Educational Leadership

Goals and Objectives

Goal 1: To train the prospective school executive to practice strategic leadership that promotes a vision, mission, values, beliefs and goals for 21st century schools.

> 1.1: To be able to articulate a vision of how schools should seek to prepare students for the changing world of the 21st century.

> 1.2: To become knowledgeable of the process and protocol of scheduling that addresses diverse student learning needs.

> 1.3: To develop the knowledge, skills and dispositions needed to be a visible and accessible effective school leader.

Goal 2: To provide the prospective school executive with the knowledge of best instructional and school practices that result in an environment of accountability and high standards for all students.

> 2.1:   To develop the skills needed to formulate annual school improvement plans through collaboration with all school stakeholders.

> 2.2: To demonstrate knowledge of 21st century curriculum, instruction, and assessment.

> 2.3:   To understand the process of collecting and using student and other formative assessment data for instructional improvement.

> 2.4: To develop the skills needed to conduct fair and equitable teacher evaluations.

Goal 3: To provide a program of study that enhances the prospective school executive's understanding of the role that the school's culture contributes to school performance, student learning, and the achievement of collective goals.

> 3.1:   To understand and use data from sources such as the *NC Teacher Working Conditions Survey* to effect school improvement.

> 3.2: To learn how to successfully influence the evolution of the school's culture to support continuous school improvement.

> 3.3: To develop effective communication skills in relating school accomplishments to the district office and public media.

Goal 4: To develop the prospective school executive's skills to create a school professional learning community which empowers teachers with distributive leadership.

> 4.1: To develop the skills needed to effectively distribute leadership throughout the school.

4.2: To understand how professional learning communities can create and support collaborative work environments.

4.3: To learn how to develop professional learning communities that are aligned with the school's improvement plan and focus on 21st century student learning.

Goal 5: To develop the prospective school executive's managerial leadership skills in budgeting, staffing, problem solving, and communicating in order to meet the 21st century needs of every classroom.

5.1: To learn how to implement site-based management to support team decision making of both faculty and staff within the school.

5.2: To become knowledgeable of the processes for hiring, inducting, and mentoring new teachers and other staff in the school.

5.3: To understand how to develop a balanced operational budget for school programs and activities.

5.4: To learn how to proactively mediate staff interests and intervene regarding discordant issues when needed.

Goal 6: To facilitate the development of the prospective school executive's external development leadership skills that will enhance parent/community/business engagement, support and ownership in the school.

6.1: To understand how to align the school's curriculum with the state's accountability program.

6.2: To learn the skills needed to promote a sense of well-being among faculty, staff, student, and parents.

6.3: To develop the external leadership skills needed to empower parents and other stakeholders to take shared responsibility for student and school success.

Goal 7: To develop the prospective school executive's micropolitical leadership skills to facilitate social cohesion and shared decision-making among staff.

7.1: To develop the skills needed to effectively promote collaborative design, sharing, evaluation, and engaging instruction that ensure student learning.

7.2: To learn how to effectively collaborate with faculty and staff to develop clear expectations, structures, rules and procedures for students and staff.

7.3: To develop an understanding of how performance should be utilized as the criterion for reward and advancement.