**New/Revised Program**

**DISTRICT LEVEL/SUPERINTENDENT**

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| **INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:****(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the “Continuing Application”.)****Please check the area below that applies:*** 1. New program to Educator Preparation Unit [ ]
	2. Program previously determined not recognized [ ]
	3. Program previously dropped or put on hiatus [ ]
	4. Program previously determined recognized with conditions by a SPA with conditions other than data [ ]
	5. Program resubmitting for initial approval due to revised standards [ ]
	6. Program resubmitting due to significant changes within the program [ ]
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**Review Criteria**

* Program alignment to standards

**Recognition Decisions**

* **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.
* **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

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| **1.** | **University:** |  |
| **2.** | **Program Name:** |  |
| **3.** | **Program Compiler:** |  |
| **4.** | **Date of Submission:** |  |

# 5. Accredited Educator preparation Providers seeking to add a new program to current certification offerings must submit the following documentation:

[ ]  Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.

[ ]  Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

**6. all programs should attach the following items:**

[ ]  Program Plan of Study that provides:

* Coursework required of all candidates
* Clear information about the sequence in which candidates take courses
* Documentation that practicum/clinical experiences meet the requirements established by the respective learned society
* Description of Capstone assignment, assessment, rubric, and data to be measured

# 7. identify the courses (from the plan of study) and course descriptions that address the standards in the chart below:

| **Standard** | **Course(s)** | **Course Description(s)** |
| --- | --- | --- |
| ***Standard 1: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.*** |
| **1.1** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. |  |  |
| **1.2** Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. |  |  |
| **1.3** Candidates understand and can promote continual and sustainable district improvement. |  |  |
| **1.4** Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders. |  |  |
| ***Standard 2: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.*** |
| **2.1** Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. |  |  |
| **2.2** Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. |  |  |
| **2.3** Candidates understand and can develop and supervise the instructional and leadership capacity across the district. |  |  |
| **2.4** Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district. |  |  |
| ***Standard 3: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.*** |
| **3.1** Candidates understand and can monitor and evaluate district management and operational systems. |  |  |
| **3.2** Candidates understand and can efficiently use human, fiscal, and technological resources within the district. |  |  |
| **3.3** Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. |  |  |
| **3.4** Candidates understand and can develop district capacity for distributed leadership. |  |  |
| **3.5** Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning. |  |  |
| ***Standard 4: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.***  |
| **4.1** Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment. |  |  |
| **4.2** Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district. |  |  |
| **4.3** Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. |  |  |
| ***Standard 5: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.*** |
| **5.1** Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. |  |  |
| **5.2** Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.  |  |  |
| **5.3** Candidates understand and can safeguard the values of democracy, equity, and diversity within the district. |  |  |
| **5.4** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.  |  |  |
| **5.5** Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling. |  |  |
| ***Standard 6: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.*** |
| **6.1** Candidates understand and can advocate for school student, families, and caregivers. |  |  |
| **6.2** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment. |  |  |
| **6.3** Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. |  |  |
| ***Standard 7: Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences.*** |
| **7.1** Sustained Experience: Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.  |  |  |
| **7.2** Qualified On-site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution. |  |  |
| **7.3** Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership District-Level Program Standards* through authentic, district-based leadership experiences. |  |  |