Providence College

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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 or certificate. All students who are enrolled in a graduate administration course 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), Rhode Island Standards for Educational Leadership (RISEL), and TSSA Standards.
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/administrators by meeting the ISLLC/RISEL and TSSA standards. These standards form the framework upon which students will develop their course-work portfolio. The ISLLC/RISEL 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/RISEL standards. The portfolio should be organized by the six ISLLC/RISEL 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. All pieces of evidence must have a cover sheet. This form describes the entry and how it relates to the ISLLC/RISEL standard(s) and knowledge indicators(s). When applicable, students should note any TSSA performance indicators they may have addressed in a course project.

• All student work must include the ISLLC/RISEL and TSSA Assessment Form to their instructor. 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/RISEL 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/RISEL 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/RISEL 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/RISEL 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/RISEL and TSSA 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?

7. Each ISLLC/RISEL standard must have three pieces of evidence while each TSSA Standard must have one piece of evidence. Please refer to “Coursework Portfolio Review” for range of entries (located on p. 10).

4. List of Readings from Coursework (See form page 19)

Finished Coursework Portfolios:
Are due into the Program Director’s office located in Harkins Hall 328 by

May 15th for Fall Interns and by

December 1st for Spring Interns

C. Portfolio Review

- Throughout the program, instructors will review all 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

Master’s 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
Providence College
Graduate Administration Program
Coursework Portfolio Review

Name: _______________________________ Date: ________________________________

Components:
☐ Title Page
☐ Table Of Contents
☐ Resume

☐ List of Courses
☐ Reflection Paper

Range of Entries:
☐ Field Experience
☐ Research Paper (theoretical)
☐ Research Paper (action-based)
☐ Case Studies (theoretical)
☐ Case Studies (performance based)
☐ Journal Entries

☐ Reflections
☐ Reaction Paper
☐ Exam
☐ Book Critique
☐ Other

Coherence with ISLLC/RISEL Standards:
☐ Standard1: Vision of learning
☐ Standard 2: School culture and instructional program conducive to student learning and staff professional growth
☐ Standard 3: Management of the organization, operations, and resources
☐ Standard 4: Responding to diverse community interests and needs, mobilizing resources
☐ Standard 5: Acting with integrity, fairness and in an ethical manner
☐ Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context

Coherence with TSSA Standards:
☐ Standard1: Leadership and Vision
☐ Standard 2: Learning and Teaching
☐ Standard 3: Productivity and Professional Practice
☐ Standard 4: Support, Management and Operations
☐ Standard 5: Assessment and Evaluation
☐ Standard 6: Social, Legal and Ethical Issues

Comments:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Providence College
Graduate Administration Program
Mid-Coursework Portfolio Review

Name: _______________________________ Date: ________________________________

Range of Entries:
☐ Field Experience
☐ Research Paper (theoretical)
☐ Research Paper (action-based)
☐ Case Studies (theoretical)
☐ Case Studies (performance based)
☐ Journal Entries
☐ Reflections
☐ Reaction Paper
☐ Exam
☐ Book Critique
☐ Other

Coherence with TSSA Standards:
☐ Standard 1: Leadership and Vision
☐ Standard 2: Learning and Teaching
☐ Standard 3: Productivity and Professional Practice
☐ Standard 4: Support, Management and Operations
☐ Standard 5: Assessment and Evaluation
☐ Standard 6: Social, Legal and Ethical Issues

Coherence with ISLLC/RISEL Standards:
☐ Standard 1: Vision of learning
☐ Standard 2: School culture and instructional program conducive to student learning and staff professional growth
☐ Standard 3: Management of the organization, operations, and resources
☐ Standard 4: Responding to diverse community interests and needs, mobilizing resources
☐ Standard 5: Acting with integrity, fairness and in an ethical manner
☐ Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

12
Providence College Portfolio Process  
Graduate Administration Program  
ISLLC/RISEL 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/RISEL Knowledge Standards: Circle the indicators demonstrated by your portfolio entry.

<table>
<thead>
<tr>
<th>Standard #1:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #2:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Standard #3:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Standard #4:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
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<tr>
<td>Standard #5:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Standard #6:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Standard #1</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #2</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td></td>
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<tr>
<td>Standard #3</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
<tr>
<td>Standard #4</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>Standard #5</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #6</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td></td>
</tr>
</tbody>
</table>

C. Describe the entry and how it relates to the standard(s) and indicator(s) on a separate page using paragraph form.

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/RISEL standards.

<table>
<thead>
<tr>
<th>Portfolio Entry Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished</td>
</tr>
</tbody>
</table>

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

Instructor's Signature_____________________________________ Date____________________
# Rubric for Portfolio Project/Entry

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distinguished</strong></td>
<td>1. <em>Communication</em>: 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.</td>
</tr>
<tr>
<td></td>
<td>2. <em>Thinking and Reasoning</em>: Work is comprehensive and demonstrates a high level of analysis, synthesis, problem solving and decision making.</td>
</tr>
<tr>
<td></td>
<td>3. <em>Application</em>: Work demonstrates an application of theory, derived from readings and coursework, to practice.</td>
</tr>
<tr>
<td></td>
<td>4. <em>Coherence</em>: The rationale for how the standards and indicators relate to the work is strong, clear, and relevant.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>1. <em>Communication</em>: 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.</td>
</tr>
<tr>
<td></td>
<td>2. <em>Thinking and Reasoning</em>: Work shows some level of analysis, synthesis, problem solving, and decision making.</td>
</tr>
<tr>
<td></td>
<td>3. <em>Application</em>: Work shows some evidence of application of theory, derived from readings and coursework, to practice.</td>
</tr>
<tr>
<td></td>
<td>4. <em>Coherence</em>: The rationale for how the standards and indicators relate to the work is clear and relevant.</td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>1. <em>Communication</em>: Work shows little evidence of organization. APA format is inconsistent. Errors in language structure and grammar are distracting to the reader.</td>
</tr>
<tr>
<td></td>
<td>2. <em>Thinking and Reasoning</em>: Work shows little evidence of analysis, synthesis, problem solving, and decision making.</td>
</tr>
<tr>
<td></td>
<td>3. <em>Application</em>: Work shows limited evidence of application of theory, derived from readings and coursework, to practice.</td>
</tr>
<tr>
<td></td>
<td>4. <em>Coherence</em>: The rationale for how the standards and indicators relate to the work is limited.</td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
<td>Work demonstrates the above characteristics to a minor degree or not at all.</td>
</tr>
</tbody>
</table>

- See Rubric for Reflective Writing
# Rubric for Reflective Writing

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Expectations</th>
</tr>
</thead>
</table>
| **Highly Reflective** | Describes the action/behavior, incident, observations, readings, and/or discussions succinctly (clearly and briefly.)  
Specifically explains what knowledge or perspective has been gained through the experience, observation, reading and/or discussion.  
Relates new concepts or ideas to situations; draws analogies between situations.  
Explains the changes that experience has had upon thinking, understanding, and actions.  
Synthesizes theory learned in coursework and readings with experiences and articulates this relationship.  
Applies new perspectives to solve real problems. |
| **Reflective** | Describes the action/behavior, incident, observations, readings, and/or discussions fairly briefly and with some clarity  
Explains with a fair amount of clarity what knowledge or perspective has been gained through the experience, observation, reading and/or discussion.  
Connects new concepts or ideas in general to situations.  
Explains some aspect of how experience has changed thinking, understanding, and actions.  
Recognizes theory learned in coursework and readings and connects them to experience.  
Attempts to apply new perspectives to solve real problems.  
Infers aspects of reflection but does not state them explicitly. |
| **Partially Reflective** | Explains the experience and describes some knowledge or perspective gained through experience.  
Identifies unfamiliar ideas or concepts as well as any changes in perspective.  
Shifts between describing the details of situations and assumptions about them, without explaining reflective process. |
| **Not Reflective** | Describes or explains experience.  
Makes few if any connections between experience and theory. |
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, 2012
<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Course</th>
<th>Professor</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Paper on systems theory/pluralistic society</td>
<td>EDU 504</td>
<td>EDU 504</td>
<td></td>
</tr>
<tr>
<td>K 1.1, 1.3</td>
<td></td>
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<tr>
<td>Research Proposal—Language Immersion</td>
<td>EDU 501</td>
<td>EDU 501</td>
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<tr>
<td>K 1.4</td>
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<tr>
<td>Strategic plan analysis</td>
<td>EDU 504</td>
<td>EDU 504</td>
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<tr>
<td>K 1.2, 1.5, 1.6</td>
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<tr>
<th>Standard 2</th>
<th>Course</th>
<th>Professor</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Reflection papers based on Sergiovanni</td>
<td>EDU 508</td>
<td>EDU 508</td>
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<tr>
<td>K 2.1, 2.2, 2.3, 2.5, 2.8, 2.9</td>
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<tr>
<td>Interview regarding hiring/diversity</td>
<td>EDU 504</td>
<td>EDU 504</td>
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<tr>
<td>K 2.3, 2.7</td>
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<tr>
<td>Field experience—Curriculum design</td>
<td>EDU 532</td>
<td>EDU 532</td>
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<td>K 2.4</td>
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<tr>
<td>Tuning protocol/Field experience</td>
<td>EDU 508</td>
<td>EDU 508</td>
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<tr>
<td>K 2.3, 2.5, 2.6, 2.8</td>
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<tr>
<td>Case Study-Parent/School relations</td>
<td>EDU 522</td>
<td>EDU 522</td>
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<tr>
<td>K 2.9, 4.4</td>
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<tr>
<td>Interview with principal regarding leadership</td>
<td>EDU 504</td>
<td>EDU 504</td>
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<tr>
<td>K 2.11</td>
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<th>Course</th>
<th>Professor</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Case study—Leadership responsibilities</td>
<td>EDU 522</td>
<td>EDU 522</td>
<td></td>
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<tr>
<td>K 3.1</td>
<td></td>
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<tr>
<td>Case Study—Decision making strategies</td>
<td>EDU 522</td>
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<tr>
<td>K 3.2, 3.3</td>
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<tr>
<td>Reaction paper—Student enrollment projections</td>
<td>EDU 504</td>
<td>EDU 504</td>
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<td>K 3.4</td>
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</table>
Field activity—Fiscal operations of a school  EDU 516
K 3.5, 5.2, 5.4

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

<table>
<thead>
<tr>
<th>Edu 504 Supervision of Personnel</th>
<th>Author</th>
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19
Providence College Graduate Administration
Coursework Portfolio Entry
Clinical Field Experience Report

Student: ______________________________________________________

Course: ______________________________________________________

Cooperating Principal/Administrator: ______________________________

School/City: __________________________________________________

School/District: _________________________________________________

District’s Classification: _________________________________________

SUMMARY:

Signatures:

Cooperating Principal/Administrator: ____________________________   Date: ______________

Student: __________________________________________________   Date: ______________
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Section 2

Correlation of Interstate School Leaders Licensure Consortium (ISLLC)/RISEL Standards to Administration Courses
## Correlation of the ISLLC/RISEL Standards To Administration Courses

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Section 3

Correlation of the Knowledge Indicators
For each of the
Interstate School Leaders Licensure Consortium Standards (ISLLC)/RISEL
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

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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
K 10. the role of technology in promoting student learning and professional growth
K 11. school curriculum

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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

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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

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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

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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

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Section 4

Interstate School Leaders License Consortium (ISLLC)/RISEL 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 procedures 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)
<table>
<thead>
<tr>
<th>Standard</th>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>TSSA Standard 1:</strong></td>
<td></td>
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<tr>
<td>Educational leaders inspire a shared vision</td>
<td>X</td>
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<tr>
<td>for comprehensive integration of technology</td>
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<tr>
<td>and foster an environment and culture</td>
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<tr>
<td>conducive to the realization of that vision.</td>
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<tr>
<td>Educational leaders ensure that curricular</td>
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<tr>
<td>design, instructional strategies, and</td>
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<tr>
<td>learning environments integrate appropriate</td>
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<td>technologies to maximize learning and</td>
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<td>teaching.</td>
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<td><strong>TSSA Standard 3:</strong></td>
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<td>Educational leaders apply technology to</td>
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<td>enhance their professional practice and to</td>
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<td>increase their own productivity and</td>
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<td>that of others.</td>
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<td><strong>TSSA Standard 4:</strong></td>
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<tr>
<td>Educational leaders ensure the integration</td>
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<td>of technology to support productive systems</td>
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<td>for learning and administration.</td>
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<tr>
<td><strong>TSSA Standard 5:</strong></td>
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<tr>
<td>Educational leaders use technology to plan</td>
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<tr>
<td>implement comprehensive systems of effective</td>
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<td>assessment and evaluation.</td>
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<tr>
<td><strong>TSSA Standard 6:</strong></td>
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<tr>
<td>Educational leaders understand the social,</td>
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<tr>
<td>legal, and ethical issues related to technology</td>
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<tr>
<td>and model responsible decision-making related</td>
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<td>to these issues.</td>
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Providence College
Graduate Administration Program
Correlation to TSSA Standards
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 leaning 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 328).


Tankersley, K. (2005). Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading. Maryland: Association for Supervision and Curriculum Development


### Professional Journals and Publications

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<thead>
<tr>
<th>Journal Name</th>
<th>Publication Name</th>
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<tbody>
<tr>
<td>ASCD Journal</td>
<td>Principal (NAESP)</td>
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<tr>
<td>Teaching and Learning</td>
<td>Educational Leadership</td>
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<tr>
<td>* Breaking Ranks</td>
<td>Principal Leadership (NASSP)</td>
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<tr>
<td>Journal of Classroom Interaction</td>
<td>Educational Researcher</td>
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<tr>
<td>Education Next: A Journal of Opinion and Research</td>
<td>RI ASCD Journal of Research and Professional Development</td>
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<tr>
<td>Journal of Staff Development</td>
<td>Harvard Educational Review</td>
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<tr>
<td>Phi Delta Kappan</td>
<td>Interdisciplinary Journal of Problem</td>
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<tr>
<td>Education Week</td>
<td>The Teaching Professor</td>
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<tr>
<td>NASSP Bulletin</td>
<td>Journal of Educational Administration</td>
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Section 7

Online Resources
## Online Resources

### Administration

<table>
<thead>
<tr>
<th>Organization</th>
<th>Website</th>
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<tbody>
<tr>
<td>Association for Supervision and Curriculum Development</td>
<td><a href="http://www.ascd.org">www.ascd.org</a></td>
</tr>
<tr>
<td>Association of Washington School Principals (AWSP)</td>
<td><a href="http://www.awsp.org">www.awsp.org</a></td>
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<tr>
<td>Council of Chief State School Officers</td>
<td><a href="http://www.ccsso.org">www.ccsso.org</a></td>
</tr>
<tr>
<td>Council of Educational Facility Planners, International</td>
<td><a href="http://www.cefpi.com">www.cefpi.com</a></td>
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<tr>
<td>Council of the Great City Schools</td>
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<td>Education Commission of the States</td>
<td><a href="http://www.ecs.org">www.ecs.org</a></td>
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<tr>
<td>Institute for Educational Leadership</td>
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<td>Interstate School Leaders Licensure Consortium</td>
<td><a href="http://www.ccsso.org/isllc.html">www.ccsso.org/isllc.html</a></td>
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<tr>
<td>National Association of Pupil Services Administration</td>
<td><a href="http://www.napsa.com">www.napsa.com</a></td>
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<tr>
<td>National Association of Elementary School Principals</td>
<td><a href="http://www.naesp.org">www.naesp.org</a></td>
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<tr>
<td>National Association of State Boards of Education</td>
<td><a href="http://www.nasbe.org">www.nasbe.org</a></td>
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<tr>
<td>National Association of State Directors of Teacher Education and Certification</td>
<td><a href="http://www.nasdtec.org">www.nasdtec.org</a></td>
</tr>
<tr>
<td>National Association of Student Financial Aid Administrators</td>
<td><a href="http://www.nasfaa.org/nasfaa">www.nasfaa.org/nasfaa</a></td>
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<tr>
<td>National Federation of State High School Administrations</td>
<td><a href="http://www.nfhs.org">www.nfhs.org</a></td>
</tr>
<tr>
<td>National School Boards Association</td>
<td><a href="http://www.nsba.org">www.nsba.org</a></td>
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<tr>
<td>National school Public Relations Association</td>
<td><a href="http://www.nspra.org/entry.htm">www.nspra.org/entry.htm</a></td>
</tr>
<tr>
<td>National Staff Development Council</td>
<td><a href="http://www.nsdc.org">www.nsdc.org</a></td>
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### Alternative Education and Education Reform

<table>
<thead>
<tr>
<th>Organization</th>
<th>Website</th>
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<tbody>
<tr>
<td>Accelerated Schools Project</td>
<td><a href="http://www.acceleratedschools.net">www.acceleratedschools.net</a></td>
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<tr>
<td>Alternative Education Resource Organization</td>
<td><a href="http://www.edrev.org">www.edrev.org</a></td>
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<tr>
<td>Annenberg Institute for School Reform</td>
<td><a href="http://www.aisr.brown.edu">www.aisr.brown.edu</a></td>
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<tr>
<td>Association for Effective Schools Inc.</td>
<td><a href="http://www.mes.org">www.mes.org</a></td>
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<td>Basic School Network</td>
<td><a href="http://www.jmu.edu/basicschool">www.jmu.edu/basicschool</a></td>
</tr>
<tr>
<td>Carnegie Foundation for the Advancement of Teaching</td>
<td><a href="http://www.carnegiefoundation.org">www.carnegiefoundation.org</a></td>
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<tr>
<td>Center for Education Reform</td>
<td><a href="http://www.edreform.com">www.edreform.com</a></td>
</tr>
<tr>
<td>Center for Educational Renewal</td>
<td>depts.washington.edu/cedren/CER.htm</td>
</tr>
<tr>
<td>Center on Educational and Work</td>
<td><a href="http://www.cew.wisc.edu">www.cew.wisc.edu</a></td>
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</table>
Core Knowledge Foundation  
Council for Basic Education  
Developmental Studies Center  
EDvancenet  
Galef Institute  
Global Online Adventure Learning Site  
Impact II  
Magnet Schools of America  
National Association for Year-Round Education  
National Center for Restructuring Education  
National Coalition of Alternative Community Schools  
National Foundation for the Improvement of Education  
National Paideia Center  
National Science Foundation  
New American Schools  
New Visions for Public Schools  
School Development Program  
Teach for America  
The Character Education Partnership  
The Learning Communities Network, Inc.  
Turning Points  

**Equity**

American Association of University Women  
Center for Equal Opportunity  
National Association for Neighborhood Schools  
National Association for the Advancement of Colored People  
National Coalition of Advocates for Students  
The Learning Communities Network, Inc.

www.coreknowledge.org  
www.c-b-e.org  
www.devstuu.org  
www.edvancenet.org  
www.galef.org  
goals.com  
www.teachnet.org  
www.magnet.edu  
www.nayre.org  
www.tc.columbia.edu  
www.nhen.org  
www.nfie.org  
www.unc.edu/depts/ed/cel-paideia.html  
www.ehr.nsf.gov/ersh/default.asp  
www.naschools.org/home.html  
www.newvisions.org  
www.info.med.yale.edu/comer  
www.teachforamerica.org  
www.character.org  
www.lcn.org  
www.carnegie.org  

www.aauw.org/home.html  
www.ceousa.org  
www.nans.org  
www.naacp.org  
www.ncas1.org  
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.nsdc.org
National Association of Elementary School Principals  www.naesp.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

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
I have received the Guidelines for Coursework Portfolio. I am responsible for reviewing and following these guidelines when completing my portfolio.

__________________________________________   ________________________
Signature         Date