



College of Education
Leadership, Research,
& Foundations

UNIVERSITY OF COLORADO
COLORADO SPRINGS

MA in Leadership and Advanced License Programs

Endorsement Areas:
Principal License
Administrator License
Special Education Director License

Student Handbook



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Welcome to the Department of Leadership, Research, and Foundations

Welcome to Educational Leadership at UCCS. By enrolling in one of the excellent programs offered here, you have identified yourself as an educational leader. You are now embarking upon an adventure in learning. Through this program you will be in partnership with a faculty of outstanding professionals who are also leaders in the field of education. They have been selected because of their commitment to excellence, their outstanding record in teaching adults, and their ability to mentor and develop leaders.

The curriculum for the MA Degree in Leadership and Advanced License Programs (Principal License, Administrator/Superintendent License, and Special Education Director License) has been carefully designed to ensure the development of educational leaders who can facilitate change in schools through collaboration and learning communities in which all members of a diverse society are accorded opportunity and respect. The Principal License and Administrator/Superintendent curriculum has been developed on a foundation of research in the areas of organizational leadership, inclusive leadership, instructional leadership, professionalism, data literacy, and culturally and linguistically diverse education. The SPED Director curriculum is grounded in a foundation of leadership; special education and school systems; law and policy; instructional leadership; program planning and organization; human resources; parent, family, and community engagement; budget and resources; and culturally and linguistically diverse education. These programs satisfy the requirements of the Colorado Department of Education (CDE) and the Colorado Department of Higher Education (CDHE).

As an active program participant, you will enhance your leadership skills by developing your own self-awareness as a leader, expanding your worldview, and using reflection to enhance your learning experiences. In this program you will:

- develop school/district management competencies and leadership strategies;
- learn how to guide an educational team by using recommendations from research, assessing the needs of a school/district community, and creating a plan for student success;
- explore the political and social implications of schooling and the educational requirements of contributing to a diverse, democratic, multicultural society;
- discover how technology can be utilized to enhance management and communication; and, acquire the confidence necessary to ignite and inspire others.

Warren Bennis has written that the primary goal of leadership is the creation of a human community held together by a common purpose. True leaders, he said, demonstrate a balance of competence, virtue, and vision. It is our mission to guide you in developing all three.

This handbook has been created to serve as a resource of information, guidelines, and requirements to assist you toward successful program completion. If at any time you require additional support or information, please feel free to contact the LRF Department Chair, Dr. Andrea Bingham 719-255-4537 | abingham@uccs.edu, the P-12 Program Coordinator, Karin Reynolds 719-255-5807 | kreynol3@uccs.edu, and/or the Cohort Liaison, Dr. Margaret Scott 719-255-3701 | mscott6@uccs.edu.



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Mission Statement

The faculty of the Department of Leadership, Research, and Foundations (LRF) is committed to the development of leaders and practitioners who:

- model integrity,
- demonstrate respect for the dignity and worth of individuals within a diverse society,
- embrace and demonstrate ethical behaviors and democratic dispositions,
- promote effective instructional practices,
- challenge themselves and others toward continuous improvement of educational programs,
- display passionate commitment to ensure every student learns,
- create learning communities, and
- use research and analytic tools to address significant questions that influence effective educational policy and practice.

The faculty accept the critical role of mentorship in adult learning and of building knowledge with students while challenging them to develop competencies and to broaden their intellectual horizons.

Academic Advising

Upon acceptance into the Department of Leadership, Research, and Foundations, students are assigned an academic advisor. The name of the advisor can also be found in the student's UCCS Portal. The advisor will complete the interview form and will assist the student in understanding and developing a Program Plan to meet the requirements specific to the degree or license they are seeking as well as satisfy the requirements of the Department and the Graduate School. The student is responsible for knowing the University and Departmental Policies and Procedures, specific deadlines, and other information found in this Student Handbook. It is recommended that students contact their advisor if they have questions about their progress in the program or have any additional inquiries. Meetings with advisors are coordinated through the College of Education Student Resource Office. Please call 719-255-4996 or email education@uccs.edu to set up an appointment.



Academic Policies and Procedures

The MA in Leadership and Advanced License Programs adheres to all UCCS and Graduate School policies and procedures. Please refer to the Graduate School website for specific university policies and below for specific program policies.

Quality of Work and Grade Requirements

MA and License Timeline

Students are allowed five years from the beginning of coursework to complete all degree/license requirements.

MA Graduation

Students must complete all Graduation Forms on the Graduate School website to be eligible to graduate. Application for Candidacy is due **NO LATER** than the first week of classes in the semester a student expects to graduate. This will ensure that all records are in order, all classes have been completed, and pertinent information about graduation is communicated.

Minimum Grade Point Averages

To remain in good academic standing in the MA in Leadership and Advanced License Programs and the Graduate School, a student is required to maintain at least a B (3.00) graduate program grade point average.

Minimal Acceptable Grades

Any graduate level course applied to the MA in Leadership and Advanced License Programs must have a grade of B minus or better. Course forgiveness is not allowed; if a student receives a grade below a B minus in a course, the student will be required to retake the course and earn a B minus or better.

Transfer Credits

Up to nine credits can be transferred into the MA in Leadership and Advanced License Programs as long as those credits were not used toward another degree. Please speak with your advisor about any transfer credits you wish to apply to your UCCS program.

Incomplete Grades

A grade of incomplete ("I") will convert to an "F" if the work is not completed within the one-year maximum period of time according to university policy. A grade of "I" should be given only when the following conditions are met:

1. The student requests an incomplete grade.
2. Reasons for not completing course requirements are beyond the student's control.
3. A substantial amount of coursework has been completed at a passing level by the student.
4. The instructor sets the conditions whereby the coursework will be completed within one year.



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Withdrawals

Withdrawals will be granted only to students with a passing grade.

Leave of Absence

A student in good academic standing can request a leave of absence from the department chair for up to one year. During a leave of absence, the five-year clock remains active, and the student will resume the program at the point at which he or she stopped out. The student will be ineligible to register for any coursework or receive financial aid during this time period. Any student who is on a leave of absence for more than one year will need to work with their advisor to resume the program.

Administrative Leave of Absence

A student can be placed on an administrative leave of absence by the department chair for up to one year if course and/or portfolio requirements are not completed satisfactorily. During an administrative leave of absence, the five-year clock remains active, and the student will resume the program at the point at which he or she stopped out. The student will be ineligible to register for any coursework or receive financial aid during this time period. Any student who is placed on an administrative leave of absence for more than one year will need to work with their advisor to resume the program.

Academic Probation

A student who has attempted nine or more semester hours in the Graduate School and whose UCCS graduate program grade point average of awarded grades falls below 3.00 will be placed on academic probation until such time as the UCCS graduate program grade point average is raised to 3.00 or higher. The student will be allowed a maximum of one calendar year to be removed from probation, or the student may be dismissed from the program by the Graduate School.

Program Dismissal

A student whose UCCS graduate program grade point average is below 3.00 after the one-year probationary period will be subject to automatic dismissal.

A student who plagiarizes may be subject to automatic dismissal. If a faculty member believes a student has plagiarized, the department will review the incident and determine appropriate sanctions.

If a student is to be dismissed, the department chair will notify the Graduate School dean, and the student will be dismissed from the Graduate School. A dismissed student has the right to grieve dismissal decisions by appealing through the COE appeal/exception procedure. A dismissed student is eligible to reapply for admission after one year. Approval or rejection of this application rests with the department faculty. Validation of previous coursework may be required for students to complete the degree and/or advanced license program.



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Applying for Your License

Application for the Principal License

Eligibility for the Principal License includes holding a bachelor's degree or higher from a regionally-accredited institution, three years of licensed experience in a public or nonpublic elementary or secondary school, passing the Colorado-approved content exam (Praxis 5412), and completion of a program from a regionally-accredited institution for the preparation of principals. Candidates will not be recommended to CDE for the Principal License until all coursework has been completed (including the practicum). Candidates must submit the completed CDE Approved Program Verification Form (APV) for official signature to the Student Resource Office (education@uccs.edu). It is important that candidates plan sufficient time (a minimum of two weeks) for the form to be processed. We recommend signing up for the Praxis after most of the coursework is completed. CDE only processes license applications when ALL required information and forms are submitted together. It is the responsibility of the candidate to check the requirements and submit them in a timely manner, all license information is available on the CDE website: <http://www.cde.state.co.us/>.

Application for the Administrator/Superintendent License

Eligibility for the Administrator/Superintendent License includes holding a bachelor's degree or higher from a regionally-accredited institution, passing the Colorado-approved content exam (Praxis 6991), and completion of a program from a regionally-accredited institution for the preparation of school administrators. Candidates will not be recommended to CDE for the Administrator/Superintendent License until all coursework has been completed (including the practicum). Candidates must submit the completed CDE Approved Program Verification Form (APV) for official signature to the Student Resource Office (education@uccs.edu). It is important that candidates plan sufficient time (a minimum of two weeks) for the form to be processed. We recommend signing up for the Praxis after most of the coursework is completed. CDE only processes license applications when ALL required information and forms are submitted together. It is the responsibility of the candidate to check the requirements and submit them in a timely manner, all license information is available on the CDE website: <http://www.cde.state.co.us/>.

Application for the Special Education Director License

Eligibility for the Special Education Director License includes holding a master's degree or higher in special education from a regionally-accredited institution, two years of experience working with students with disabilities, passing the Colorado-approved content exam (Praxis 6991), and completion of a program from a regionally-accredited institution for the preparation of administrators and special education directors. Candidates will not be recommended to CDE for the Special Education Director License until all coursework has been completed (including the practicum). Candidates must submit the completed CDE Approved Program Verification Form for official signature to the Student Resource Office (education@uccs.edu). It is important that candidates plan sufficient time (a minimum of two weeks) for the form to be processed. We recommend signing up for the Praxis after most of the coursework is completed. CDE only processes license applications when ALL required information and forms are submitted together. It is the responsibility of the candidate to check the requirements and



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submit them in a timely manner, all license information is available on the CDE website:
<http://www.cde.state.co.us/>.

Ethics

Ethical and Professional Behavior

Students are expected to maintain high standards of ethical and professional conduct in order to be successful members of the program learning community. Professional behavior is required to complete the program successfully and is a hallmark of educational and career success.

UCCS Student Code of Conduct

The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence in which individuals are treated, and treat one another, with respect and courtesy:

<https://dos.uccs.edu/student-conduct>

UCCS Student Rights and Responsibilities

<http://catalog.uccs.edu/content.php?catoid=17&navoid=1401>

Plagiarism

Plagiarism is not tolerated at UCCS. Plagiarism is defined in the **Student Academic Ethics Code** as the “use of distinctive ideas or words belonging to another person, without adequately acknowledging that person’s contribution.” Thus defined, plagiarism includes (but is not limited to) the following:

1. Copying phrases and/or sentences from a source without placing the material in quotation marks and/or without adequate acknowledgment of the source;
2. Mosaic copying of phrases and/or sentences from a multiple source without placing the material in quotation marks and/or without adequate acknowledgment of the individual sources;
3. Using a source’s ideas, opinions, or theories without adequate acknowledgment of the source;
4. Paraphrasing a source’s words, ideas, opinions, or theories without adequate acknowledgment of the source;
5. Using a source’s facts, statistics, or illustrative material without adequate acknowledgment of the source; and/or,
6. Submitting as one’s own work material that is written or published by another author.

Plagiarism is sometimes thought by students to require a guilty mind, either an intent to plagiarize or attempting or meaning to plagiarize. Students also occasionally think that absence of such an intent or ignorance of plagiarism is sufficient to exonerate them. None of these beliefs are true. As defined, plagiarism is a crime of extension, not of intention: If there is sufficient evidence of copying, use without acknowledgment, or submission of another’s work, plagiarism is committed, regardless of the student’s intent or lack thereof and regardless of the student’s knowledge or lack thereof. Plagiarizing is



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grounds for dismissal from the MA in Leadership and Advanced License Programs. In addition, plagiarism or cheating of any manner may result in a failing grade for the class. Additional clarification on plagiarism can be found in the **Student Academic Ethics Code**.

University Requirements and Provisions

Technology Competencies

It is expected that students begin the program with foundational technology skills that include digital word processing, digital and online formats (e.g., Canvas), and online research databases. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is expected. Students who need assistance with building technological skills should speak with their professor to learn about technology resources in the COE and at UCCS. A requirement of this program is that all students must use their UCCS email account and check it regularly (every day) so as not to miss announcements. If the UCCS email address is not a your primary one, please have emails from UCCS rerouted to the one that is checked daily.

Diversity Statement

The faculty of the College of Education is committed to preparing students to recognize, appreciate, and support diversity in all forms—including ethnic, cultural, religious, gender, economic, sexual orientation, and ability—while striving to provide fair and equitable treatment and consideration for all. Students who believe that they have not been treated fairly or equitably for any reason should bring it to the attention of the instructor, department chair, or the associate dean of the College of Education.

Accommodations

The College of Education wishes to fully include persons with disabilities. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensuring that “*no otherwise qualified individual with a disability ... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity...*” For students with a disability who believe they will need accommodations, it is their responsibility to contact and register with the Disabilities Services Office and to provide them with documentation of the disability to determine the type of accommodations that are appropriate for the situation. To avoid any delay in the receipt of accommodations, the student should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive, and disability accommodations cannot be provided until a “Faculty Accommodation Letter” from the Disability Services Office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall, Room 105, 719-255-3354 or dservice@uccs.edu.

Military and Veteran Affairs

Military students who have the potential to participate in military activities, including training and deployment, should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student’s commander, in order to allow the instructor to



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evaluate and advise the student on the possible impact of the absences. The instructor will consider absences due to participation in verified military activities to be excused absences. If, however, it appears that military obligations will prevent adequate attendance or performance, the instructor may advise students to register for the course at another time, when they are more likely to be successful.

Financial Aid and Veteran Affairs Benefits

Financial aid and veteran affairs benefits, policies, and procedures must be adhered to throughout the course of study. Students who are suspected of willfully or unknowingly engaging in financial aid fraud and/or veteran affairs benefits fraud will be turned over to the Executive Director of Financial Aid and the Director of the Office of Veteran and Military Student Affairs (if applicable).

Student Appeals

Students may access the **College of Education Appeal/ Exception Procedures** at:

<https://coe.uccs.edu/student-resource-office/student-resources>. You will need to click on the Appeal/Exceptions form link. This form is to be used for an appeal when a student is: (a) denied admission to professional education program; (b) denied permission to student teach or complete professional internship; (c) removed from a professional education program or internship; (d) denied permission to graduate due to missing requirements; (e) requesting an exception to specific policies, procedures, or requirements; and (f) requesting a grade change. This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

Title IX

Students violating Title IX provisions will be given one verbal warning with the understanding that a second incident may, at the instructor's discretion, result in the student being dropped from the class (with the exception of harassment for which one incident is grounds for immediate action). If the disruptive student is dropped after the final drop date, the student will receive a grade of "F" in the course.

UCCS does not discriminate on the basis of sex in employment or in its education programs and activities and is committed to providing an environment in which all individuals can achieve their academic and professional aspirations free from sex discrimination. UCCS prohibits sex discrimination, including "sexual misconduct," as defined in CU policy. "Sexual misconduct" includes sexual assault, sexual exploitation, intimate partner abuse, gender/sex-based stalking, sexual harassment, and any related retaliation. UCCS does not tolerate acts of discrimination or harassment on the basis of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. Faculty, staff, and students may report allegations of sexual misconduct, discrimination, or harassment to the UCCS Title IX Coordinator. Additional information can be found at www.uccs.edu/equity.

Sexual misconduct, discrimination, and harassment reports may be made to: Title IX Coordinator | Office of Institutional Equity, ACAD 106 | 719-255-4324 | equity@uccs.edu



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Privacy Note: CU policy requires faculty to report to the Title IX Coordinator any personal disclosure regarding sexual misconduct, discrimination, or harassment shared with the faculty by a student. Certain student disclosures to a faculty member, whether in person, via email, and/or in classroom papers or homework exercises, may be subject to this requirement. While faculty often are able to help students locate appropriate resources on campus, certain disclosures by the student to the faculty require that the faculty inform the Title IX Coordinator to ensure that the student's safety and welfare are being addressed, *even if the student requests that the disclosure be private*. Students seeking confidential resources on campus may contact the Wellness Center located in the Gallogly Recreation and Wellness Center, 719-255-4444, and through the website at <https://recwellness.uccs.edu/mental-health-services>.



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**MA in Leadership: P-12 Education
Program Plan**

- _____ LEAD 5020-3 Vision, Ethics, and Politics for School Leaders
- _____ LEAD 5070-3 Human Resources Management and Staff Development
- _____ LEAD 5170-3 Collaborative Leadership for Equity and Community Outreach
- _____ LEAD 5220-3 Data Driven Program Evaluation and Curriculum Assessment
- _____ LEAD 5230-3 Instructional Leadership
- _____ LEAD 6140-3 Supervision and Evaluation of Instruction
- _____ LEAD 6150-3 Legal and Financial Aspects of School Administration
- _____ LEAD 5600-3 Social Foundations of Education
- _____ LEAD 5700-3 Introduction to Research and Statistics
- _____ LEAD 7000-3 Master's Research Lab^a

^aPrerequisite LEAD 5220

Notes:

I agree to accept the program requirements as listed above.

Student Name

Student Signature

Date

I agree to support the professional development of this student upon admission to the UCCS Graduate School.

Advisor Name

Advisor Signature

Date



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**MA in Leadership: P-12 Education and Principal License
Program Plan**

- _____ LEAD 5020-3 Vision, Ethics, and Politics for School Leaders
- _____ LEAD 5070-3 Human Resources Management and Staff Development
- _____ LEAD 5170-3 Collaborative Leadership for Equity and Community Outreach
- _____ LEAD 5220-3 Data Driven Program Evaluation and Curriculum Assessment
- _____ LEAD 5230-3 Instructional Leadership
- _____ LEAD 6140-3 Supervision and Evaluation of Instruction
- _____ LEAD 6150-3 Legal and Financial Aspects of School Administration
- _____ LEAD 6820-3 Practicum in School Leadership: The Principalship
- _____ LEAD 5600-3 Social Foundations of Education
- _____ LEAD 5700-3 Introduction to Research and Statistics
- _____ LEAD 7000-3 Master's Research Lab^a

^aPrerequisite LEAD 5220

Notes:

I agree to accept the program requirements as listed above.

Student Name

Student Signature

Date

**I agree to support the professional development of this student upon admission to the UCCS
Graduate School.**

Advisor Name

Advisor Signature

Date



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**Principal License
Program Plan
(Requires a Master's Degree)**

- _____ LEAD 5020-3 Vision, Ethics, and Politics for School Leaders
- _____ LEAD 5070-3 Human Resources Management and Staff Development
- _____ LEAD 5170-3 Collaborative Leadership for Equity and Community Outreach
- _____ LEAD 5220-3 Data Driven Program Evaluation and Curriculum Assessment
- _____ LEAD 5230-3 Instructional Leadership
- _____ LEAD 6140-3 Supervision and Evaluation of Instruction
- _____ LEAD 6150-3 Legal and Financial Aspects of School Administration
- _____ LEAD 6820-3 Practicum in School Leadership: The Principalship

Notes:

I agree to accept the program requirements as listed above.

Student Name	Student Signature	Date
_____	_____	_____

I agree to support the professional development of this student upon admission to the UCCS Graduate School.

Advisor Name	Advisor Signature	Date
_____	_____	_____



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**Administrator/Superintendent License
Program Plan
(Requires a Master’s Degree and a Principal License)**

- _____ LEAD 6860-3 Transformational Leadership in Central Office Administration
- _____ LEAD 6870-3 Quality Systems Management in Central Office Administration
- _____ LEAD 6880-3 Practicum in Central Office Leadership and the Superintendency

*A student interested in completing the Special Education Director License preparation program must also complete LEAD 6875-3 Special Education Leadership.

Notes:

I agree to accept the program requirements as listed above.

Student Name	Student Signature	Date
_____	_____	_____

I agree to support the professional development of this student upon admission to the UCCS Graduate School.

Advisor Name	Advisor Signature	Date
_____	_____	_____



**Special Education Director License
Program Plan**

**(Requires a Master’s Degree in Special Education, a Principal License, and
2 years of experience working with students with disabilities)**

- _____ LEAD 6860-3 Transformational Leadership in Central Office Administration
- _____ LEAD 6875-3 Special Education Leadership
- _____ LEAD 6880-3 Practicum in Central Office Leadership and the Superintendency

*A student interested in completing the Administrator/Superintendent License preparation program must also complete LEAD 6870-3 The Superintendent as Manager of Quality Systems.

Notes:

I agree to accept the program requirements as listed above.

Student Name	Student Signature	Date
_____	_____	_____

I agree to support the professional development of this student upon admission to the UCCS Graduate School.

Advisor Name	Advisor Signature	Date
_____	_____	_____



Course Descriptions (in numerical order)

MA in Leadership and Principal License Courses

LEAD 5020-3: Vision, Ethics and Politics for School Leaders

Explore leadership theory, values, ethics, and politics inherent in the public education system, as well as personal beliefs relative to education and democracy. Personal educational leadership philosophy and strategies for facilitating vision, community and common purpose are developed. Field work required.

LEAD 5070-3: Human Resources Management and Staff Development

Explore personnel practices, policy development and implementation, employee-employer relationships. Topics include equal employment and affirmative action, due process procedures, recruitment and retention, performance appraisal of staff, hiring and dismissal processes, staff discipline, and staff development. Field work required.

LEAD 5170-3: Collaborative Leadership for Equity and Community Outreach

Examine how to collaboratively lead, support, and sustain equity in schools by identifying cultural understanding and bias, promoting appropriate pedagogical practices, analyzing community outreach opportunities, and providing just access to services and resources. Field work required.

LEAD 5220-3: Data-Driven Program Evaluation and Curriculum Assessment

Explore and apply data use and learn about methods of evaluating school programs, conducting needs assessments, and measuring the effectiveness of curriculum to ensure continuous improvement of teaching and learning in schools. Field work required. Prerequisite: LEAD 5700 or approval of instructor.

LEAD 5230-3: Instructional Leadership

Examine instructional leadership based on current research and recommended practice. Topics include collaboration, leading change, curriculum, effective instructional practices, use of data, instructional time, actionable feedback, professional development, and performance targets as they relate to leading professional learning communities.

LEAD 5600-3: Social Foundations of Educational Trends

Addresses schools and their place in society from a historical, philosophical, and sociological framework. Considers the ways schools have reflected the pervasive inequalities characteristic of American society, as well as the transformational capacity of education, and prospects for reform.

LEAD 5700-3: Introduction to Research and Statistics

Introduces concepts and skills related to educational measurement, critical evaluation of published research, quantitative and qualitative research design, program evaluation, basic statistical analysis, and qualitative data collection and analysis. Field work required.



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LEAD 6140-3: Supervision and Evaluation of Instruction

Explore the role of instructional leaders facilitating instructional effectiveness toward student success. Evaluation and supervision strategies included are data collection and analysis, legal aspects, evaluation report writing, conferencing, goal setting, motivation, and focusing on student outcomes. Field work required.

LEAD 6150-3: Legal and Financial Aspects of School Administration

Examine the legal and financial principles involved in the operation of a school. Emphasis is placed on the federal and state legal obligations of education administrators, as well as the school funding process and resulting budgeting implications. Fieldwork is required.

LEAD 6820-3: Practicum in School Leadership: The Principalship

A minimum of 300 clock hours of leadership activities at the elementary, middle, and high school levels supervised by a qualified site mentor in varied settings with educationally, culturally, and socioeconomically diverse populations. Professional portfolio completion required for program completion.

LEAD 7000-3: Master's Research Lab

Laboratories organized by professors to engage students in ongoing research projects. Students extend and apply knowledge and skills developed in coursework. Open only to graduate students. Prerequisite LEAD 5220 and LEAD 5230, admission to master's program or consent of instructor.

Administrator/Superintendent License and Special Education Director License Courses

LEAD 6860-3: The Superintendent as Transformational Leaders

Exploration of leadership challenges of the superintendency and central office administrators. Content is based upon Colorado licensure standards and AASA professional standards for the superintendency. Field work is required.

LEAD 6870-3: The Superintendent as Manager of Quality Systems

Exploration of management challenges of the superintendency and central office administrators. Content is based upon Colorado licensure standards and AASA professional standards for the superintendency. Field work is required.

LEAD 6875-3: Topics in Special Education Leadership

This course builds upon knowledge and skills acquired in a Principal Licensure Program and Administrator Licensure Program by exploring the leadership role of the Director of Special Education. Course content is based upon CDE SPED Director Licensure Standards and CEC Standards. Field work is required.



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LEAD 6880-3: Practicum in Central Office Leadership and the Superintendency

Minimum of 300 clock hours of central office administration activities supervised by site mentors in varied settings with educationally, culturally, and socioeconomically diverse populations. Professional portfolio documents required. Content is based upon Colorado licensure standards and AASA professional standards for the superintendency. Field work is required.



Advanced License Portfolios

Principal License Portfolio Requirements

The Principal License Portfolio is completed during LEAD 6820. It is the culminating experience of the Principal License Program and is representative of the candidate's knowledge, understanding, and application of the Colorado Principal Quality Standards (CPQS), data literacy, and culturally and linguistically diverse education. *Student Learning & Licensure* is used as the electronic portfolio repository, which allows students to upload selected work from their principal license courses and practicum experiences. An instructional video exists in Canvas to assist candidates in uploading required documents to *Student Learning & Licensure*. The completed portfolio is assessed according to the Principal License Portfolio Rubric, which allows the course instructor and field leader reviewer to assess competency in the CPQS. Please refer to the LEAD 6820 syllabus for in-depth information regarding the Principal License Portfolio.

Components of the Principal Portfolio:

Colorado Principal Quality Standard Narratives (4 narratives)

The portfolio must include a narrative for each of the four Colorado Principal Quality Standards with specific attention to the individual elements (i.e., A, B, C) of the corresponding standard (i.e., I, II, III). Quality narratives address the candidate's knowledge, experience, and application of the standards and their elements gained while taking coursework and completing practicum field hours.

Accountability and Data Literacy Narrative (1 narrative)

The portfolio must include a narrative for Accountability and Data Literacy. School leaders must know how to use data for many purposes and facilitate data use by instructional personnel through professional learning, structures, and processes to ensure effective use of data. While you have already commented on data use for each standard separately, now is your time to put it all together. You will need to address how the principal can use and facilitate use of data, including data systems, in place at the school so that others can also become effective consumers and users of data for improved student outcomes and program improvement.

Colorado English Language Learner Educator Preparation Standards (1 narrative)

The portfolio must include a narrative that highlights your understanding and experience with the Colorado English Language Learner Educator Preparation Standards. While you are only writing one narrative, you will need to attend to the four standards separately, supported by their corresponding elements.

Artifacts

The portfolio must include a minimum of two relevant artifacts for each Colorado Principal Quality Standard in order to receive a score of 2.0/Meets Expectations for a standard. In order to receive a score closer to 3.0/Exceeds Expectations a candidate must upload at least three relevant artifacts per standard. Artifacts must represent both coursework and the experiences of the practicum. Additionally, they must



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support the narratives; however, the candidate should not use the narrative to explain each submitted artifact. Of course, the candidate can refer to the artifacts in the narrative, but please do not use a page to describe the artifact. Artifacts support the written narratives, but are not, in themselves, the narrative. Please refer to the course rubric for more specifics on the number of artifacts to upload, and their relation to the rubric and grading.

Site Mentor Evaluation

Candidates must submit a completed and signed mid program and final evaluation from their mentor. The candidate's mentor must be an experienced, licensed principal, and the LEAD 6820 instructor must approve the mentor. The site mentor evaluation form is located in *Student Learning & Licensure* and in Canvas under the Mentor Evaluation Assignment; it is a fillable PDF. The candidate will need to download the form and send it to the mentor for both the mid program and final evaluations. Once the mentor completes and signs each form, the candidate is responsible for uploading the documents to *Student Learning & Licensure*.

Dispositions

Candidates must submit a dispositions assessment completed by their mentor near the end of their program. Once the mentor completes and signs the form, the candidate is responsible for uploading the document to *Student Learning & Licensure*.

Leadership Philosophy

Candidates must submit the Leadership Philosophy that was completed during LEAD 5020. It is important to make any edits or revisions recommended by the instructor in LEAD 5020 prior to submitting for the portfolio. It is also recommended that the candidate revisit the narrative for adjustments to the philosophy that reflect how the candidate's philosophy has changed as a result of participation in the program and practicum. If for some reason you did not take LEAD 5020, you are still required to develop and submit a leadership philosophy. The rubric from LEAD 5020 for this assignment is located in the syllabus.

Professional Growth Plan

Candidates must submit the Professional Growth Plan that was developed during LEAD 5020. The plan must include a professional objective aligned to each of the four Colorado Principal Quality Standards (for a total of four), a CLD objective, and a dispositions objective with strategies for accomplishing each objective, a progress monitoring plan to assess growth, and a reflective analysis of progress made toward each objective. Please note that you are not required to have met the goal; you need to accurately assess your progress and include that in your reflection. If for some reason you did not take LEAD 5020, you are still required to develop and submit a professional growth plan. The rubric for this assignment is located in the syllabus.

Resume

Candidates must submit a leadership resume that includes a detailed, expanded account of education and special skills, a functional description of professional experience, and a focused professional objective.



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The resume should be visually appealing and easy to read. This resume may be an update to the resume you submitted for LEAD 5070.

Practicum Hours Log

The candidate must submit a Field Experience Log and Reflection Journal of the CDE required 300 practicum hours. The log must be documented in a spreadsheet (Excel or Word) that includes the location (school/district), the date of the activity/experience, the name of the activity/experience, the time spent on the activity/experience, and a reflection of what was learned from the activity/experience. Candidates need to log 250 hours at the level at which they hope to be an administrator and then the other 50 hours at other levels in the district, which could include the central office. Of the 300 hours, 10 hours must occur in a setting representing diversity that is different from the one where most hours are documented. Consider differences such as socioeconomics, ethnicity, urban/rural, etc.

Administrator/Superintendent and Special Education Director License Portfolio Requirements

The Administrator/Superintendent and Special Education Director Portfolio is completed during LEAD 6880. It is the culminating experience of the Administrator/ Superintendent and Special Education Director License Program and is representative of the candidate's knowledge, understanding, and application of the Colorado Administrator Standards and/or the Special Education Director License Standards. *Student Learning & Licensure* is used as the electronic portfolio repository, which allows students to upload selected work from their administrator/superintendent and special education director license and/or special education director license courses and practicum experiences. An instructional video exists in Canvas to assist candidates in uploading required documents to *Student Learning & Licensure*. The completed portfolio is assessed according to the Portfolio Rubric, which allows the course instructor and field leader reviewer to assess competency in the program standards. Please refer to the LEAD 6880 syllabus for in-depth information regarding the Administrator/Superintendent and Special Education Director License Portfolios.

Components of the Administrator/Superintendent and Special Education Director Portfolio:

Standard Narratives

The portfolio must include a narrative for each of the Colorado Administrator Standards (total of 4) and/or Special Education Director License Standards (total of 8) with specific attention to the individual elements of the corresponding standard. Quality narratives address the candidate's knowledge, experience, and application of the standards and their elements gained while taking coursework and completing practicum field hours.

Colorado English Language Learner Educator Preparation Standards Narrative (1 narrative)

The portfolio must include a narrative that highlights your understanding and experience with the Colorado English Language Learner Educator Preparation Standards. While you are only writing one



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narrative, you will need to attend to the four standards separately, supported by their corresponding elements.

Artifacts

The portfolio must include a minimum of two relevant artifacts for each standard in order to receive a score of 2.0/Meets Expectations for a standard. In order to receive a score closer to 3.0/Exceeds Expectations a candidate must upload at least three relevant artifacts per standard. Artifacts must support the narratives, but the candidate should not use the narrative to explain each submitted artifact. Of course, the candidate can refer to the artifacts in the narrative, but please do not use a page to describe the artifact. Artifacts support the written narratives, but are not, in themselves, the narrative. Please refer to the course rubric for more specifics on the number of artifacts to upload, and their relation to the rubric and grading.

Site Mentor Evaluation

Candidates must submit a completed and signed mid program and final evaluation from their mentor. The candidate's mentor must be an experienced, licensed administrator (and SPED director for SPED director candidates), and the LEAD 6880 instructor must approve the mentor once selected by the candidate. The site mentor evaluation form is located in *Student Learning & Licensure* under the Mentor Evaluation Assignment; it is a fillable PDF. Candidates will need to download the form and send it to their mentors for both the midterm and final evaluations. Once the mentor completes each form and signs it electronically, candidates are responsible for uploading the documents to *Student Learning & Licensure*.

Dispositions

Candidates must submit a dispositions assessment completed by their mentor near the end of their program. Once the mentor completes the form and signs it electronically, candidates are responsible for uploading the document to *Student Learning & Licensure*.

Leadership Philosophy

Candidates must submit the Leadership Philosophy that was completed during LEAD 6860. It is important to make any edits or revisions recommended by the instructor prior to submitting it for the portfolio. It is also recommended that the candidate revisit the narrative for adjustments to the philosophy that reflect how the candidate's philosophy has changed as a result of participation in the program and practicum. If for some reason you did not take LEAD 6860, you are still required to develop and submit a leadership philosophy. The rubric for this assignment is located in the syllabus.

Professional Growth Plan

Candidates must submit the Professional Growth Plan that was developed during LEAD 6860. The plan must include four to five professional objectives aligned to the program standards with strategies for accomplishing each objective, a progress monitoring plan to assess growth, and a reflective analysis of progress made toward each objective. If for some reason you did not take LEAD 6860, you are still required to develop and submit a professional growth plan. The rubric for this assignment is located in the syllabus.



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Resume

Candidates must submit a leadership resume that includes a detailed, expanded account of education and special skills, a functional description of professional experience, and a focused professional objective. The resume should be visually appealing and easy to read.

Practicum Hours Log and Reflection

The candidate must submit a Field Experience Log and Reflection Journal of the CDE required 300 practicum hours. The log must be documented in a spreadsheet (Excel or Word) that includes the location (school district), the date of the activity/experience, the name of the activity/experience, the time spent on the activity/experience, and a reflection of what was learned from the activity/experience. Of the 300 hours, 10 hours must occur in a diverse setting that is different from the one where most hours are documented.



Frequently Asked Questions about the Portfolios and Practicum

1. *What is the difference between Colorado Principal Quality Standards, Administrator Standards, and SPED Director Standards and the corresponding Elements?*

- **Colorado Principal Quality Standards** are designated by CPQS I, II, III, etc. Colorado Principal Quality Standard Elements are designated by A, B, C, etc. and are important components of each Colorado Principal Quality Standard.
- The **Administrator Standards** are designated 6.09(1)(a), 6.09(1)(b), etc. The elements are designated 6.09(1)(a)(i), etc. and are important components of each Administrator Standard.
- The **SPED Director Standards** are designated 6.09, 6.10, etc. and do not have individual elements associated with them.

You are to write a narrative for each of the individual standards, and with the Principal and Administrator standards, each element should be addressed separately within the standard narrative.

2. *What license hours may I include in my portfolio, and when can I begin counting them?*

Practicum students are required to become involved with, or observe, activities in which leaders are involved. Once licensure students begin taking classes, they may begin accumulating and logging hours.

Principal License Portfolio

Students can use hours related to practice evaluations of colleagues, serving as the building “principal/administrator in charge,” accountability participation (DAC or BAC), supervision of activities, observing school board meetings, curricular development, UIP work, developing school staff schedules, interviewing potential teachers, PLC development, member of crisis intervention team, conducting parent meetings, supervising numerous student activities, etc. Students need to log hours related to what leaders do. For example, SPED teachers cannot count IEP meetings as they are always part of their jobs, but a couple of 504 meetings could be counted, as they are not usually as frequent as IEPs and often have a different focus. Students need to log 250 hours at the level at which they hope to be a building leader, and then the other 50 must be at other levels in the district, which could include the central office, too. Other ideas could be interviewing SRO’s, meeting with transportation folks to better understand the difficulty of scheduling buses, learning more about district finance, as well as riding busses and understanding the work involved with district maintenance. The sky is the limit, but there must be a variety of leadership experience listed in the log. A future principal not only needs to understand the needs in his or her building, but also administrative pressures in the entire district. Attendance at conferences will not count but presenting professional development to your department or school because of conference attendance will count.

Admin/SPED License Portfolio

Students can use hours related to leadership beyond the building level. Students need to log hours related to what district leaders do. Students need to log 250 hours at the level at which they hope to



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be an administrator, and then the other 50 must be at other levels in the district. Ideas for hours include but are not limited to meeting with transportation personnel to better understand the difficulty of scheduling buses, learning more about district finance, planning for a board meeting, reporting to the board, networking with leaders from other districts, participating in discussions about legislative impact on the local district, supervising principals, developing a district recruitment/retention plan, engaging district personnel in equity/inclusion discussions, creating structures for meeting student needs through response to intervention, creating a district professional learning plan that aligns with the strategic plan, etc. The sky is the limit, but there must be a variety of leadership experience listed in the log. A future district leader needs to understand the needs of building leaders in the district as well as department leaders and the community. The district leader also should understand administrative pressures in the entire district.

3. *How long do I have to complete the Principal, Administrator/Superintendent, or Special Education Director portfolio?*

You need to complete your portfolio in the semester in which you are enrolled in LEAD 6820 or LEAD 6880. If you do not complete your portfolio the first semester you are enrolled in LEAD 6820 or LEAD 6880, you will receive an “Incomplete” and once you have submitted the portfolio within the allotted year, a grade change will be submitted. If you do not complete in the semester in which you registered, you do not need to re-enroll or pay again unless you take longer than one year to complete.

4. *Can I email my completed electronic portfolio to the instructor?*

No. You will turn items into *Student Learning & Licensure* according to the schedule provided in your Canvas course. Instructions for how to use *Student Learning & Licensure* are available in Canvas.

5. *Who may I select to be my mentor for LEAD 6820 or LEAD 6880?*

You must select a mentor who is an experienced, licensed principal (LEAD 6820) or administrator/SPED director (LEAD 6880) to help you with your portfolio materials, guide you through your practicum, and complete the evaluations and dispositions; the portfolio instructor must approve your selection. This mentor should also agree to meet regularly with you to discuss leadership experiences, clarify and expound on what you are learning in your coursework and on experiences in your practicum, and link what you are learning to the role. Most students use one of their current principals/administrators for their mentor. Depending upon each student’s situation (school and district size), students have used central office personnel to assist them with their work. Remember to have your mentor complete a mid-program evaluation, final evaluation, and final dispositions. These evaluations and dispositions must be scanned and uploaded *Student Learning & Licensure*.



6. *How do I keep a log of the 300 hours for my portfolio?*

We have included an Excel template in the Canvas shell that you can use for logging hours. This is the preferred method for documenting hours. This document is designed to automatically compute your hours by standard and area. Please remember the reflection part of your journal must include things such as specific lessons learned, including your feelings and thoughts about a specific activity. Instead, some students choose to keep an Excel Spreadsheet or design a Word document to record their hours. One way to complete this is to set up multiple columns. Columns should be headed with the following: Standard 1, Standard 2, etc., Hours, Activity, Date, and Reflection. There are many ways to track your hours, but if you use one of these methods for tracking and logging your hours you will have essentially completed work for the hours and your reflective journal.

7. *What can I use as artifacts? Can I use a narrative and an artifact more than once if it applies to other standards?*

Artifacts can include work you have done in LEAD classes such as projects, PowerPoints, etc. as well as work you have done during your practicum. Artifacts from the practicum may include meeting agendas, PowerPoints used in professional development with staff or board meetings, discipline policies, finance projects from classes, UIP work you have done, etc. *Please include only those you have had a role in creating, implementing, and/or facilitating.* Many of the papers you have written for your coursework do support standards; however, a portfolio is a demonstration of not only what you have learned, but also what you have accomplished during the practicum to gain administrative experience. You can use the same artifact more than once if it applies. Please do not use the same artifact more than three times, and make sure it appropriately applies to the particular element under the standard. You may not use a narrative more than once.

8. *Where do I find out information about obtaining an advanced license when I complete the coursework?*

The Colorado Department of Education website documents the submission process for obtaining your advanced license: <http://www.cde.state.co.us/cdeprof/>. Additionally, our Student Resource Office can facilitate obtaining the signature required on the APV (Approved Program Verification Form). Once you download the form and complete the portions required to be completed by you, you will send it to the SRO who will return it to you once the required COE signature is included. The APV form and a passing Praxis test are required when submitting to CDE for your advanced license.

9. *What Praxis test do I need to take?*

Principal candidates need to take the Praxis 5412. Administrator/Superintendent and SPED Director Candidates need to take the Praxis 6991. More information on individual Praxis tests and how to register to take a test can be found on the CDE website at https://www.cde.state.co.us/cdeprof/licensure_praxis_info#accepted.