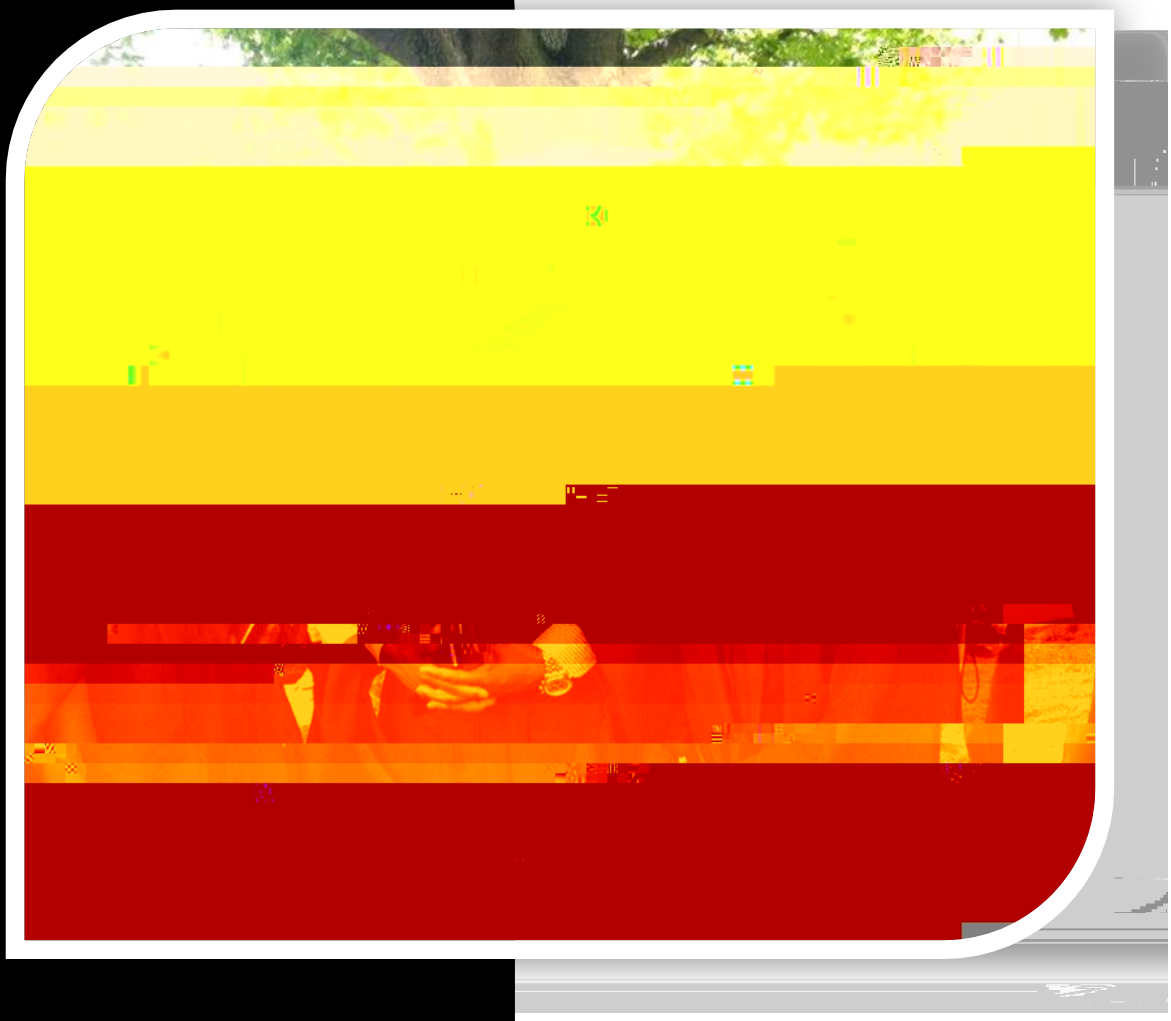

T.06 Tc[(53)] TJET

THE EDUCATIONAL LEADERSHIP HANDBOOK

The Educational Leadership Handbook is designed to help participants and faculty in the planning and execution of certification programs and graduate degrees in Educational Leadership. The Educational Leadership Handbook complements but does not supersede either the Andrews University bulletin or the school of Education Handbook.

The Andrews University bulletin and related policies on graduate programs are available at

WELCOME

Welcome to the Andrews University Educational Leadership program! We are honored that you are seeking information about the program and anticipate that this handbook will be useful as you pursue your educational goals.

The following information will help you to better understand the history and context of Andrews University, of the School of Education, and of the Leadership Department ð and how the Educational Leadership program fits into this context.

ABOUT ANDREWS UNIVERSITY

Our History

Andrews University (AU) enrolls more than 10,000 students annually from most of the 50 states and over 100 countries and territories around the world. These students attend both online, distance, and on-campus programs. U.S. News and World Report ranks Andrews University in the top ten universities in the nation in terms of campus diversity and proportion of international students. Andrews University has more than 80,000 alumni worldwide.

Andrews University, established by visionaries, in the spirit of Adventist educational philosophy, and enriched by a diverse faculty and student body, now offers a wealth of choices to prepare its graduates for life in the twenty-first century. The mission, however, remains the same ð to serve God and humankind.

Our Mission

Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.

Andrews University students will:

- Seek Knowledge as they...
- Engage in intellectual discovery and inquiry
- Demonstrate the ability to think clearly and critically
- Communicate effectively
- Understand life, learning, and civic responsibility from a Christian point of view
- Demonstrate competence in their chosen disciplines and professions
- Affirm Faith as they...
- Develop a personal relationship with JesuET5(y)as th EMC /0-14(m)19(a4(m)19(a4e)-61(f)8)-5(o)306.05 38.184 Tm[( )] Te e

Our Elements

Element I: Worldview

This element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Graduates will be able to...

I.A. Explain worldviews and trace their historical development
I.B. Critique worldviews from a Christian perspective
I.C. Integrate principles of a Christian worldview into their chosen fields of study

Element II: Human Growth and Change

This element addresses principles of growth, development, and learning and the use of these principles to effect positive change. Graduates will be able to...

II.A. Describe human development
II.B. Apply current theories of learning

Element III: GTJ

ABOUT THE LEADERSHIP DEPARTMENT (LEAD)

Core Values

We understand that as we live our lives, the following core values are connected to one another: community, service, integrated life, and human dignity.

Community

Ethical Principle: Leader administrators recognize that community is foundational to learning and change.
Leader administrators understand that human beings need to be in relationship with others. Therefore, they

Figure 2. Dynamics of Department of Leadership Programs

school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

5. ETHICS: Acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every studentôs academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

6. LAW & SOCIETY:

Figure 3. Integration of Standards

EDUCATIONAL LEADERSHIP CERTIFICATES AND DEGREE PROGRAMS

There are five areas of study in K-12 educational leadership:

1. Educational Leadership Certificates
2. Masters (MA)
3. Educational Specialist (EdS)
4. Doctor of Education (EdD)
5. Doctor of Philosophy (PhD)

The first is a non-

EDCI 565 -

Master of Arts in Educational Leadership (MA)

The Program

The MA K-12 Educational Leadership program is designed for post-baccalaureate participants who desire to obtain a degree in educational administration. Those specifically served by this degree are the following:

- Teachers interested in transitioning into educational administration
- Principals of K-8, K-10, K-12 and 9-12 schools
- Aspiring educational leaders

MA: Degree Requirements (36 credits)
Core ð minimum 17, with more credits available from variable credit courses
LEAD 630 - Introduction to Leadership (2)
EDAL 520 - Foundations of Educational Leadership (2ï3)
EDAL 645 - Kï12 Educational Finance (2ï3)
EDAL 670 -

Education Specialist Degree in Educational Leadership (EdS)

The Program

The EdS in K-12 Educational Leadership program prepares participant

Doctor of Education in Educational Leadership (EdD)

The Program

The EdD prepares participants for professional careers in education as superintendents or elementary and secondary-

Choose from outside Educational Leadership, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Dissertation ð 16+
LEAD 880 - Dissertation Proposal Dev. (2)
LEAD 899 - Doctoral Dissertation (14+)

Electives ð As Needed
In consultation with your advisor.

TOTAL PhD degree credits ð 90+

STATUS CATEGORIES

Participants may hold several types of statuses in the program. At admissions, they will be assigned either a regular or provisional status. Educational Leadership faculty bases this status on several criteria including, but not limited to, the minimum standards required by the School of Graduate Studies and and additional Educational Leadership admission requirements. The decision of the Graduate Education Programs Committee is final.

Regular Status

An applicant who meets all of the admission requirements of the university and the Educational Leadership program may be eligible for regular admission status. However, the decision to recommend regular status admission is based on the vote of the Educational Leadership faculty. In order to maintain regular status, an Educational Leadership participant must register at least one semester out of every three semester (e.g. if participat last registered fall 2013 they must register by fall 2014 to stay active). Failure to comply to registration criteria will av7(4)-5(4(g))-26(2)-5(0)3 Tm[(n)6(i)-

Peer-to-Peer File Sharing

Many people utilize peer-to-peer file sharing software such as Bittorent, Gnutella, Kazaa and others to download music, movies, software or books. If you do not have the permission of the copyright owner, it is illegal to download these files. The software may also make the files you have on your computer available to be downloaded by others on the Internet. This is always an issue unless you personally own the copyright to the work. Even if you have a legal right to a copy, you may not have the right to share it with the general public.

Copyright Related Laws and Sanctions

Copyright is the legal protection that creators have over the use, distribution and reproduction of their works, including musi

IRB Review Process

Full reviews are usually discussed at the full board sessions, while expedited and exempt reviews are evaluated by the chair, research compliance administrator or/and another designee(s) from among members of the IRB.
The board meets once monthly; usually the second Monday of every month. For more details about the meeting schedules please visit IRB Meetings Schedule site.

COMPLAINT PROCEDURE

SED Policy 007.4 Candidate Complaint Procedure

If a candidate feels that his/her academic rights have been violated, he/she should speak directly with the relevant professor. If the candidate is unsatisfied with the professorôs response, he/she may appeal to the department chairperson. Following a decision by the department chairperson, the candidate (or professor) may appeal to the appropriate academic dean, followed by an appeal to the Office of the Provost (based on 2010-2011 Student Handbook).

SED Policy 007.4.1 Resolution of Grade Complaints

In keeping with the Andrews University Working Policy (2:437:6), candidates who dispute a grade received for a course (providing that the candidate believes the grade was assigned as a result of carelessness, arbitrariness, or capriciousness) should seek a resolution within one semester through the following steps:
The candidate should seek a resolution in person with the instructor of the course. If this does not result in a satisfactory resolution, the candidate may seek resolution through the instructorôs immediate supervisor.
If this step fails to resolve the dispute, the candidate may file a written grade complaint with the instructorôs

3) Distribute copies ofao6

- Program progress
- SED Participants Disposition Evaluation (See Appendix H)
- EDAL680/LEAD886 Internship
- Internship mentor assessment
- Program Completion Assessment (Comprehensive Examination)
- Written ñTestò
- Portfolio
- Doctoral Dissertation (for EdD and PhD)
- Exit Interview
- SED Program Completion Survey (See Appendix J)
- State required Educational Testing Services, ETS Examinations
- Post-Graduate Assessment
- SED Alumni Survey (See Appendix K)
- SED Employer Survey (See Appendix L)

COMPREHENSIVE EVALUATION

MA, EdS, EdD, and PhD participants complete a portfolio and an oral examination as their comprehensive

The portfolio is an assessment process that results in a collection of carefully chosen artifacts to describe and document development in Educational Leadership. It is developmental (it documents standard-development activities and growth as an administrator over time), reflective (it makes connections between personal, professional, and scholarly dimensions of leadership and interprets their meaning to the participant), scholarly (it contains evidence of an appropriate knowledge base for each of the standard), and representational (it shows how the items in the portfolio represent the fulfillment of the goals outlined in the program).

The portfolio:

- gives substantive, meaningful, and appropriate documentation for each standard
- is reviewed by the appointed portfolio development faculty members
- is submitted for formal and final approval in the portfolio presentation

Because the portfolio plays a central role in the educational leadership programs, rationale for its use is described in the following sections. In the first section, the Christian philosophy of evaluation that guides the program and portfolio process is explored. In the second section, the use of the portfolio in educational evaluation is documented using scholarship from select researchers. The third section will specifically show how the portfolio aligns with Andrews University educational leadership programming and course work. The fourth section will outline the structure and typical content of the portfolio and give some guidance for creating the portfolio. Supporting documents are provided in the Appendix. Finally, the fifth section, reviews how the portfolio fulfills or fits into the comprehensive examination process.

A Christian Worldview for Evaluation and the Portfolio

As a program embedded in Christian practices and purposes, the goal of the Educational Leadership program, as all the educational experiences at Andrews University, is to cooperate with God in learning. This vital connection is especially helpful during the delicate and difficult process of evaluation, self-evaluation, peer-evaluation, faculty-evaluation, and program-related evaluation. Within healthy relationships the portfolio process can be restorative and developmental. However, without that context, the portfolio can quickly take on several possible negative experiences. It can become a superficial task that lapses into mere busy work. It can become an instrument of unnecessary comparison between others. It can become a tool for self-aggrandizement. All of these miss the crucial role of personal development in the portfolio process.

We believe the best safeguard against these potential negative experiences is to view the portfolio as a way of keeping track of Godôs guidance and direction in the participantôs development. Within such a frame of reference, the participant is more inclined to view all the difficult work and discipline that he or she experiences as education necessary to be a better and more joyful servant-leader. Fostering such a spirit is essential for the participant to have the success in creating the portfolio.

With a belief and trust in Godôs love and grace, received ñwithout merit,ò the participant is inspired by his or her personal worth and energized toward development. Trusting that God is love generates a work of love expressed through the portfolio and helps to maintain focus on the participantôs calling to educational leadership and being equipped for wider service and leadership. Through the creation of clet7mai s

In summary, using an ñeducation as redemptionò model frames the portfolio as a process. The program uses it to help educational leaders grow in their calling. It provides a safe and redemption frame of learning to showcase that learning to peers, teachers, and future employers.

Scholarly Support for Portfolios

We believe that the use of portfolios in educational leadership has scholarly support. Since ability in a standard is demonstrated by (a) practical experience, (b) reflective observation, (c) abstract conceptualization, and (d) active experimentation leading to the implementation of new insights (Kolb, 1984), the demonstration and evaluation of a standard must also include dialogue about appropriate knowledge bases and experiments of learning. Optimal learning should include an appropriate assessment process compatible with the broader goal of personal and professional development. Angelo (1995) captures the essence of these dynamics well:

Assessment is an ongoing process aimed at understanding and improving participant learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education. (p. 8)

Notice the emphasis on the dialogical dimension of assessment that not only furthers the developing leaderôs growth, but also enhances the institutionôs openness to learning. Unlike closed-end tests, the portfolio and its emphasis on job-

3. Reflective journals and papers written by the participant that demonstrates growth in a particular area that is connected with the knowledge base or theoretical underpinnings of a given experience. A self-reflection of a particularly difficult parent or participant interaction would be a good example of this type of artifact. A self-reflection essay describes personal growth in a standard and theoretical knowledge base supporting the competency.

Live Text will receive Artifacts in a number of formats, which include but are not limited to Microsoft Word, Excel, PowerPoint, o4o

- EdS: To pass, each Standard must be at the satisfactory level with two at the proficient level.
- EdD: To pass, each Standard must be at the satisfactory level with three at the proficient level.
- PhD: To pass, each Standard must be at the satisfactory level with three at the proficient level and one at the exceptional level.

When the synthesis paper is approved by the participant Program Team (advisor and team member(s), the request for a date for the portfolio presentation is submitted to the K-12 Educational Leadership Program faculty.

There is a required oral presentation of the portfolio. It must be assessed by the participating evaluators at a minimum of a passing level.

DOCTORAL DISSERTATION

Dissertation Purpose and Credits

There are three major, but overlapping, phases of the doctoral program: (a) coursework, (b) comprehensive examination and portfolio work, and (c) the dissertation. Participants should start the dissertation during their coursework. Please see your advisor for more detail on this process. During the dissertation phase of the program, participants will go through five major stages: (a) selecting a topic and committee, (b) writing a proposal, (c) researching (collecting data), (d) writing the dissertation, and finally, (e) orally defending the dissertation.

This section documents the dissertation and its processes (topic and committee selection, the proposal, the written dissertation, and the oral defense). Those securing the EdD or PhD are securing terminal degrees. These degrees represent comprehension of an extensive knowledge base, as well as the completion of high quality independent research. The dissertation is where much of the ability to do high quality independent research is developed and documented. The dissertation is the most in-depth research many persons complete in their entire lifetime. For that reason, it is often the most difficult part of a program. Regardless of how prepared, capable, funded, or committed a person may be, the dissertation still requires extensive academic, social, emotional, and practical resources to complete. Understanding the expectations helps manage the process.

The completion of the dissertation can also be one of the most rewarding experiences. Participants who are passionate about an issue can devote themselves wholeheartedly to a topic and thoroughly explore a valued question in great detail. They can read literature they have always wanted to read and collect data to answer deep professional concerns or pursue personal interests. They then share their discoveries with others through written and oral pro ve alp(h)6(l)-13(y)15 Tm-245(t)-10(h-5(ieo)-5(r)-327e)-13(w)23(o)-6(r)-3rtotheirTon4 334.25 Tm(u)6(ed)-5(u)6(ca245(tss)5(io)-4

Form to assist in determining one's readiness for the course. Polishing the dissertation proposal and getting it approved may take another 2 dissertation credits (to a total of 6). No further dissertation credits will be allowed until the proposal is approved. If needed, at least every third semester, participants must register for EDAL650 Educational Leadership Program Continuation to fulfill continuous registration requirements.

After the proposal is approved, additional dissertation credits can be taken. It is recommended that participants pace their completion of dissertation credits so that should their dissertation take longer than planned, they can still register for dissertation credits. As they experience more progress on their dissertation, they may increase their credits. Here is a summary of how participants could pace their dissertation credits to reduce the necessity of registering for continuation:

Topic & committee approved (LEAD880 no more than 2 credits total)	2 cr.
Dissertation Proposal Development (LEAD880/EDRM880)	2 cr.
Proposal development & approval (LEAD899)	2 cr.
Data collecting	4 cr.
Completion of dissertation & oral defense	6 cr.
Total	16

This process of dissertation can be divided into five stages.

Dissertation Process

Stage 1: Topic and Committee Approval

- Talk with Advisor or potential chair about various topics for a dissertation
- Write a Dissertation Topic Prospectus
- Select faculty member to serve as your dissertation chair
- Revise Prospectus
- Work with the chair to finalize a dissertation committee using the topic committee form
- Continue to work with chair and committee to expand Prospectus into a chapter one

Stage 2: Proposal

- Check readiness to take LEAD880 (see form in Appendix G).
- Work on readiness factors (read literature; expand research methods reading, etc.)
- Take LEAD/EDRM 880
- Write a Research Proposal (RP)
- Continue to work with chair and committee until the committee approves RP
- Send one completed chapter to Dissertation Secretary (Bonnie Proctor) to get feedback on format and style that will need to be incorporated throughout the dissertation write up process
- Get IRB approval (this may take from one to three months)

Stage 3: Data Collection

- Contact subjects, collect data, etc.
- Work with Chair on any changes to the research plan or problems that develop in the data collection phas( )] TJETBT/F2 9.96

- Make changes to the document as suggested by the committee
- Repeat steps 1 & 2 if needed.
-

Methodology

Research methods vary depending on the nature of the study. For example, historical, philosophical, and developmental studies each have their own unique requirements. The following is a list of the most common elements included in the methodology for education research:

Description of the population and any sampling procedures used.
Identification of the independent, dependent, and classification variables and, sometimes, formulating a workable statement of the research hypotheses in null form to prepare for a research design permitting statistical inferences.
Instruments used, tests, measures, interview or observation schedules, scales and questionnaires including details of validity and reliability, or a design for instrument development, including procedures for showing validity and reliability.

Pilot studies.

Procedures:

- Field, classroom, or laboratory procedures
- Data collection and recording
- Null hypotheses, data processing, and data analysis

Types of Proposals

Two types of proposals are acceptable in the School of Education. Both types must review major elements of the A, B, and C content listed above. A proposal can be either of two types:

- The proposal can follow the first-three-chapters model of a dissertation. This is the most common type used by participants because it provides more detailed guidance to the data collection process. It also represents work that will have to be done for the dissertation and therefore encourages the participant further along the dissertation completion process.
- The proposal can be ten to fifteen pages long, covering this content in an overview style.

Proposal Procedures and Roles

During the proposal writing process, typically all drafts are submitted to the committee chair for evaluation and

IRB (Institutional Review Board) approval must be secured before the participant can begin collecting data. In some cases, the chair may require IRB approval prior to the final approval of the proposal. In other instances, the approval is allowed to come after the proposal is accepted. In all cases, data cannot be collected without IRB approval. See the following website for forms and procedures: http://old.andrews.edu/GRAD/OSR/IRB/.

Stage 3: Data Collection

Once the proposal and IRB approval have occurred, participants are then to follow their research design to secure and analyze data. While collecting data, participants should continue to refine their proposal so that it matures into

The dissertation committee and external examiner compose the defense examining committee. The external examiner is chosen by the Dean of the School of Education in accordance with the policy of the Graduate School. The Dean usually consults with the chair in making such a selection. Any expenses related to the defense examining committee will be the responsibility of the participant. Under no circumstance is the participant to dialogue with the external examiner prior to defense. The Graduate Programs Office permits observers at the defense upon request.

Normally two and a half hours are scheduled for the oral defense. Committee members bring written questions based on their review and reading. As the examination progresses other questions usually emerge. The School of Education Dean or the Dean of Graduate Studies, or their appointee, will chair the defense, which usually consists of three rounds of questions. After questioning, the participant and observers leave and the committee convenes in executive session. At the oral defense of the dissertation, the examining committee will determine the participant

NOTE: Some additional software or hardware may be required depending on the course. Participants will be notified of any additional course-specific requirements by the professor.

FINANCES

Loan Deferment

Loans are available through the Student Financial Services office. You may reach them by calling 800-253-2874. Enrollment is necessary to receive loan deferment or to fulfill loan status. Documentation for full-time status for any given semester in the Educational Leadership Program may be obtained in either of two ways:

Regis

ADVANCEMENT TO DEGREE CANDIDACY

Advancement to Degree Candidacy

An applicant for Advancement to Degree Candindacy form is filled after the participant:

- Applies for the comprehensive evaluation
- Completes all course requirements or registers for them
- Removes all curriculum deficiencies
- Removes any language deficiency

The participant is advanced to degree candidacy when the comprehensive evaluation is passed.

STANDARDS OF SCHOLARSHIP

Course Plan and Portfolio

The course plan is a legal document that outlines some of the course requirement necessary to secure the degree. Changes to this must be agreed upone by the university and the student.

APA Standards and AU Standards

All written work must conform to the recent APA standards and AU Standards for Written Work http://www.andrews.edu/grad/documents/sww11.pdf

Grade-Point Average

To remain in the program, the participant must maintain an overall grade-point average of 3.30. No grade of D or F may count toward a degree. If the participant repeats a course, both grades affect the grade-point average. After acceptance into the doctoral program, earning more than three grades below a B, including any grades of Unsatisfactory may result in suspended enrollment.

Annual Evaluation

An annual evaluation takes place every spring for all participants. At this time, Educational Leadership faculty determine each participant progress in the program. Any concerns are brought to the attention of the participant at that time.

TRANSFER OF CREDITS

BULLETIN REQUIREMENTS AND RESPONSIBILITY

The Andrews University Bulletin covers general questions about7n(m) academic policies, and participant

PARTICIPANT APPEAL PROCESS

Participants who find themselves in conflict with or questioning any practice, decision, and/or policy that, in their minds, impacts upon them adversely, may discuss the matter with responsible School of Education personnel in an attempt to have the situation considered, improved, or settled. The nature of the conflict will, in part, determine the procedure to follow. Fundamental to any procedure, however, is the basic commitment to Christian principles, which is to try first to resolve the conflict with the person in question. If that doesnôt work then take another person with you to discuss the situation with the individual. The following describe ways to resolve conflict.

CONFLICT WITH POLICY IN GENERAL

When a question arises in regards to an established policy, participants may discuss it with their advisor, department chair, program coordinator, the Dean, and/or any faculty member; or direct the question to the Graduate Student Association for general discussion by other participants.

CONFLICT WITH POLICY IN PARTICULAR

When participants feel adversely affected by established policy, they should discuss it first with the advisor. This may result in petitioning to waive the policy in this particular case.

Participant ÆAdvisor ÆProgram Coordinator ÆDept Chair ÆDean

If the Participant cannot get the advisor to support the petition, it should be discussed next with the program coordinator, and if necessary, with department chair. At this point, a petition may be filed seeking a waiver or the chair may intervene by bringing the matter to the Dean's Administrative Council (DAC).

Participant ÆProgram Coordinator ÆPetition ÆDept Chair ÆDean

OR

Participant ÆDept Chair ÆDAC ÆAppropriate resource

Or, if neither of the above protocols brings satisfactory resolution to the problem, the matter may be brought to the Dean of the School of Education. If the Dean cannot settle the situation, the matter may be referred to the School of Education Graduate and Undergraduate Academic Policies and Curricula Committee (AP&CC).

Participant ÆDean

OR

Participant ÆDean ÆAP & CC

If the problem still does not have a resolution, the matter may be discussed with the Provost.

Participant ÆProvost (Final Appeal)

CONFLICT WITH FACULTY MEMBER OVER PRACTICE

If conflict arises between a participant and a faculty member, the ideal protocol from a Christian perspective is that resolution be sought first with the faculty member.

Participant ÆFaculty Member

When participants feel that the procedure may, in itself, affect them adversely, they should contact their advisor who may then mediate on their behalf.

Participant ÆAdvisor ÆProgram Coordinator ÆDept Chair Æ

APPENDIX A

Ten Standards Full Version

2011 ELCC Building Level Standards

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision

APPENDIX B

Educational Leadership Standards 1-10 (CABO)

360° Candidate Assessment By Others (360° CABO)
for
K-12 Educational Administrators

WHAT IS THIS (360° CABO) FOR?

This is not a recommendation form on the merit or expertise of the person, b
an assessment of your perspective of the knowledge, and/or beliefs behind the words and/or actions of the person. The 360° C
is designed to help participants obtain an assessment from a peer, a superior, and a subordinate, regarding the level of their
understanding in several areas related to administrative functioning in K-12 School systems in accordance with the standards se
forth by the Interstate School Leaders Licensure Consortium (ISLLC), the Educational Leadership Constituent Council (ELCC)
SDA Church.

INSTRUCTIONS FOR COMPLETING THE 360° CABO:

Please complete this assessment as accurately and honestly as possible. There are no good or bad, right or
wrong answert <</MCID 47>> BDC q 42 165.62 563.52 300.29 re W*

	Score	Percent
ELEMENT 2.1 Average		

ELEMENT 2.2
Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

CONTENT KNOWLEDGE

I provide

			Score	Percent
ELEMENT 3.3 Average				
	ELEMENT 3.4 Candidates understand and can develop school capacity for distributed leadership.	**CONTENT KNOWLEDGE** **I provide knowledge of the meaning of distributed leadership in a school environment and how to create and sustain it.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to identify leadership capabilities of staff; model distributed leadership skills; involve school staff in decision making processes.**		
			Score	**Percent**
ELEMENT 3.4 Average				
	ELEMENT 3.5 Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.	**CONTENT KNOWLEDGE** **I provide knowledge of supervision strategies that ensure that teachers maximize time spent on high-quality instruction and student learning; management theories on effective school time, priorities, and schedules.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to develop school policies that protect time and schedules to maximize teacher instructional time and student learning; develop a school master schedule.**		

	Score	Percent
ELEMENT 4.1 Average		

	Score	Percent
ELEMENT 4.3 Average		
STANDARD 4.0 Average		

STANDARD 5 - Integrity, Fairness, and Ethics as an Essential of Leadership Development: A building-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 school system of accountability for every student's success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

	ELEMENT 5.1 Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.	**CONTENT KNOWLEDGE** **I provide knowledge of practices demonstrating principles of integrity and fairness; federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice.**		

ELEMENT 6.1 Average	Score	Percent

STANDARD 7 - Internship: A building-

ELEMENT 7.2 Average	Score	Percent

ELEMENT 8.2 Average			Score	Percent
	ELEMENT 8.3 Productivity and professional practice	**CONTENT KNOWLEDGE** **I provide knowledge of theories regarding professional conduct and productivity in the work place.** **PROFESSIONAL LEADERSHIP SKILLS** **I am able to apply technology to enhance staff professional practice and to increase my productivity and others.**		

ELEMENT 8.6 Average	Score	Percent

			Score	Percent
ELEMENT 10.1 Average				
	ELEMENT 10.2 Conducting Research	**CONTENT KNOWLEDGE** **I understands how to select appropriate research design and conduct data collection and analysis.** **PROFESSIONAL LEADERSHIP SKILLS** **I demonstrate the ability to collect data through various databases and other academic sources. After**		

Preaching Accepting Christôs commission (Matthew 28:18-20), we proclaim to all the world, in these last days, the everlasting gospel of Godôs love, most fully

(Standard 1,4, 6)

7-Internship	EDAL680 LEAD675 EDAL680^ LEAD675^	LEAD886 EDAL680 LEAD675 LEAD886^ LEAD775^	CABO analysis done to determine actual projects. Because these are customized to fulfill both school and candidate goals specific key assignments cannot be listed.	Most AU goals are practiced in the internships
8-Technology	EDAL670 LEAD630 EDAL520 EDAL680^ LEAD675^	EDAL670 LEAD630 EDAL520 LEAD886^ LEAD775^	EDAL670 Tech Funding Plan EDAL670 Tech Reflect Paper EDAL520- Small Group Vision LEAD630- Pre-Program Narrative	Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
9-Worldview	EDAL565 EDFN500 LEAD630 EDAL520 EDAL680^ LEAD675^	EDAL565 EDFN500 LEAD630 EDAL520 LEAD886^ LEAD775^	EDFN500 Personal & Prof. Worldview Synthesis LEAD565 Frame of Reference LEAD565 Spiritual Goals LEAD565 Worldview Paper EDAL520- Small Group Vision LEAD630- Pre-Program Narrative	

APPENDIX D

Department 4 year Schedule

Begins Next Page

APPENDIX D

Curriculum Map & Alignment with ELCC, SDA, and AU

Leadership Courses (Subject to Change)

2013 - 2014 **2014**

Leadership Courses (Subject to Change)																
				2013 - 2014			2014 - 2015			2015 - 2016			2016 - 2017		
Staff	LEAD600	Annual Conf	0	F			F			F			F		
Cov	LEAD615	Leadrshp Certificate Plan	1												

APPENDIX E

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APPENDIX F

The Dissertation and Portfolio Timeline in the Educational Leadership Program

Timeline	Event	Persons involved
As early in the program as possible	Select topic	

APPENDIX G

General Portfolio Timeline and Program Processes and Content Creation Guidelines

Events	Description
Admissions	Prospective applicants are made aware of portfolio processes in the Bulletin and during the interview process as well as in the Educational Leadership web page.
LEAD630	Introduction to program standards; introduction to Live Text to facilitate portfolio management; results of self-evaluations on the standards are reported in Live Text; review the portfolio as learning and evaluation tool; start course planning with the advisor.
Advisor Course Planning	Participant collaboratively works on course and portfolio planning; transfers credits.
Course Work and Professional Work	Course syllabi identify assessment artifacts that need to be included in the Live Text portfolio. The instructor evaluation of these artifacts is recorded in Live Text.
Accumulate Approval of Portfolio Components	In addition to individual course assessment sign-offs, participants are encouraged to complete other aspects of the portfolio on their own. They should secure approval from their advisors and/or other faculty on these added artifacts, assessments and components.
EDAL680 Or LEAD886	Artifacts from a sustained mentored internship are placed in the portfolio for evaluation and approval
Research Courses and LEAD899 Dissertation	Research component(s) are added to the portfolio and evaluated and approved.
Advisor Finalization	Main Graduation Forms Completed; Reflection papers and synthesis paper are produced in consultation with the advisor and added to the portfolio. Advisor fully approves portfolio.
Written Comprehensives	MA: one other faculty member signs off on the portfolio; EdS and Doctoral: two other faculty members sign off on the portfolio. In addition, EdS and Doctoral participants must also complete a formal written comprehensive examination. EdS, EdD, and PhD participants must complete 2, 4, and 6 hour written examinations, respectively. This needs to be completed sometime before the oral presentation. It is best taken after completing most course work (at least 75%)
Portfolio/Comprehensive Oral Presentation	In-person or teleconferencing presentations of learning as demonstrated in the portfolio with oral examination by the designated faculty
Portfolio Related to Doctoral Dissertation	Dissertation presentation and defense follows Portfolio presentation and defense for EdD and PhD participants The order of dissertation defense and portfolio presentation may vary.

APPENDIX H

Evaluation of Research LEAD 880

LEAD 880 SELFEVALUATION FORM

Name _____

Where are you at? Indicate the level of readiness

1. Did you take Lead 637 Issues in Research? Yes No
   a. Did you get a grade recorded for this class? Yes No
   b. Did you finish a literature review? Yes No
   c. Was this literature review in the Dissertation topic? Yes No
   d. How much have you read on your Dissertation topic?
      10 articles/books
      50 articles/books
      100 articles/books
      150 more articles/books

2. Did you take Lead 535 Academic Writing? (this is a requisite) Yes No
   Did you get a grade recorded for this class? Yes No

3. Do you have an APPROVED committee? (this is a requisite) Yes No
   a. Does your committee at least have a chair and a methodologist? Yes No
   b. Did you fill out and sign your committee and topic approval form? Yes No

4. Do you have an APPROVED prospectus? (this is a prerequisite) Yes No

5. Did you take EDRM 611 Stats? (not a prerequisite) Yes No

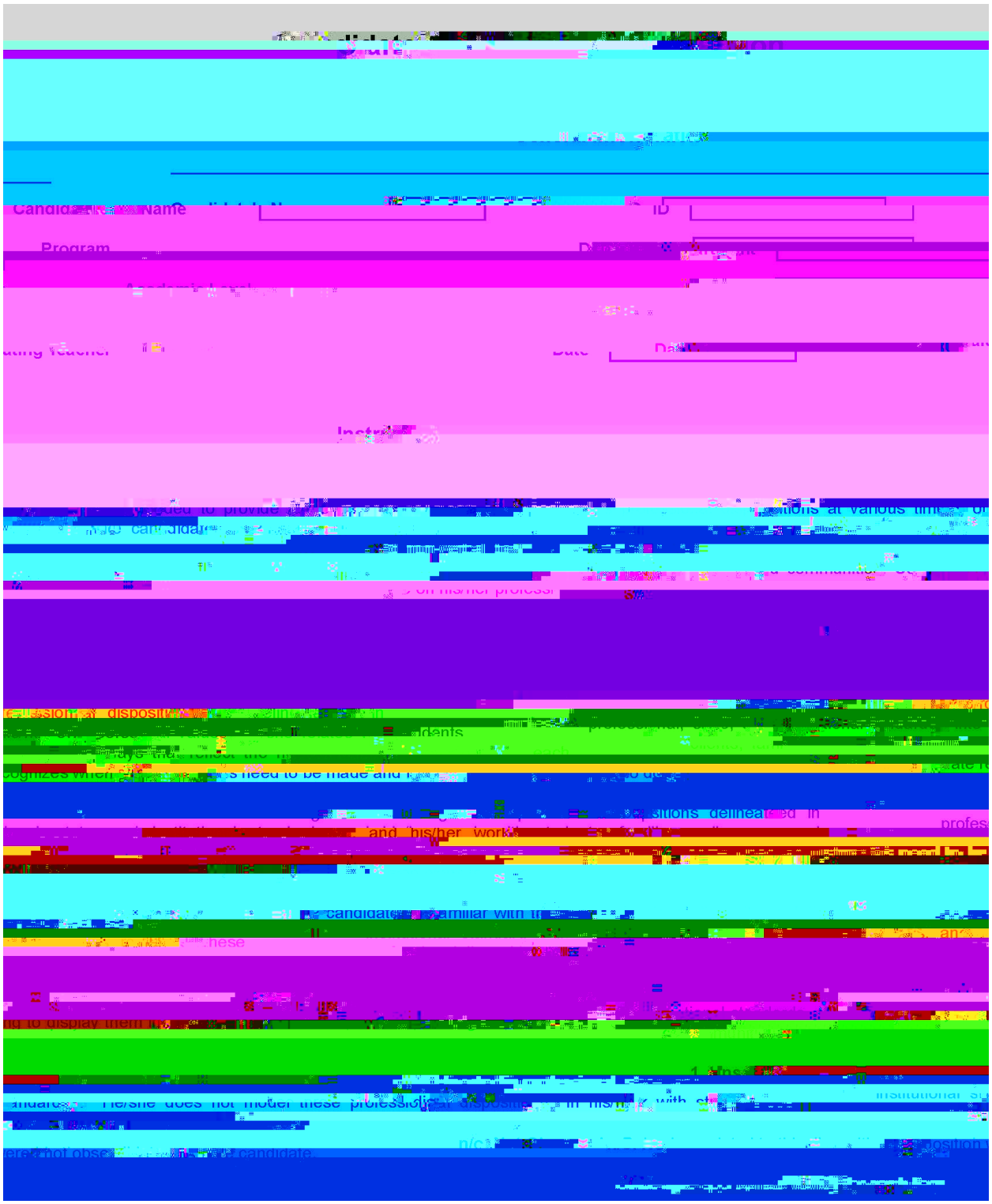
6. Did you take EDRM 605 Qualitative Research? (not a prerequisite) Yes No

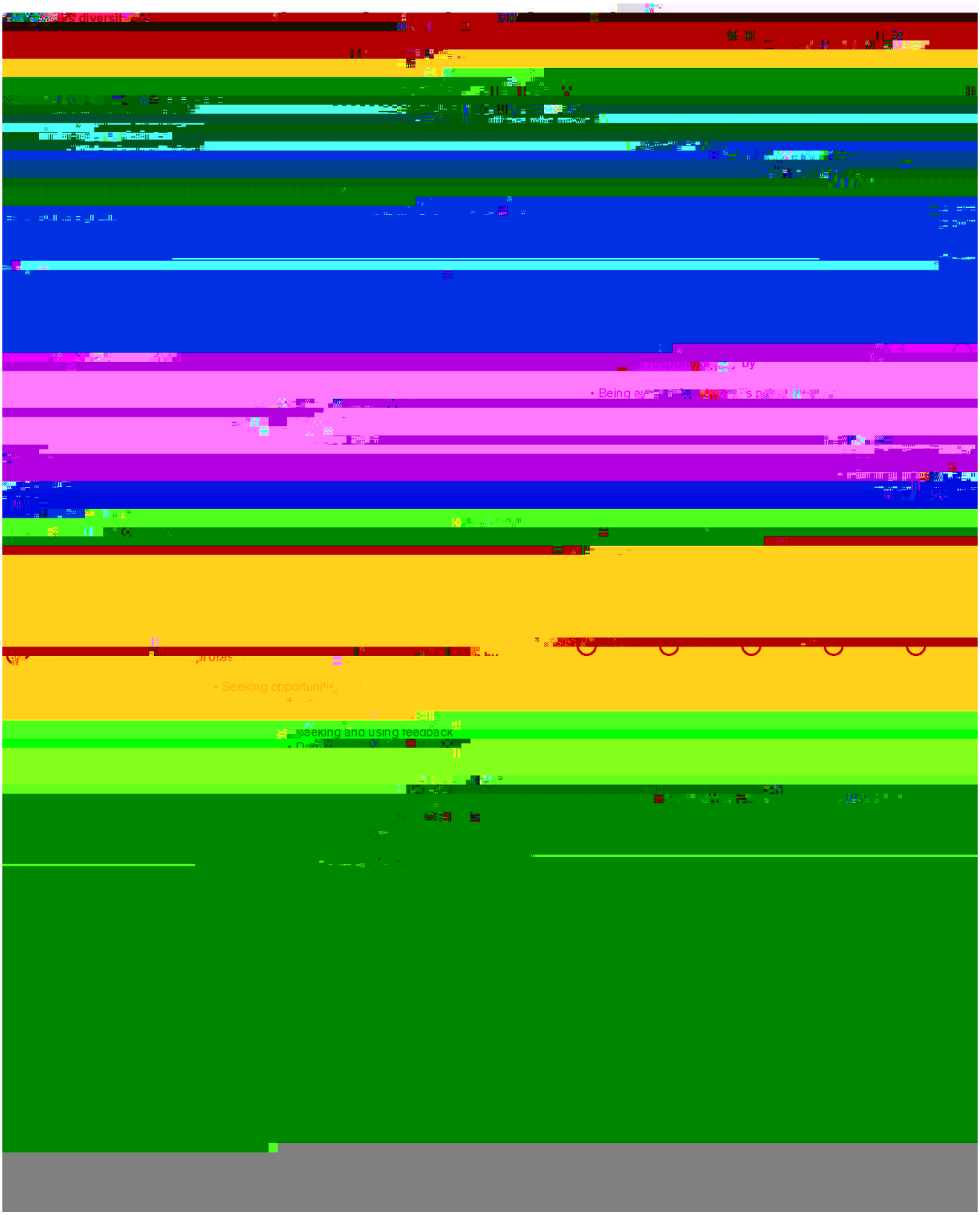
Other important things to take into consideration:

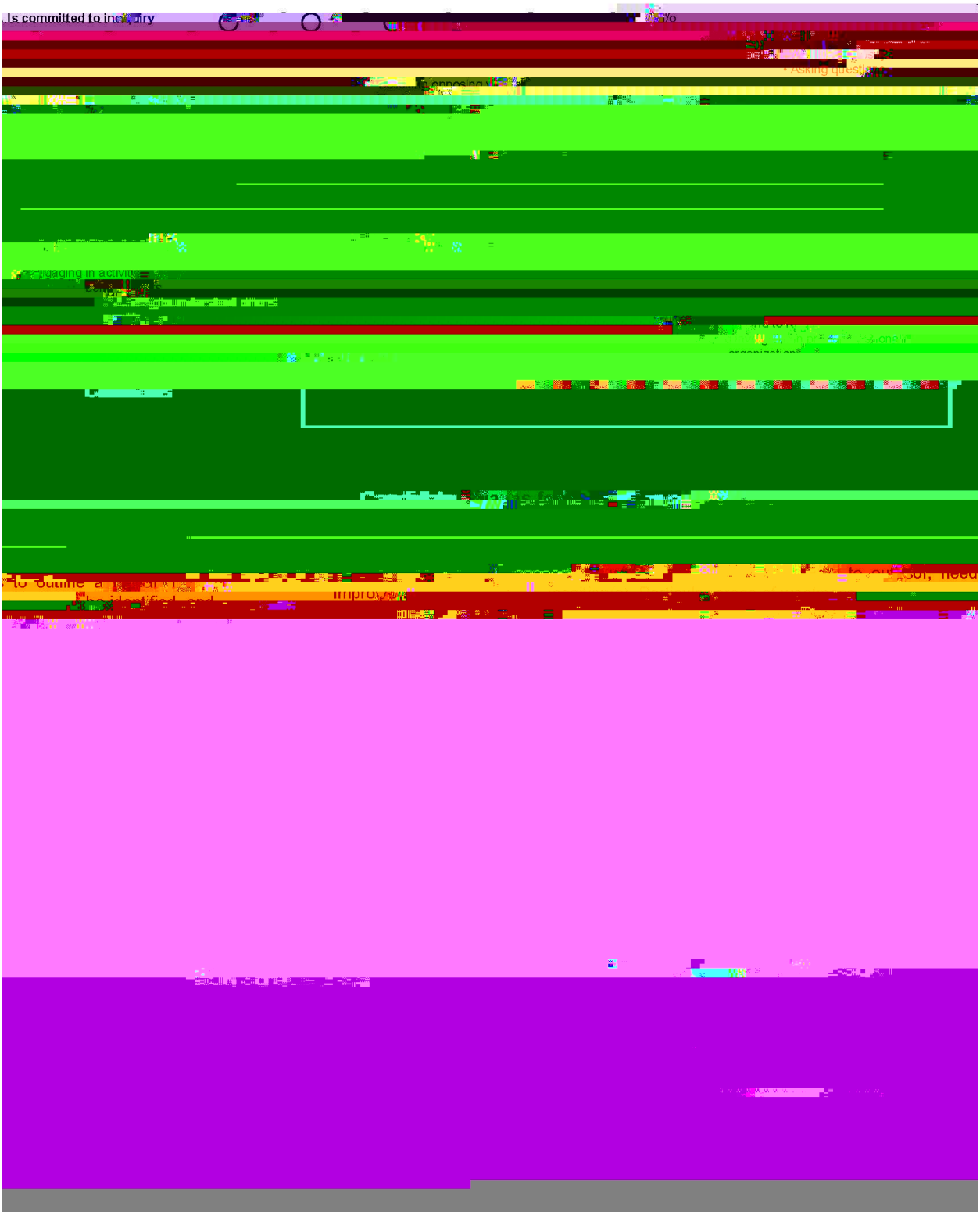
a. Persistence, dedication, passion for your topic
b. Good communication and relationship with chair and committee
c. Financial, social, emotional, physical, and mental resources
d. Support system (faith, family, friends)

APPENDIX I

Participant Disposition Evaluation and Plan for Improvement







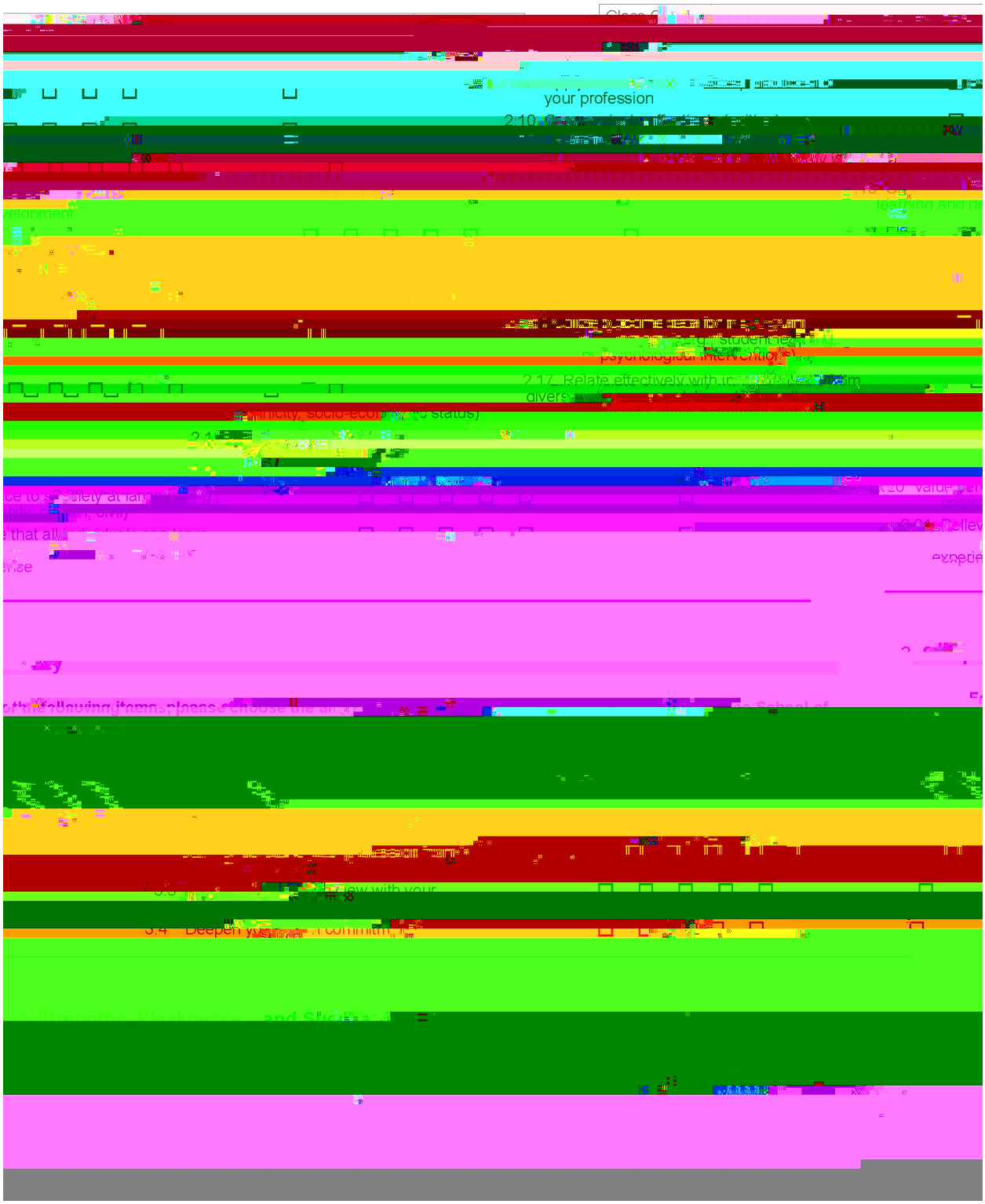
For the following demographic questions, please circle your answer choice:

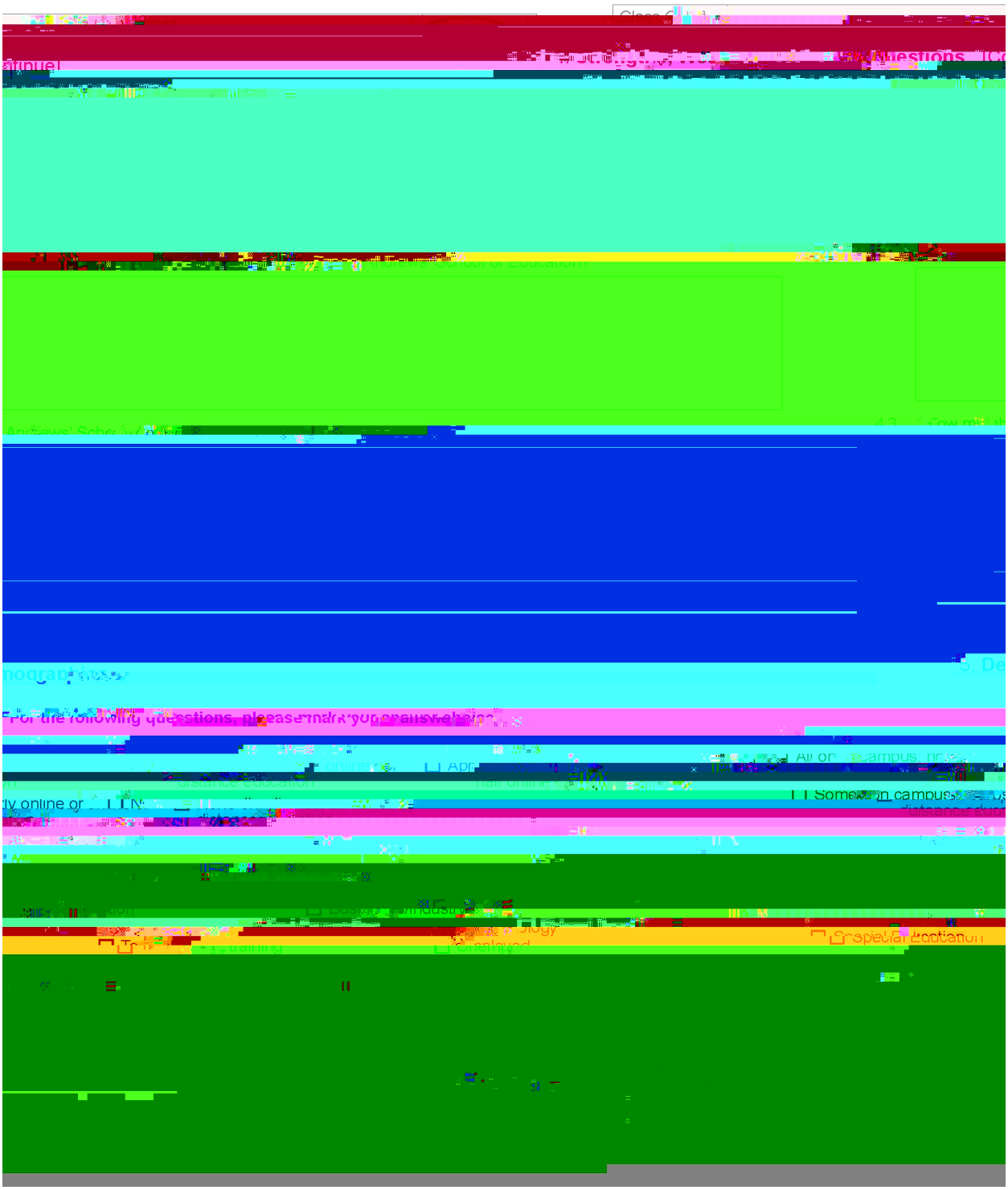
How much of your program did you complete on campus vs. online or via distance education?
All on campus; no online or distance education
Mostly on campus; some online or distance education
Approximately half on campus and half online or distance education
Some on campus; mostly online or distance education
None on campus; all online or distance education

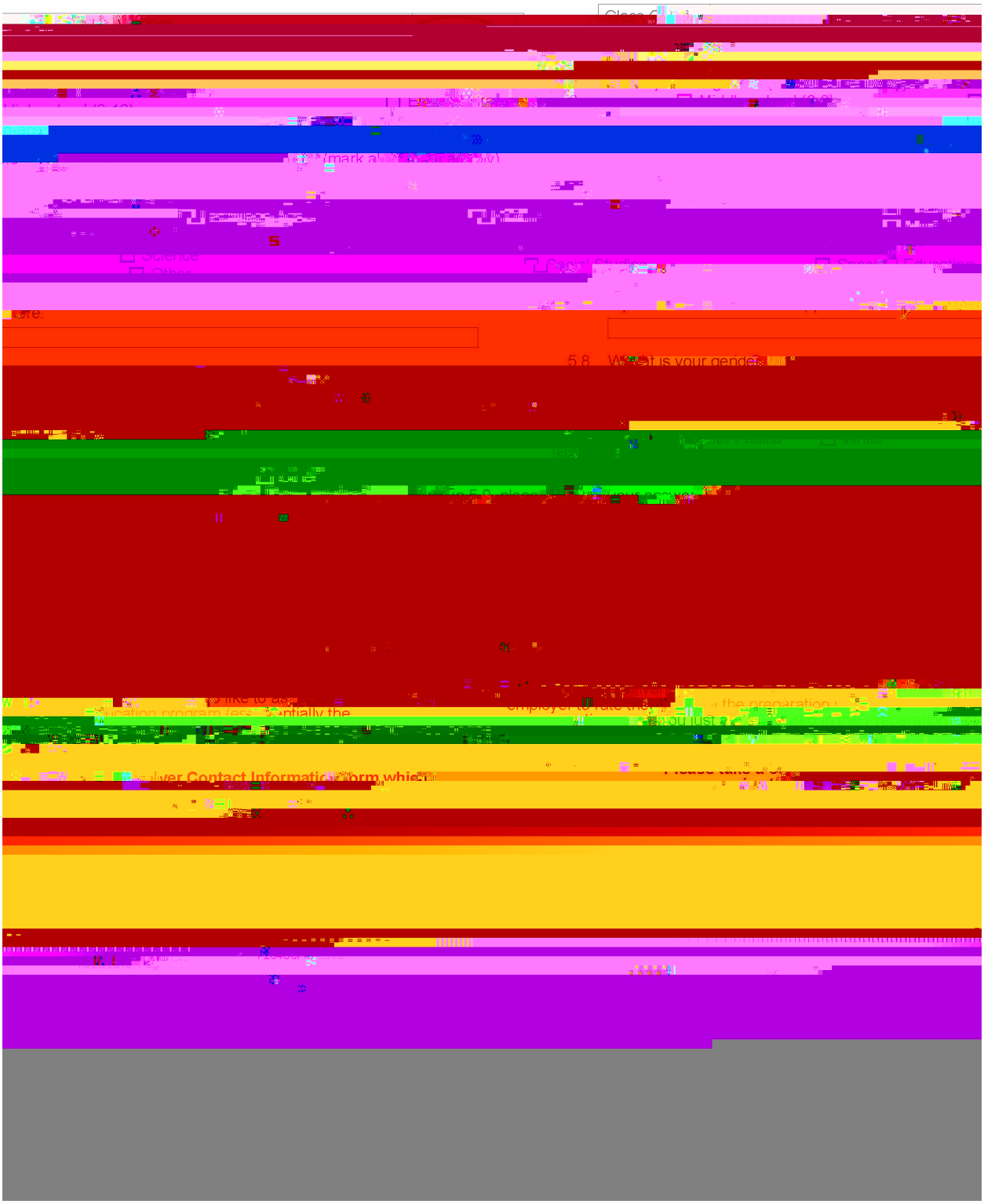
What is your gender?
Female Male

What is your ethnicity?
Asian
American Indian/Alaska Native
Black/African American
Hispanic/Latino
Native Hawaiian or Other Pacific Islander
White

Thank you for your participation. Please return this survey to the Deanôs office. If you have any questions about this survey, please feel free to contact the Dean's Office at Andrews University's School of Education, ph. 269-471-3481.

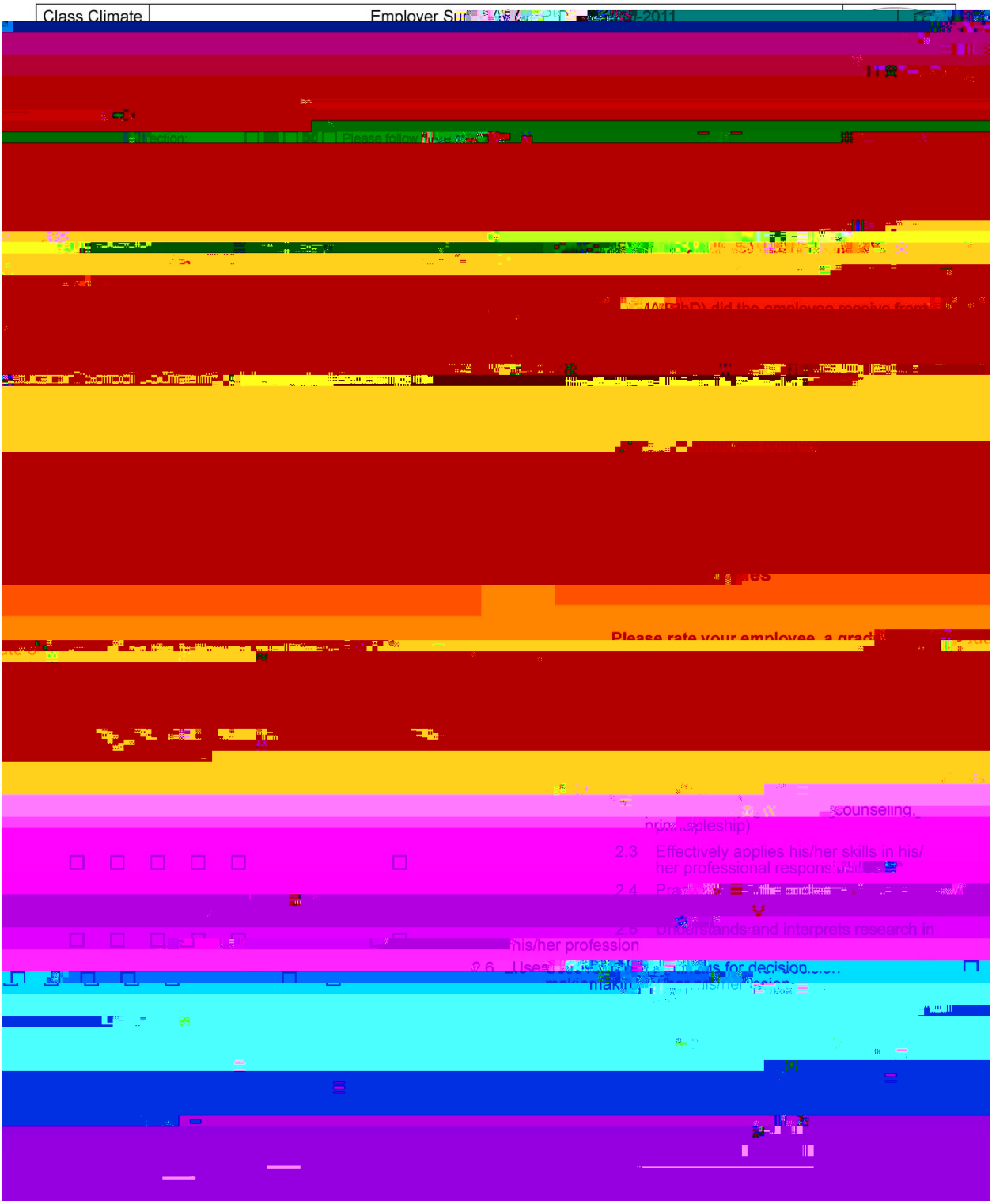

your profession

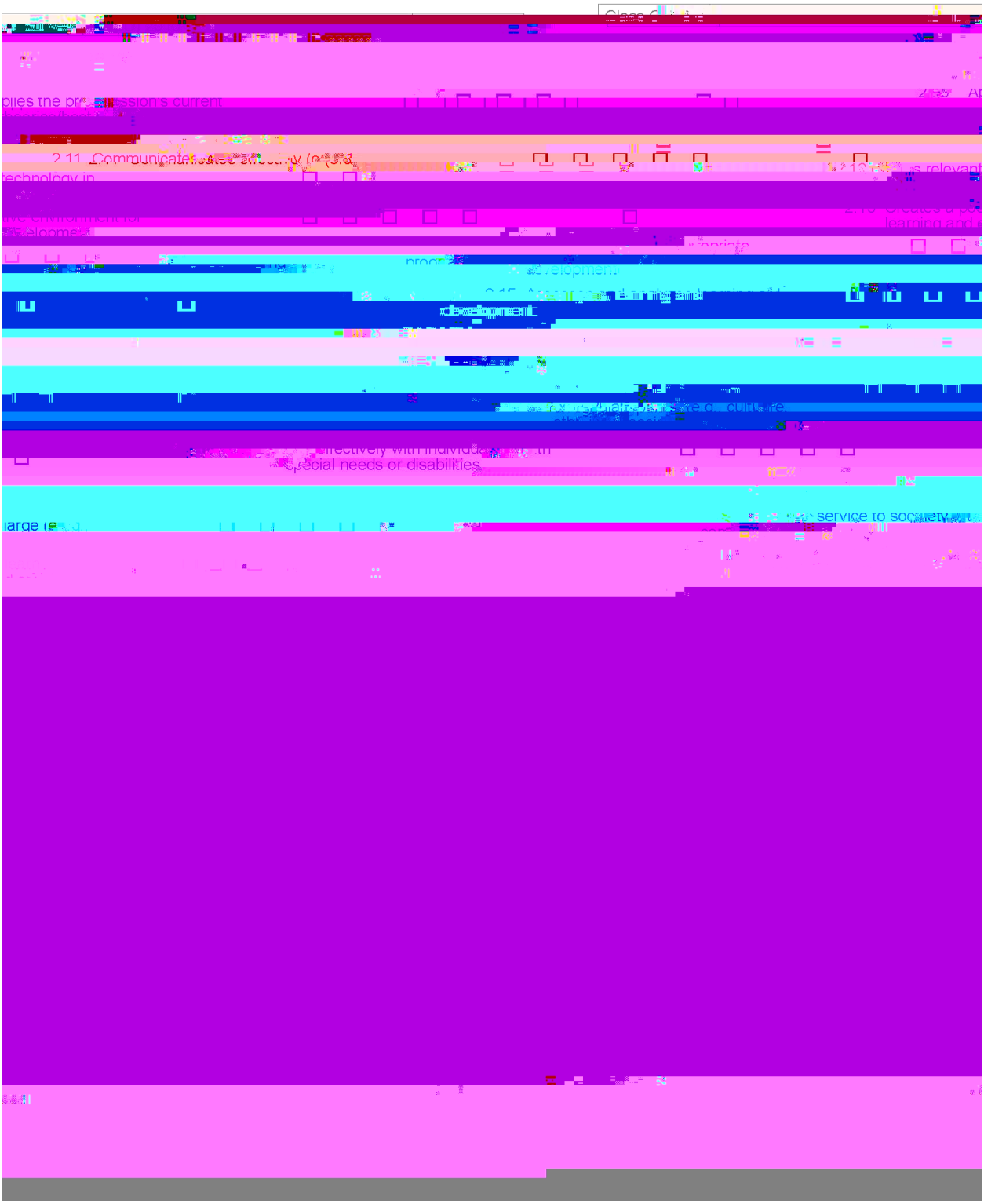


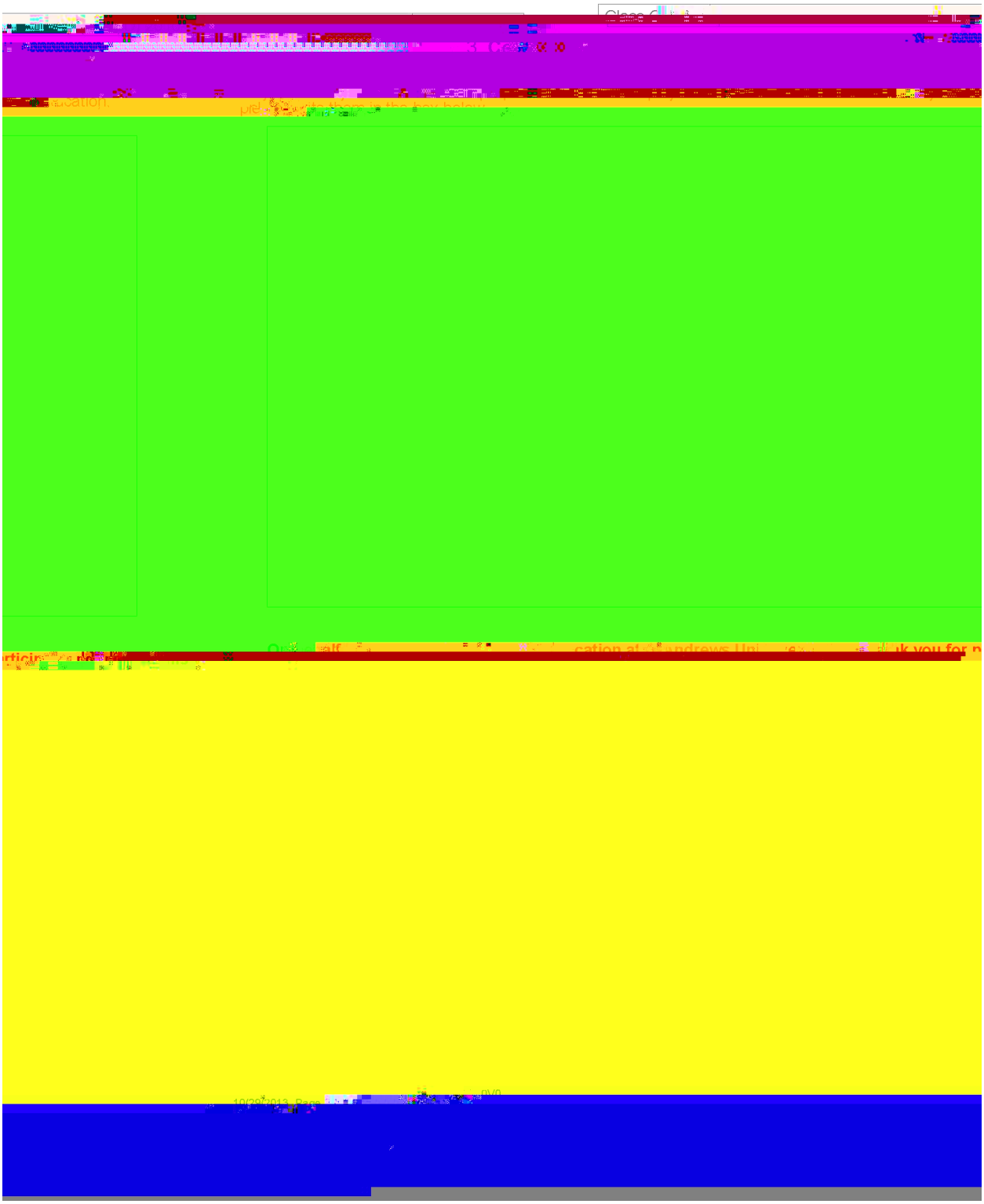


APPENDIX L

AU SED Employer Survey







APPENDIX M

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APPENDIX N

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NOTES:

Educational Leadership Program Highlights

1. Our purpose, passion and programming are designed develop competent educational leaders.
2. Our program is approved by the Educational Leadership Constituents Council (ELCC) as a National Recognized program for school building leaders. National Council Accreditation of Teacher Education (NCATE) recognizes • š Z v š] } v [• o] v P Œ] š] v P } preparation.
3. The North American Division of SDA K-12 recognizes graduate certificate courses as fulfilling their certificatio with endorsements for principal, supervisor of instructio

Andrews University