Educational Leadership Advising Handbook:

Addendum to the Graduate Handbook

Revised July 2018

Educational Leadership Program Overview

The program consists of ten (10) courses for thirty (30) credit hours. It is a licensure program and not a degree program.   Kentucky candidates may apply the hours toward a Rank I. All ten courses of the program must be completed in order to be recommended for the Rank I.

Applications for admission to the program are due ten days before the beginning of a term. Candidates may begin coursework in January, May or August starting with the course A500 Introduction to Educational Leadership which must be taken first. It is an online course. If not offered in the summer, A500 must be taken the next time it is offered in the fall semester after the candidate has started coursework.

Materials to Submit for Application to the Program

- Three letters of recommendation that address the applicant's **leadership skills**. One must be from a current or recent supervisor.

- An essay that explains why the applicant **aspires to be a building level administrator**, how the applicant has **impacted student learning**, and how the applicant has **served as a school leader**.

- Official graduate and undergraduate transcripts. Applicants with an Indiana University transcript do not need to submit these as they are accessible through Canvas. A minimum graduate GPA of 3.0 must be reflected on the transcripts.

- An online application and payment of the application fee if the applicant was not previously admitted to the graduate program.

- An advising verification submitted during the advising session.

- Indiana candidates must meet the Indiana Office of Educational License and Development degree requirements. Kentucky candidates must have completed an MS or MAT degree. Kentucky's Educational and Professional Standards Board will not accept a planned Fifth Year Program or any coursework taken while working on a Master's Degree.

- A copy of the applicant's current and valid teaching license.

Courses, Overview of Curriculum, and Information on Field and Clinical Hours

Courses are aligned to the Educational Leadership Constituent Council Standards (ELCC), the Indiana OELD Content Standards that include the Interstate Leaders Licensure Consortium and Technology Standards, and the IU Southeast School of Education Outcomes, Diversity Proficiencies, and Dispositions. The course alignment may be found in the curriculum map www.ius.edu/education

Field experiences are now included in nine of the ten courses. The tenth course is the clinical course or practicum. The following lists the courses and the type of field or clinical experiences in each.

The following is a list of the courses, when they are currently offered and the type of course delivery employed.

_____ A500 Introduction to Educational Leadership (3 hours) Online. Fall, Spring, and Summer

_____ A510 School and Community Relations (3 hours) Hybrid. Summer

_____ A608 Legal Perspectives on Education (3 hours) Hybrid. Summer

_____ A635 Public School Budget and Accounting (3 hours). Summer (IN in odd years; KY in even years)

_____ A625 Administration of Elementary Schools (3 hours) Hybrid. Spring

_____ A627 Supervision of Secondary Schools (3 hours) Hybrid or face-to-face. Fall

_____ A638 Public School Personnel Management (3 hours) Hybrid or face-to face. Spring

_____ J500 Context of Curriculum (3 hours--section for Educational Leadership) Hybrid. Fall

_____ H520 Education and Social Issues (3 hours--section for Educational Leadership) Hybrid. Summer

_____ A695 Practicum in Educational Leadership (3 one-hour courses) Clinical Practice. Fall and Spring

Summative Decision Points

Candidate progress through the program is assessed as follows. The program collects the information to assist in making program improvements.

Summative Decision Point	Assessment Data Collected	Impact of Decision
I—Application to the Program Application submitted to Graduate Education Coordinator's office. Applications reviewed by Program Team.	• Copy of appropriate teaching license • 3 letters of reference and • Essay read to determine if candidate has leadership skills and has impacted student learning and if there are any dispositional concerns • 3.0 GPA • Application form • Transcripts	Admitted Conditionally admitted Not admitted
II—Application to each Section of the Practicum Application submitted to Program Advisor	• Completion of pre-requisite courses and minimum 3.25 GPA; no grade below 3.0 • Mentor/School District agreement form • Dispositions assessed at completion of A500	Candidate given permission to enroll or not given permission to enroll. Remediation plan developed for those denied permission unless due to not having taken pre-requisite courses
III—Program Completion Data submitted to Program Advisor; A695 assessment completed by A695 instructor	• Mentor assessment rubric submitted • Practicum log and projects; rubrics presented in Practicum Manual with Proficient scores • All required courses completed with 3.25 GPA • Exit interview upon completion of third hour of A695. • Essay on dispositional growth during program	Candidate will be marked to • Continue without Conditions • Continue with Conditions • Continue Under Probation • Discontinue
Certification Application submitted to Graduate Licensing	• Successful DPIII and completed appropriate application form • Candidates have passing scores on	Candidate will be recommended for licensure or not

Office; application reviewed to ensure all requirements met	• the required state assessments Kentucky candidates must first apply for an Indiana license and meet Indiana's requirements	recommended for licensure.

Assessment of School of Education Dispositions

The IU Southeast School of Education dispositions are found in the Graduate Handbook. Candidates are assessed throughout the program as follows:

When Dispositions are Assessed	Detailed Description of How The Dispositions are Systematically Assessed
Decision Point I—Admission to the program	Applications and letters of reference have been read by program faculty with attention to evidence of the dispositions. Candidates are admitted if no concerns are evident. This is recorded under DPI in Task Stream.
Decision Point II—After completion of A500; admission and continuation in A695 based upon results	Candidates will be assessed by the instructor and self-assessed upon completion of A500 and recorded for DPII in Task Stream. They will be assessed by the instructor prior to being admitted to the last practicum experience. For both/either, there must be no concerns and/or each one must be assessed prior to admission. Any candidates with a concern will be placed on a corrective action plan as per the graduate policy during a meeting with the Graduate Director.
Decision Point III—Program completion	The clinical supervisor completes a disposition form in DPIII in Task Stream. Candidates are aware of any concerns during the exit interview with the faculty member responsible for the exit interview. Candidates reflect about their growth in each disposition during the program. This reflective essay is presented at the exit interview. The faculty member responsible for the exit interview and the candidate discuss; the faculty member completes a disposition form as part of DPIII in Task Stream.

Program Policies

1. Courses in law, supervision, the principalship, and the practicum must be taken at Indiana University; and at least 9 credit hours, including the practicum, must be taken at IU Southeast. Candidates must achieve a grade of B or higher in each course.
2. Candidates must have a GPA of 3.25 in the program, with no grade below B.
3. Any course for which a waiver is granted will be based upon course recency, evidence the course was based upon program standards, and review of course assignments completed by the candidate addressing the ELCC standards. Candidates must complete all requirements within five years from the date of admission to the program. Due to changes driven by accreditation requirements, candidates must complete a sequence of courses beginning in June 2009. Information will be available at advising sessions.
4. Courses older than six years must be revalidated as per the policy found in the Graduate Handbook.   Candidates must take the sections of J500 and H520 designed for Educational Leadership candidates.
5. Applicants must attend an advising session or participate in a telephone advising session prior to being accepted to the program.
6. Additional assessment requirements have been established by both Indiana and Kentucky. It is the candidate's responsibility to stay abreast of any requirements and changes that may occur while enrolled in the program prior to application for the license.
7. If a deferred grade (R) is assigned in any course the "R" must be removed by the end of the following Fall or Spring semester.

Kentucky candidates are required by the Kentucky EPSB to first acquire a license in the state in which the institution where they prepared is located. Contact the IU Southeast School of Education Graduate Licensing Advisor for information on applying for the license in each state.

ELCC Standards:

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff;

and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

More information on the standards may be found here: http://npbea.org/wp-content/uploads/2018/01/ELCC-Building-Level-Standards-2011.pdf