Woodring College of Education
Preparing thoughtful, knowledgeable, and
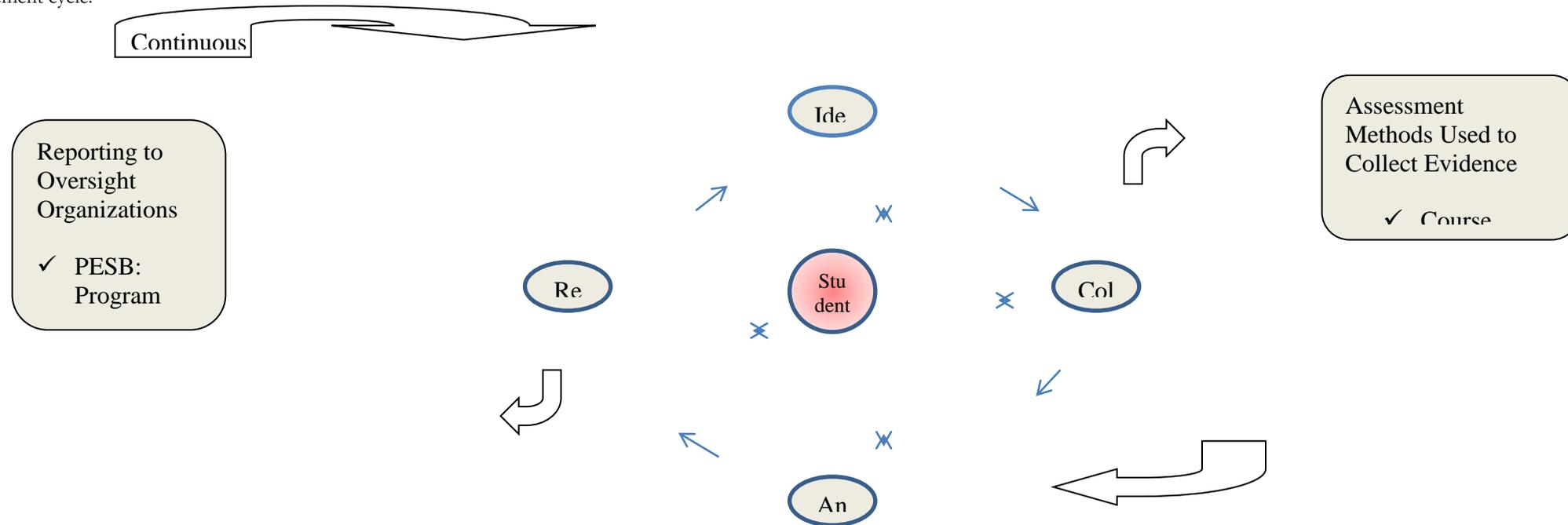effective educators for a diverse society

Superintendent Certification Program Assessment Plan

Background and Orientation:

There are two main audiences for this assessment plan: accreditation organizations and the university Graduate School. These entities work to assure the alignment of program goals, objectives, activities and assessments designed to articulate the direct relationship between content and student learning outcomes. This document identifies the program goals, objectives, activities, reporting requirements, and the courses where primary and supplemental assessments document student learning and outcomes.

The Superintendent Certification Program Assessment Plan is comprised of two components: **Program Alignment with Conceptual Framework & State Standards** and **Transition Point Assessments & Requirements**. Our assessment plan defines candidate learning outcomes relative to state standards and the conceptual framework, aligns curriculum with the learning outcomes, and identifies sources of evidence of candidate proficiency collected through multiple assessment measures at major transition points.

This assessment plan is built around a framework that assumes student learning goals and objects are embedded in all requirements and experiences. This assessment document articulates the ways in which this is done. Graphically, the process we use is a cycle of identifying the evidence of student learning based on goals and objectives, the collection and analysis of those learning targets, and the reporting of outcomes. The outcomes are used in a continuous improvement cycle.

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Methods Used to
Collect Evidence

✓ Course

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Goals: Based on WACPAS Standards	Objectives: Conceptual Framework Component	Courses: Where Conceptual Framework Is Integrated	Activities: For Primary and Supplemental Assessment of Objectives on Student Learning	Reporting Requirements
STEWARD OF VISION WACPAS Standard 1 *and* **ETHICAL LEADER WACPAS Standard 5** **Standard 5.A Visionary Leadership:** A superintendent is the community's educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by district and community stakeholders. Criterion 1. Advancing a district-wide shared vision for learning.	There is clear and convincing evidence that the program prepares candidates to: • use personal beliefs and philosophy to promote the success of all students by acting with integrity, fairness, and in an ethical manner • deeply listen and understand existing vision with district and community stakeholders; • articulate purposes and rationale for a district-wide vision for learning; • align the vision, mission, and goals to school, district, state, and federal policies such as content standards and achievement targets; • demonstrate how the district develops an inclusive, shared vision that promotes success for each student; • work collaboratively with the school board, to assist them in using varied sources of information and analyze data about current practices and outcomes to develop a shared vision, mission, and goals with high, measurable expectations for each student and educator in which each student has equitable, culturally responsive, appropriate, and effective learning opportunities and achieves at high levels; and • ensure systems coherence of vision, mission, and goals.	▪ EDAD 640 Current Topics in Education ▪ EDAD 641 Improving Student Learning ▪ EDAD 642 Effective School System Management ▪ EDAD 643 Advanced Leadership Theory ▪ EDAD 644 Public Policy Formulation and Practice ▪ EDAD 647 Seminar for School District Leaders ▪ EDAD 692 Field Experience in Administration for the Superintendent	**Primary Assessment of Objectives:** Creating a vision for Instruction Project (EDAD 647) Ethical Leader Reflection Paper (EDAD 643) **Supplemental Assessments of Objectives provided by:** ✓ Professional Growth Plan ✓ Portfolio Presentation ✓ Internship Quarterly Reports ✓ Internship Seminars ✓ First year follow up survey of graduates and employers ✓ Third year follow up survey of graduates and employers ✓ Exit Survey	✓ PESB: program review ✓ Grad School Program review/eval ✓ NCATE (through 2019) ✓ CAEP (exploring for 2019) ✓ End of the year portfolio review ✓ Closing the Loop Report ✓ End of course evaluations ✓ PEAB: end of year report and annual review of one standard (five year cycle) ✓ EDAD annual retreat: program review of curriculum and assessment alignment
Criterion 2. Putting the vision for learning into operation**.**	There is clear and convincing evidence that the program prepares candidates to:			

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	• identify objectives and strategies to implement a district-wide vision; • incorporate the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs; • analyze how systems are affected by a shared vision and suggest changes to an existing system; • develop and implement a continuous improvement cycle that regularly monitors and adjusts actions based on evidence; • demonstrate ability to develop plans that align district structures, processes, and resources with a vision; • obtain and align resources such as learning technologies, staff, time, funding, materials, and training to achieve the vision, mission, and goals; and • advocate for Board policies, decisions, and allocations of resources to support the vision.			
3. Developing stewardship of the vision.	There is clear and convincing evidence that the program prepares candidates to: • demonstrate understanding of the leader's role as keeper of the vision while establishing a means to involve community stakeholders in keeping the vision; • engage all community stakeholders, including those with conflicting perspectives and those that have been disenfranchised, in ways that build shared understanding, commitment, and responsibilities to vision, mission, and goals;			

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	• demonstrate application that establishes conduct and evaluates processes used to engage staff and community in a shared vision, mission, and goals; • evaluate how the vision serves the needs of students, staff, families, and community stakeholders; • develop shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes; • demonstrate understanding of how to use the vision to facilitate effective communication, to nurture and maintain trust, to develop collaboration among community stakeholders, and to celebrate efforts and achievement of the vision; • communicate and act from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently; and • advocate for and act on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for each student.			
INSTRUCTIONAL LEADER **WACPAS Standard 2** **STATE Standard V** **(b) Instructional improvement:** A superintendent is the community's educational leader who has the knowledge, skills, and	There is clear and convincing evidence that the program prepares candidates to: • be open and accessible to all district and community stakeholders through communication systems and practices; • demonstrate understanding that student learning is the fundamental purpose of schools;	▪ EDAD 640 Current Topics in Education ▪ EDAD 641 Improving Student Learning ▪ EDAD 642	**Primary Assessment of Objectives:** Improving Student Learning Project (EDAD 641) **Supplemental Assessments of Objectives provided by:**	✓ PESB: program review ✓ Grad School Program review/eval ✓ NCATE (through 2019)

Goals: Based on WACPAS Standards	Objectives: Conceptual Framework Component	Courses: Where Conceptual Framework Is Integrated	Activities: For Primary and Supplemental Assessment of Objectives on Student Learning	Reporting Requirements
cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district cultures and coherent instructional programs that are conducive to student learning and staff professional growth. **Criterion 1. Advocating, nurturing, and sustaining an effective district culture.**	• develop shared understanding, capacity, and commitment to high expectations for each student and closing opportunity/achievement gaps; • plan for analysis of current cultures and systems that may be contributing to the opportunity/achievement gap; • develop time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvements; • identify features of organizational cultures promoting student learning; • analyze how both the district and school cultures affect student learning; • use a variety of skills and strategies to design systems that respect and support diverse cultural perspectives and customs in order to promote success of each student; • ensure the creation and support the implementation of district-wide and school improvement plans that focus on a culture of continuous learning; and • promote district, school, and classroom communities based on acceptance, respect, and civility.	Effective School System Management ▪ EDAD 643 Advanced Leadership Theory ▪ EDAD 692 Field Experience in Administration for the Superintendent	✓ Professional Growth Plan ✓ Portfolio Presentation ✓ Internship Quarterly Reports ✓ Internship Seminars ✓ First year follow up survey of graduates and employers ✓ Third year follow up survey of graduates and employers ✓ Exit Survey	✓ CAEP (exploring for 2019) ✓ End of the year portfolio review ✓ Closing the Loop Report ✓ End of course evaluations ✓ PEAB: end of year report and annual review of one standard (five year cycle) ✓ EDAD annual retreat: program review of curriculum and assessment alignment
2. Advocating, nurturing, and sustaining student learning.	There is clear and convincing evidence that the program prepares candidates to: • demonstrate understanding of how to engage and support each student in meaningful learning that is regularly assessed to improve			

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	instruction; • provide ongoing feedback using data, assessments, and evaluation methods that improve equity pedagogy; • monitor and measure how effectively principals and other district leaders apply an evaluation system of employees for continuous improvement; • use a continuous cycle of assessment to improve instruction and ensure that each student has equitable and sufficient opportunities to learn and to meet high standards; • identify a process for adopting and implementing an instructional framework for a continuous cycle of improvement; • guide regular analyses and disaggregation of data about all students to improve instructional programs and communicates progress to educators, the school community, and other community stakeholders; • monitor the use of data to improve student learning; • assure alignment of curriculum, instruction, and assessment with state and local learning goals; • develop shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs; • provide coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments,			

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	professional development, assessments, and evaluation methods; • manage learning systems to assure their responsiveness to students' cultural, cognitive, and linguistic needs; • provide and monitor effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning; and • identify and use high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for each student.			
3. Advocating, nurturing, and sustaining coherent, intentional professional development.	There is clear and convincing evidence that the program prepares candidates to: • use evidence of student learning to create professional development systems; • model, guide, and support job-embedded, standards-based professional development that improves teaching and learning, and meets diverse learning needs of each student; • understand that professional development increases the instructional and leadership capacity of staff; • provide support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision,			

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	goals for teaching and learning, and evidence of student learning; • use district-wide and school improvement plans to guide the professional development; • guide and monitor individual professional development plans for continuous improvement; • know processes for coaching staff, conducting staff evaluation, and using a professional growth plan to improve student learning; • provide principals and other administrators with guidance and support on how to achieve district goals; and • effectively evaluate leaders and monitor how principals and district leaders apply evaluation systems for all employees.			
ORGANIZATIONAL MANAGER **WACPAS Standard 3** **STATE Standard V** **(c)Effective Management** A superintendent is the community's educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment. **Criterion 1. Uses a continuous cycle of analysis to ensure efficient and effective**	There is clear and convincing evidence that the program prepares candidates to: • demonstrate understanding of how to use a continuous and repeating cycle of analysis for monitoring, examining, evaluating, and adjusting the district, school systems, online learning, programs, and other relevant issues. The continuous cycle of analysis includes problem framing, data collection and interpretation, synthesis, using data to outline options for action, implementing chosen action, and gathering data to check progress and to judge effectiveness; • use effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously	▪ EDAD 640 Current Topics in Education ▪ EDAD 641 Improving Student Learning ▪ EDAD 642 Effective School System Management ▪ EDAD 643 Advanced Leadership Theory ▪ EDAD 644 Public Policy Formulation and Practice	**Primary Assessment of Objectives:** School System and Management Analysis Project (EDAD 642) **Supplemental Assessments of Objectives provided by:** ✓ Professional Growth Plan ✓ Portfolio Presentation ✓ Internship Quarterly Reports ✓ Internship Seminars ✓ First year follow up	✓ PESB: program review ✓ Grad School Program review/eval ✓ NCATE (through 2019) ✓ CAEP (exploring for 2019) ✓ End of the year portfolio review ✓ Closing the Loop Report ✓ End of course evaluations ✓ PEAB: end of

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systems. **Criterion 2: Ensuring efficient and effective management of the organization.**	improve the operational system; • develop and facilitate communication and data systems that assure the timely flow of information; and • distribute and oversee responsibilities for leadership of operational systems. There is clear and convincing evidence that the program prepares candidates to: • use organizational theory to create and support structures within a district that promote school safety, behavior management, and other environmental issues; • demonstrate understanding of procedures necessary for management and maintenance of a clean and orderly learning environment; • assure the physical plant for safety, • ADA requirements, and other access issues to support learning of each student; • demonstrate understanding of culturally responsive, developmentally appropriate behavior expectations and discipline policies that are balanced with students' emotional and personal needs; • assure the involvement of students, staff, families, and community members in developing, implementing, and monitoring guidelines and norms for accountable behavior; • create and execute viable district discipline plans that are fair, culturally responsive, known by all, and consistently applied and reviewed; • oversee acquisition and maintenance of equipment and effective technologies,	▪ EDAD 647 Seminar for School District Leaders ▪ EDAD 692 Field Experience in Administration for the Superintendent	survey of graduates and employers ✓ Third year follow up survey of graduates and employers ✓ Exit Survey	year report and annual review of one standard (five year cycle) ✓ EDAD annual retreat: program review of curriculum and assessment alignment

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Criterion 3: Ensuring efficient and effective management of the operations.	particularly to support teaching and learning; • assure that district and school policies and practices result in equitable treatment of each student; • assign personnel, appropriate to their role, training, and expertise, to address diverse student needs, legal requirements, and equity goals; and • utilize data analysis to recognize disproportionality in application of disciplinary processes. There is clear and convincing evidence that the program prepares candidates to: • effectively, ethically, and legally manage district operations and issues impacting bargaining and other contractual agreements, group process and consensus-building, and problem-framing and problem-solving skills necessary to the establishment of effective district-wide procedures; • oversee acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning; • assign education staff associates to roles appropriate to their training and expertise; • assign personnel to address diverse student needs, legal requirements, and equity goals; • conduct personnel evaluation processes that enhance professional practice, in keeping with district, state policies, and collective bargaining agreements; • use the management structure to disaggregate			

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Criterion 4: Ensuring the management of the resources for a safe, efficient, and effective learning environment.	data from all groups and determine further actions and interventions; • develop the capacity of district personnel to work effectively with bargaining groups; and • develop skills to prevent and resolve conflict. There is clear and convincing evidence that the program prepares candidates to: • annually review district and regional educator workforce data in partnership with local universities and educational service districts; • implement practices to recruit and retain highly qualified personnel in alignment with staff training and expertise, student learning targets, and with collective bargaining agreements; • develop an environment where all community stakeholders share in the responsibility of creating and maintaining a pleasant and inviting atmosphere that is clean, orderly, aesthetically pleasing, culturally responsive, and ecologically friendly; • identify the responsibilities related to financial, human, and material resources as required by state law, Board policy, and contracts; • operate within budget and fiscal guidelines and direct resources effectively toward teaching and learning; • allocate resources based on student needs within the framework of federal and state law to achieve the district's vision and goals; • engage in the creation and/or implementation of district-wide planning to ensure responsible leadership and equitable management of			

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	resources; and seek and secure additional resources needed to accomplish the vision and goals.			
COMMUNITY LEADER **WACPAS Standard 4** ***and*** **ADVOCATE FOR PUBLIC POLICY** **WACPAS Standard 6** **STATE Standard V** **(d) Inclusive Practice:** A superintendent is the community's educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. **Criterion 1: Collaborating with families and community members**	There is clear and convincing evidence that the program prepares candidates to: - demonstrate understanding that family support (health, social-emotional development) and family engagement (academic support) affects student success in school; - develop framework, working guidelines, and evaluation system for effective family engagement across the district; - work with Board to identify and respond to family and community needs; - develop the capacity of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children; - involve families in decision making about their children's education; - demonstrate collaboration skills with diverse students and families in support of student academic performance; - develop and implement culturally relevant strategies to involve diverse families; - use effective public information strategies to communicate with families and community members such as email, night meetings, and written materials in multiple languages; - develop comprehensive strategies for positive community and media relations; - identify key community stakeholders and is actively involved within the community,	▪ EDAD 640 Current Topics in Education ▪ EDAD 642 Effective School System Management ▪ EDAD 643 Advanced Leadership Theory ▪ EDAD 644 Public Policy Formulation and Practice ▪ EDAD 647 Seminar for School District Leaders ▪ EDAD 692 Field Experience in Administration for the Superintendent	**Primary Assessment of Objectives:** Community Engagement Project (EDAD 642) District Policy Development Project (EDAD 644) **Supplemental Assessments of Objectives provided by:** ✓ Professional Growth Plan ✓ Portfolio Presentation ✓ Internship Quarterly Reports ✓ Internship Seminars ✓ First year follow up survey of graduates and employers ✓ Third year follow up survey of graduates and employers ✓ Exit Survey	✓ PESB: program review ✓ Grad School Program review/eval ✓ NCATE (through 2019) ✓ CAEP (exploring for 2019) ✓ End of the year portfolio review ✓ Closing the Loop Report ✓ End of course evaluations ✓ PEAB: end of year report and annual review of one standard (five year cycle) ✓ EDAD annual retreat: program review of curriculum and assessment alignment

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	including working with community members and groups that have competing or conflicting perspectives about education; and • apply culturally responsive, communication and collaboration strategies to develop family and local community partnerships.			
Criterion 2: Collaborating with and responding to diverse communities.	There is clear and convincing evidence that the program prepares candidates to: • recognize the diversity within the district community; • use appropriate assessment strategies and research methods to understand and accommodate diverse student learning conditions; • demonstrate understanding of the importance of each student having equitable access to all opportunities; • seek out and develop partnerships with community programs serving students with diverse learning needs; • understand social, political, economic, and cultural contexts in which students live and work; • capitalize on diversity such as cultural, ethnic, racial, economic, and special interest groups as an asset of the school community to strengthen educational programs; • demonstrate cultural competence in engaging diverse families and communities to improve student learning; and • develop shared responsibilities with diverse			

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	communities to improve teaching and learning.			
Criterion 3: Mobilizing community resources.	There is clear and convincing evidence that the program prepares candidates to: • identify community resources and partner with community stakeholders to support student learning; • assess current district resources and develop a plan to engage community stakeholders in a process for planning and prioritizing resources according to needs; • link to and collaborate with community agencies for health, social, and other services to families and children; • work with civic and community groups to ensure that teachers, staff, and students have access to and support for the use of appropriate technology, instructional materials, and resources; and • secure community support to sustain existing resources and add new resources that address emerging student needs.			
Standard 5.E-Ethical Leadership A superintendent is the community's educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, fairness, and in an ethical manner. **Criterion 1. Using the continuous cycle of analysis for self-assessment of professional leadership.**	There is clear and convincing evidence that the program prepares candidates to: • understand and exemplify the standards, responsibilities, and indicators for the superintendent's role in a democratic school system; • assess their own personal assumptions, values, beliefs, and practices that guide improvement of student learning; • work with community stakeholders, and establish a framework for ethical norms, beliefs,	▪ EDAD 640 Current Topics in Education ▪ EDAD 641 Improving Student Learning ▪ EDAD 642 Effective School System Management ▪ EDAD 643	**Primary Assessment of Objectives:** Ethical Leader Reflection Paper (EDAD 643) **Supplemental Assessments of Objectives provided by:** ✓ Professional Growth Plan ✓ Portfolio Presentation	✓ PESB: program review ✓ Grad School Program review/eval ✓ NCATE (through 2019) ✓ CAEP (exploring for 2019) ✓ End of the year portfolio review

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	and values to govern behavior; • create a professional growth plan, identify needed growth, plan professional growth activities, and gather evidence to document that professional growth leads to school improvement and increased student learning; • collaborate with the colleagues, network, study research, and seek experiences to enhance their practice, expand their repertoire, and deepen their knowledge; • engage in self-analysis of own values, behaviors, and dispositions, including awareness of own ethnicity/culture as it relates to others; • invite, accept, and use feedback from others, e.g., 360-type evaluation instrument; • model and lead constructive, non-defensive listening, and response to critique; • awareness of the effects of power privilege, and status; and • listen for understanding.	Advanced Leadership Theory ▪ EDAD 644 Public Policy Formulation and Practice ▪ EDAD 647 Seminar for School District Leaders EDAD 692 Field Experience in Administration for the Superintendent	✓ Internship Quarterly Reports ✓ Internship Seminars ✓ First year follow up survey of graduates and employers ✓ Third year follow up survey of graduates and employers ✓ Exit Survey	✓ Closing the Loop Report ✓ End of course evaluations ✓ PEAB: end of year report and annual review of one standard (five year cycle) ✓ EDAD annual retreat: program review of curriculum and assessment alignment
2. Acting with integrity, fairness, and courage in upholding high ethical standards.	There is clear and convincing evidence that the program prepares candidates to: • manage and lead district through critical issues in a transparent and permeable manner; • understand the expectation for leading within legal, ethical, and moral frameworks; • model lifelong learning by continually deepening understanding and practice related to content, standards, assessment, cultural competence, equity pedagogy, data, teacher			

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	support, evaluation, and professional development strategies; • articulate and use personal values and beliefs to guide action; • model personal and professional ethics, integrity, justice, and fairness and expect the same of others; • treat people fairly, equitably, and with dignity; • protect the rights and confidentiality of students and staff; • behave in a trustworthy manner, using professional influence and authority to enhance education and the common good; • demonstrate respect for the inherent dignity and worth of each individual; and • work with other educators, families, and community members to identify and implement leadership approaches that are culturally appropriate and equitable.			
State Standard 5.F- Socio-Political Context: A superintendent is the community's educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. **Criterion 1. Understanding the role of schools in a democracy.**	There is clear and convincing evidence that the program prepares candidates to: • demonstrate understanding of the role of education in renewing a democratic and global society and the leader's responsibility in influencing the larger political, social, economic, legal, and cultural context; • communicate effectively with key decision makers in the community to improve public understanding of educational laws including state and federal civil rights, nondiscrimination laws, and treaties with Native Americans; • advocate for equitable and inclusive policies	▪ EDAD 640 Current Topics in Education ▪ EDAD 641 Improving Student Learning ▪ EDAD 642 Effective School System Management ▪ EDAD 643 Advanced Leadership Theory	**Primary Assessment of Objectives:** District Policy and Development Project (EDAD 644) **Supplemental Assessments of Objectives provided by:** ✓ Professional Growth Plan ✓ Portfolio Presentation ✓ Internship Quarterly	✓ PESB: program review ✓ Grad School Program review/eval ✓ NCATE (through 2019) ✓ CAEP (exploring for 2019) ✓ End of the year portfolio review ✓ Closing the Loop Report

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	that benefit students, families, and caregivers; • advocate for physical, emotional, social, cultural, legal, and economic equity to ensure each student and their families are supported and can meet educational expectations and policy goals; • act to influence local, state, and national decisions affecting learning; • develop effective relationships with community stakeholders, policymakers, and community leaders to collect and analyze data and information on economic, social, political, and emerging issues that affect the context of educational programs and outcomes at the district and school level; • adapt leadership strategies to reflect emerging trends and initiatives; • demonstrate knowledge and use of effective strategies, including online environments, to gather input from community stakeholders at the school, district, and community level; and • use multiple, culturally responsive strategies to advocate for resources and mechanisms to increase access to historically marginalized communities, e.g., interpreters, home visits, and online communications.	▪ EDAD 644 Public Policy Formulation and Practice ▪ EDAD 647 Seminar for School District Leaders EDAD 692 Field Experience in Administration for the Superintendent	Reports ✓ Internship Seminars ✓ First year follow up survey of graduates and employers ✓ Third year follow up survey of graduates and employers ✓ Exit Survey	✓ End of course evaluations ✓ PEAB: end of year report and annual review of one standard (five year cycle) ✓ EDAD annual retreat: program review of curriculum and assessment alignment
2. Works effectively with the school district's Board of Directors.	There is clear and convincing evidence that the program prepares candidates to: • distinguish the respective legal roles of the superintendent and the Board; • maintain a positive working relationship with the Board to sustain a focus on district goals;			

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	• ensure Board members are informed of all appropriate laws, policies, and procedures from local, state, and federal mandates; • work effectively with the Board to develop shared understanding of school board and superintendent roles; • facilitate an understanding of the responsibilities of the School Board including developing agreed upon protocols, that will be reviewed annually, which address the working relationship between the Board and the superintendent; • lead and manage the district consistently with the Board's policies and communicates effectively with Board; • influence and model decorum, shared vision, common goals, team building, and dealing with difficult issues; • ensure the School Board understands the finances of the school district; • help the Board understand the interactions between culture and learning, and guide the Board to develop policies that will close the opportunity/achievement gap; and • ensure that the Board understands and demonstrates cultural competence.			
State Standard 5.G- Principal Evaluation After August 31, 2013, an approved preparation program for superintendents shall require candidates for an initial superintendent certificate to demonstrate knowledge of principal evaluation research, Washington's evaluation	There is clear and convincing evidence that the program prepares candidates to meet the ten criteria.	▪ EDAD 640 Current Topics in Education ▪ EDAD 641 Improving Student Learning	**Primary Assessment of Objectives:** Principal Evaluation Scenarios (EDAD 647) **Supplemental Assessments**	✓ PESB: program review ✓ Grad School Program review/eval ✓ NCATE (through

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requirements, and successfully complete opportunities to practice principal evaluation skills. At a minimum, superintendent preparation programs must address the following knowledge and skills related to evaluations. **Criteria:** 1. Examination of Washington principal evaluation criteria, four-tiered performance rating system, and the preferred leadership frameworks used to describe the evaluation criteria; 2. Self-assessment, goal setting, and reflective practices; 3. Evidence gathering over time; 4. Observation skills; 5. Bias training; 6. Rater agreement on the four-tiered system; 7. Use of student growth data and multiple measures of performance; 8. Evaluation conferencing; 9. Development of principal support plans resulting from an evaluation; and 10. Use of an online tool to manage the collection of observation notes, superintendent- and principal-submitted materials, and other information related to the conduct of the evaluation.		▪ EDAD 642 Effective School System Management ▪ EDAD 643 Advanced Leadership Theory ▪ EDAD 644 Public Policy Formulation and Practice ▪ EDAD 647 Seminar for School District Leaders EDAD 692 Field Experience in Administration for the Superintendent	**of Objectives provided by:** ✓ Professional Growth Plan ✓ Portfolio Presentation ✓ Internship Quarterly Reports ✓ Internship Seminars ✓ First year follow up survey of graduates and employers ✓ Third year follow up survey of graduates and employers ✓ Exit Survey	2019) ✓ CAEP (exploring for 2019) ✓ End of the year portfolio review ✓ Closing the Loop Report ✓ End of course evaluations ✓ PEAB: end of year report and annual review of one standard (five year cycle) ✓ EDAD annual retreat: program review of curriculum and assessment alignment

WACPAS Standard 7: Advisor to the Board
The candidate is an educational leader who promotes the success of all students by working effectively with the school Board of Directors to recommend appropriate polices and effectively
	The candidate demonstrates knowledge, understanding, implementation, and/or application of:
	    A. The system of public school governance in our democracy.
	    B. Procedures for working with the Board of
		▪ EDAD 640 Current Topics in Education
		▪ EDAD 641 Improving Student
			Primary Assessment of Objectives:
			Board Relations Analysis Project (EDAD 647)
			Supplemental Assessments
				✓ PESB: program review
				✓ Grad School Program review/eval

Goals: Based on WACPAS Standards	Objectives: Conceptual Framework Component	Courses: Where Conceptual Framework Is Integrated	Activities: For Primary and Supplemental Assessment of Objectives on Student Learning	Reporting Requirements
lead and manage the district consistently with the Board's policies.	Directors to define mutual working expectations and working relationships. C. Strategies for formulating local policies to govern district programs consistent with state and federal requirements and constitutional provisions. D. Legal responsibilities. E. Conflict management techniques to address stakeholder concerns and issues.	Learning ▪ EDAD 642 Effective School System Management ▪ EDAD 643 Advanced Leadership Theory ▪ EDAD 644 Public Policy Formulation and Practice ▪ EDAD 647 Seminar for School District Leaders ▪ EDAD 692 Field Experience in Administration for the Superintendent	**of Objectives provided by**: ✓ Professional Growth Plan ✓ Portfolio Presentation ✓ Internship Quarterly Reports ✓ Internship Seminars ✓ First year follow up survey of graduates and employers ✓ Third year follow up survey of graduates and employers ✓ Exit Survey	✓ NCATE (through 2019) ✓ CAEP (exploring for 2019) ✓ End of the year portfolio review ✓ Closing the Loop Report ✓ End of course evaluations ✓ PEAB: end of year report and annual review of one standard (five year cycle) ✓ EDAD annual retreat: program review of curriculum and assessment alignment
WACPAS Standard 8: Change Agent The candidate is an educational leader who promotes the success of all students by providing leadership for the staff, students, and community that results in continuous improvement of student learning and the effective management of the district.	The candidate demonstrates knowledge, understanding, implementation, and/or application of: A. Articulation of a shared vision, mission, and culture (i.e., beliefs, values, behaviors) that focus on continuous student growth and performance. B. Processes for gathering, analyzing, and using data for continuous system improvement. C. Change processes to build system capacities to better serve students and the community. C. Appropriate decision-making processes. E. Technology that enhances business,	▪ EDAD 640 Current Topics in Education ▪ EDAD 641 Improving Student Learning ▪ EDAD 642 Effective School System Management ▪ EDAD 643 Advanced Leadership Theory	**Primary Assessment of Objectives:** Current Topic Analysis (EDAD 640) **Supplemental Assessments of Objectives provided by:** ✓ Professional Growth Plan ✓ Portfolio Presentation ✓ Internship Quarterly Reports	PESB: program review Grad School Program review/eval NCATE (through 2019) CAEP (exploring for 2019) End of the year portfolio review Closing the Loop Report

Revised January 2016

Goals: Based on WACPAS Standards	Objectives: Conceptual Framework Component	Courses: Where Conceptual Framework Is Integrated	Activities: For Primary and Supplemental Assessment of Objectives on Student Learning	Reporting Requirements
	support, and instructional systems.	▪ EDAD 644 Public Policy Formulation and Practice ▪ EDAD 647 Seminar for School District Leaders ▪ EDAD 692 Field Experience in Administration for the Superintendent	✓ Internship Seminars ✓ First year follow up survey of graduates and employers ✓ Third year follow up survey of graduates and employers ✓ Exit Survey ✓ Technology Leader Portfolio Element 9 ✓ Educational Leadership Seminar Portfolio Presentation (EDAD 647)	End of course evaluations PEAB: end of year report and annual review of one standard (five year cycle) EDAD annual retreat: program review of curriculum and assessment alignment

Transition Point Assessments & Requirements

Admission	Program Retention and Qualification for Internship	Program Completion
Master's Degree	Acceptable course grade: no more than 10 credits at C, all other above C	Portfolio Evidence aligned with WACPAS and State Standard 5
Minimum 45 quarter credits of post-baccalaureate or graduate level course work in education	Self-Assessment	Professional Growth Plan
Essay and Résumé	Internship Plan	Internship Quarterly Reports
Valid teacher, principal, program administrator, educational staff associate certificate, or out-of-state superintendent's certificate		Certification of Internship Completion
PEAB Application Review		Completion of all Courses
Recommendation and support from prospective mentoring superintendent		Exit Survey