use appropriate data to inform decision-making at all levels of the system.

Corollary Standards

1. The leader knows how to create a culture of teaching and learning with an emphasis on learning.
2. The leader knows how to manage resources for effective results.
3. The leader knows how to collaborate, communicate, engage and empower others inside and outside of the organization to pursue excellence in learning.
4. The leader knows how to operate in a fair and equitable manner with personal and professional integrity.
5. The leader knows how to advocate for children and public education in the larger political, social, economic, legal and cultural context.
6. The leader knows how to support professional growth of self and others through practice and inquiry.

Internship Hours Log

All internship hours should be tracked on this form indicating the date, description of the activity, hours, and the standards addressed for the activity. Students should obtain the signature of their mentor for each activity. Please note that the mentor and the student are required to meet after the completion of every 45 internship hours.

Student Name _____

INTERNSHIP

Date	Description of Internship Activity	Hours	Standards Addressed	Meeting date of review of Internship Hours	Mentor: Signature and Date

Page # _____ Sub Total _____

Core Standards

1. The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
2. The leader has an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in the school.
3. The leader has the ability to access and use appropriate data to inform decision-making at all levels of the system.

Corollary Standards

1. The leader knows how to create a culture of teaching and learning with an emphasis on learning.

2. The leader knows how to manage resources for effective results.

3. The leader knows how to collaborate, communicate, engage and empower others inside and outside of the organization to pursue excellence in learning.

4. The leader knows how to operate in a fair and equitable manner with personal and professional integrity.

5. The leader knows how to advocate for children and public education in the larger political, social, economic, legal and cultural context.

6. The leader knows how to support professional growth of self and others through practice and inquiry.