

# **Ed.D. in Educational Leadership**

## **Goals and Objectives**

**Goal 1: To train the prospective school executive in practices which are aligned to the guiding mission of N.C. public schools in creating Future-Ready and Globally Competitive students who are prepared for life in the 21st century.**

- 1.1: Develops and communicates a personal vision of a 21<sup>st</sup> century school district.
- 1.2: 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.
- 1.3: Knows 21<sup>st</sup> Century curricular, instructional, and assessment practices.
- 1.4 Clearly articulates the skills and experiences students will need to live and work in the 21<sup>st</sup> Century.

**Goal 2: To assist the prospective school executive to understand the role of leadership as a collection of practices that must be embedded in all job roles and at all levels of the school district.**

- 2.1: Understands the value of efficacy among district faculty/staff in promoting district goals.
- 2.2: Works with others to prepare and recommend district policies in compliance with local, state, and federal requirements that improve student learning and district performance.
- 2.3: 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.
- 2.4: 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.

**Goal 3: To provide the prospective school executive with the skills needed to engage in transformational leadership so that large-scale sustainable improvements are consistently part of the basic modes of thinking and doing.**

- 3.1: 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.
- 3.2: Collaborates with central office staff, local school board members and principals.
- 3.3: 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.

3.4: Works with others to prepare and recommend district policies in compliance with local, state, and federal requirements that improve student learning and district performance.

**Goal 4: To equip the prospective school executive with the tools needed to create systems and practices of distributed leadership which allows district-wide tasks to be accomplished proficiently.**

4.1: Articulates appropriate strategies for developing, implementing, and supporting district expectations, structures, rules, and procedures.

4.2: Effectively communicates to all stakeholders the results of evaluation of change efforts.

4.3: Understands the value of efficacy among district faculty/staff in promoting district goals.

4.4: Defines and understands the internal and external political systems and their impact on the educational system.

**Goal 5: To assist the prospective school executive to skillfully align the various leadership systems of local boards of education, central office, schools, classrooms, etc. so that they are mutually supportive of each other.**

5.1: Establishes processes that assure accessibility for board members, faculty, staff, and community members.

5.2: Articulates appropriate strategies for developing, implementing, and supporting district expectations, structures, rules, and procedures.

5.3: Recognizes the full range, diversity, and perspectives of district stakeholders.

5.4: Effectively communicates to all stakeholders the results of evaluation of change efforts.

**Goal 6: To assist the prospective school executive to understand the connection between the context of school district leadership with his/her own leadership character and practices.**

6.1: Has a sense of professional efficacy and belief in her/his ability to affect positive leadership in the district.

6.2: Develops and communicates a personal vision of a 21<sup>st</sup> Century school district.

6.3: Models appropriate behavior.

6.4: 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.