

**PERFORMANCE STANDARDS
FOR
DOCTORAL PROGRAMS**

**EDUCATIONAL LEADERSHIP
(Superintendent)**

PREAMBLE

VINCENTIAN SPIRIT AND URBAN MISSION

Given that the School of Education subscribes to the Vincentian spirit and urban mission of DePaul University:

- § we are committed to the improvement of pre-collegiate education, particularly in Chicago, and more generally in the Chicago metropolitan area;
- § we are committed to programs which promote recognition of the dignity of every human being, especially the poor and abandoned, respect for persons, personal responsibility, appreciation of diversity, and the ongoing examination of values; and
- § we are committed to fostering change in those educational and social structures and institutions that reinforce and perpetuate poverty and an inequitable distribution of resources.

These commitments permeate the performance standards expected of each student in the School of Education.

STANDARDS

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

1. Disciplinary Foundations. Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education.).

2. Transformation. Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

3. Identity Development. Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

4. Understanding Difference. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

5. (1.1-1.5) Vision. Promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

6. (2.1) School Culture. Promotes the success of all students by advocating, nurturing, and sustaining a school culture.

7. (2.2) Instructional Program. Promotes the success of all students by advocating, nurturing, and sustaining an instructional program conducive to student learning.

8. (2.3) Best Practices for Student Learning. Promotes the success of all students by supporting and sustaining programs based on best practices and that promote student learning.

9. (2.4) Professional Development. Promotes the success of all students by advocating, nurturing, and sustaining staff professional growth.

10. (3.1-3.3) Organizational Management. Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

11. Technology I. Promotes the success of all students by understanding and using technology to enhance curriculum and student learning.

12. Technology II. Understands and uses technology to enhance his/her own professional practice and district operations

13. (6.1-6.3) Larger Context. Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

14. Inquiry. Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

15. (4.1-4.3) Collaboration. Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

16. (5.1-5.3) Integrity, Fairness & Ethics. Promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

17. (7.1-7.5) Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills indicated in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

PERFORMANCE STANDARDS FOR DOCTORAL PROGRAMS

EDUCATIONAL LEADERSHIP

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

1. Disciplinary Foundations. Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education.).

Indicators

Knowledge

- Understand one or more of the disciplinary foundations of education knowledge bases that inform the anthropological, historical, philosophical, psychological and/or sociological contexts of educational phenomenon and/or praxis.
- Understand theoretical frameworks of one or more of the disciplinary foundations of education for the interpretive study of the complexities of class, ethnic, gender, racial and/or sexual, as well as other cultural, contexts of educational phenomenon and/or praxis.
- Understand modes of educational inquiry of one or more of the disciplinary foundations of education knowledge bases: for example, anthropology, history, philosophy, psychology and/or sociology of education
- Understand the theoretical significance of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Dispositions

- Appreciates the disciplinary foundations of education knowledge bases as a theoretical context for the interpretive study of educational phenomenon and/or praxis.
- Develop habits of using one or more of the disciplinary foundations of education's modes of educational inquiry for critically understanding educational phenomenon and/or praxis in social and cultural contexts.
- Appreciates past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Performances

- Demonstrates clarity, creativity and critical/analytical understanding in using the concepts and theories of one or more of the disciplinary foundations of education knowledge bases to address the social and cultural contexts and complexities of educational phenomenon and/or praxis.
- Demonstrates an ability to develop a systematic logical argument by using one or more of the disciplinary foundations of education knowledge bases to address the problematics of educational phenomenon and/or praxis.
- Demonstrates the ability to use the disciplinary foundations of education knowledge bases to synthesis issues and ideas related to educational phenomenon and/or praxis.

2. Transformation. Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

Indicators

Knowledge

- Understand theoretical frameworks that inform an understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the relationship between the organizing principles of a social order and educational phenomenon and/or praxis, and the influence of that relationship on human self and/or social transformation.

Dispositions

- Appreciate the significance of educational phenomenon and /or praxis as a social and cultural force in human self and/or social transformation.
- Develop habits for understanding the social and cultural dynamics that define the normative character of human self and/or social transformation as related to educational phenomenon and/or praxis.

Performances

- Demonstrates clarity, creativity and critical/analytical understanding in using theoretical frameworks to understand the social and cultural complexities and contexts of educational phenomenon and/or praxis.

3. Identity Development. Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

Indicators

Knowledge

- \$ Understands that human development occurs at the intersection of the individual, social institutions, and existing social relations of power and privilege.
- \$ Understands that social identities of race, ethnicity, class, gender, and sexuality reflect hierarchies of power and privilege.
- \$ Understand that human development is multiple, complex, and in constant flux.
- \$ Understands that human development involves individuals actively working to shape identities in accommodation to and resistance against existing relations and structures of power and privilege.

Dispositions

- \$ Appreciates the diversity of identities and lived experiences
- \$ Demonstrates commitment to educational process and practice that recognizes and addresses diverse identities, cultures, and lived experiences
- \$

Performances

- \$ Reflects on one's own identities as they reflect broader hierarchies of power and privilege
- \$ Integrates an appreciation for the diversity of identities, cultures, and lived experiences into curriculum
- \$ Integrates an appreciation for the diversity of identities, cultures, and lived experiences into educational policy
- \$ Works towards the goal of individual and collective empowerment and broader social transformation in diverse and multiple educational contexts

4. Understanding Difference. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

Indicators

Knowledge

- § Understands that social relations of race, ethnicity, class, gender, and sexuality are arrangements of power and privilege that serve the interests of some groups while significantly marginalizing those of others
- § Understands that individuals negotiate a diversity of identities and lived experiences
- § Understands that educational contexts can both facilitate and present barriers to individual and collective expressions of difference and diversity

Dispositions

- § Appreciates diverse identities and lived experiences

Performances

- § Considers diverse identities, cultures, and lived experiences in the design and implementation of curriculum and teaching
- § Applies the appreciation of diverse identities, cultures, and lived experiences to the design and implementation of policy

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

5. (1.1-1.5) Vision. Promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Indicators:

Knowledge

- § Understands learning goals in a pluralistic society.
- § Understands the principles of developing and implementing strategic plans.
- § Understands systems theory
- § Understands information sources, data collection, and data analysis strategies.
- § Understands effective communication.
- § Understands effective consensus-building and negotiation skills.

Dispositions

- § Is committed to the educability of all learners
- § Is committed to a school vision of high standards of learning for all children
- § Is committed to continuous school improvement
- § Values inclusion of all members of the school community and development of a shared vision
- § Is committed to ensuring that students have the knowledge, skills, and values needed to become successful adults
- § Is willing to continuously examine one's own assumptions, beliefs, and practices
- § Is committed to doing the work required for high levels of personal and organizational performance

Performance

- \$ Works with a board of education to facilitate the development of a vision of learning for a district that promotes the success of all students
- \$ Bases development of a vision on relevant knowledge and theories applied in a school district context
- \$ Creates a vision that takes into account the diversity of learners in a district, using research as appropriate
- \$ Develops ways to use a district's vision to mobilize additional resources to support the vision
- \$ Articulates the components of the vision for a district
- \$ Uses leadership skills to implement and support the vision
- \$ Explains how research and strategic planning informs the development of a vision
- \$ Explains relevant sources of information that inform the development of a vision
- \$ Communicates the vision to school boards, staff, parents, students, and community through the use of symbols, ceremonies, stories, and other activities
- \$ Plans programs to motivate staff, students, and families to achieve a district's vision
- \$ Designs processes to implement a district vision throughout an entire school district and community
- \$ Aligns or redesigns administrative policies and practices required for full implementation of a district's vision
- \$ Engages in information collection, organization, and analysis needed to assess progress toward a district's vision, mission, and goals
- \$ Brings stakeholders together and communicates effectively to promote community involvement in realization of the vision

6. (2.1) School Culture. Promotes the success of all students by advocating, nurturing, and sustaining a school culture.

Indicators:**Knowledge**

- \$ Has knowledge and understanding of school cultures.

Dispositions

- \$ Values the variety of ways that students can learn
- \$ Appreciates how diversity can enrich a school culture
- \$ Is committed to a safe and supportive learning environment
- \$ Is committed to the improvement of school culture

Performance

- \$ Develops a sustained approach to improve and maintain a positive district climate and culture that capitalizes on diversity and meets the needs of all students

7. (2.2) Instructional Program. Promotes the success of all students by advocating, nurturing, and sustaining an instructional program conducive to student learning.

8. (2.3) Best Practices for Student Learning. Promotes the success of all students by supporting and sustaining programs based on best practices and that promote student learning.

Indicators:

Knowledge

- § Understands the continuum of student growth and development.
- § Understands applied learning theories.
- § Understands curriculum design, implementation, evaluation and refinement.
- § Understands principles of effective instruction and best practices.
- § Comprehends measurement, evaluation, and assessment strategies.
- § Understands diversity and its meaning for educational programs.
- § Understands the role of technology in promoting student learning
- § Knows the components of special education services

Dispositions

- § Believes that student learning is the fundamental purpose of schooling
- § Is committed to the proposition that all students can learn
- § Values the variety of ways that students can learn
- § Values life long learning for self and others
- § Is committed to preparing students to be contributing members of society

Performance

- § Analyzes the strengths and weaknesses of research methodologies related to effective instructional programs
- § Develops a long range plan that assesses a district's improvement and accountability systems using appropriate research methods and technology
- § Uses and promotes technology and information systems to enrich district curriculum and instruction, monitor instructional practices and provide assistance to administrators
- § Allocates and justifies resources to sustain instructional programs
- § Facilitates activities that use best practice and sound educational research to improve a district's instructional programs
- § Assists school and district personnel in understanding and applying best practices for student learning
- § Profiles student performance in a district and analyzes differences among subgroups using appropriate research strategies.

9. (2.4) Professional Development. Promotes the success of all students by advocating, nurturing, and sustaining staff professional growth.

Indicators:

Knowledge

- § Understands applied motivational theories
- § Is familiar with adult learning and professional development models.
- § Understands the change process for systems, organizations, and individuals.
- § Understands the role of technology in promoting professional growth

Dispositions

- \$ Values life long learning for self and others
- \$ Is committed to professional development and continuous school improvement

Performance

- \$ Promotes new knowledge and skills in the workplace using a variety of strategies (adult learning strategies, application of technology and research, professional development strategies, mentoring, coaching, conferencing)
- \$ Promotes and supports comprehensive professional development plans for district and school personnel
- \$ Develops one's own professional development plan that reflects a commitment to life long learning

10. (3.1-3.3) Organizational Management. Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Indicators:**Knowledge**

- \$ Understands theories and models of organizations and the principles of organizational development.
- \$ Understands operational policies and procedures at the local and district level.
- \$ Understands principles and issues relating to school safety and security.
- \$ Has knowledge of management and development of human resources.
- \$ Comprehends principles and issues relating to fiscal considerations of school management. .
- \$ Understands principles and issues relating to school facilities and use of space.
- \$ Understands legal issues impacting school operations.
- \$ Knows current technologies that support management functions

Dispositions

- \$ Is willing to make management decisions to enhance learning and teaching
- \$ Is willing to take risks and accept responsibility for administrative decisions to improve schools
- \$ Is willing to trust people and their judgments
- \$ Is willing to accept responsibility
- \$ Is committed to high quality standards, expectations, and performances
- \$ Is committed to involving stakeholders in management processes
- \$ Is committed to creating a safe school environment

Performance

- \$ Uses knowledge of learning, teaching, student development, organizational development and data management to optimize learning for all students
- \$ Demonstrates ability to manage district budget processes and fiduciary responsibilities and to organize fiscal, human and material resources to maximize student learning and safety
- \$ Manages time, financial, and human resources effectively to promote student achievement
- \$ Organizes a district based on indicators of equity, effectiveness, and efficiency
- \$ Applies legal principles that promote educational equity and provide safe, effective, and efficient facilities
- \$ Involves stakeholders in aligning resources and priorities to maximize ownership and accountability
- \$ Aligns resources with district vision through use of needs assessment, data, consensus-building, effective communication, and conflict resolution
- \$ Develops an effective and interactive communication plan for integrating the district's schools and divisions
- \$ Promotes and supports community collaboration among district personnel
- \$ Allocates and aligns fiscal, human, and material resources to promote teaching and learning
- \$ Allocates resources effectively, legally, and equitably through problem solving and strategic planning

- § Creatively seeks new resources to facilitate learning
- § Applies understanding of district finance structures and models to ensure that adequate financial resources are allocated equitably for the district
- § Applies and assess current technologies for management, business, and scheduling

11. Technology I. Promotes the success of all students by understanding and using technology to enhance curriculum and student learning.

Indicators:

Knowledge

- § Knows the technology-related Illinois Learning Standards that apply to the teaching certificate area(s) held, as well as the scope and sequence of their instruction
- § Knows research-based, developmentally appropriate, best practices focusing on a variety of technological instructional tools
- § Knows programs, hardware, etc. appropriate for use with diverse learners, including adaptive/assistive technologies for students with special needs
- § Knows how to assess and monitor teachers' and students' engagements with technology to insure ethical, legal, and equitable uses
- § Demonstrates ability to critique educational software, hardware, and technological innovations from a variety of stances, philosophical, pedagogical, and ethical
- § Recognizes the role of technology in promoting student learning.

Dispositions

- § Demonstrates awareness and sensitivity to the ethical, legal, and human issues involved in using technology with students
- § Demonstrates commitment to bridging the access equity gap, or digital divide, that affects marginated populations
- § Demonstrates commitment to providing engaging, technology-based learning opportunities for all students

Performance

- § Uses technology terminology accurately in written and oral communications
- § Promotes integration of technology into the curriculum to expand students' knowledge and skills
- § Promotes teachers' ability to match technology to the particular learning situation and each learner's needs
- § Promotes teachers' ability to observe and evaluate students' technology knowledge, skills, and dispositions
- § Promotes opportunities for students to use technology tools for learning, demonstrating their learning, and reflecting on it
- § Uses software and hardware appropriately
- § Uses technology, telecommunications and information systems to enrich curriculum and instruction.

12. Technology II. Promotes the success of all students by understanding and using technology to enhance his/her own professional practice and district operations

Indicators

Knowledge

- § Knows particular technology resources to aid in designing learning opportunities for students, teachers, and staff
- § Knows the uses of computers and technology in business, industry, and society
- § Knows resources for developing a personal professional network or community for ongoing professional development

- § Recognizes the role of technology in promoting professional growth.
- § Has knowledge of current technologies that support management functions.

Dispositions

- § Demonstrates commitment to using technology in instruction
- § Explores and evaluates technology-based resources regularly, as part of ongoing personal professional development
- § Adheres to ethical principles in exploring, using, and sharing technology resources on a personal professional basis

Performance

- § Uses technology to research, communicate, and collaborate in an ongoing fashion
- § Uses productivity tools (e.g., word processing, presentation graphics, spread sheets, data-bases) for school operations
- § Develops and implements long-range plans for school and district technology information systems.
- § Applies and assesses current technologies for school management and business procedures.

13. (6.1-6.3) Larger Context. Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Indicators

Knowledge

- § Comprehends principles of representative governance that undergird the system of American schools.
- § Recognizes the role of public education in developing and renewing a democratic society and an economically productive nation.
- § Understands the law as related to education.
- § Understands state and federal requirements regarding special education
- § Has knowledge of the political, social, cultural, and economic systems and processes.
- § Understands models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.
- § Knows about global issues and forces affecting teaching and learning.
- § Recognizes the dynamics of policy development and advocacy under our democratic political system.
- § Understands federal, state and local statutory and regulatory provisions as well as judicial decisions governing education.
- § Understands the importance of diversity and equity in a democratic society

Dispositions

- § Recognizes education as a key to opportunity and social mobility
- § Appreciates the variety of ideas, values, and cultures in diverse schools
- § Values active participation in the political and policy-making context in the service of education
- § Recognizes the importance of a continuing dialogue with other decision makers affecting education
- § Is committed to using legal systems to protect student rights and improve student opportunities

Performance

- § Use appropriate research theories, methods, and concepts to improve district operations
- § Analyzes the effects of poverty and other disadvantages on families, communities, and students
- § Analyzes the effects of laws and regulations and policies affecting a specific district
- § Analyze the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district
- § Is familiar with local, state, and national political leaders
- § Espouses positions in response to proposed policy changes and explains how proposed policies and laws might improve educational and social opportunities for specific communities

- § Engages school board, students, parents and other community members in advocating for the adoption of improved policies and laws
- § Uses an understanding of the larger context to develop activities and policies that benefit the district and its students
- § Develops a plan to communicate regularly with all segments of the district community concerning trends, issues and policies
- § Develops lines of communication with local, state, and federal authorities and actively advocates for improved pollicies, laws, and regulations affecting a district, both directly and through organizations with similar interests
- § Advocates for policies and programs that promote equitable learning opportunities and success for all students

14. Inquiry. Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

Indicators

Knowledge

- § Understands the value of research to inquiry in education
- § Understands key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education
- § Understands the use of technology as one tool to assist with the overall inquiry process in education
- § Understands the roles that technology plays in schools and society

Dispositions

- § Appreciates the value of reading and conducting research in education
- § Appreciates the role of technology in assisting with the design, conduct, and analysis of research in education

Performances

- § Conducts meaningful inquiry on an independent basis in education
- § Makes meaningful evaluative judgments about the quality of existing research in education
- § Builds on existing theoretical frameworks through independent inquiry in education
- § Demonstrates familiarity with a range of technological resources that support educational inquiry
- § Accesses a range of technological resources relevant to educational inquiry

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

15. (4.1-4.3) Collaboration. Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Indicators

Knowledge

- § Understands emerging issues and trends that potentially impact the school community.
- § Comprehends parents' rights in special education.
- § Understands the conditions and dynamics of the diverse school community.
- § Has knowledge of community resources.
- § Understands community relations and marketing strategies and processes.
- § Is aware of successful models of school, family, business, community, government, and higher education partnerships.

Dispositions

- § Recognizes the need for schools to operate as an integral part of the larger community
- § Is committed to communication and collaboration with families
- § Believes in involving families and other stake-holders in school decision-making processes
- § Values diversity and the enrichment it brings to a school community
- § Is committed to the participation of families as partners in the education of their children
- § Believes that families have the best interests of their children in mind
- § Believes that the resources of the family and community need to be brought to bear on the education of students
- § Recognizes the value of an informed public

Performance

- § Facilitates planning and implementation of programs and services that bring together family and community resources to positively effect student learning
- § Enhances collaboration by using strategies such as: public information, data-based research, knowledge of issues and trends, community relations models, marketing processes, data-based decision making, and communications theory
- § Develops frameworks for partnerships with family, business, community, government, and higher education
- § Nurtures relationships with community leaders and reaching out to various community organizations
- § Involves stakeholders in district decision making, capitalizing on the districts integral role in the larger community
- § Collaborates with community health and social organizations to address family and community conditions that affect learning
- § Develops a plan for effective community relations and models effective media relations practices
- § Develops a plan that supports the involvement of families in education and that reinforces district staff 's belief that families have the best interests of their children in mind
- § Infuses district decision making with formal and informal information from multiple stakeholders
- § Develops a plan to promote maximum involvement with and visibility in the community
- § Effectively interacts with individuals and groups that represent conflicting perspectives
- § Uses assessment and research to understand and addresses diverse district and community conditions and dynamics
- § Develops a district plan to advocate for and serve students with special and exceptional needs
- § Mobilizes community resources including youth services to enhance student achievement, solve district problems, and accomplish district goals
- § Develops a plan to offer district resources to the community and solve issues of joint concern
- § Uses public resources and funds to encourage communities to develop new resources to address emerging school student needs

16. Integrity, Fairness & Ethics. (5.1-5.3) Promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Indicators**Knowledge**

- § Understands the purpose of education and the role of leadership in modern society.
- § Knows and understands various ethical frameworks and perspectives on ethics.
- § Understands the values and challenges of the diverse school community.
- § Is aware of the professional code of ethics.
- § Understands the philosophy and history of education.

Dispositions

- § Is committed to the ideal of the common good
- § Is committed to the principles of the Bill of Rights
- § Is committed to the right of every student to a free, quality education
- § Is committed to bringing ethical principles to the decision-making process

- § Is committed to subordinating one's own interest to the good of the school community
- § Is willing to accept the consequences for upholding one's principles and actions
- § Is committed to using the influence of one's office constructively and productively in the service of all students, families, and the common good
- § Is committed to the development of a caring school community

Performance

- § Demonstrates respect for the rights of others with regard to confidentiality and dignity
- § Engages in honest interactions
- § Combines impartiality, sensitivity to diversity, and ethical considerations in interactions with others
- § Makes and explains decisions based on ethical and legal principles

17. (7.1-7.5) Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills indicated in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Indicators

Performance

- Demonstrates the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district leaders.
- Assumes substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, school board members, students, parents, and school and community leaders.
- Engages in a minimum of six-months (or equivalent, see note below) of , full-time internship experience.
- Participates in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of skills and knowledge on a full-time basis.
- Applies skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
- Participates in experiences that are designed to accommodate candidates' individual needs.
- Participates in experiences that occur in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills.
- Works with appropriate community organizations, parent groups, and school boards.
- Plans experiences cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. The three individuals work together to meet candidate and program needs.
- Works with mentor who guides the candidate during the intern experience.
- Earns graduate credit for the intern experience.