



College of Education
Leadership, Research,
& Foundations

UNIVERSITY OF COLORADO
COLORADO SPRINGS

MA in Leadership and Advanced License Programs

Endorsement Areas: Principal License,
Administrator License, and Special
Education Director License

Student Handbook

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College of Education Leadership, Research, & Foundations

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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) have been carefully designed to ensure the development of educational leaders who can transform schools into learning communities in which all members of a diverse society are accorded opportunity and respect. This curriculum has been developed on a foundation of research in the areas of organizational leadership, inclusive leadership, instructional leadership, professionalism, and data literacy. 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 develop as a leader through an expanded self-knowledge and worldview. You will develop school management competencies and leadership strategies. You will learn how to guide an educational team as you integrate recommendations from research with an assessment of the needs of a school community and create a plan for student success. You will explore the political and social implications of schooling and the educational requirements of contributing to a diverse, democratic, multicultural society. You will discover how technology can be utilized to enhance management and communication. You will 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. Sylvia Mendez (719-255-3476 | smendez@uccs.edu) and/or the P-12 Program Coordinator, Dr. Margaret Scott (719-255-3701 | mscott6@uccs.edu).



College of Education Leadership, Research, & Foundations

UNIVERSITY OF COLORADO
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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 accepts 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 satisfying 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 students 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.



College of Education Leadership, Research, & Foundations

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Academic Policies and Procedures

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

Grade and Quality of Work 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.

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 license experience in a public or nonpublic elementary or secondary school, passing the Colorado-approved content exam, 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 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 one month) for the form to be processed. We recommend signing up for the Colorado-approved content exam 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, 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 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 one month) for the form to be

processed. We recommend signing up for the Colorado-approved content exam 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, 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 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 one month) for the form to be processed. 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/>.

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

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 begin 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 must reapply to the program and will be subject to any new program requirements adopted subsequent to original admittance.

Administrative Leave of Absence

A student can be placed on an administrative leave of absence if course and/or portfolio requirements are not completed satisfactory by the department chair for up to one year. During an administrative leave of absence, the five-year clock remains active and the student will begin 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 must reapply to the program and will be subject to any new program requirements adopted subsequent to original admittance.

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.

Ethics

Ethical and Professional Behavior

Students are expected to maintain high standards of ethical and professional conduct in order to be a successful member of the program learning community. Professional behavior is required to complete the program successfully and often 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:
<http://www.uccs.edu/dos/student-conduct/student-code-of-conduct.html>

UCCS Student Rights and Responsibilities

<http://www.uccs.edu/orientation/student-resources/student-rights-and-responsibilities.html>

Plagiarism*

Plagiarism is not tolerated at UCCS. Plagiarism is defined in the **UCCS Bulletin** and in the **Schedule of Courses** as follows: 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;
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 grounds for dismissal from the MA in Leadership and Advanced License Programs.

*Adapted from UCCS College of Letters, Arts, and Science Plagiarism Policy:
http://www.uccs.edu/~srehorst/labs/Modules/Plagiarism_Guidelines.pdf

Financial Aid and Veteran's Affairs Benefits

Financial aid and veteran's 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's 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:

<http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf>. 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.

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 student's 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. Any student who believes that he or she has not been treated fairly or equitably for any reason should bring it to the attention of the instructor, department chair, or the 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 Veterans 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 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 the student to register for the course at another time, when s/he is more likely to be successful.

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. In all courses, the decision to excuse an absence is solely at the discretion of the instructor. In addition, plagiarism or cheating of any manner will result in a failing grade for the class.

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: Julia Paris, Title IX Coordinator | Office of Institutional Equity, ACAD 106 | 719-255-4324 | jparis5@uccs.edu

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 (1) the UCCS Counseling Center, 719-255-3265, Main Hall 324; or (2) the UCCS Student Health Center, 719-255-4444, located in the Public Safety Building.



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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^a
- _____ 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^b

^aPrerequisite LEAD 5700 or equivalent; ^b Prerequisite 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^a
- _____ 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^b

^aPrerequisite LEAD 5700 or equivalent; ^bPrerequisite 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 ^a
- _____ 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

^aPrerequisite LEAD 5700 or equivalent

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 The Superintendent as Transformational Leaders
- _____ LEAD 6870-3 The Superintendent as Manager of Quality Systems
- _____ LEAD 6880-3 Practicum in Central Office Leadership and the Superintendency

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
with 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 The Superintendent as Transformational Leaders
- _____ LEAD 6870-3 The Superintendent as Manager of Quality Systems
- _____ LEAD 6875-3 Topics in Special Education Leadership
- _____ LEAD 6880-3 Practicum in Central Office Leadership and the Superintendency

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.

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.

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 culmination experience of the Principal License Program and is representative of the candidate's knowledge and understanding of the Colorado Principal Quality Standards (CPQS). Taskstream 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 Taskstream. The completed portfolio is assessed according to the Principal License Portfolio Rubric, which allows professors to assess competency in the CPQS. Please refer to the LEAD 6820 syllabus for in-depth specifics regarding the Principal License Portfolio.

The Principal Portfolio contains the following:

Colorado Principal Quality Standard 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 said standard (i.e., I, II, III). Quality narratives address the candidates' knowledge and experience in Principalship activities 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 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 of data.

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 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 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 midterm and final evaluation from their mentor. The candidate's mentor must be an experienced, licensed administrator and the LEAD 6820 instructor must approve the mentor once the candidate selects him/her. The site mentor evaluation form is located in

Taskstream under the Mentor Evaluation Assignment; it is a fillable PDF. Candidates will need to download the form and send it to his/her mentor for both the midterm and final evaluations. Once the mentor completes each form and signs it electronically, the candidate is responsible for uploading the documents to Taskstream.

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. If for some reason a student did not take LEAD 5020, s/he is 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 5020. The plan must include three to four professional objectives aligned to the Colorado Principal Quality 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 a student did not take LEAD 5020, s/he is 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. The resume should be eye-catching and easy to read.

Practicum Hours

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 diverse setting that is different than the one where most hours are documented.

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 culmination experience of the Administrator/ Superintendent and Special Education Director License Program and is representative of the candidate's knowledge and understanding of the Colorado Administrator Standards and/or the Special Education Director License Standards. Taskstream 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 Taskstream. The completed portfolio is assessed according to the Portfolio Rubric, which allows professors to assess competency in the program standards. Please refer to the LEAD 6880 syllabus for in-depth specifics regarding the Administrator/Superintendent and Special Education Director License Portfolios.

The Administrator/Superintendent and Special Education Director Portfolio contains the following:

Standard Narratives

The portfolio must include a narrative for each of the Colorado Administrator Standards and/or Special Education Director License Standards with specific attention to the individual elements of said standard. Quality narratives address the candidates' knowledge and experience in activities 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 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 of data.

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 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 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 midterm and final evaluation from their mentor. The candidate's mentor must be an experienced, licensed administrator and the LEAD 6880 instructor must approve the mentor once the candidate selects him/her. The site mentor evaluation form is located in Taskstream under the Mentor Evaluation Assignment; it is a fillable PDF. Candidates will need to download the form and send it to his/her mentor for both the midterm and final evaluations. Once the mentor completes each form and signs it electronically, the candidate is responsible for uploading the documents to Taskstream.

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. If for some reason a student did not take LEAD 6860, s/he is 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 a student did not take LEAD 6860, s/he is 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. The resume should be eye-catching and easy to read.

Practicum Hours

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 than the one where most hours are documented.

Frequently Asked Questions on the Portfolios

1. *What is the difference between Colorado Principal Quality Standards and 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. You are to write narratives for each of the individual elements, which support the standard.

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 begins taking classes, they may begin accumulating and logging hours. Students can use hours related to practice evaluations of colleagues, serving as the building “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.... 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 an administrator, 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.

3. *How long do I have to complete the principal, administrator/superintendent, or special education director portfolio?*

You may have up to one year to complete your portfolio. If you exceed that timeline, you will receive an “F” for the class and you will need to re-enroll and pay for the course again. If you do not complete your portfolio the first semester you are enrolled, 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 must email and notify your LEAD 6820 or LEAD 6880 instructor(s) that you have completed your portfolio and your work has been uploaded into Taskstream. Upon notification, the instructor will grade your work as soon as possible. You must “share your portfolio” according to the directions in Canvas or else the material cannot be evaluated.

5. *Who may I select to me by mentor for LEAD 6820 or LEAD 6880?*

You must select a mentor who is an experienced, licensed administrator to help you with your evaluation materials; the portfolio instructor must approve your selection. Most students use one of their current 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-term evaluation and a final evaluation. Both evaluations must be scanned and uploaded into Taskstream.

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

Most students keep an Excel Spreadsheet or design a Word document to record their hours. One way to complete this is to set up four columns. Columns may be headed with the following: 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. 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.

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, discipline policies, finance projects from classes, UIP work you have done, etc. 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 narrative and 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.

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/>.