

Seattle Pacific University
School of Education
Department of Educational Leadership

Superintendent/ Executive Leadership Program

Faculty

Dr. Richard E. Smith, Chair
Dr. Bill Prenevost, PEAB Chair
Dr. John Bond
Dr. Thom Dramer

Table of Contents

	<u>Page</u>
Seattle Pacific University and School of Education Conceptual Framework.....	2
Executive Leadership Conceptual Framework.....	3
State Board of Education: Three Questions.....	5
Hallmarks of the SPU Executive Leadership Program	6
SPU Executive Leadership Program Content Matrix.....	7
State Requirements and SPU Courses.....	8
Portfolio Requirement.....	9
PEAB Recommendation.....	10
Course Series.....	11
Appendices.....	12

Revised September 2008

Seattle Pacific University's Executive Leadership and Superintendent Certification program emphasizes the knowledge and skills appropriate to district level administrative assignments in the P-12 setting, such as superintendent, assistant superintendent, director, and other similar roles. The goal of the program is to prepare leaders who will develop and refine their knowledge, skills, attitudes, and abilities to make a positive leadership difference.

Conceptual Framework

Seattle Pacific University

The **Vision** of Seattle Pacific University is to engage the culture and change the world.

The **Mission** of Seattle Pacific University is to seek to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.

The **Vision** of the Seattle Pacific University School of Education is to influence the region, the nation, and the world through the preparation of educational leaders for public and private schools.

The **Mission** of the Seattle Pacific University School of Education is to prepare educators for service and leadership in schools and communities by developing their professional competence and character within a framework of Christian faith and values.

School of Education Program Outcomes

The commitment of the Executive Leadership and Superintendent Certification program to the mission statement of the School of Education is demonstrated in the set of graduate program outcomes (competencies) that provide programmatic targets for the themes of the mission and vision statements.

Category 1: Foundational Knowledge and Skills

Articulate key philosophies, theories, concepts, values, principles, and facts, and demonstrate the essential skills that underlie the content of the professional discipline and vocational goal for which you are being prepared.

Category 2: Leadership

Demonstrate the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in-group situations, and to help teams achieve goals. Demonstrate the ability to manage them to completion.

Category 3: Communication Skills

Demonstrate the ability to listen, speak, read, and write with integrity and effect using traditional and new media. Make connections that create meaning between yourself and your audience.

Category 4: Analysis and Problem-solving

Demonstrate the ability to separate an idea or incident into its component parts. Individually or as a part of a team use values and the skills of the discipline for developing a theory or solution, and evaluate its effectiveness.

Category 5: Professionalism

Demonstrate a commitment to vocational integrity, the goals of the discipline, activity in the professional community, and continued professional development.

Category 6: Impact on Student Learning

Demonstrate the ability to design, implement and evaluate programs, activities, or lessons appropriate to the professional role for which you are being prepared that have a measurable direct or indirect positive impact on student learning.

Executive Leadership and Superintendent Certification Conceptual Framework

Introduction

Seattle Pacific University has long enjoyed a reputation for quality education programs. Since 1994, SPU has offered a preparation program for school superintendents and executive leaders. This program builds on best practices and sound research, in order to meet the complex challenges faced by school leaders.

Vision

“Leadership in Learning”. The superintendent preparation program develops district leaders with the skills needed to increase student learning in schools.

Mission

Superintendents and district leaders today must possess the knowledge and proficiency to:

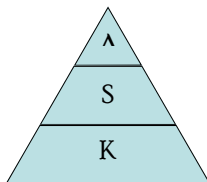
- Create learning organizations built on collaboration, trust, and knowledge
- Increase student learning by developing a shared vision for student success
- Build strong partnerships with school boards, administrators, teachers, parents, colleagues and others
- Deliver results by fitting all parts of the system together

Essential Outcomes

Those completing the Executive Leadership and Superintendent Certification program will be able to demonstrate the attitudes, skills, and knowledge to:

- Identify student needs
- Prescribe appropriate instructional programs to ensure teacher accountability and increase student achievement
- Create the political capital and collaboration needed to improve a school system

Essential Philosophy



Attitude and commitment to improve student learning
Skills necessary to build commitment in others
Knowledge as the foundation for actions

“I was a first-year superintendent when I entered the program, and SPU offered me an immediate professional network and application in practicing with experienced superintendent mentors. Each instructor had been a practicing Washington superintendent. It gave me an immediate safety net and a resource to call upon.”
Bill Myhr, former Superintendent, Coupeville School District, Coupeville, WA, and current Superintendent in Fountain Hills, AZ.

Program Foundations

The Superintendent's credential/Executive Leadership program is based on an analysis of four different sources of information:

Professional

The American Association of School Administrators (AASA) and the University Council of Education Administration (UCEA) have each done extensive work outlining key ingredients of superintendent and educational leadership preparation. These essential elements form the foundation for the SPU program.

Practitioners

Ongoing evaluations by participants and advisory board members (PEAB) are used to update the essential outcomes of each of the six content areas on a regular basis.

Exemplary Programs

Many who have participated in and serve as advisors to exemplary programs nationally also serve as advisors to the Seattle Pacific University Professional Education Advisory Board.

State Requirements

SPU's program meets and exceeds the standards set by the state for certification as superintendent. The Professional Education Advisory Board reviews the state standards on a regular basis, makes a report to OSPI, and provides suggestions to the Educational Leadership Department.

Program Focus

The Superintendent/Executive Leadership preparation program is about being proactive as a leader, forging partnerships, and building the systems necessary to create successful learning teams. It is a partner program with the SPU doctoral program (Ed.D.) in educational leadership.

Both the Superintendent/Executive Leadership program and the doctoral program emphasize instructional leadership. The major focus of the Educational Leadership programs at SPU revolves around the State of Washington School Reform efforts. Extensive efforts are made in every course to emphasize the State's student learning goals and the Essential Academic Learning Requirements (EALR's).

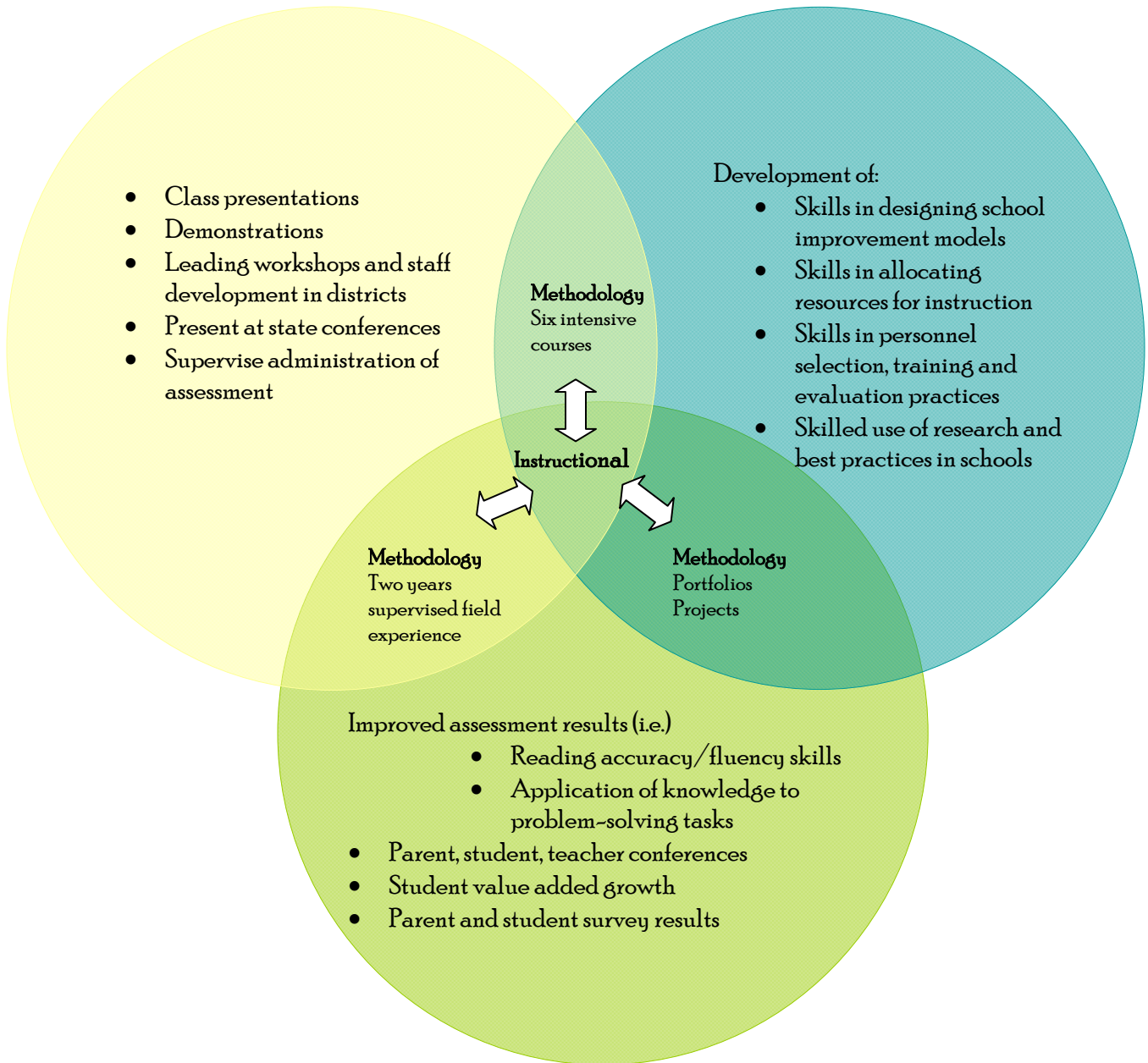
Documentation of students' attitudes, skills, and knowledge in instructional leadership is maintained through:

- Portfolios
- Field experience logs
- Assignments and projects
- Evaluation of field experience
- Course assessments and exams

State Board of Education's Three Guiding Questions for Developing a Superintendent's/Executive Leadership Program with Seattle Pacific University's Response and Program Plan

#1 – How future superintendents will demonstrate their knowledge of the state's four student learning goals and EALRs.

#2 – How the program prepares superintendents to support teachers' efforts to demonstrate a positive improvement on student learning.



#3 – Evidence superintendents will accept that teachers are able to demonstrate a positive impact on student learning.

Hallmarks of the Program

Cohort Based

A group of 8 - 14 participants takes part in the two-year program together to build the networks needed for support and best practice.

Performance Based

Course criteria are based on those developed by the American Association of School Administrators, by UCEA and by the Washington State Board of Education/Professional Educator Standards Board.

Practitioner Based

All of the instructors have been superintendents or senior level educational administrators. Adjuncts and guests each provide a current practitioner focus to each session.

Skill Based

The two-year internship is conducted at the same time as the coursework. Responsibility for a meaningful district wide project is the centerpiece for the two-year portfolio focused internship.

“The major purpose of the Superintendent/Executive Leadership field experience is to help future district leaders develop skills and confidence in providing district wide instructional leadership. The desired outcomes of the SPU program are to be able to: diagnose student needs, prescribe an effective instructional program, and successfully implement.” From SPU Field Experience Course Outline

Customer Based

Courses meet when most convenient: on weekends during the regular academic year. Courses meet three weekends during the quarter: Autumn, winter, and spring each year. Students also participate in professional development conducted by such organizations as the Washington State School Directors Association and the Washington Association of School Administrators.

Methodology

The objective of SPU's Superintendent/Executive Leadership preparation program is to create professionals who take responsibility for directing their own learning. Today's leaders cannot "know it all", either as a result of a preparation program, or even after years on the job. Therefore, this program is designed to create learners, administrators who can learn new skills for themselves and for their organizations. Key elements include networking, collaborating, reflecting, data gathering, and doing.

Networking is reflected in monthly meetings, held nine times per year on weekends. These provide a forum for intense interaction with a group of fellow learners. In addition, program participants benefit from frequent field visits to the sites of successful programs, as well as interaction with active successful practitioners.

Collaborating is developed through team projects undertaken with colleagues in the program, participants working in teams to identify critical topics, find evidences of success, and plan group activities.

SPU Executive Leadership Program Content Matrix

SBE Requirements (WAC 180-79A)	AASA Standards	SPU Courses	SPU Portfolio Requirements
Strategic Leadership	Organizational Management Values & Ethics	EDAD 7581 Systems Leadership EDAD 7589 Policy, Governance & Ethics EDAD 7586 Interpersonal Relations EDAD 7890 Field Experience	Systems Leadership Leadership/Vision Values/Ethics
Instructional Leadership	Curriculum Instruction Human Relations	EDAD 7588 Improving Student Learning EDAD 7589 Policy, Governance & Ethics EDAD 7586 Interpersonal Relations EDAD 7890 Field Experience	Student Learning
Organizational Leadership	Leadership/Culture Policy & Governance	EDAD 7581 Systems Leadership EDAD 7589 Policy, Governance & Ethics EDAD 7586 Interpersonal Relations EDAD 7584 Resource Management EAD 7890 Field Experience	Human Resources Policy & Governance
Political and Community Leadership	Community	EDAD 7581 Systems Leadership EDAD 7589 Policy, Governance & Ethics EDAD 7586 Interpersonal Relations EDAD 7584 Resource Management EDAD 7890 Field Experience	Community Resource Management

State Board of Education Requirements WAC 180-78A-165 (3)

(a) **Strategic Leadership** – The knowledge, skills and attributes to identify contexts, develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities:

- Professional and ethical leadership
- Information management and evaluation

SPU Courses

- EDAD 7581 Systems Leadership
- EDAD 7589 Policy, Governance, & Ethics
- EDAD 7586 Interpersonal Relations
- EDAD 7890 Field Experience

(b) **Instructional Leadership** – the knowledge, skills and attributes to design with others appropriate curricula and instructional program, to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction:

- i) curriculum, instruction, supervision, and learning environment
- ii) professional development and human resources
student personnel services

SPU Courses

- EDAD 7588 Improving Student Learning
- EDAD 7589 Policy, Governance, & Ethics
- EDAD 7586 Interpersonal Relations
- EDAD 7890 Field Experience

(c) **Organizational Leadership** – The knowledge, skills and attributes to understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures:

- i) organizational management
- ii) interpersonal relationships
- iii) financial management and resource allocation
ethnology and information system

SPU Courses

- EDAD 7581 Systems Leadership
- EDAD 7589 Policy, Governance & Ethics
- EDAD 7586 Interpersonal Relations
- EDAD 7584 Resource Management
- EAD 7890 Field Experience

(d) **Political and Community Leadership** – the knowledge, skills and attributes to act in accordance with legal provisions and statutory requirements, to apply regulatory stands, to develop and apply appropriate policies, to be conscious of ethical implications of policy initiative and political actions, to relate public policy initiative to student welfare, to understand schools as political systems, to involve citizens and service agencies, and to develop effective staff communications and public relations programs:

- i) community and media relations
- ii) federal and Washington state educational law, public policy and political systems

SPU Courses

- EDAD 7581 Systems Leadership
- EDAD 7589 Policy, Governance & Ethics
- EDAD 7586 Interpersonal Relations
- EDAD 7584 Resource Management
- EDAD 7890 Field Experience

Portfolio Requirements

Introduction

The internship portfolio is intended to be a combination of a display portfolio (of best work) and a working portfolio (of work in progress). The portfolio should serve to demonstrate evidence of competence for certification and job interviews as well as providing information on future growth areas.

Portfolio Description

A 3-inch binder is divided into eight sections, one for each of the **eight** portfolio requirements. **Each section includes a cover page and artifacts.** In addition, there is an **introduction** explaining the focus and direction of the internship and directing the reader to those areas of particular expertise (those entries that go beyond level one to levels two and three). The introduction also includes the log and an evaluation form to be completed by the intern and their superintendent or designee. Finally, the district, integrative project that meets many competencies will be included as a separate section.

Rubric

A three-part rubric is shown below. There are entries – at least at level one – for each of the eight portfolio areas. The entry for each standard includes artifacts of best work, a synthesis of knowledge, reflection on what has been learned and recommendations for future growth.

Level 1: Knowledge

Synthesis of Best Practice
Awareness of Principles
Coursework Interview
Summaries Review of Literature

Level 2: Participation

Observation, Participation, Shared Facilitation
Project Examples
Reflection and Analysis
Activities, Timelines, and Action Plans

Level 3: Leadership

Direct, Lead, Organize Project(s)
Description of Problem, Process, Outcomes
Analysis with Reflection and Recommendations

**Professional Education Advisory Board Recommends Approval of Seattle Pacific University
Superintendents Program**

The Seattle Pacific University Superintendents Professional Education Advisory Board (PEAB) during their regular meeting on January 14, 2000 unanimously adopted a resolution recommending approval of the SPU program to the State Board of Education.

The PEAB verified its review of the program and documented the program's compliance with State Board of Education approval criteria. Members of the PEAB commended the University for the strong focus on State school reform efforts.

The Board further provided assurance that the SPU Superintendent students can effectively:

- Demonstrate knowledge of the state's four student learning goals and EALRs
- Demonstrate the necessary skills to support staff in their efforts to assure a positive improvement on student learning
- Demonstrate the knowledge, skills and attitudes to assure teachers under their supervision are able to demonstrate a positive impact on student learning

Complete text of the PEAB Resolution follows.

**Seattle Pacific University
Superintendent
Professional Education Advisory Board
RESOLUTION**

WHEREAS, the Seattle Pacific University is seeking reapproval of the Superintendent Certification program by the Washington State Board of Education; and

WHEREAS, the Superintendent Professional Education Advisory Board has continuously assisted in the development of the conceptual framework for the Superintendent Certification program; and

WHEREAS, the Superintendent Professional Education Advisory Board has reviewed the State Board of Education standards (WAS 180-78A and 180-79A) for program approval including documentation of instruction and/or field experience in the State adopted student learning goals, essential learnings, and student achievement strategies as well as evidence that the program has a positive impact on student learning; and

WHEREAS, the Superintendent Professional Education Advisory Board hereby validates that the Seattle Pacific University Superintendent Certification program meets and/or exceeds all known standards and requirements of the State Board of Education

NOW, THEREFORE BE IT RESOLVED that the Seattle Pacific University Superintendent Professional Education Advisory Board strongly and enthusiastically recommends continued approval of the Superintendent Certification program by the State Board of Education.

PASSED by the Seattle Pacific University Superintendent Professional Education Advisory Board at their regular meeting held on January 14, 2000.

Course Series

The content of the Seattle Pacific University Superintendent Certification Program is based on research on what superintendents need to know and be able to do to create successful learning for them, for their staff and for the students they serve. The course requirements are:

EDAD 7581 Systems Leadership

Focusing on the ability to create shared ownership for a district-wide vision based on success for all students

EDAD 7580 Professional Growth Planning

Professional growth planning through data gathering and analysis of personal and professional styles; application of concepts to creating self-directed “learning” organizations

EDAD 7588 Improving Student Learning

Integrating teaching, learning and assessment in an aligned curriculum model that will deliver successful learning to students

EDAD 7586 Interpersonal Relations

Building positive interpersonal relations, monitoring climate, empowering employees and creating the teams necessary to achieve the district vision. Working with the community, the media, parents, businesses, and the many related agencies to create additional partners in achieving the district vision

EDAD 7584 Resource Management

Working with fiscal resources, facilities, grants and personnel within the district to enhance achievement of the district vision and accountability for resources

EDAD 7589 Policy, Governance, & Ethics

Focusing on the ability to work with the school board, the Legislature, and other political entities to forge the necessary partnerships to achieve the district vision

APPENDICES

Field Experience Evaluation

District Site Agreement

SEATTLE PACIFIC UNIVERSITY SUPERINTENDENT CANDIDATE EVALUATION

Candidate: _____ Superintendent: _____

District: _____ Date: _____

Directions for use: **(1)** With your superintendent (or designee), rate “experience” using the portfolio ratings (page nine of program manual): Level 1 (knowledge); Level 2 (practice); Level 3 (leadership). **(2)** With your superintendent (or designee), rate your “competence”: High = Great Deal; Medium = Somewhat; Low = Minimal

Experience	Leadership Skills	Degree of Competence
<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	SYSTEMS LEADERSHIP – MASTER PLAN/ENTRY PLAN Exhibiting an understanding of the school district as a system by: defining processes for gathering, analyzing, and using data for decision making; managing data flow; framing and solving problems; planning and scheduling personal organization work, establishing procedures to regulate activities and projects. Demonstrating an understanding of the characteristics of a “learning organization” (AASA Standard 4: Organizational Management). (SPU course: Systems Leadership).	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	STUDENT LEARNING – Initiating, encouraging and sustaining the development of a climate conducive to student learning through: establishing core curriculum standards; aligning and sequencing curriculum; implementing best practices through professional development and evaluation, and using valid and reliable performance assessments. (AASA Standard 5: Curriculum and AASA Standard 6: Instruction). (SPU course: Improving Student Learning).	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	COMMUNITY – Bring together the internal and external partners to create a common community of interests. Articulate district vision, purpose and priorities to the community and media; request and respond to community feedback; demonstrate consensus building and conflict mediation; identify, track and deal with issues; deal effectively with all cultural groups in the community; write and speak clearly; demonstrate good listening skills. (AASA Standard 3: Communications and Community Relations). (SPU course: Interpersonal Relations).	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	HUMAN RESOURCES – Building the capacity of the staff through personnel practices, positive interpersonal relations, and team building. Demonstrate personnel management strategies; diagnose and improve organization health. (AASA Standard 7: Human Resources Management). (SPU course: Interpersonal Relations).	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

Opportunity/ Experience	Leadership Skills	Degree of Competence
<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	LEADERSHIP/VISION – Facilitating the development and implementation of a vision of learning that is shared and supported by the school community. Development of individual and collective vision; formulating strategic plans, goals, and change efforts with staff and community. (AASA Standard 1: Leadership and District Culture). (SPU course: Professional Growth Planning).	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	RESOURCE MANAGEMENT – Maximizing the use of district operations and resources in creating a safe, efficient, and effective learning environment. Acquire, allocate and manage human, material, and financial resources effectively; use technological applications to enhance management; demonstrate a grasp of practices in administering support programs such as maintenance, facilities, food services; demonstrate planning and scheduling of personal and organizational work; demonstrate skill in negotiations and bargaining. (AASA Standard 4: Organization Management). (SPU course: Resource Management).	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	POLICY AND GOVERNANCE – Understanding, responding to, and influencing the larger political, social, legal, and cultural context. Develop procedures for working with the board of education; demonstrate understanding of the policy development process, and the state legal and regulatory processes. (AASA Standard 2: Policy and Governance). (SPU course: Policy, Governance, and Ethics).	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	VALUES AND ETHICS – Understand and model appropriate value systems, ethics, and moral leadership. Exhibit multicultural and ethnic understanding. Adapt educational programming to the needs of diverse constituencies. Have field experience with special education and highly capable students. Level Two required for ethnic experience. (AASA Standard 8: Values and Ethics). (SPU course: Policy, Governance, and Ethics).	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

**Seattle Pacific University
Executive Leadership
Field Study Site Agreement**

The _____ school district agrees to serve as a host site for the purpose of providing internship/field student activities appropriate to an executive leadership, district office role for _____ intern within the Superintendent Certification/Executive Leadership program in the Department of Educational Leadership at **Seattle Pacific University** for the period of _____ dates.

Terms and conditions of the agreement as noted below shall continue in effect for the period cited above, unless one or both parties request termination of the agreement. Written notice of such termination request must be given at least 45 days prior to said date of termination.

As a party of the contract, the Department of Educational Leadership at Seattle Pacific University shall provide a faculty supervisor who will:

1. Evaluate each candidate for the internship and validate compliance with all OSPI and University requirements.
2. Provide in-service on the internship for field site supervisors and other appropriate site personnel as necessary.
3. Provide a brief written statement delineating the responsibilities of the field site supervisor with respect to instruction, observation, and grading.
4. Provide faculty liaison and student field study supervision:
 - a. Coordinate all student internship placements, orientation and training programs, and other contractual and professional obligations that may arise during the duration of this agreement.
 - b. Serve as faculty advisor to student interns
 - c. With input from the student intern and field site supervisors review the competencies to be completed during the internship program.
 - d. Assess the student's completion of all the requirements in cooperation with the school district's field supervisor.
 - e. Conduct conferences with the field supervisor as to the intern's progress.
 - f. Conduct six (6) visitations with each intern during the two years of the field study.
 - g. Conduct quarterly seminars on campus for the interns.

As a party to the contract, the School District shall:

1. Appoint an intern field supervisor from its staff, who shall meet the following qualifications and perform the following duties:
 - a. The field supervisor shall possess appropriate administrative credentials and be employed in a district office role during the internship/field study.
 - b. The field supervisor shall instruct the intern and assign responsibilities based upon the competencies identified under 4c, above.
 - c. The field supervisor shall conduct regular conferences with the intern concerning the intern's progress.
 - d. The field supervisor, together with the faculty supervisor, shall assess the intern's final work.
2. Provide the following intern experience:
 - a. The intern will have the opportunity to complete a minimum of **320 hours of intern field experience**. This field is completed over a two-year period, beginning in September of the first year and ending in June of the second year.

The field supervisor and faculty supervisor shall assume joint responsibility for the evaluation and assignment of a course grade for the intern.

_____	_____
<i>School District Representative</i>	<i>Date</i>
_____	_____
<i>Seattle Pacific University Representative</i>	<i>Date</i>