

## Course Descriptions:

### Ed.D. in Education Leadership Course Descriptions and N.C. Standard Alignment

Strand	Course No.	Course Description	Alignment to N.C. Standards for School Superintendents (2007)
<b>Strand A: Strategic Leadership</b>	This strand combines courses focusing on the leader’s ability to understand the district’s identity and provide structures for the identification of district vision, mission and goals. Discussions will occur within the broader context of the N.C. Guiding Mission for all N.C. public schools to “Prepare Future-Ready and Globally Competitive Citizens Who are Prepared for Life in the 21st Century.” In addition, the leader also demonstrates the ability to re-image the school district by activating a comprehensive and ongoing plan for continuous improvement. Courses designed to prepare candidates in these areas include:		
<b>Courses</b>	<b>EDU 7172: Leading in an Age of Accountability: Roles, Responsibilities &amp; Functions</b>	This course explores the scope of the superintendency. An examination of the roles and responsibilities of the superintendent as defined by law, policy and public expectations will be emphasized. Topics including school board/superintendent relations, building an administrative team, and developing a shared vision that is supported by school staff and public stakeholders will be addressed. (3)	<b>Standard 1.: Strategic Leadership</b>  Articulates the rationale of distributed leadership  Uses input from a variety of stakeholder groups, including parents, district faculty/staff members, school board members, and community members to inform decisions  Understands and can communicate the culture of leadership in the district  <b>Standard 2: Instructional Leadership</b>  Articulates the practice of superintendent leadership in the context of 21 <sup>st</sup> Century knowledge and skills  <b>Standard 3: Cultural Leadership</b>  Has a sense of professional efficacy and belief in her/his ability to affect positive leadership in the district

	<p><b>EDU 7173:</b></p> <p><b>Meeting the Challenge: Strategic Planning for 21<sup>st</sup> Century Schools</b></p>	<p>This course will begin with an examination of the Guiding Mission for N.C. Public Schools adopted by the N.C. State Board of Education in 2006. Specifically, the impact of this mission, to <i>Prepare Future-Ready and Globally Competitive Citizens Who are Prepared for Life in the 21<sup>st</sup> Century</i> will provide the foundation for discussions involving district strategic planning. An examination of the processes and mechanics of creating and implementing a strategic plan will be highlighted. Various planning models that facilitate empowerment of local school and community leaders in the planning and implementation processes will be shared. Attention on developing a shared vision, team-building strategies, aligning district and school-based plans as they relate to the broader N.C. Mission will be emphasized (3)</p>	<p><b>Standard 1.: Strategic Leadership</b></p> <p>Understands the attributes, characteristics, and importance of district vision, mission, and strategic goals; and can apply this understanding to the analysis and critique of existing district plans.</p> <p>Develops and communicates a personal vision of a 21<sup>st</sup> Century school district</p> <p>Understands the lines of communication necessary to inform relevant stakeholders of the strategic planning process and to help them understand their roles in its development and implementation</p> <p>Clearly articulates the skills and experiences students will need to live and work in the 21<sup>st</sup> Century</p> <p>Identifies potential school and district changes for improving student learning</p> <p><b>Standard 3: Cultural Leadership</b></p> <p>Identifies district shortcomings and accomplishments</p>
	<p><b>EDU 7274:</b></p> <p><b>Budgeting and Finance of Public School Operations</b></p>	<p>This course assists candidates to understand the process for developing a district budget and the relationship of the budget to strategic plan priorities. Focus will be placed upon legal requirements, time constraints, the need for transparency and staff and public participation in the process. Candidates will examine federal, state and local funding and grant and proposal processes for funding operating and capital improvement budgets. Attention will be paid to establishing public trust through effective communication about</p>	<p><b>Standard 5: Managerial Leadership</b> Identifies and plans for facility needs</p> <p>Manages the district budget resources according to legal and ethical standards</p> <p>Uses district resources in ways that are efficient and reflect responsible stewardship of public resources</p> <p>Knows and is able to apply sound business practices for budgeting and accounting</p> <p>Utilizes collaborative process to determine financial priorities</p>

		<p>district fiscal matters and collaborative and ethical practices. <i>(3) Spring, Year 2</i></p>	<p>and establish a balanced operational budget for school programs and activities</p> <p>Strategically aligns resource allocation to support the district’s vision and strategic plan</p> <p>Uses value-added assessment to improve the relevancy and impact of resource allocation and use</p> <p>Works with others to ensure that necessary resources, including time, space, funding, and personnel, are allocated to meet the district’s goals for achievement and instruction</p>
	<p><b>EDU 7372:</b></p> <p><b>Law and Policy: Governance of 21<sup>st</sup> Century Schools</b></p>	<p>This course focuses on assisting candidates to understand how law and policy may permit or prohibit district action. A focus on gaining an understanding of the Constitutional foundations of schooling and the rights of citizens, the process of policy analysis, development and implementation and relationships, and responsibilities of school personnel and school boards as defined by law and policy will be highlighted.</p>	<p><b>Standard 4: Human Resource Leadership:</b></p> <p>Understands state and federal laws and policies regarding the recruitment, hiring, placement, and termination of faculty/staff.</p> <p>Understands state and federal law and policy related to the appropriate and defensible evaluation of educational professionals and staff.</p> <p><b>Standard 5: Managerial Leadership</b></p> <p>Articulates existing district and school safety and crisis plans, community emergency response plans, and the district’s data security plan</p> <p>Understands the importance of clearly established expectations, structures, rules, and procedures</p> <p>Articulates appropriate strategies for developing, implementing, and supporting district expectations, structures, rules, and procedures</p> <p><b>Standard 6: External Development Leadership</b></p> <p>Is knowledgeable of federal, state, and district mandates that</p>

			<p>affect education</p> <p>Defines, understands, and communicates the impact of legal issues affecting public education</p> <p>Works with others to prepare and recommend district policies in compliance with local, state, and federal requirements that improve student learning and district performance</p> <p>Facilitates the implementation of state education policy</p> <p>Applies laws fairly, wisely, and considerately</p> <p>Articulates legal systems that protect the rights of students and faculty/staff.</p>
	<p><b>EDU 7375:</b></p> <p><b>21<sup>st</sup> Century Technologies for Effective Leadership, Communication and Strategic Planning</b></p>	<p>The paradigm for shaping today’s educational leaders must include the creation of a culture and shared vision of excellence with all stakeholders. Leadership in today’s 21st century educational organizations emphasizes <b>strategic planning</b>, using <b>data</b> to make instructional improvements, building a <b>culture of trust</b> and understanding how <b>theory guides the educational leader to solve problems of practice.</b> (3) <i>Spring, Year 3</i></p>	<p><b>Standard 1: Strategic Leadership</b> Is a driving force behind major initiatives that help students acquire 21st Century skills Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work.</p> <p><b>Standard 2: Instructional Leadership</b> Creates processes for identifying, implementing, and monitoring use of 21st Century instructional tools and best practices for meeting diverse student needs.</p> <p>Provides professional development for school executives in the area of instructional leadership.</p> <p><b>Standard 3: Cultural Leadership</b> Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs.</p>

			<p><b>Standard 4: Human Resource Leadership</b> Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill.</p> <p><b>Standard 5: Managerial Leadership</b> Applies and assesses current technologies for management, business procedures, and scheduling.</p> <p>Assures a system of communication that provides for the timely and responsible exchange of information among school and district staff and stakeholder groups.</p> <p>Creates processes for the storage, security, privacy, and integrity of data.</p> <p><b>Standard 6: External Development Leadership</b> Communicates the schools' and district's status and needs to the local board, county commissioners, and public media to garner additional support for meeting district goals.</p>
<p><b>Strand B: Data and Learning</b></p>	<p>This strand emphasizes learning as the primary business of schooling and how 21st Century leaders recognize the importance of data in leading the teaching and learning process. The leader will examine the teaching and learning process and explore a variety of data sources that are key indicators for student success. In addition to reviewing student, school, and district data sources, the students will examine how various research methodologies contribute to understanding the learning setting. In addition, the leader will be able to conduct a comprehensive analysis and summary of relevant research studies that focus on learning-related issues.</p>		
<p><b>Courses</b></p>	<p><b>EDU 7174:</b> <b>Exemplary Teaching and Learning Practices for Extraordinary Schools</b></p>	<p>This course focuses on the fundamentals of pedagogy and how the superintendent and other district leaders can serve as instructional change agents in the teaching and learning process. Candidates will explore research-based best practices related to student learning and identify effective K-12 teaching practices. Current educational initiatives will be discussed such as the Core Essentials Standards, STEM, Race to the</p>	<p><b>Standard 2: Instructional Leadership</b></p> <p>Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practices in preparing students for success in college or in work</p> <p>Understands the importance of establishing appropriate and specific research-based instructional strategies for the purpose of improving a school's success and student achievement</p>

		Top, and Virtual Schools. The impact of policy on class organization, grouping, class size and instructional methodologies will also be emphasized. (3)	
	<b>EDU 7175: Using Data To Inform Learning, Teaching, and Leadership</b>	This course focuses on improving instruction through the proper use of formative and summative evaluations and monitoring processes to enhance effective program implementation. Specific focus on the use of Professional Learning Communities (PLC's) as the guiding framework for collaboration will be presented. Candidates will be introduced to the skills that district leaders must possess in order to successfully promote shared decision-making to address students' needs and improve learning. (3)	<p><b>Standard 1: Strategic Leadership</b></p> <p>Identifies appropriate and specific achievement targets for schools and student</p> <p>Uses rigorous evaluation techniques to determine the efficacy of change efforts on student achievement</p> <p>Effectively communicates to all stakeholders the results of evaluation of change efforts</p> <p><b>Standard 2: Instructional Leadership</b></p> <p>Understands the fundamentals and value of program evaluation</p> <p>Understands the importance of identifying appropriate and specific achievement targets for schools and students</p> <p>Knows 21<sup>st</sup> Century curricular, instructional, and assessment practices</p> <p><b>Standard 4: Human Resource Leadership</b></p> <p>Understands the concept of professional learning communities and can articulate their characteristics</p> <p>Accurately analyzes the use of professional learning communities in selected schools and identifies areas of particular strength or improvement</p>
	<b>EDU 7373: Research Analysis in</b>	This course will allow candidates to understand the criteria for selecting credible research organizations. A variety of research	<p><b>Standard 2: Instructional Leadership</b></p> <p>Identifies appropriate and specific research-based instructional</p>

	<p><b>Education</b></p>	<p>reports and findings on educationally relevant issues and problems will be addressed as candidates learn to match research findings with local and practical district issues. Applications of research analyses including identifying practical school problems; creating research summaries/briefing papers that form the beginning of research-based interventions; and the creation of a review of relevant professional literature related to the identified problem will be required. (3)</p>	<p>strategies for the purpose of improving a school's success and student achievement</p> <p><b>Standard 3: Cultural Leadership</b></p> <p>Uses multiple sources of data to understand the culture of the district.</p>
	<p><b>EDU 7374:</b></p> <p><b>Applications of Research for Solving Problems of Practice</b></p>	<p>Research application will focus on the draft of a preliminary proposal for the Dissertation in Professional Practice project. The proposal will identify the selected problem/issue that will be addressed by the Dissertation in Professional Practice project and will address relevant research and the plan for putting research toward solving problems of practice. The course is designed to assist candidates with the development of a Dissertation in Professional Practice project proposal. (3)</p>	<p><b>Standard 2: Instructional Leadership</b></p> <p>Works with others to develop appropriate and specific achievement targets for schools and students.</p> <p>Works with others to ensure the use of appropriate and specific research-based instructional strategies for the purpose of improving school success and student achievement</p> <p><b>Standard 5: Managerial Leadership</b></p> <p>Demonstrates awareness of potential problems and/or areas of conflict within the district and proposes possible solutions.</p>

	<p><b>EDU 7471:</b></p> <p><b>Building Leadership Capacity: A Framework for Instructional School Improvement</b></p>	<p>This course focuses on building district and school leadership capacity in order to accelerate instructional and curriculum improvement. Shared and team leadership are requisites to a framework that will provide sustainable improvement. Students will explore a variety of communities, such as study groups, action research teams, vertical learning communities, leadership teams; each designed to elicit effort from others to ensure a rigorous instructional program that meets the needs of all students. Successful frameworks will emphasize participation, vision, inquiry, collaboration, reflection, and student learning and achievement. Students will research schools and districts that have effective models and where strong impact is evident and will understand the components of a district curriculum and the role of curriculum in school improvement. <b>(3)</b></p>	<p><b>TBD</b></p>
	<p><b>EDU 7474:</b></p> <p><b>The Psychology of Learning and Enhancing Creative Thinking in Instructional Practices</b></p>	<p>Demonstration and use of knowledge regarding the role of creativity theories and the neuroscience surrounding the psychology of learning as it applies to practices in educational environments will be gained through the application of research in course materials. Candidates will be expected to apply current research in the field of educational methodology by analyzing the psychological underpinnings of current practices, make connections between theory and current practices, and assess the degree of creative learning in schools. This course requires application of leadership skills in the</p>	<p><b>Standard 1: Strategic Leadership</b></p> <p>Effectively communicates to all stakeholders the results of evaluation of change efforts.</p> <p><b>Standard 3: Cultural Leadership</b></p> <p>Use multiple sources of data to understand the culture of the district.</p> <p><b>Standard 5: Managerial Leadership</b></p> <p>Communicate effectively, orally and in writing.</p> <p>Understand the importance of clearly established expectations,</p>



		development of creative professional development modules, curriculum evaluation and creative assessment of curriculum initiatives. (3)	<p>structures, rules, and procedures.</p> <p>Articulate appropriate strategies for developing, implementing, and supporting district expectations, structures, rules and procedures.</p> <p><b>Standard 6: External Development Leadership</b></p> <p>Recognize ways in which parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>Interact with parents and community groups that have a critical role in developing support for the school district.</p> <p>Recognize the full range, diversity, and perspectives of district stakeholders.</p>
<b>Strand C: Building Collaborative Relationships</b>	This strand deals with the basic and critical components of building solid and effective relationships with district stakeholders. This includes an understanding of the complexities of organizational cultures and how to communicate effectively across a broad set of constituencies. In addition, this strand provides a comprehensive exposure to leading district efforts to attract and develop a staff that is matched closely with district ideals and acts with the highest of ethical standards.		
<b>Courses</b>	<b>EDU 7176:</b>  <b>The Nature of Organizational Cultures and Shared Leadership</b>	This course is designed to assist candidates in their understanding of how complex organizations work. An exploration of formal and informal organizational dynamics including how to develop a collaborative culture for creating shared leadership and decision making to solve educational challenges. Will be emphasized. (3)	<p><b>Standard 3: Cultural Leadership</b></p> <p>Understands and can describe the characteristics and attributes of a collaborative culture</p> <p>Can articulate specific, research-based strategies that promote a collaborative culture</p> <p>Uses multiple sources of data to understand the culture of the district</p> <p>Uses established criteria for performance as the fundamental to inform decisions about evaluation, reward and advancement</p>

	<p><b>EDU 7271:</b></p> <p><b>Political Systems: Effects on Governance and Operations</b></p>	<p>This course will focus on the variety of political forces that are exerted in a public school district’s decision-making process and gaining a broader understanding of the school district as a political system. Cases will be used to explore how the school district functions by using political systems analysis. Attention will be given to the uniqueness of the superintendent/board relationship and the superintendent’s role as chief executive officer in a complex political system. (3)</p>	<p><b>Standard 7: Micropolitical Leadership</b></p> <p>Understands and articulates the role of the superintendent in accessing and influencing the state and local political context to support the goals and vision of the district</p> <p>Defines and understands the internal and external political systems and their impact on the educational system</p> <p>Surveys and understands the political, economic, and social aspects/needs of groups in the community and of the community at large for effective and responsive decision-making.</p> <p>Works with others to clarify and understand superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship.</p>
	<p><b>EDU 7272:</b></p> <p><b>Community and Public Relations</b></p>	<p>This course will focus on how to locate key community constituencies and leaders. Candidates will learn the steps in developing a plan for communication that nurtures strong relationships with community constituents and their leaders. Students will be exposed to successful cases of improved public and community relations. They will learn how to assess community support along with both defining/refining the district’s mission and message. This will also include effectively gauging and dealing with opposition to district initiatives. (3)</p>	<p><b>Standard 5: Managerial Leadership</b></p> <p>Understands that conflict is a part of shared human endeavor</p> <p>Articulates knowledge of strategies for constructively engaging conflict</p> <p>Models appropriate behavior</p> <p>Allows others to professionally express views that conflict or contrast with her/his own</p> <p><b>Standard 6: External Development Leadership</b></p> <p>Recognizes ways in which parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>Interacts with parents and community groups that have a critical role in developing support for the school district</p>

			<p>Understands the value and impact of community involvement in schools and in the district</p> <p>Articulates strategies for increasing community involvement in schools and in the district</p> <p>Recognizes the full range, diversity, and perspectives of district stakeholders</p> <p>Identifies stakeholder groups as potential partners within the community</p>
	<p><b>EDU 7273:</b></p> <p><b>Intercultural Communication Skills for Contemporary School Leaders</b></p>	<p>This course examines the range of communication issues that are prevalent within an organization made up of individuals from different religious, social, ethnic, and educational backgrounds. A focus on language, social attributes, and an understanding of culture and customs when delivering public, written, and electronic messaging will be explored. (3)</p>	<p><b>Standard 1. Strategic Leadership</b></p> <p>Effectively communicates to all stakeholders the results of evaluation of change efforts</p> <p><b>Standard 3: Cultural Leadership</b></p> <p>Uses multiple sources of data to understand the culture of the district</p> <p><b>Standard 5: Managerial Leadership</b></p> <p>Communicates effectively orally and in writing</p> <p>Understands the importance of clearly established expectations, structures, rules, and procedures</p> <p>Articulates appropriate strategies for developing, implementing, and supporting district expectations, structures, rules, and procedures</p>

			<p><b>Standard 6: External Development Leadership</b></p> <p>Recognizes ways in which parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>Interacts with parents and community groups that have a critical role in developing support for the school district</p> <p>Recognizes the full range, diversity, and perspectives of district stakeholders</p>
	<p><b>EDU 7275:</b></p> <p><b>Human Resources: Approaches to Enhance School Effectiveness</b></p>	<p>This course will focus on identifying human resource needs; staffing formulas for allocation of personnel; legal and policy requirements for hiring, discipline and termination of personnel. Additional areas of emphasis will include the role of the human resource division in promoting the mission of the organization, school or district as it impacts the monitoring of human resource functions. (3)</p>	<p><b>Standard 3: Cultural Leadership</b></p> <p>Uses established criteria for performance as the fundamental to inform decisions about evaluation, reward and advancement</p> <p><b>Standard 4: Human Resource Leadership</b></p> <p>Understands state and federal laws or policies regarding the recruitment, hiring, placement, and termination of faculty/staff</p> <p>Understands state and federal law and policy related to the appropriate and defensible evaluation of educational professionals and staff</p> <p>Understands the importance of performance evaluation data for supporting and improving faculty/staff performance</p> <p>Articulates district policies and procedures for recruiting, hiring, placing, and mentoring faculty/staff</p> <p>Understands and supports the processes required to recruit, hire, place, mentor, reward, and when necessary terminate faculty/staff members</p> <p>Articulates the district’s procedures for supporting and implementing the North Carolina Educator Evaluation System</p>

			<p>to assure that all faculty and staff members are evaluated fairly and equitably</p> <p>Appropriately interprets performance evaluation data to support and improve faculty/staff performance</p>
	<p><b>EDU 7472:</b></p> <p><b>Historical Overview of Urban Education: Schooling, Teaching, and Learning</b></p>	<p>This course focuses on the development of a stronger understanding around effective instruction, best practices, and research-based strategies to be used in schools and other organizations to serve at-risk populations and stakeholders in general. Candidates will learn about instructional leadership with a specific and concentrated examination regarding a historical overview of urban education and its correlation with schooling, teaching, learning, curriculum, equity / inequity, and achievement. (3)</p>	<p><b>TBD</b></p>
	<p><b>EDU 7476:</b></p> <p><b>Culturally Responsive Pedagogy</b></p>	<p>As part of the instructional leadership strand, this course provides an in-depth examination of culturally responsive pedagogy and the implications of its practice on students across racial/ethnic differences. Candidates will be exposed to programs, policies, curriculum, and practices that are culturally responsive in nature and will develop their own plan for implementing or expanding the practice of cultural responsive pedagogy in their school communities. (3)</p>	<p><b>TBD</b></p>
<p><b>Strand D: Theory into Practice</b></p>	<p>This strand focuses on how the theories espoused in research can be manifested in district action. This includes a comprehensive understanding of leadership theory and how superintendents thrive as reflective leaders. The leader will also understand how to conceptualize and lead a district improvement effort which will be grounded in relevant research. The leader will interact with a variety of</p>		

	district leaders to monitor and analyze the success of a Dissertation in Professional Practice project that solves a district priority.		
<b>Courses</b>	<b>EDU 7171:</b>  <b>Leadership Theory: Human Dynamics, Ethics, and Organizational Effectiveness</b>	<p>This course focuses on creating an understanding of how to develop and support the organizational change process. Candidates will study formal and informal leadership skills through discussions of the dynamics of intrinsic and extrinsic motivation to influence personnel and the need to create a personal plan for growth and self-development that includes cultivating a support network for growth as a school leader. Seminar with University President Dr. Qubein. (3)</p>	<b>Standard 3: Cultural Leadership</b>  Collaborates with central office staff, local school board members and principals  Solicits advice and guidance of key advisors and mentors  Establishes an environment of trust among faculty/staff  Understands the importance of acknowledging concerns and celebrating accomplishments  Understands the value of efficacy among district faculty/staff in promoting district goals
	<b>EDU 7371:</b>  <b>Educational Reform in the United States: Innovative Practices to Change America's Schools</b>	<p>Beginning with an in-depth discussion of articles such as <i>A Nation at Risk</i>, candidates will explore notable attempts at major educational reform including outcomes-based education, <i>No Child Left Behind (NCLB)</i> and various alternatives to public education. National and International models of school reform will be presented. (3)</p> <p><i>This course serves as a prerequisite for candidates beginning the Dissertation in Professional Practice experience.</i></p>	<b>Standard 1.: Strategic Leadership</b>  Understands the attributes, characteristics, and importance of district vision, mission, and strategic goals; and can apply this understanding to the analysis and critique of existing district plans.  Develops and communicates a personal vision of a 21 <sup>st</sup> Century school district  Clearly articulates the skills and experiences students will need to live and work in the 21 <sup>st</sup> Century  Identifies potential school and district changes for improving student learning
	<b>EDU 7300:</b>  <b>Practices in Executive Leadership I: Organizing for Problem</b>	<p>This initial internship experience is designed to provide the candidate with opportunities to work with others to apply and practice the skills needed for effective school district leadership. These efforts will be grounded in</p>	<b>Standard 1: Strategic Communication</b>  Works with others to create a working relationship with the local board of education that results in a shared vision for the

	<p><b>Solution</b></p>	<p>strong research and focus on activities designed to solve an important district problem of practice. The internship will be used to begin work on the implementation of the Dissertation in Professional Practice project which will include leading the design committee in the work of producing a plan to address the problem/issue identified in the Dissertation in Professional Practice proposal. Additionally, weekly seminars will also allow the intern to engage in a series of simulations and case study exercises that will allow her/him to demonstrate “proficiency” in the remaining practices, not covered by the Dissertation in Professional Practice project, that are required by the state standards for superintendent licensure. <b>150 Hours Required. (3) Taken Concurrently with EDU 8300 (3)</b></p>	<p>district of the changing world in the 21<sup>st</sup> Century</p> <p>Works with others to convene a core group of district leaders to engage in a strategic and comprehensive district planning process focused on student learning and targeting short-term goals and objectives</p> <p>Works with others to systematically review and, when appropriate, challenge guiding assumptions, strategies and processes and implement change focused on improving student learning of 21<sup>st</sup> Century knowledge and skills</p> <p>Works with others to use the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning</p> <p>Works with others to develop effective working relationships with members of the local school board, both as individuals and as a group</p> <p>Works with others to implement structures to distribute leadership and decision-making among faculty/staff members throughout the district</p> <p>Works with others to develop the capacity of educators to effectively assume leadership roles</p> <p>Works with others to engage in consistent, sustained and open dialogue with principals, faculty, and staff members about how policies and practices relate to the district mission and vision</p> <p><b>Standard 2: Instructional Leadership</b></p> <p>Works with others to design scheduling processes that maximize learning time</p> <p>Works with others to use the results of monitoring to make</p>
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			<p>adaptations to curriculum, instruction, and assessment</p> <p>Works with others to ensure that instructional time is valued and protected across the district</p> <p>Works with others to develop appropriate rewards for and recognition of improved student achievement</p> <p>Works with others to develop appropriate and specific achievement targets for schools and students</p> <p>Works with others to ensure the use of appropriate and specific research-based strategies for the purpose of improving school success and student achievement</p> <p><b>Standard 3: Cultural Leadership</b></p> <p>Works with others to design elements of a collaborative and positive culture throughout the district</p> <p>Works with others to build the capacity of principals and other district leaders to develop data-based strategies for creating and maintaining collaborative cultures</p> <p>Works with others to ensure access, engagement, and success for culturally diverse students, faculty and staff</p> <p>Works with others to help principals establish criteria for evaluating programs and performance</p> <p>Works with others to utilize reward and advancement as a way to promote the accomplishments of the district</p> <p>Works with others to implement strategies that build efficacy and empowerment among principals</p> <p>Works with others to monitor the climate of the district to evaluate changes in the sense of efficacy and empowerment of</p>
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			<p>all stakeholder groups</p> <p><b>Standard 4: Human Resource Leadership</b></p> <p>Works with others to implement professional learning communities to support student learning throughout the district</p> <p>Works with others to support ongoing professional development activities throughout the district that are intended to improve curriculum, instruction, and assessment</p> <p>Works with others to support and fully implement the North Carolina Educator Evaluation System to assure that all faculty/staff members are evaluated fairly and equitably</p> <p>Works with others to evaluate how effectively principals and other district leaders apply the North Carolina Educator Evaluation System</p> <p>Works with others to ensure that performance evaluation data are used effectively to support and improve faculty/staff performance</p> <p><b>Standard 5: Managerial Leadership</b></p> <p>Works with others to assure that district faculty, staff, stakeholder groups, and board members receive and exchange information in a timely manner</p> <p>Works with others to develop the capacity among district faculty/staff and board members to use a variety of media to communicate with their respective communities</p> <p>Works with others to systematically monitor the implementation of district rules and procedures</p> <p><b>Standard 6: External Development Leadership</b></p>
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	<p><b>EDU 7400:</b></p> <p><b>Practices in Executive Leadership II: Principal Coaching Certification</b></p>	<p>Today's educational leaders operate in a highly complex environment that is described as uncertain, ambiguous and, at times, volatile. This course focuses on developing the necessary understanding and skill set needed to build leadership capacity in others through the structure of coaching. Using critical reflection, candidates will become more aware of themselves as leaders. A required portfolio of coaching experiences will be evaluated and with demonstration of proficiency, candidates will be eligible for executive leadership coaching experience.</p> <p><b>150 Hours Required. (3)</b></p>	<p><b>See Above</b></p>
	<p><b>EDU 7473:</b></p> <p><b>Special Topics in Curriculum and</b></p>	<p>This course will provide students with in-depth investigation of the theories of curriculum and instruction leadership as they examine the roles and responsibilities district</p>	<p><b>TBD</b></p>

	<p><b>Instructional Leadership</b></p>	<p>and school leaders play in the development, implementation, and evaluation of curriculum. Course content includes international perspectives, national policies, trends in curriculum change, and the latest issues in curriculum and instruction leadership. (3)</p>	
	<p><b>EDU 7475: Supervision and Administration of Instructional Programs</b></p>	<p>This course focuses on the relationship between current practice and research in the supervision and administration of curriculum, instruction, and assessment. Specific administrative theories related to the supervisory role are examined and used to evaluate current and recommended practices in program management. Topics include concepts and techniques necessary for establishing a research-based, comprehensive program for districts to include establishing performance standards; diagnosing staff needs; matching supervision with staff needs; creating appropriate climate; and using results effectively. (3)</p>	<p><b>TBD</b></p>
	<p><b>EDU 7500: Internship in Instructional Leadership Focus Area</b></p>	<p>The Internship is an approved, mentored experience that provides the candidate with opportunities to work with others to apply and practice the skills needed for effective school and district leadership in the areas of curriculum and instruction. The candidate will complete 150 hours of experience that aligns to the program's standards and allows candidates to expand their learning and demonstrate their leadership. Submission and completion of following documents will be required: a)</p>	<p><b>TBD</b></p>

		<p>Internship Contact information b) Site Agreement c) Professional Growth Plan d) Log of Field Experience e) Intern Self-Evaluation f) Intern Specific Data g) an Executive Summary, and h) Mentor Evaluation. (3)</p>	
	<p><b>EDU 8300:</b> <b>DiPP/Traditional Dissertation Proposal Development</b></p>	<p>The Dissertation in Professional Practice experience represents the final culminating project in which candidates complete an in-depth analysis of research related to solving a problem of practice in her/his district. The candidate will lead a site-based team in the formation of a comprehensive implementation strategy for addressing the problem of practice. At the conclusion of the capstone project, the candidate will defend her/his work to a University Doctoral Committee (UDC) which includes the district superintendent or designee. (3) <i>Taken Concurrently with EDU 7300 (3)</i></p> <p><i>DiPP Proposal presentation required.</i></p>	<p><b>See above</b></p>
	<p><b>EDU 8400:</b> <b>DiPP/Traditional Dissertations: Final Presentation</b></p>	<p>A continuation of the Dissertation in Professional Practice experience requiring candidates to complete the design and implementation of a district-level intervention. Final defense and satisfactory performance on the Comprehensive Oral Examination are required. (3) <i>DiPP Final Defense required.</i></p>	<p><b>See above</b></p>