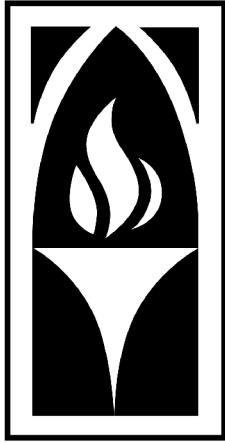


PROVIDENCE
COLLEGE

**Guidelines for
Coursework Portfolio**

**Graduate Administration
Program**

Revised August 2008



PROVIDENCE
COLLEGE

**Guidelines for
Coursework Portfolio**

**Graduate Administration
Program**

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Revised August 2008

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MISSION STATEMENT

The philosophy of Providence College's Education Administration Program acknowledges the dignity and uniqueness of each individual within the context of the Judaeo – Christian Heritage. Our mission is committed to preparing the professional educator for a leadership role at all levels of today's public and private schools. Our students expand their knowledge and skills in theory, research and practice of educational leadership. We are committed to affirming the diversity of our state, our communities, and our public schools by preparing educators who can work effectively with colleagues, families, community members, and students from diverse backgrounds.

We pursue our mission through excellence and ethics in teaching, research and performance.

INTRODUCTION

This document contains information regarding the portfolio process for students pursuing a Master of Education Degree in Administration. Students who are formally accepted into the program are required to maintain a portfolio and should read this document carefully and follow the guidelines. The purpose of the portfolio is to demonstrate the knowledge acquired through your coursework. This knowledge must reflect the standards and indicators developed by the Interstate Leaders Licensure Consortium (ISLLC).

Section 1

Guidelines for Coursework Portfolio Development and Review

Guidelines for Coursework Portfolio Development and Review

A. Coursework Rationale

- Completion of the Masters of Education in Administration Program requires students to develop a coursework portfolio that illustrates their knowledge and growth throughout the program.
- The Administration Program is designed to prepare future principals by meeting the ISLLC and TSSA standards. These standards form the framework upon which students will develop their course-work portfolio. The ISLLC standards each have three components: knowledge, dispositions and performances. The TSSA standards have three role-specific leadership tasks (superintendent, district program director, and principal). Performance indicators are specified for the various educational leaders. Both sets of standards are included in this document.
- The coursework portfolio will provide evidence of the knowledge component of the ISLLC standards. The portfolio should be organized by the six ISLLC standards.
- Technological competence is mandatory for the 21st century administrator. Students should be proficient in the skills specified and demonstrate their use throughout their courses. These skills will provide a foundation for meeting the TSSA performance indicators during the internship.

B. Portfolio Development

- Students should draw evidence for their coursework portfolio from their assignments, activities, projects, tasks, examinations, field experiences, etc. completed during the courses taken within the program. If students anticipate the possible use of a piece of evidence for their coursework portfolio, it must have as its cover the **ISSLC and TSSA Assessment form**. This form describes the entry and how it relates to the ISLLC standard(s) and knowledge indicators(s). When applicable, students should note any TSSA performance indicators they may have addressed in a course project.
- The student must submit the **ISLLC and TSSA Assessment Form** to their instructor when submitting the work for evaluation as part of the course. The instructor will assess the work for both purposes: (1) as a class assignment and (2) as a coursework portfolio entry. The instructor will return the work to the student with the completed **ISLLC and TSSA Assessment Form**.

- Students should only place pieces of work in their coursework portfolios that receive a “proficient” or “distinguished” rating by the instructor according to the **Rubric for Portfolio Project/Entry and the Rubric for Reflective Writing**. If students receive an “emerging” or “unacceptable” rating on an assignment they want to put into the coursework portfolio, the students must discuss the work with the instructor. Students may request the instructor’s approval to re-do the assignment. Prior approval insures the instructor agrees to re-assess the assignment for purposes of the coursework portfolio. This must occur within the regular timeframe of the semester. Students may not go back to instructors at a later date.

Instructors may choose to use their discretion and vary this procedure slightly. Instructors who do so (i.e., request the ISLLC and TSSA Assessment Form after papers are graded or at the end of the semester) must inform the class of their procedure at the beginning of the semester.

- Prior to the internship, students must compile their coursework portfolios and select the best pieces of evidence to represent their knowledge base. The knowledge indicators from the six ISLLC standards should be covered, recognizing that varying degrees of depth will be given to the indicators throughout student’s coursework. Students may cover multiple standards and indicators with one piece of evidence. At least one piece of evidence from each course must be included in the coursework portfolio. Even if an instructor scores work for the portfolio, the student may elect not to include the piece of evidence when completing the coursework portfolio. Students taking a course while doing their internship, which is allowed but not recommended, must develop an addendum to their previously submitted coursework portfolio and submit it to their college supervisor.

The coursework portfolio must include the following:

1. A cover sheet which identifies the student, the date of submission of the coursework portfolio and the date of formal acceptance into the Masters of Education in Administration Program. (A sample coversheet is provided.)
 2. A Table of Contents listing all components in the coursework portfolio. (A sample table of contents is provided.)
 3. A reflection paper of 3-5 pages in length must be included in the coursework portfolio. Students should reflect upon the knowledge they have gained while thoroughly reviewing their coursework portfolio. Students should think about discussions they may have had with colleagues and instructors or comments made in the assessment of their work. Thoughts surrounding these experiences should be analyzed and synthesized to produce a reflective critique of coursework.
- Throughout this reflection piece, students should draw conclusions about the following issues:
 1. What were your expectations, perceptions, and/or beliefs when you began your

coursework? Have they changed and, if so, how? If they have not changed, to what do you attribute that fact?

2. What learning experience, reading, project, etc. gave you the most satisfaction? Why?
3. What was the most challenging or disappointing? Why?
4. Which ISLLC standard reflects your greatest area of growth, the least area of growth? Why?
5. You are about to enter your internship. Conduct a self-audit listing your strengths and weaknesses using the ISLLC standards. How might you continue your professional growth and merge it into your internship?
6. What technology skills have you acquired and used during your coursework? How does that compare to your level of proficiency upon entry into the program? A Post Technology Self- Assessment needs to be completed as part of your coursework portfolio. Please use the form located on Pages 6 and 7 in this booklet.

4. List of Readings from Coursework (See form page 18)

C. Portfolio Review

- Throughout the program, instructors will review potential coursework portfolio entries.
- Prior to beginning the internship, coursework portfolios will be reviewed by the intern's college supervisor, with particular attention being given to the reflection paper. The student's self-reflection will serve as a basis for planning the student's internship in order to provide opportunities for growth.
- College supervisors will present an overview of their intern's coursework portfolio during the biweekly supervisor's meeting. The Coursework Portfolio Review form will substantiate the use of uniform criteria when reviewing coursework portfolios by the college supervisors. This process will verify and ensure consistent benchmarking of the coursework portfolio assessment.

Providence College Portfolio Process

Graduate Administration Program

ISLLC and TSSA Assessment Form

Student: _____ Date: _____

I. Student's Directions: If placing a particular class project in your portfolio, complete sections A and B. Give this form to the instructor when you initially submit the project for evaluation as part of the course. The instructor will score the entry for both purposes: (1) as a class assignment and (2) as a portfolio entry.

A. ISLLC Knowledge Standards: Circle the indicators demonstrated by your portfolio entry.

Standard #1:	1	2	3	4	5	6					
Standard #2:	1	2	3	4	5	6	7	8	9	10	11
Standard #3:	1	2	3	4	5	6	7	8			
Standard #4:	1	2	3	4	5						
Standard #5:	1	2	3	4	5						
Standard #6:	1	2	3	4	5	6	7	8			

B. TSSA Performance Indicators: Circle the indicators demonstrated by your portfolio entry.

Standard #1	A	B	C	D	E	F
Standard #2	A	B	C	D	E	
Standard #3	A	B	C	D	E	F
Standard #4	A	B	C	D	E	
Standard #5	A	B	C	D		
Standard #6	A	B	C	D	E	

C. Describe the entry and how it relates to the standard(s) and indicator(s) on the back of this page or attach another page.

II. Instructor's Directions: Assess the entry for its clarity, quality and coherence with the above standards. Please use the rubric provided to guide you in your evaluation of the ISLLC standards.

Portfolio Entry Scoring			
Distinguished _____	Proficient _____	Emerging _____	Unacceptable _____

Instructor's Comments (attach another page if needed):

Instructor's Signature _____ **Date** _____

Rubric for Portfolio Project/Entry

Level of Performance	Expectations
Distinguished	<p>1. Communication: Work shows evidence of high organization, and all aspects of the project are addressed in a fluid manner. APA format is followed. Oral and/or written skills are highly proficient.</p> <p>2. Thinking and Reasoning: Work is comprehensive and demonstrates a high level of analysis, synthesis, problem solving and decision making.</p> <p>3. Application: Work demonstrates an application of theory, derived from readings and coursework, to practice.</p> <p>4. Coherence: The rationale for how the standards and indicators relate to the work is strong, clear, and relevant.</p> <p>5. Self-Reflection: Work shows a high degree of self-reflection. *</p>
Proficient	<p>1. Communication: Work shows evidence of organization. APA format is followed and a proficient command of oral and/or written language is demonstrated. Errors in language structure and grammar are minimal.</p> <p>2. Thinking and Reasoning: Work shows some level of analysis, synthesis, problem solving, and decision making.</p> <p>3. Application: Work shows some evidence of application of theory, derived from readings and coursework, to practice.</p> <p>4. Coherence: The rationale for how the standards and indicators relate to the work is clear and relevant.</p> <p>5. Self-Reflection: Work shows self-reflection. *</p>
Emerging	<p>1. Communication: Work shows little evidence of organization. APA format is inconsistent. Errors in language structure and grammar are distracting to the reader.</p> <p>2. Thinking and Reasoning: Work shows little evidence of analysis, synthesis, problem solving, and decision making.</p> <p>3. Application: Work shows limited evidence of application of theory, derived from readings and coursework, to practice.</p> <p>4. Coherence: The rationale for how the standards and indicators relate to the work is limited.</p> <p>5. Self-Reflection: Work shows limited self-reflection. *</p>
Unacceptable	Work demonstrates the above characteristics to a minor degree or not at all.

- See Rubric for Reflective Writing

Rubric for Reflective Writing

Level of Performance	Expectations
Highly Reflective	<p>Describes the action/behavior, incident, observations, readings, and/or discussions succinctly (clearly and briefly.)</p> <p>Specifically explains what knowledge or perspective has been gained through the experience, observation, reading and/or discussion.</p> <p>Relates new concepts or ideas to situations; draws analogies between situations.</p> <p>Explains the changes that experience has had upon thinking, understanding, and actions.</p> <p>Synthesizes theory learned in coursework and readings with experiences and articulates this relationship.</p> <p>Applies new perspectives to solve real problems.</p>
Reflective	<p>Describes the action/behavior, incident, observations, readings, and/or discussions fairly briefly and with some clarity</p> <p>Explains with a fair amount of clarity what knowledge or perspective has been gained through the experience, observation, reading and/or discussion.</p> <p>Connects new concepts or ideas in general to situations.</p> <p>Explains some aspect of how experience has changed thinking, understanding, and actions.</p> <p>Recognizes theory learned in coursework and readings and connects them to experience.</p> <p>Attempts to apply new perspectives to solve real problems.</p> <p>Infers aspects of reflection but does not state them explicitly.</p>
Partially Reflective	<p>Explains the experience and describes some knowledge or perspective gained through experience.</p> <p>Identifies unfamiliar ideas or concepts as well as any changes in perspective.</p> <p>Shifts between describing the details of situations and assumptions about them, without explaining reflective process.</p>
Not Reflective	<p>Describes or explains experience.</p> <p>Makes few if any connections between experience and theory.</p>

SAMPLE

Coursework Portfolio

By

Carol Masson

Selected pieces of coursework verifying the acquisition of
the knowledge indicators of the
Interstate School Leaders Licensure Consortium Standards

Presented in fulfillment of the requirements
for an Coursework Portfolio

Masters of Education in Administration
Providence College

June 24, 2008

September 2008

TABLE OF CONTENTS

SAMPLE

Reflection Paper

Resume

Standard 1

Paper on systems theory/pluralistic society
K 1.1, 1.3

Course

EDU 504

Professor

Semester

Research Proposal—Language Immersion
K 1.4

EDU 501

Strategic plan analysis
K 1.2, 1.5, 1.6

EDU 504

Standard 2

Reflection papers based on Sergiovanni
K 2.1, 2.2, 2.3, 2.5, 2.8, 2.9

EDU 508

Interview regarding hiring/diversity
K 2.3, 2.7

EDU 504

Field experience—Curriculum design
K 2.4

EDU 532

Tuning protocol/Field experience
K 2.3, 2.5, 2.6, 2.8

EDU 508

Case Study-Parent/School relations
K 2.9, 4.4

EDU 522

Interview with principal regarding leadership
K 2.11

EDU 504

Standard 3

Case study—Leadership responsibilities
K 3.1

EDU 522

Case Study—Decision making strategies
K 3.2, 3.3

EDU 522

Reaction paper—Student enrollment projections
K 3.4

EDU 504

Field activity—Fiscal operations of a school
K 3.5, 5.2, 5.4

EDU 516

Field activity—Facilities/maintenance budget EDU 516
K 3.6, 6.3, 6.8

Research paper—Legal issues impacting schools EDU 505
K 3.7

Field experience—Technology budget EDU 516
K 2.10, 3.8

Standard 4

Paper—Issues that impact the school community EDU 505
K 4.1

Critique of *Amazing Grace*—Diverse community EDU 508
K 2.7, 2.11, 3.3, 4.2, 4.3, 6.8

Case study—Planning/group decision making EDU 522
K 4.5

Standard 5

Case study—School improvement by teachers EDU 522
K 5.1

Interview regarding fairness and equity EDU 504
K 5.3

Standard 6

Exam—Laws relating to schooling EDU 505
K 6.1, 6.3

Critical paper—finance/education issues EDU 516
K 6.2

Final exam EDU 532
K 6.4, 6.6

Paper regarding school organization EDU 512
K 6.5

Paper—Policy development/democratic system EDU 516
K 6.7, 6.8

**Providence College
Graduate Administration Program
List of Readings from Coursework**

Edu 504 Supervision of Personnel

Title	Author
_____	_____
_____	_____
_____	_____

Edu 505 School Law

_____	_____
_____	_____
_____	_____

Edu 508 Program Evaluation

_____	_____
_____	_____
_____	_____

Edu 12 School Community Relations

_____	_____
_____	_____
_____	_____

Edu 513 Supervision of Instruction

_____	_____
_____	_____
_____	_____

Edu 516 School Finance

_____	_____
_____	_____
_____	_____

Edu 522 Administration of Leadership in the K-12 Schools

_____	_____
_____	_____
_____	_____

Edu 532 Curriculum Design and Construction

_____	_____
_____	_____
_____	_____

Edu 810 Data Analysis, Technology and the Principal

_____	_____
_____	_____
_____	_____

Providence College

Masters in Education Graduate Administration Program

Coursework Portfolio Review

Student _____

Official acceptance into the program _____

Portfolio submitted to _____
College Supervisor Date

Portfolio reviewed by _____
College Supervisor Date

Distinguished

Proficient

Emerging

Endorsed by _____ Date

Endorsed by _____ Date

Endorsed by _____ Date

Section 2

Correlation of Interstate School Leaders Licensure Consortium (ISLLC) Standards to Administration Courses

Correlation of the ISLLC Standards To Administration Courses

Course Number	Course Title	ISLLC Standards					
		1	2	3	4	5	6
EDU 501	Fundamentals of Research	X	X		X		
EDU 504	Supervision -- Personnel Problems in Education			X	X	X	X
EDU 505	School Law			X		X	X
EDU 508	Program Evaluation	X	X				
EDU 512	School community Relations				X	X	X
EDU 513	Supervision of Instruction	X	X			X	
EDU 516	School Finance			X		X	
EDU 522	Organization and Administration	X		X	X		
EDU 532	Curriculum, Design & Technology		X		X		
EDU 810	Data Analysis, Technology, and the Principal	X	X	X			

Section 3

Correlation of the Knowledge Indicators for each of the Interstate School Leaders Licensure Consortium Standards (ISLLC) to Administrative Courses

Standard 1

*A school administrator is an educational leader who 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.***

The administrator has knowledge and understanding of:

- K1.** learning goals in a pluralistic society
- K2.** the principles of developing and implementing strategic plans
- K3.** systems theory
- K4.** information sources, data collection, and data analysis
- K5.** effective communication
- K6.** effective consensus-building and negotiation skills

KNOWLEDGE INDICATORS

Course	K1	K2	K3	K4	K5	K6
EDU 501				X		
EDU 522		*		X		
EDU 504	*	*	*	*	*	*
EDU 505						
EDU 508	X		X	X	X	
EDU 512	*			*	*	
EDU 513		X				X
EDU 516			*	*		
EDU 532	*	*		*	*	
EDU 810			X	X		

- X Strongly addresses this knowledge indicator.
- * Secondly addresses this knowledge indicator

Standard 2

*A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.***

The administrator has knowledge and understanding of:

- K 1.** student growth and development
- K 2.** applied learning theories
- K 3.** applied motivational theories
- K 4.** curriculum design, implementation, evaluation, and refinement
- K 5.** principles of effective instruction
- K 6.** measurement, evaluation, and assessment strategies
- K 7.** diversity and its meaning for educational programs
- K 8.** adult learning and professional development models
- K 9.** the change process for systems, organizations, and individuals
- K10.** the role of technology in promoting student learning and professional growth
- K11.** school curriculum

KNOWLEDGE INDICATORS

<u>Course</u>	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11
EDU 501						X					
EDU 522							*		*		
EDU 504			*				*	*			*
EDU 505											
<u>EDU 508</u>		X	X	X	X	X		X	X		X
EDU 512											*
<u>EDU 513</u>	X			X	X	X					X
EDU 516										*	
EDU 532		X		X	X	*	X	X		X	X
EDU 810	X			X		X				X	

X Strongly addresses this knowledge indicator

* Secondly addresses this knowledge indicator

Standard 3

*A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.***

The administrator has knowledge and understanding of:

- K1.** theories and models of organizations and the principles of organizational development
- K2.** operational procedures at the school and district level
- K3.** principles and issues relating to school safety and security
- K4.** human resources management and development
- K5.** principles and issues relating to fiscal operations of school management
- K6.** principles and issues relating to school facilities and use of space
- K7.** legal issues impacting school operations
- K8.** current technologies that support management functions

KNOWLEDGE INDICATORS

Course	K1	K2	K3	K4	K5	K6	K7	K8
EDU 501								
EDU 522	X	X	X					
EDU 504				X				X
EDU 505		X	X				X	
EDU 508								
EDU 512								
EDU 513							*	
EDU 516					X	X		X
EDU 532								*
EDU 810								X

X Strongly addresses this knowledge indicator.

* Secondly addresses this knowledge indicator.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

The administrator has knowledge and understanding of:

- K1.** emerging issues and trends that potentially impact the school community
- K2.** the conditions and dynamics of the diverse school community
- K3.** community resources
- K4.** community relations and marketing strategies and processes
- K5.** successful models of school, family, business, community, government and higher education partnerships

KNOWLEDGE INDICATORS

<u>Course</u>	K1	K2	K3	K4	K5
EDU 501	X				
EDU 522	X	X	X	X	X
EDU 504		X	X	X	X
EDU 505	*	X			
EDU 508	*	*			
EDU 512	X	X	X	X	X
EDU 513		*			
EDU 516					
EDU 532	X	X			X
EDU 810					

X Strongly addresses this knowledge indicator.

* Secondly addresses this knowledge indicator.

Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

The administrator has knowledge and understanding of:

- K1.** the purpose of education and the role of leadership in modern society
- K2.** various ethical frameworks and perspectives on ethics
- K3.** the values of the diverse school community
- K4.** professional codes of ethics
- K5.** the philosophy and history of education

KNOWLEDGE INDICATORS

<u>Course</u>	K1	K2	K3	K4	K5
EDU 501					
EDU 522	*		*	*	
EDU 504			X	X	
EDU 505		X		X	
EDU 508	*				*
EDU 512	X		X		
EDU 513	X		X		
EDU 516		*		*	
EDU 532					
EDU 810					

X Strongly addresses this knowledge indicator.

* Secondly addresses this knowledge indicator.

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The administrator has knowledge and understanding of:

- K1.** principles of representative governance that under gird the system of American schools
- K2.** the role of public education in developing and renewing a democratic society and an economically productive nation
- K3.** the law as related to education and schooling
- K4.** the political, social, cultural and economic systems and processes that impact schools
- K5.** models of strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- K6.** global issues of forces affecting teaching and learning
- K7.** the dynamics of policy development and advocacy under our democratic political system
- K8.** the importance of diversity and equity in a democratic society

KNOWLEDGE INDICATORS

<u>Course</u>	K1	K2	K3	K4	K5	K6	K7	K8
EDU 501								
EDU 522								
EDU 504					X		X	
EDU 505	X		X	X				X
EDU 508				*				
EDU 512					X	X		X
EDU 513			*		*			
EDU 516		X				X	X	X
EDU 532				*		X		
EDU 810								

X Strongly addresses this knowledge indicator.

* Secondly addresses this knowledge indicator

Section 4

Interstate School Leaders License Consortium (ISLLC) Standards

Standard 1

A school administrator is an educational leader who 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.**

Knowledge

The administrator has knowledge and understanding of:

1. learning goals in a pluralistic society
2. the principles of developing and implementing strategic plans
3. systems theory
4. information sources, data collection and data analysis strategies
5. effective communication
6. effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

1. the educability of all
2. a school vision of high standards for all
3. continuous school improvement
4. the inclusion of all members of the school community
5. ensuring that the students have the knowledge, skills and values needed to become successful adults
6. a willingness to continuously examine one's own assumptions, beliefs and practices
7. doing the work required for high levels of personal and organizational performance

Performances

The administrator facilitates, processes, and engages in activities ensuring that:

1. the vision and mission of the school are effectively communicated to staff, parents, students, and community members
2. the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
3. the core beliefs of the school vision are modeled for all stockholders
4. the vision is developed with and among stakeholders
5. the contributions of school community members to the realization of the vision are recognized and celebrated
6. progress toward the vision and mission is communicated to all stakeholders
7. the school community is involved in school improvement efforts
8. the vision shapes the educational programs, plans, and actions
9. an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
10. assessment data related to student learning is used when developing the school vision and goals
11. relevant demographic data pertaining to students and their families are used in developing the school mission and goals
12. barriers to achieving the vision are identified, clarified and addressed
13. needed resources are sought and obtained to support the implementation of the school mission and goals
14. existing resources are used in support of the school mission and goals
15. the vision, mission, and implementation plans are regularly monitored, evaluated and revised

Standard 2

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Knowledge

The administrator has knowledge and understanding of:

1. **student growth and development**
2. **applied learning theories**
3. **applied motivational theories**
4. **curriculum design, implementation, evaluation, and refinement**
5. **principles of effective instruction**
6. **measurement, evaluation, and assessment strategies**
7. **diversity and its meaning for educational programs**
8. **adult learning and professional development models**
9. **the change process for systems, organizations, and individuals**
10. **the role of technology in promoting student learning and professional growth**
11. **school cultures**

Dispositions

The administrator believes in, values, and is committed to:

1. student learning as the fundamental purpose of schooling
2. the proposition that all students can learn
3. the variety of ways in which students can learn
4. life long learning for self and other
5. professional development as an integral part of school improvement
6. the benefits that diversity bring to the school community
7. a safe and supportive learning environment
8. preparing student to be contributing members of society

Performances

The administrator facilitates, processes, and engages in activities ensuring that:

1. all individuals are treated with fairness, dignity, and respect
2. professional development promotes a focus on student learning consistent with the school vision and goals
3. students and staff feel valued and important
4. the responsibilities and contributions of each individual are acknowledged
5. barriers to student learning are identified, clarified and addressed
6. diversity is considered in developing learning experiences
7. life long learning is encouraged and modeled
8. there is a culture of high expectations for self, student, and staff performance
9. technologies are used in teaching and learning
10. student and staff accomplishments are recognized and celebrated
11. multiple opportunities to learn are available to all students
12. the school is organized and aligned for success
13. curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
14. curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
15. the school culture and climate are assessed on a regular basis
16. a variety of sources of information is used to make decisions
17. student learning is assessed using a variety of techniques
18. multiple sources of information regarding performance are used by staff and students
19. a variety of supervisory and evaluative models is employed
20. pupil personnel programs are develop to meet the needs of students/families

Standard 3

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Knowledge

The administrator has knowledge and understanding of:

1. theories and models of organizations and the principles of organizational development
2. operational procedures at the school and district level
3. principles and issues relating to school safety and security
4. human resources management and development
5. principles and issues relating to fiscal operations of school management
6. principles and issues relating to school facilities and use of space
7. legal issues impacting school operations
8. current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

1. making management decisions to enhance learning and teaching
2. taking risks to improve schools
3. trusting people and their judgments
4. accepting responsibility
5. high-quality standards, expectations, and performances
6. involving stakeholders in management processes
7. a safe environment

Performances

The administrator facilitates, processes, and engages in activities ensuring that:

1. knowledge of learning, teaching, and student development is used to inform management decisions
2. operational procedure are designed and managed to maximize opportunities for successful learning
3. emerging trends are recognized, studied, and applied
4. operational plans and procedures to achieve the vision and goals of the school are in place
5. collective bargaining and other contractual agreements related to the school are effectively managed
6. the school plant, equipment, and support systems operate safely, efficiently, and effectively
7. time is managed to maximize attainment of organizational goals
8. potential problems and opportunities are identified
9. problems are confronted and resolved in a timely manner
10. financial, human and material resources are aligned to the goals of schools
11. the school acts entrepreneurially to support continuous improvement
12. organizational systems are regularly monitored and modified as needed
13. stakeholders are involved in decisions affecting schools
14. responsibility is shared to maximize ownership and accountability
15. effective problem-framing and problem solving skills are used
16. effective conflict resolution skills are used
17. effective group-process and consensus-building skills are used
18. effective communication skills are used
19. there is effective use of technology to manage school operations
20. fiscal resources of the school are managed responsibly, efficiently, and effectively
21. a safe, clean, and aesthetically pleasing school environment is created and maintained
22. human resource functions support the attainment of school goals
23. confidentiality and privacy of school records are maintained

Standard 4

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Knowledge

The administrator has knowledge and understanding of:

1. **emerging issues and trends that potentially impact the school community**
2. **the conditions and dynamics of the diverse school community**
3. **community resources**
4. **community relations and marketing strategies and processes**
5. **successful models of school, family, business, community, government and higher education partnerships**

Dispositions

The administrator believes in, values, and is committed to:

1. schools operating as an integral part of the larger community
2. collaboration and communication with families
3. involvement of families and other stakeholders in school decision-making processes
4. the proposition that diversity enriches the school
5. families as partners in the education of their children
6. the proposition that families have the best interests of their children in mind
7. resources of the family and community needing to be brought to bear on the education of students
8. an informed public

Performances

The administrator facilitates, processes, and engages in activities ensuring that:

1. high visibility, active involvement, and communication with the larger community is a priority
2. relationships with community leaders are identified and nurtured
3. information about family and community concerns, expectations and needs is used regularly
4. there is outreach to different business, religious, political, and service agencies and organizations
5. credence is given to individuals and groups whose values and opinions may conflict
6. the school and community serve one another as resources
7. available community resources are secured to help the school solve problems and achieve goals
8. partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
9. community youth family services are integrated with school programs
10. community stockholders are treated equitably
11. diversity is recognized and valued
12. effective media relations are developed and maintained
13. a comprehensive program of community relations is established
14. public resources and funds are used appropriately and wisely
15. community collaboration is modeled for staff
16. opportunities for staff to develop collaborative skills are provided

Standard 5

A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

Knowledge

The administrator has knowledge and understanding of:

1. **the purpose of education and the role of leadership in modern society**
2. **various ethical frameworks and perspectives on ethics**
3. **the values of the diverse school community**
4. **professional codes of ethics**
5. **the philosophy and history of education**

Dispositions

The administrator believes in, values, and is committed to:

1. the ideal of the common good
2. the principles in the Bill of Rights
3. the right of every student to a free, quality education
4. bringing ethical principles to the decision-making process
5. subordinating one's own interest to the good of the school community
6. accepting the consequences for upholding one's principles and actions
7. using the influence of one's office constructively and productively in the service of all students and their families
8. development of a caring school community

Performances

The administrator:

1. examines personal and professional values
2. demonstrates a personal and professional code of ethics
3. demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
4. serves as a role model
5. accepts responsibility for school operations
6. considers the impact of one's administrative practices on others
7. uses the influence of the office to enhance the educational program rather than for personal gain
8. treats people fairly, equitably, and with dignity and respect
9. protects the rights and confidentiality of students and staff
10. demonstrates appreciation for and sensitivity to the diversity in the school community
11. recognizes and respects the legitimate authority of others
12. examines and considers the prevailing values of the diverse school community
13. expects that others in the school community will demonstrate integrity and exercise ethical behavior
14. opens the school to public scrutiny
15. fulfills legal and contractual obligations
16. applies laws and procedures fairly, wisely, and considerately

Standard 6

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Knowledge

The administrator has knowledge and understanding of:

1. principles of representative governance that undergird the system of American schools
2. the role of public education in developing and renewing a democratic society and an economically productive nation
3. the law as related to education and schooling
4. the political, social, cultural, and economic systems and processes that impact schools
5. models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
6. global issues and forces affecting teaching and learning
7. the dynamics of policy development and advocacy under our democratic political system
8. the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values, and is committed to:

1. education as a key to opportunity and social mobility
2. recognizing a variety of ideas, values and cultures
3. importance of a continuing dialogue with other decision makers affecting education
4. actively participating in the political and policy-making context in the service of education
5. using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates, processes, and engages in activities ensuring that:

1. the environment in which schools operate is influenced on behalf of students and their families
2. communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
3. there is ongoing dialogue with representatives of diverse community groups
4. the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
5. public policy is shaped to provide quality education for students
6. lines of communication are developed with decision makers outside the school community

Section 5

Technology Standards for School Administrators (TSSA)

**Providence College
Graduate Administration Program
Correlation to TSSA Standards**

Standard	Courses											
	501	504	505	508	512	513	516	522	532	530/31 536/37	810	
TSSA Standard 1: Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.	X			X	X	X	X	X	X	X	X	X
TSSA Standard 2: Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.	X			X		X	X		X	X	X	X
TSSA Standard 3: Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.	X	X			X	X		X	X	X	X	X
TSSA Standard 4: Educational leaders ensure the integration of technology to support productive systems for learning and administration.	X	X			X	X	X	X		X	X	X
TSSA Standard 5: Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.				X					X	X	X	X
TSSA Standard 6: Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.		X	X							X	X	X

TSSA Standard 1: Leadership and Vision

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

ROLE-SPECIFIC TECHNOLOGY LEADERSHIP TASKS:

Superintendent

Superintendents who effectively lead integration of technology typically perform the following tasks:

- Ensure that the vision for the use of technology is congruent with the overall district vision.
- Engage representatives from all stakeholder groups in the development, implementation, and ongoing assessment of a district technology plan consistent with the district improvement plan.
- Advocate to the school community, the media, and the community at large for effective technology use in schools for improved student learning and efficiency of operations.

District Program Director

District Program Directors who effectively lead integration of technology typically perform the following tasks:

- Assure that program technology initiatives are aligned with the district technology vision.
- Represent program interests in the development and systematic review of a comprehensive district technology plan.
- Advocate for program use of promising practices with technology to achieve program goals.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- Participate in an inclusive district process through which stakeholders formulate a shared vision that clearly defines expectations for technology use.
- Develop a collaborative, technology-rich school improvement plan, grounded in research and aligned with the district strategic plan.
- Promote highly effective practices in technology integration among faculty and other staff.

Performance Indicators

Educational leaders:

- A. Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.**
- B. Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long range, and systematic technology plan to achieve the vision.**
- C. Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.**
- D. Use data in making leadership decisions.**
- E. Advocate for research-based effective practices in use of technology.**
- F. Advocate, on the state and national levels, for policies, programs, and funding opportunities that support the implementation of the district technology plan.**

TSSA Standard 2: Learning and Teaching

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

ROLE-SPECIFIC TECHNOLOGY LEADERSHIP TASKS:

Superintendent

Superintendents who effectively lead integration of technology typically perform the following tasks:

- Provide equitable access for students and staff to technologies that facilitate productivity and enhance learning
- Communicate expectations consistently for the use of technology to increase student achievement
- Ensure that budget priorities reflect a focus on technology and its relationships to enhanced learning and teaching

District Program Director

District Program Directors who effectively lead integration of technology typically perform the following tasks:

- Participate in developing and providing electronic resources that support improved learning for program participants.
- Provide rich and effective staff development opportunities and ongoing support that promote the use of technology to enhance program initiatives and activities.
- Ensure that program curricula and services embrace changes brought about by the proliferation of technology within society.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- Assist teachers in using technology to access, analyze, and interpret student performance data, and in using results to appropriately design, assess, and modify student instruction.
- Collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes effective integration of technology for improved student learning.

Performance Indicators

Educational leaders:

- A. Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.**
- B. Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.**
- C. Provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.**
- D. Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.**
- E. Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.**

TSSA Standard 3: Productivity and Professional Practice

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others

ROLE-SPECIFIC TECHNOLOGY LEADERSHIP TASKS:

Superintendent

Superintendents who effectively lead integration of technology typically perform the following tasks:

- Establish a culture that encourages responsible risk-taking with technology while requiring accountability for results.
- Maintain an emphasis on technology fluency among staff across the district and provide staff development opportunities to support high expectations.
- Use current information tools and systems for communication, management of schedules and resources, performance assessment, and professional learning.

District Program Director

District Program Directors who effectively lead integration of technology typically perform the following tasks:

- Use technology and connectivity to share promising strategies, interesting case studies, and student and faculty learning opportunities that support program improvement.
- Model, for program staff, effective uses of technology for professional productivity such as in presentations, record keeping, data analysis, research, and communications.
- Use online collaboration to build and participate in collaborative learning communities with directors of similar programs in other districts.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- Use current, technology-based management systems to access and maintain personnel and student records.
- Use a variety of media and formats, including telecommunications and the school Website, to communicate, interact, and collaborate with peers, experts, and other education stakeholders.

Performance Indicators

Educational leaders:

- A. Model the routine, intentional, and effective use of technology.**
- B. Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.**
- C. Create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.**
- D. Engage in sustained, job-related professional learning using technology resources.**
- E. Maintain awareness of emerging technologies and their potential uses in education.**
- F. Use technology to advance organizational improvement.**

TSSA Standard 4: Support, Management, and Operations

Educational leaders ensure the integration of technology to support productive systems for learning and administration.

ROLE-SPECIFIC TECHNOLOGY LEADERSHIP TASKS:

Superintendent

Superintendents who effectively lead integration of technology typically perform the following tasks:

- Provide adequate staffing and other resources to support technology infrastructure and integration across the district.
- Ensure, through collaboration with district and campus leadership, alignment of technology efforts with overall district improvement efforts in instructional management and district operations.

District Program Director

District Program Directors who effectively lead integration of technology typically perform the following tasks:

- Implement technology initiatives that provide instructional and technical support as defined in the district technology plan.
- Determine financial needs of the program, develop budgets, and set timelines to realize program technology targets.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- Provide campus-wide staff development for sharing work and resources across commonly used formats and platforms.
- Allocate campus discretionary funds and other resources to advance implementation of the technology plan.
- Advocate for adequate, timely, and high-quality technology support services.

Performance Indicators

Educational leaders:

- A. Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.**
- B. Implement and use integrated technology-based management and operations systems.**
- C. Allocate financial and human resources to ensure complete and sustained implementation of the technology plan.**
- D. Integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.**
- E. Implement procedures to drive continuous improvements of technology systems and support technology replacement cycles.**

TSSA Standard 5: Assessment and Evaluation

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

ROLE-SPECIFIC TECHNOLOGY LEADERSHIP TASKS:

Superintendent

Superintendents who effectively lead integration of technology typically perform the following tasks:

- Engage administrators in using district-wide and disaggregated data to identify improvement targets at the campus and program levels.
- Establish evaluation procedures for administrators that assess demonstrated growth toward achieving technology standards for school administrators.

District Program Director

District Program Directors who effectively lead integration of technology typically perform the following tasks:

- Continuously monitor and analyze performance data to guide the design and improvement of program initiatives and activities.
- Employ multiple measures and flexible assessment strategies to determine staff technology proficiency within the program and to guide staff development efforts.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- Promote and model the use of technology to access, analyze, and interpret campus data to focus efforts for improving student learning and productivity.
- Implement evaluation procedures for teachers that assess individual growth toward established technology standards and guide professional development planning.

Performance Indicators

Educational leaders:

- A. Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.**
- B. Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.**
- C. Assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.**
- D. Use technology to assess, evaluate, and manage administrative and operational systems.**

TSSA Standard 6: Social, Legal, and Ethical Issues

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

ROLE-SPECIFIC TECHNOLOGY LEADERSHIP TASKS:

Superintendent

Superintendents who effectively lead integration of technology typically perform the following tasks:

- Ensure that every student in the district engages in technology-rich learning experiences.
- Recommend policies and procedures that protect the security and integrity of the district infrastructure and the data resident on it.
- Develop policies and procedures that protect the rights and confidentiality of student and staff.

District Program Director

District Program Directors who effectively lead integration of technology typically perform the following tasks:

- Involve program participants, clients, and staff in dealing with issues related to equity of access and equity of technology-rich opportunities.
- Educate program personnel about technology-related health, safety, legal, and ethical issues, and hold them accountable for decisions and behaviors related to those issues.
- Inform districts and campus leadership of program-specific issues related to privacy, confidentiality, and reporting of information that might impact technology system and policy requirements.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- Secure and allocate technology resources to enable teachers to better meet the needs of all learners on campus.
- Adhere to and enforce among staff and students the district's acceptable use policy and other policies and procedures related to security, copyright, and technology use.
- Participate in the development of facility plans that support and focus on health and environmentally safe practices related to the use of technology.

Performance Indicators

Educational leaders:

- A. Ensure equity of access to technology resources that enable and empower all learners and educators.**
- B. Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.**
- C. Promote and enforce privacy, security, and online safety related to the use of technology.**
- D. Promote and enforce environmentally safe and healthy practices in the use of technology.**
- E. Participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.**

Section 6

Graduate Administration Program Recommended Readings

Recommended Readings:

*** These books are available in the office of the Director of the Graduate Administration Program (Harkins 403).**

Ackerman, R. & Ostrowski-Mason, P. (2002). The wounded leader. San Francisco, CA: Jossey-Bass.

Allington, R. (2001). What really matters for struggling readers. New York: Addison-Wesley.

*Armstrong, T. (2003). The multiple intelligences of reading and writing. Virginia: Association of Supervision and Curriculum Development.

*Anderson, R. (1993) Clinical Supervision. California: Corwin Press.

*Barker, C.L., Searchwell, C.J. (2004). Writing meaningful teacher evaluations right now. The principal's quick-start reference guide. California: Corwin Press.

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Beaudoin, M-N, Taylor, M. (2004). Creating a positive school culture, how principals and teachers can solve problems together. California: Corwin Press.

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Benard, B. (2004). Resiliency, what we have learned. Wested.

Blachowicz, C. (2007). Teaching Vocabulary Across the Curriculum: An ASCD Action Tool. Maryland: Association for Supervision and Curriculum Development

Blanchard, K., Carew, D., & Parisi-Carew, E.(1990). The one minute manager builds high performing teams. New York: William Morrow.

Blankstein, A. (2004). Failure Is Not An Option: Six Principles That Guide Student Achievement in High-Performing Schools. California: Corwin Press

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Brooks-Young, S. (2007). Critical Technology Issues for School Leaders. California: Corwin Press.

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- Clauset, H. (2008). Schoolwide Action Research for Professional Learning Communities: Improving Student Learning Through The Whole-Faculty Study Groups Approach. California: Corwin Press
- Cole, R. W. (Ed.). (1995). Educating everybody's children: Diverse teaching strategies for diverse learners. Alexandria, VA: Association for Supervision and Curriculum Development.
- *Combs, A. Miser, A., Whitaker, K. (1999). On becoming a school leader: a person-centered challenge. Alexandria, VA: Association for Supervision and Curriculum Development.
- Conchas, G. (2007). Small Schools and Urban Youth: Using the Power of School Culture to Engage Students. California: Corwin Press.
- * Conzemius, A. (2004). Building shared responsibility for student learning. Alexandria, VA: Association for Supervision and Curriculum Development.
- Copland, M. (2006). Connecting Leadership with Learning: A Framework for Reflection, Planning, and Action. Maryland: Association of Supervision and Curriculum Development
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- * Cotton, K. (2004). Research you can use to improve results. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Creighton, T. (2003). The Principal as technology leader. California: Corwin Press.
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Professional Journals and Publications

ASCD Journal

Journal of Staff Development

* Breaking Ranks

Phi Delta Kappan

Education Week

NASSP Bulletin

Educational Evaluation and Policy Analysis

Principal (NAESP)

Educational Leadership

Principal Leadership (NASSP)

Educational Researcher

RI ASCD Journal of Research and Professional Development

Educational Research Newsletter

* Rhode Island Education Laws and Rules Annotated (1998-99)

Harvard Education Review

* Turning Points

Journal of Educational Administration

Section 7

Online Resources

Online Resources

Administration

Association for Supervision and Curriculum Development	www.ascd.org
Association of Washington School Principals (AWSP)	www.awsp.org
Council of Chief State School Officers	www.ccsso.org
Council of Educational Facility Planners, International	www.cefpi.com
Council of the Great City Schools	www.cgcs.org
Education Commission of the States	www.ecs.org
Institute for Educational Leadership	www.iel.org
Interstate School Leaders Licensure Consortium	www.ccsso.org/isllc.html
National Association of Pupil Services Administration	www.napsa.com
National Association of Elementary School Principals	www.naesp.org
National Association of Secondary School Principals	www.nassp.org
National Association of State Boards of Education	www.nasbe.org
National Association of State Directors of Teacher Education and Certification	www.nasdtec.org
National Association of Student Financial Aid Administrators	www.nasfaa.org/nasfaa
National Federation of State High School Administrations	www.nfhs.org
National School Boards Association	www.nsba.org
National school Public Relations Association	www.nspra.org/entry.htm
National Staff Development Council	www.nsdcc.org

Alternative Education and Education Reform

Accelerated Schools Project	www.acceleratedschools.net
Alternative Education Resource Organization	www.edrev.org
Annenberg Institute for School Reform	www.aisr.brown.edu
Association for Effective Schools Inc.	www.mes.org
Basic School Network	www.jmu.edu/basicsschool
Carnegie Foundation for the Advancement of Teaching	www.carnegiefoundation.org
Center for Education Reform	www.edreform.com
Center for Educational Renewal	depts.washington.edu/cedren/CER.htm
Center on Educational and Work	www.cew.wisc.edu
Core Knowledge Foundation	www.coreknowledge.org

Council for Basic Education	www.c-b-e.org
Developmental Studies Center	www.devstu.org
EDvancenet	www.edvancenet.org
Galef Institute	www.galef.org
Global Online Adventure Learning Site	goals.com
Goals 2000: Educate America Act (U.S. Dept. Ed.)	www.ed.gov/legislation/GOALS2000/TheAct/
Impact II	www.teachnet.org
Magnet Schools of America	www.magnet.edu
National Association for Year-Round Education	www.nayre.org
National Center for Restructuring Education	www.tc.columbia.edu
National Coalition of Alternative Community Schools	www.nhen.org
National Foundation for the Improvement of Education	www.nfie.org
National Paideia Center	www.unc.edu/depts/ed/cel-paideia.html
National Science Foundation	www.ehr.nsf.gov/esr/default.asp
New American Schools	www.naschools.org/home.html
New Visions for Public Schools	www.newvisions.org
School Development Program	www.info.med.yale.edu/comer
Teach for America	www.teachforamerica.org
The Character Education Partnership	www.character.org
The Learning Communities Network, Inc.	www.lcn.org
Turning Points	www.carnegie.org

Equity

American Association of University Women	www.aauw.org/home.html
Center for Equal Opportunity	www.ceousa.org
National Association for Neighborhood Schools	www.nans.org
National Association for the Advancement of Colored People	www.naacp.org
National Coalition of Advocates for Students	www.ncas1.org
The Learning Communities Network, Inc.	www.lcn.org

Foundations

Bill and Melinda Gates Foundation	www.gatesfoundation.org
Carnegie Corporation of New York	www.carnegie.org

Milken Family Foundation www.mff.org
National Science Foundation www.nsf.gov
Northeast Foundation for Children www.responsiveclassroom.org
Schwab Foundation for Learning www.schwablearning.org

Literacy, Language, Arts and Humanity

American Library Association www.ala.org
International Reading Association www.reading.org
National Association for Bilingual Education www.nabe.org
National Council of Teachers of English www.ncte.org
Reading Recovery Council of North America, Inc. www.readingrecovery.org

Mathematics and The Sciences

American Association for the Advancement of Science www.aaas.org
Center for Excellence in Education rsi.cee.org
National Academy of Sciences www.nas.edu
National Council of Teachers of Mathematics www.nctm.org
National Science Foundation www.nsf.gov

National Associations

Association for Supervision and Curriculum Development www.ascd.org
Council of the Great City Schools www.cgcs.org
Nation Staff Development Council www.nsd.org
National Association of Elementary School Principals www.naesp.org
National Association of Secondary School Principals www.nassp.org
National High School Association www.nhsa.net
National Middle School Association www.nmsa.org

Parental Involvement

National Association of Partners in Education Inc. www.NAPEhq.org
Parents for Public Schools www.pps.org
Partnership for Learning www.partnership-wa.org

Think Tanks and Research and Policy

Association for Supervision and Curriculum Development	www.ascd.org
Brookings Institution	www.brook.edu
Carnegie Corporation of New York	www.carnegie.org
National Alliance for Restructuring Education	www.ncee.org
National Alliance of Black School Educators	www.nabse.org
National Catholic Educational Association	www.ncea.org
National Center for Restructuring Education, Schools, and Teaching	www.tc.columbia.edu/~ncrest
Project Zero	Pzwev.harvard.edu
RAND Corporation	www.rand.org/centers/education
SCANS 2000	www.scans.jhu.edu

Teacher Organizations

American Council on the Teaching of Foreign Languages	www.actfl.org
Early Childhood Educators	users.sgi.net/~cokids
ERIC Clearinghouse on Teaching and Teacher Education	www.ericsp.org
National Board for Professional Teaching Standards	www.nbpts.org
National Council for Social Studies	www.ncss.org
National Council of Teachers of English	www.ncte.org
National Council of Teachers of Mathematics	www.nctm.org
National Education Association	www.nea.org

Technology

Center for Educational Leadership and Technology	www.celt.org
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Testing and Assessment

Educational Testing Service	www.ets.org
Nation's Report Card, National Assessment of Educational Progress	nces.ed.gov/nationsreportcard/site/home.asp
National Center for Fair and Open Testing	www.fairtest.org

Section 8

Standards for Educational Leaders in Rhode Island Draft Form: September 2008

Section 9

Student Signature Receipt of Administration Program Guidelines and Procedures