

The Master's Degree in Curriculum and Instruction with an Emphasis in Educational Leadership offers students an opportunity to develop knowledge and skills in leadership for improving the organizational and instructional effectiveness of schools. The program focuses on: translating leadership theory into practice; using research to guide program planning; organizational management; school governance; program and instructional improvement; curriculum development; educational politics; integration of technology into programs; technology as a management tool; and human resource development. Beyond the basic program requirements, students also have an option of including coursework from other areas that apply to the management and leadership of schools.

Core Classes for M.A. with Principal Licensure Program

Fall Semester, Year One (9 semester hours):

- LEAD 502-2 Vision, Values, and Leadership in a Democratic Society
- LEAD 604-2 Developing Collaborative School Communities
- LEAD 525-2 Creative Communication for School Leaders
- REM 501-3 Introduction to Research and Statistics

Spring Semester, Year One (9 semester hours):

- LEAD 516-2 Curriculum Leadership in a Multicultural Society
- LEAD 522-2 Program Evaluation and Curriculum Assessment
- LEAD 523-1 Action Research Lab
- LEAD 524-1 Leadership and Management of Programs for Special Populations
- LEAD 614-3 Supervision and Evaluation of Instruction

Summer Semester, Year One (9 semester hours):

- LEAD 700-3 Master's Research Lab I
- LEAD 507-3 Human Resources Development
- LEAD 640-3 Legal Issues For School Leaders

Fall Semester, Year Two (9 semester hours):

- LEAD 605-3 Financing Schools and Programs
- LEAD 612-3 Educational Politics in a Democratic Society
- SFND 500-3 Social Foundations of Education Trends

Spring Semester, Year Two (9 semester hours):

- LEAD 545-3 The Principalship
- LEAD 700-3 Master's Research Lab II
- LEAD 682-3 Practicum in School Leadership: The Principalship

NOTE:

- 42 semester hours are required for the Master's Degree.
- LEAD 686-3 is not required for the degree and may be completed after graduation. There is a limit of 9 graduate semester hours that can be transferred in from another institution.

LEAD 502-2: Vision, Values, and Leadership in a Democratic Society

In this course students explore leadership research and theory, the values and assumptions inherent in public education within a democratic society, and personal beliefs and biases relative to education and democracy. Students also develop a personal educational philosophy and strategies for engendering and facilitating vision, community, and common purpose. Field work is included in the requirements for this course.

Process objectives:

Students will:

- examine the research on leadership and study various theories of leadership, integrating them into a personal leadership theory.
- examine the respective roles of behaviorism and humanism in leadership and management.
- study models of moral leadership and stages of moral development.
- discuss moral and ethical responsibilities of schools.
- explore social, economic, and political factors affecting students and society.
- discuss how respect for ethnic, cultural, economic, physical, and intellectual diversity contributes to a strong nation and a unified and equitable society.
- examine personal beliefs and articulate educational values which contribute to success for all students.
- examine personal beliefs and biases relative to education within a democratic society.
- examine personal beliefs and biases relative to leadership.
- learn to provide and enhance professional development opportunities for self and others.
- learn the effects of personal leadership style on individuals and organizations.

Outcome objectives:

In this course students will:

- develop an educational philosophy or platform reflecting personal convictions about leadership imperatives for education in a democracy.
- identify and articulate personal convictions and the ethical implications of actions.
- plan personal strategies to match behavior to educational values and convictions and

- how to address internal and external conflicts relative to those values and convictions.
- develop strategies for the promotion of moral and ethical responsibility of educators, students, and parents in schools.
- develop a foundation for the exercise of good judgment and taking responsibility for actions.
- define vision and mission and develop strategies for building a common purpose within a school community.
- develop methods of inquiry for reflective practice, including self assessment and problem solving strategies that are useful in critically evaluating outcomes.
- integrate data from various personal and leadership styles profiles into a personal/professional development plan.
- develop a personal stress management plan.
- design a strategy for time management.
- initiate and maintain a reflective journal for ongoing use throughout participation in the leadership program.

LEAD 604-2: Developing Collaborative School Communities

This course applies leadership principles, change process research, and organizational theory to school administration. Students develop strategies for facilitating collaborative decision-making and change processes, building community, and including a diverse population of stakeholders in planning, implementation, and evaluation of programs while motivating them toward self empowerment. Field work is included in the requirements for this course.

Process Objectives: In this course students will:

- study change processes, strategies and effects.
- study the theory of group development and group processes.
- examine various decision making structures and processes.
- examine principles of work and work group organization drawn from the study of organizational behavior.
- discuss the differences between equal and equitable treatment and consideration.
- learn the signs and patterns of racism, sexism, discrimination against the disabled and other forms of discrimination, no matter how subtle or unintended and how to eliminate them from a school environment.
- learn principles of management and marketing as applied to the school milieu.
- evaluate the advantages and disadvantages of collaborative decision making.
- examine strategies, activities, procedures, and policies for the enhancement of positive school community relations.

- examine the special challenges of implementing Colorado accountability law.

Outcome Objectives:

In this course students will:

- formulate strategies for leading the process of building and renewing vision and mission.
- develop strategies for determining the culture of the school and community.
- develop a commitment and plan for treating all members of the school community fairly, equitably, and with integrity.
- apply a systems perspective to diagnose school issues, viewing schools as interactive internal systems operating within external environments.
- design a plan to address student and family conditions affecting learning by collaborating
- with community agencies to integrate health, social, and other services for students.
- formulate strategies for developing a team that is committed to student learning.
- formulate strategies for ensuring stakeholder involvement in decision making.
- formulate strategies for empowering teachers, students, and parents to be leaders in the school community.
- develop strategies for organizing and coordinating the work of licensed and classified personnel.
- explore principles of adult learning and how adults are motivated to grow and develop in constructive directions.
- apply collaborative theory to the requirements of accountability law.
- develop a strategy for assessing the needs of the internal and external school community.
- learn how to promote respect for ethnic, religious, cultural, economic, physical, and intellectual diversity.
- explore strategies for promotion of a unified school community by respecting diversity and valuing equitable treatment for all.
- identify strategies to help others recognize the signs and patterns of discrimination.
- learn how to lead in the elimination of discriminatory behavior within the school.

LEAD 545-3: The Principalship

This course provides an in-depth examination of the principalship at the elementary, middle, and high school levels based upon current research and recommended practices. It includes an analysis of the instructional,

organizational, political, and leadership challenges faced by school administrators as well as an assessment of policies and principles that guide effective and efficient coordination of the instructional program toward optimal success for all students. The role and responsibilities of the assistant principal will also be examined. Field work is included in the requirements for this course.

Process Objectives:

In this course students will:

- examine and critique case studies toward reconciling the gap between theoretical models and daily reality.
- learn features of a safe and effective working and learning environment.
- examine various strategies for maintaining a physically and socially safe environment in the school.
- examine the unique challenges of maintaining personal and professional balance while serving as a school administrator.
- examine personal biases, perspectives, and expectations and their potential effect on administrative and leadership practices.
- examine the myth of power as related to the principalship.
- examine the effects of schedules, calendars, budgets, and staff allocations on the school program.
- explore the unique challenges of supervising classified employees (e.g. secretaries, custodial staff, lunchroom personnel).

Outcome Objectives:

In this course students will:

- identify strategies for supervising and coordinating the instructional program of the school so that all children are successful.
- develop strategies for planning a design of work and work responsibilities so that staff members and parents contribute to overall school improvement and formulate strategies that will assist with the development of a sense of worth and accomplishment.
- formulate strategies for developing a school climate that promotes learning by all children.
- develop a plan to address the many and varied roles and responsibilities of the principal.
- formulate strategies for developing a responsive school-wide discipline plan.
- articulate the challenges of developing and managing facilities toward the implementation of a successful school program.
- describe the role of the principal in diagnosing needs, facilitating change, and guiding the school community toward success.

- diagnose the unique school facility needs at the elementary, middle, and high school levels relative to ADA requirements, curricular and instructional demands, and maintenance issues by conducting a school facility study.
- design a plan for working with the counseling and teaching staff to develop a full program of student advisement, counseling, and guidance services.
- design a plan for collaborating with community agencies to integrate health, social, and other services for students.

LEAD 516-2: Curriculum Leadership in a Multicultural Society

Curriculum leadership is a dynamic process that requires a foundation of content and process knowledge. This course includes a study of the nature of curriculum, the historical evolution of curriculum, conflicting philosophical perspectives on curriculum, and current issues and trends affecting curriculum implementation and change. Emphasis is placed upon creating congruent curriculum amidst various competing forces. Field work is included in the requirements for this course.

Process objectives:

In this course students will:

- explore the learning implications of ethnic, religious, cultural, economic, physical, and intellectual diversity and how those factors influence student success.
- learn how to encourage the implementation of a curriculum that recognizes contributions made by diverse groups and promotes the infusion of multicultural information into daily instruction.
- learn the characteristics of an infused multicultural curriculum and how to facilitate its implementation.
- examine effective practices for leading curriculum planning, implementation, review, and evaluation processes.
- study curriculum and instruction and their relationship to child development.
- examine how personal biases, perspectives, and expectations affect curriculum development.
- study the historical evolution of curriculum.
- examine the nature of curriculum.
- examine conflicting philosophical perspectives on curriculum.
- examine the differences between state and local curriculum standards.

Outcome objectives:

In this course students will:

- identify strategies for addressing the physical, social/emotional, and intellectual learning needs of all children.
- develop a plan for leading a school community in the adoption of challenging student performance standards.
- develop a plan for the implementation of academic standards based education as defined by the State Board of Education by aligning local and state standards.
- develop a plan for reconciliation and balance among the various facets of curriculum: recommended, written, taught, learned, tested, and supported.
- describe the function of various persons in curriculum planning and change including teachers, parents, other citizens, educational specialists, politicians, principals, and other administrators.
- describe and analyze curriculum with respect to its relationship with current social aims, forces and issues, knowledge and theories of human development, knowledge about the learning process, and the nature of knowledge.
- identify, describe, and evaluate characteristic features, trends, and innovations of programs for education from preschool through high school.
- demonstrate leadership in the development and implementation of curriculum that fosters success for all students regardless of gender, race, or disability.
- develop a personal curriculum philosophy statement.

LEAD 522-2: Program Evaluation and Curriculum Assessment

This course is designed to be taken with LEAD 523. It offers students an opportunity to explore various methods of evaluating school programs and assessing the effectiveness of curriculum. Field work is included in the requirements for this course. (Prerequisite: LEAD 516 or equivalent.)

Process objectives:

In this course students will:

- investigate methods of assessing student learning and achievement.
- study qualitative and quantitative methods of program evaluation.
- learn how to lead the school community in the development and implementation of fair and accurate assessment methods.
- examine the use of evaluation strategies for alignment of all school programs with standards, goals, and objectives.

Outcome objectives:

In this course students will:

- develop efficient strategies for evaluating school programs.

- formulate, justify, and apply criteria for evaluation of school and district curriculum.

LEAD 523-1: Action Research Lab

This lab is designed to be taken concurrently with LEAD 522 and offers students an opportunity to apply methods in program evaluation and curriculum assessment to actual school problems. Students will complete an action research project including an in-depth diagnosis of a school issue, a thorough examination of relevant research, the development of an action plan, and a complete evaluation of outcomes.

Process objectives:

In this lab students will:

- explore educational research findings relative to the needs of the school community.
- examine the school milieu and focus on specific issues and problems.

Outcome objectives:

In this lab students will:

- conduct a data analysis to determine the current state of student learning and then plan a strategy for serving as a catalyst for the implementation of school-based change.
- conduct a thorough needs assessment relative to the improvement of student outcomes.
- develop a plan of action based upon an identified school-based issue, problem, or need.
- develop a plan for evaluation of an in-progress school-based change,
- identify differences between problems and symptoms relative to school issues.
- complete an action research project in a school setting including a needs assessment,
- development of goals and objectives, strategic plan of action, implementation, and evaluation.
- draft an action research report.
- present the findings of an action research project in a formal setting.
- apply recommended research techniques to a unique school issue.

LEAD 524-1: Leadership and Management of Programs for Special Populations

In this course students will learn about the challenges and needs that place students at risk of school failure. Special emphasis will be placed on the legal and educational requirements of special programs including Title I, Special Education, Gifted and Talented, ESL, Section 504, ADA, and IDEA. Field work is included in the requirements for this course.

Process Objectives:

In this course students will:

- explore the leadership implications of implementing inclusive school structures.
- learn characteristics of an individualized/adapted curriculum and how to facilitate its implementation.
- learn the requirements for Individual Education Plans (IEP's).
- explore the spectrum of challenges and needs that place students at risk of school failure.

Outcome Objectives:

In this course students will:

- practice the facilitation of IEP meetings.
- articulate the legal requirements and management implications of programs including Title I, Special Education, Gifted and Talented, ESL, Section 504, ADA, and IDEA.
- develop a plan and structure for effectively addressing the varied needs of students within elementary, middle, and high schools.

LEAD 614-3: Supervision and Evaluation of Instruction

This course focuses on the role of instructional leader in bringing about desirable changes in instructional effectiveness toward student success. Based upon research and recommended practice, students learn supervisory procedures which encourage the ongoing professional growth of instructional staff. Evaluation and supervision strategies included are: data collection, data analysis, legal aspects, evaluation report writing, conferencing, goal setting, and focusing on student outcomes. Field work is included in the requirements for this course.

Process objectives:

In this course students will:

- explore various models of supervision and performance appraisal.
- explore various methods of structuring and organizing the process of instructional

- supervision and evaluation, including the use of technology.
- study effective classroom practices.
- learn the critical role of the principal as an active instructional leader.
- study the legal requirements of the performance appraisal process.
- explore various models of teaching and their appropriate use in classrooms.

Outcome objectives:

In this course students will:

- apply various methods of critically evaluating models of teaching and instruction.
- practice inquiry about, reflection upon, and acting to improve personal performance, the performance of professional and classified staff, and overall school performance.
- practice coaching effective classroom practices.
- practice effective evaluation techniques in a school setting.
- practice effective conferencing skills including questioning strategies, listening for understanding, and giving feedback.
- develop a plan for evaluating instruction in school settings.
- formulate a strategy for efficiently organizing, conducting, and reporting formative and summative instructional evaluations.
- practice effective coaching of classroom management strategies.

LEAD 612-3: Educational Politics in a Democratic Society

This course includes a study of models, concepts, and processes regarding the organization of the American public school system at the federal, state, intermediate, and local school district levels. Also included is a study of the values, resources, and power structures of the local community; the nature of community groups; and the political process as it applies to school policy formation within a democratic society. Field work is included in the requirements for this course.

Process objectives:

In this course students will:

- examine the role of the public schools in developing citizens who are educated for full participation in a democratic society.
- examine the process of developing policy from perceived need.
- examine the organizational and administrative structures of public schools, including the respective roles of federal, state, and local agencies.

- study the educational implications of the Colorado and United States constitutions.
- explore the political environment of both districts and individual schools.
- discuss the political realities of schools and their effects on the role of administrators.
- learn how public schools contribute to a democratic republic within a culturally diverse society.
- explore the social and political implications of ethnic, religious, cultural economic, physical, and intellectual diversity and how those factors can enhance or inhibit student success.
- analyze current educational issues from multiple perspectives.
- examine the political relationships among the public schools, the communities they serve, and governmental entities representing a larger democratic society.
- examine the motivation of various political groups for affecting change in public schools including school boards and other key communicators.

Outcome objectives:

In this course students will:

- develop a strategy for initiating the involvement of business and non-parent communities in student learning experiences.
- articulate the rights of the community to be involved in school decision-making processes.
- identify and articulate the respective roles of the courts, legislatures, and school boards in determining educational policy.
- articulate a personal political platform.
- identify and articulate personal biases, assumptions, and paradigms through which education and political events are evaluated.
- analyze the major philosophical tenets of contemporary intellectual movements such as feminism and fundamentalism and analyze their effect on school contexts

LEAD 525-2: Creative Communication for School Leaders

In this course students learn various strategies for effective communication and its role in group process, organizational effectiveness, persuasion, and conflict. Criteria for effectiveness in verbal and written communication are examined. An emphasis is placed upon the role of creativity in communication for leaders. The use of technology for communication is highlighted. Field work is included in the requirements for this course.

Process objectives:

In this course students will:

- explore various strategies for effective communication.
- explore the effects of communication on building positive human relations in the school community with internal and external stakeholders.
- examine group process, organizational effectiveness, persuasion, and conflict from a communication perspective.
- examine personal responses to conflict and conduct self-assessment of conflict management and resolution skills.
- explore the facilitating and inhibiting effects of conflict.
- explore the critical role of creativity in communication.
- explore the role of technology in communication.
- examine the unique issues associated with media communications (e.g. radio, television, newspapers).

Outcome objectives:

In this course students will:

- practice a variety of methods for communicating to ensure input from all stakeholders.
- demonstrate skills for communicating respectfully across cultures.
- describe various cultural differences that can interfere with effective communication.
- design strategies for communicating the positive outcomes of schools.
- critique various examples of written and verbal communication.
- practice and demonstrate various conflict resolution strategies.
- practice and demonstrate effective oral communication.
- practice and demonstrate effective written communication.
- practice and demonstrate appropriate nonverbal communication.
- demonstrate the use of appropriate interpersonal skills such as exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, exhibiting consistency and trustworthiness.
- practice and show evidence of effective use of Email.
- practice and demonstrate effective use of presentation software (e.g. Power Point, Persuasion).
- utilize electronic and printed news media to monitor community needs and develop effective response plans.
- design an effective and interactive staff communications plan and public relations program.

LEAD 507-3: Human Resources Development

In this course students explore personnel practices, the development of personnel policies, and the employee-employer relationships. Topics included are employee contracts, due process procedures, collective bargaining, performance appraisal of licensed and non-licensed employees, hiring and dismissal processes, staff development, and induction of new employees. The

legal implications of ADA, affirmative action, and sexual harassment are explored. Field work is included in the requirements for this course.

Process objectives:

In this course students will:

- learn how personnel practices and labor-management relations affect quality and justice in the school workplace.
- learn effective personnel practices, including recruitment, selection, and evaluation, with fairness and legally defensible processes.
- learn to recognize and provide personal and professional development opportunities for the school community that enhance performance quality and personal satisfaction.
- examine the complexities of integrating policy, process, and ethics toward positive human outcomes and unsuccessful achievement of objectives.
- examine the legal implications of ADA, affirmative action, discrimination, and sexual harassment.
- examine the issues surrounding employee compensation and benefits.
- participate in simulated interviews as interviewer and interviewee.

Outcome objectives:

In this course students will:

- articulate personal biases, perspectives, and expectations that can enhance or inhibit effectiveness in human resource administration.
- articulate the effects of adult stages of development on the lives of educators.
- develop personnel selection criteria that reflect educational goals.
- describe the collaborative function of various persons in the process of planning, selection, induction, and development of personnel.
- articulate the relationship between appropriate performance appraisal, due process procedures, support of marginal employees, and terminating unsuccessful employees in a context of educational excellence.
- analyze current issues that affect the administration of human resources.
- evaluate various personnel policies and practices.
- develop a personal philosophy of human resources management.
- develop a career objective and a personal marketing plan.
- develop a professional resume.

LEAD 605-3: Financing Schools and Programs

In this course students explore the sources of funding for public schools, procedures in financial planning, budgeting implications, and the relationship

between costs and effectiveness. Other topics will include procurement of resources, control of funds, accounting requirements, and payment procedures. An emphasis will be placed upon the management of building level budgets. Field work is included in the requirements for this course.

Process objectives:

In this course students will:

- study the historic, legal, governmental, and societal developments affecting school finance at the local, state, and federal levels.
- explore the underlying purposes and principles shaping public school finance.
- examine the major tax/revenue sources available for the financing of public schools.
- study the state budget process including capital reserve, insurance research, bond issues, general fund, amendment implications, and the acquisition and management of state and federal grants.
- explore several alternative models for financing public schools.
- explore various theories of budgeting and methods of accounting and financial control including accounting for additional funds from fund raisers and PTO/PTA activities.
- explore the funding discrepancies between elementary, middle, and high school budgets.
- learn how to acquire and manage financial and material assets and capital goods and services, allocating resources according to district or school priorities (e.g. property, plant, equipment, transportation, and food service).
- examine the steps necessary to develop an efficient budget planning process that is driven by district and school priorities and involves staff and community.
- examine budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management.

Outcome objectives:

In this course students will:

- develop strategies for managing financial resources with efficiency, fairness, and involvement of the school community.
- design and structure a fictional building budget that is aligned with instructional improvement goals and includes appropriate accounting codes.
- develop strategies for financing school programs.

LEAD 640-3: Legal Issues for School Leaders

This course is designed to allow students to examine the legal principles governing the purposes of American education. Emphasis is placed on the legal duties, rights, and restraints of principals and administrators in their relationships with school boards, licensed and unlicensed employees, students, parents, and the general public. Various federal and state laws as expressed in statutes, key court decisions, and recent legal developments are included. Field work is included in the requirements for this course.

Process objectives:

In this course students will:

- examine and discuss applicable state and federal laws, rules, and regulations.
- explore the implications of key court decisions on daily practice.
- examine the relationship between legal requirements and daily practice.
- learn strategies for the promotion of responsible behavior and citizenship consistent with established principles of conduct as well as those within the Colorado and United States Constitutions.
- examine how constitutional, statutory, common, tort, and case law regulate behavior in schools and the community.
- examine the special issues related to discrimination, affirmative action, FRPA, ADA, IDEA, Section 504, Title IX, and sexual harassment.
- examine the powers and duties of the board of education and the implications of board policies on daily practices.

Outcome objectives:

In this course students will:

- describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented, and evaluated, and develop strategies for influencing policy development.
- develop strategies for upholding and applying state laws and district policies while ensuring due process including compulsory attendance and discipline.
- develop strategies for the implementation of Colorado student discipline laws including student discipline policies, due process, suspensions, and expulsions.
- develop strategies for ensuring school-wide compliance of legal requirements.
- develop strategies for the development of school rules, policies, and procedures that comply with applicable state and federal laws, rules, and regulations.

LEAD 682-3: Practicum in School Leadership: The Principalship

This practicum course builds upon field work experiences required in previous coursework. Students are required to log a minimum of three hundred clock hours in school administration activities at the elementary, middle, and high school levels under the supervision of site mentors. Students are expected to select field sites in varied settings which allow for experiences with culturally diverse and exceptional populations and in communities with varied socioeconomic levels. This internship builds upon field work included as part of courses. These opportunities are intended to provide both intensive and extensive field experience. Performance of required competencies will be documented through evaluations from field site supervisors and the final evaluation of a professional portfolio and is required for completion of the practicum. (NOTE: Students who do not fulfill competency requirements may be required to re-enroll for this course.)

Outcome objectives:

In this course students will:

- select field mentors at the elementary, middle, and high school levels.
 - log a minimum of three hundred clock hours in school administration activities at the elementary, middle, and high school levels. Activities should be selected to allow for demonstration of prescribed program competencies. (NOTE: It is desirable and recommended that a period of at least six months be spent in an intensive internship experience.)
 - maintain a reflective journal of practicum experiences.
 - attend required seminar sessions with other practicum students.
 - develop and submit a professional portfolio documenting required competencies based upon Colorado state and NCATE competency standards.
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Administrator/Superintendent Licensure - If you already hold a Master's Degree from an accredited institution and a Colorado Principal License, or have completed a Master's Program and an approved program for principal preparation, your Administrator Licensure program will consist of nine semester hours during a one-year intensive. Through this program you will be in partnership with a faculty of outstanding professionals who are also leaders in the field of education. They have been selected because of their commitment to excellence, their outstanding record in teaching adults, and their ability to mentor and develop leaders. When you complete this program you will be eligible for the Colorado Administrator Licensure.

The curriculum of the this program has been carefully designed to ensure the development of educational leaders who can transform schools into learning communities in which all members of a diverse society are accorded opportunity and respect. This curriculum has been developed on a foundation of research in the areas of leadership, management, schooling, curriculum, instructional practices, adult development, and technology. It has been aligned with the requirements of the Colorado Commission on Higher Education, the Colorado standards for administrator licensure, the NCATE Curriculum Guidelines, and the AASA Standards for Superintendents.

As an active participant in these programs you will develop as a leader through an expanded self knowledge and world view. You will develop school management competencies and leadership strategies. You will learn how to guide an educational team as they integrate recommendations from research with an assessment of the needs of a school community and create a plan for student success. You will explore the political and social implications of schooling and the educational requirements of a diverse, democratic, multicultural society. You will discover how technology can be utilized to enhance management and communication. Finally, you will enhance your ability to ignite and inspire others.

Core Classes for Administrator/Superintendent Licensure

- LEAD 686-3 The Superintendent as Transformational Leader
- LEAD 687-3 The Superintendent as Manager of Quality Systems
- LEAD 688-3 Practicum in Central Office Leadership and the Superintendency

LEAD 686-3: The Superintendent as Transformational Leader

This course builds upon knowledge and skills acquired in a Principal Licensure Program by exploring the unique leadership implications of the superintendency and other central office roles. Course content is based upon Colorado licensure standards for administrators, NCATE curriculum standards, and the AASA professional standards for the superintendency. Field work is included in the requirements for this course.

Outcome objectives:

Course content will prepare students to:

- Demonstrate executive leadership by developing a collective district vision.
- Shape school culture and climate.
- Provide purpose and direction for individuals and groups.
- Demonstrate an understanding of international issues affecting education.
- Formulate strategic plans, goals, and change efforts with staff and community.
- Set priorities in the context of community, student, and staff needs.
- Serve as an articulate spokesperson for the welfare of all students in a multicultural context.
- Articulate district purpose and priorities to the community and mass media.
- Request and respond to community feedback.
- Demonstrate consensus building and conflict mediation.
- Exhibit an understanding of school districts as political systems by applying communication skills to strengthen community support.
- Align constituencies in support of district priorities.
- Build coalitions to gain financial and programmatic support.
- Formulate democratic strategies for referenda.
- Relate political initiatives to the welfare of children.

- Design curriculum and a strategic plan that enhance teaching and learning in multiple contexts.
- Provide planning and future methods to anticipate occupational trends and their educational implications.
- Identify taxonomies of instructional objectives and validation procedures for curricular units, using theories of cognitive development.
- Describe and apply research and best practice on integrating curriculum and resources for multicultural sensitivity and assessment strategies to help all students achieve at high levels.
- Develop a staff evaluation and development system to improve the performance of all staff members.
- Select appropriate models for supervision based on adult motivation research.
- Understand and model appropriate value systems, ethics, and moral leadership.
- Know the role of education in a democratic society.
- Exhibit multicultural and ethnic understanding and related behavior.
- Adapt educational programming to the needs of diverse constituencies.
- Balance complex community demands in the best interest of the student.
- Scan and monitor the environment for opportunities for staff and students.
- Respond in an ethical and skillful way to the electronic and printed news media.
- Coordinate social agencies and human services to help each student grow and develop as a caring, informed citizen.

LEAD 687-3: The Superintendent as Manager of Quality Systems

This course builds upon knowledge and skills acquired in a Principal Licensure Program by exploring the unique management implications of the superintendency and other central office roles. Course content is based upon Colorado licensure standards for administrators, NCATE curriculum standards, and the AASA professional standards for the superintendency. Field work is included in the requirements for this course.

Outcome objectives:

Course content will prepare students to:

- Develop procedures for working with the board of education that define mutual expectations, working relationships and strategies for formulating district policy for external and internal programs.
- Adjust local policy to state and federal requirements and constitutional provisions standards and regulatory application.
- Recognize and apply standards involving civil and criminal liabilities.
- Identify, track, and deal with issues.
- Formulate and carry out plans for internal and external communications.

- Exhibit an understanding of the school district as a system by defining processes for gathering, analyzing, and using data for decision making.
- Manage the data flow.
- Frame and solve problems.
- Frame, develop priorities, and formulate solutions.
- Assist others to form reasoned opinions.
- Reach logical conclusions and make quality decisions to meet internal and external customer expectations.
- Plan and schedule personal and organization work.
- Establish procedures to regulate activities and projects.
- Delegate and empower at appropriate organizational levels.
- Secure and allocate human and material resources.
- Develop and manage the district budget.
- Maintain accurate fiscal records.
- Align and sequence curriculum.
- Use valid and reliable performance indicators and testing procedures to measure performance outcomes.
- Describe the proper use of computers and other learning and information technologies.
- Exhibit knowledge of instructional management by implementing a system that includes research findings on learning and instructional strategies, instructional time, advanced electronic technologies, and resources to maximize student outcomes.
- Identify alternative employee benefits packages.
- Describe and apply the legal requirements for personnel selection, development, retention, and dismissal.

LEAD 688-3: Practicum in Central Office Leadership and the Superintendency

This practicum course builds upon field work experiences required in previous coursework and other prior administrative experience. Students are required to log a minimum of three hundred clock hours in central office administration activities under the supervision of site mentors. Students are expected to select field sites in varied settings which allow for experiences with culturally diverse and exceptional populations and in communities with varied socioeconomic levels. These opportunities are intended to provide both intensive and extensive field experience. Performance of required competencies will be documented through evaluations from field site supervisors and the final evaluation of a professional portfolio and is required for completion of the practicum. (NOTE: Students who do not fulfill competency requirements may be required to re-enroll for this course.)

Outcome objectives:

In this course students will:

- Select a central office field mentor.
- Conduct an assessment of strengths and weaknesses relative to the prescribed program competencies.
- Log a minimum of three hundred clock hours in central office administration activities. Activities should be selected to allow for demonstration of prescribed program competencies. (NOTE: It is desirable and recommended that a period of at least six months be spent in an intensive internship experience.)
- Maintain a reflective journal of practicum experiences.
- Attend required seminar sessions with other practicum students.
- Develop and submit a professional portfolio documenting performance on required program competencies that are based upon Colorado licensure standards for administrators, NCATE curriculum standards, and the AASA professional standards for the superintendency.