

**NCATE  
Approval with Specialized Professional Association  
Guidelines**

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

Institution Submitting Program: Southern Connecticut State University

Program(s): Principal, Curriculum Director, Supervisor

Date of Review: 4/30/02

Degree Level: 6 year Specialist

**GUIDELINES/COMPETENCIES NOT MET:** 1.2, 5.2, 5.4, 5.5, 6.1, 6.4, 9.2, 10.3, 10.4, 11.6, and 11.7.

**PERCEIVED PROGRAM STRENGTHS:**

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

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

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

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

**Guideline 5.0 Student Personnel Services:** The programs provide evidence of preparing candidates to apply principles of student growth and development; and develop and administer policies that provide a safe school environment.

**Guideline 6.0 Organizational Management:** The programs provide evidence of preparing candidates to apply a systems perspective; and implement appropriate management techniques and group processes.

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

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

**Guideline 9.0 Technology and Information Systems:** The programs provide evidence of preparing candidates to use technology, telecommunications and information systems to enrich curriculum and instruction; and develop and monitor long range plans for school and district technology and information systems.

**Guideline 10.0 Community and Media Relations:** The programs provide evidence of preparing candidates to analyze community and district power structures; articulate the district's or schools' vision; develop effective and interactive staff communications plan and public relations program; and use and respond to electronic and printed news media.

**Guideline 11.0 Educational Law, Public Policy and Political Systems:** The programs provide evidence of preparing candidates to apply knowledge of federal and state constitutional, statutory, and regulatory provisions; apply knowledge of common law and contractual requirements and procedures; define and relate characteristics of internal and external political systems; describe processes by which federal, state, district, and school-site policies are formulated; and make decisions based on moral and ethical implications of policy options and strategies.

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

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

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

**SPECIALIZED PROFESSIONAL ASSOCIATION’S RECOMMENDATION(S):**

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

**Program(s) Not Approved:** None

**Program(s) Deferred:** None

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

**Due Date for Resubmission of Additional Information:** N/A

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

## ELCC EVALUATION FOR SPECIALTY PROGRAM IN EDUCATIONAL LEADERSHIP

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

### 1. **Professional and Ethical Leadership**

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

**Program Strengths:** The programs under review satisfactorily met expectations for the following guideline indicators: 1.1, 1.3, 1.4, 1.5, 1.6, and 1.7.

#### **Program Weakness(es):**

Guideline Indicator 1.2: While the evidence presented in EDL 680 aligns with this guideline indicator, the performance activity requirement referenced is optional. Hence, there is no assurance that all candidates will select this activity and gain the skills necessary for this indicator.

**Suggestion(s) for Visiting Team:** None noted.

### 2. **Information Management and Evaluation**

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

**Program Strengths:** The programs under review satisfactorily met expectations for the following guideline indicators: 2.1, 2.2, 2.3, and 2.4. The performance activities described in EDL 680, 684, and 683 provide excellent opportunities for candidates to analyze and interpret educational data and apply it to learning theories.

**Program Weakness(es):** None noted.

**Suggestion(s) for Visiting Team:** None noted.

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

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

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

**Program Strengths:** The programs under review satisfactorily met expectations for the following guideline indicators: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, and 3.9. The teaching analysis exercise and instructional method research project in EDL 684 provide strong opportunities for candidates to develop skill proficiency in this guideline area.

**Program Weakness(es):** None noted.

**Suggestion(s) for Visiting Team:** None noted.

4. **Professional Development and Human Resources**

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

**Program Strengths:** The programs under review satisfactorily met expectations for the following guideline indicators: 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6.

**Program Weakness(es):** None noted.

**Suggestion(s) for Visiting Team:** None noted.

5. **Student Personnel Services**

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

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

**Program Weakness(es):**

Guideline Indicator 5.2: There is insufficient detail in the evidence presented for EDL 681 and 689 to determine if candidates are required to develop with counseling and teaching staff a full program of student advisement, counseling, and guidance services.

Guideline Indicators 5.4 and 5.5: These guideline indicators are listed as course objectives for EDL 689; however, there is insufficient evidence explaining how the course requires candidates to accomplish these objectives in candidate performance activities or assignments. Performance evidence is needed to show that candidates are required to collaborate with community agencies to address student and family conditions affecting learning; and plan and manage activity programs to fulfill student developmental, social, cultural, athletic, leadership, and scholastic needs.

**Suggestion(s) for Visiting Team:** None noted.

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

6. **Organizational Management**

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

**Program Strengths:** The programs under review satisfactorily met expectations for the following guideline indicators: 6.2 and 6.3.

**Program Weakness(es):**

Guideline Indicators 6.1 and 6.4: There is insufficient detail in the evidence presented for EDL 680, 657, and 689 to determine if candidates are required to establish operational plans and processes to accomplish strategic goals; and monitor and assess the progress of activities and make adjustments and formulate new action steps as necessary.

**Suggestion(s) for Visiting Team:** None noted.

**7. Interpersonal Relationships**

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

**Program Strengths:** The programs under review satisfactorily met expectations for the following guideline indicators: 7.1, 7.2, 7.3, 7.4, and 7.5. The skill practice exercises, the communication pattern paper and communication demonstration activity in EDL 681 and the classroom observation activity in EDL 683 provide strong performance activities for candidates to gain skill proficiency in this guideline area.

**Program Weakness(es):** None noted.

**Suggestion(s) for Visiting Team:** None noted.

**8. Financial Management and Resource Allocation**

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

**Program Strengths:** The programs under review exceeded expectations for the following guideline indicators: 8.1, 8.2, 8.3, and 8.4. EDL 657 is an extremely comprehensive course that is designed to provide candidates with the technical skills necessary for budgeting and financial management and allows for practical application of concepts.

**Program Weakness(es):** None noted.

**Suggestion(s) for Visiting Team:** None noted.

**9. Technology and Information Systems**

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

**Program Strengths:** The programs under review satisfactorily met expectations for the following guideline indicators: 9.1 and 9.3.

**Program Weakness(es):**

Guideline Indicator 9.2: There is insufficient detail in the evidence presented for EDL 682, 684, and 689 to determine if candidates are required to apply and assess current technologies for school management and business procedures.

**Suggestion(s) for Visiting Team:** None noted.

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

**10. Community and Media Relations**

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

**Program Strengths:** The programs under review satisfactorily met expectations for the following guideline indicators: 10.1, 10.2, 10.5, and 10.6.

**Program Weakness(es):**

Guideline Indicators 10.3 and 10.4: There is insufficient detail in the evidence presented for EDL 680, 681, and 657, and 689 to determine if candidates are required to communicate effectively with various cultural, ethnic, racial, and special interest groups; and involve families and the community in appropriate policy development, program planning, and assessment processes.

**Suggestion(s) for Visiting Team:** None noted.

**11. Educational Law, Public Policy, and Political Systems**

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

**Program Strengths:** The programs under review satisfactorily met expectations for the following guideline indicators: 11.1, 11.2, 11.3, 11.4, and 11.5.

**Program Weakness(es):**

Guideline Indicators 11.6 and 11.7: There is insufficient detail in the evidence presented for EDL 602 and 689 to determine if candidates are required to analyze major philosophical tenets of contemporary intellectual movements and analyze their effect on school contexts; and develop appropriate procedures and relationships for working with local governing boards.

**Suggestion(s) for Visiting Team:** None noted.

**AREA V, INTERNSHIP:** The internship is defined as the process and product that result from applying, in a workplace environment, the strategic, instructional, organizational, and contextual leadership guidelines. When coupled with integrating experiences through related clinics or cohort seminars, the outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders. The internship includes a variety of substantial, concurrent or capstone experiences in diverse settings planned and guided cooperatively by university and school district personnel for credit hours and conducted in schools and school districts over an extended period of time. The experiences need to provide interns with substantial responsibilities that increase over time in amount and complexity, and which involve direct interaction and involvement with students, staff, parents, and community leaders. Ideally, an internship should include some work with social service organizations involved with interagency activities affecting schools. An acceptable internship would be a six-month, full-time mentored experience (or the equivalent), preferably involving two or more settings and multiple levels (elementary, secondary, etc.) An optimum internship would be a year-long, full-time mentored

experience. Universities and school districts should collaborate to achieve state policies that support these guidelines for the internship. School district, university and state policies and practices which encourage and facilitate paid internship positions allow interns to engage in a rich variety of mentored leadership activities and decision making responsibilities. These opportunities raise the level of professional preparation and provide evidence of a serious commitment to developing quality leadership for the nation's schools.

12. **Internship**

The institution's programs should provide significant opportunities in the workplace to synthesize and apply the knowledge and practice and develop the skills identified in the other 11 guideline areas. Therefore, the preparation programs must demonstrate alignment with indicators: 12.1, 12.2, and 12.3.

**Program Strengths:** The programs under review satisfactorily met expectations for the following guideline indicators: 12.1, 12.2, and 12.3. Although all guideline indicators in the internship were met, more specificity (detail) in the description of required activities would have been helpful.

**Program Weakness(es):** None noted.

**Suggestion(s) for Visiting Team:** None noted.