XAVIER
UNIVERSITY

Educational Administration Program

Candidate Handbook

Xavier University
School of Education
College of Professional Sciences
Hailstones Hall
3800 Victory Parkway
Cincinnati, OH 45207
513-745-4210

STUDENT HANDBOOK

Educational Administration

This Handbook provides information on the Masters of Education and Licensure
programs in Educational Administration.

Dear Educational Administration Candidate,

Welcome to Xavier University's Degree and Licensure programs in educational administration. This booklet is designed to provide you with information about the program expectations for both a M.Ed. in educational administration and administrative licensure in Ohio, and other states. You should regularly consult the Xavier School of Education website for updates on course offerings. Sometimes to meet candidate needs, courses are added too late to appear in the published course offerings.

Ohio colleges and universities who offer degrees and licensure in educational administration are required to meet standards provided by the Ohio Department of Education. In addition, the Xavier programs in educational administration meet the National Educational Leadership Preparation (NELP) Standards. The NELP standards, which are aligned with the Professional Standards for Educational Leadership (PSEL), serve a distinct purpose in that they provide specificity around performance expectations for beginning level building and district leaders. Whereas the PSEL standards define educational leadership broadly, the NELP standards specify what novice leaders and program graduates should know and be able to do as a result of completing a high-quality educational leadership preparation program.

To achieve the M.Ed. in educational administration, the candidate must complete thirty (30) hours of semester credit. Nine (9) of these semester hours are in the foundations of education. A minimum of twenty-one (21) semester hours must be completed in educational administration courses. Six (6) elective hours may be included in the M.Ed. program, however, elective credits are not acceptable for licensure programs. Additionally, a student must also pass the comprehensive examination and apply for graduation.

For administrative licensure in Ohio, an additional six (6) semester hours beyond the M.Ed. are required. In order to seek licensure in Kentucky, Indiana, or other states, students must first complete the Ohio licensure program and then apply to the other state. Additional Information on licensure in other states can be found at the following website:
https://www.xavier.edu/college-of-professional-sciences/kentucky

In addition to the M.Ed. in educational administration, Xavier offers programs leading to the following licensures in Ohio:
- ☐ Principal (PK – 6)
- ☐ Principal (Grades 4-9)
- ☐ Principal (Grades 5-12)
- ☐ Administrative Specialist (Curriculum, Staff Personnel, etc.)

The program contains only one requirement with regard to scope, sequence, or prerequisites. The student must enroll in Educational Research, EDFD 507 and EDFD 508, within the first 20 hours of the program. If a student has not enrolled in EDFD 507/508, within the first 20 hours, the registrar can put a hold on registration until the candidate has met with their advisor.

Please consult this handbook so you will be able to progress smoothly through the degree and/or licensure programs. If you have additional questions or concerns, please do not hesitate to reach out to the program faculty and staff.

Thank you again for joining our programs, and we wish the best in your next professional steps.

Sincerely yours,

The Educational Administration Program Faculty and Staff

Dr. Brett Burton
Assistant Professor,
Program Director

Ms. Gillian Garcia
Administrative Assistant

Dr. Shirley Curtis

Teaching Professor

Dr. David Tobergte

Senior Teaching Professor

Admission to the Program

Applications are accepted throughout the year from candidates with a bachelor's degree and a solid academic background. You may begin the program in the summer, fall or spring term.

To apply, submit the following application materials to the Office of Graduate Admission.
- ☐ The online graduate application
- ☐ One official transcript sent directly from the college/university of all previous undergraduate and graduate coursework to

> Xavier University
> Admission Processing Center
> 3800 Victory Parkway
> Cincinnati, Ohio 45207-5131 OR
> Electronic transcripts to xugrad@xavier.edu

- ☐ Candidates must have a Resident Educator or Professional Teaching License
- ☐ Official test scores from the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE). The MAT is offered here at Xavier. For information about registering for the MAT, please call 513-745-3531. If you have previously taken the GRE and want to have your scores sent to Xavier, please contact GRE at 1- 888-GRE-SCORE.

Applications are processed immediately upon receiving all of the necessary materials, and you will be notified of your status as soon as possible. The admission committee considers all of the information contained in the admission application, including prior grades, test scores and evidence of potential for success in graduate study.

TEST WAIVER OPTION
Applicants to Graduate Programs in the School of Education Must Have:

- ☐ Undergraduate degree from a regionally accredited university AND
- ☐ Admission test score test may be waived under one of the following conditions:
- ☐ GPA:
  - o 3.0 or higher cumulative GPA in undergraduate matriculation; or
  - o 3.2 or higher cumulative GPA graduate (15 credit hours or more completed at the graduate level); or
- ☐ Licensed teacher; or
- ☐ Graduate degree

*International Candidates may have additional application requirements. See [International Graduate Admissions](#) for more information.

For questions regarding the application process, e-mail the Office of Graduate Services at xugrad@xavier.edu.

Course of Study: M.Ed. Education Administration

Foundations Core Courses (9 semester hours):

EDFD 500	History and Philosophy of American Education	**3**
EDFD 505	Organization of Education Systems in U.S.	**3**
EDFD 507	Educational Research and Research Paper	**3**
	SUB-TOTAL	**9**

MEd Administration Courses (21 semester hours)
Note: Up to 6 semester hours may be elective credits at 500 Level or above. However elective credits are not applicable for Licensure.

EDAD 543	Supervision of Instruction and Staff Personnel	**3**
EDAD 548	Principalship	
or		
EDAD 561	Administration of Pupil Personnel (for non-Principals)	**3**
EDAD 562	Political Structures & School/Comm Relations	**3**
EDAD 563	School Finance, Bus. Affairs & Physical Facilities	**3**
EDAD 565	School Law	**3**
EDAD 570	Policy, Planning, Evaluation, and Assessment	**3**
EDAD 660	Curriculum Design & Teach Strategies	**3**
	SUB-TOTAL	**21**
	TOTAL	**30**

IN ORDER TO BE RECOMMENDED FOR GRADUATION:
- ☐ Candidates must have successfully completed all required coursework.
- ☐ Candidates must successfully complete the master of education comprehensive exam

To add Principal Licensure upon Completion of MEd Candidates must complete the following Internships:

EDAD 771	Principal Internship I	**3**
EDAD 781	Principal Internship II	**3**
	TOTAL	**6**

IN ORDER TO BE RECOMMENDED FOR PRINCIPAL LICENSURE:
- ☐ Candidates must have completed all required coursework.
- ☐ Candidates must have passed the Ohio assessment for educators (OATE) exam #015: educational leadership*
- ☐ Candidates must have two years of successful teaching experience under a resident educator or professional teaching license with students of the ages and grade levels for which the principal licensure is sought

Xavier University
Educational Administration
Ohio Licensure Course Requirements
MEd. and OHIO PRINCIPAL LICENSURE
Advising Sheet

Student Name: **Banner ID#**   **Date**:

Course Curriculum for MEd in Administration

The core education courses are required for the Masters of Education in Administration and all of the licensure options.

Core Education Courses (9 semester hours):

		<u>Credit</u>	<u>Need</u>	<u>Grade</u>
EDFD 500	History and Philosophy of American Education	3 hours	_____	_____
EDFD 505	Organization of Education Systems in U.S.	3 hours	_____	_____
EDFD 507	Educational Research & Research Paper	3 hours	_____	_____

SUBTOTAL - CORE EDUCATION CREDIT HOURS EARNED   _____

All educational administration students must successfully complete the Master of Education (MEd) Comprehensive Examination upon completion of required coursework and apply for graduation to earn the MEd degree.

Beginning September 1, 2013 all individuals seeking an Ohio Administration License must successfully complete the Ohio Assessments for Educators (OAE) exam "Educational Leadership" #015, to be eligible for an Ohio administration license. Praxis II update Candidates who passed Praxis exams for licensure but were never issued the license, must meet current Ohio licensure exam requirements when applying for the Ohio license on or after July 1, 2019. http://education.ohio.gov/getattachment/Topics/Teaching/Licensure/Prepare-for-Certificate-License/Educator-Licensure-Examinations/Educator-Licensure-Testing-Requirements.pdf.aspx?lang=en-US For additional information regarding the exam and to register, please visit the Ohio Assessments for Educators website at http://www.oh.nesinc.com/.

_____
STUDENT SIGNATURE

_____
FACULTY ADVISOR SIGNATURE

_____
CHAIR SIGNATURE

Please see back of page for additional requirements.

Student Name _____ **Banner ID#** _____ **Date** _____

The following total 21 semester hours will, when combined with the 9 core hours (above), equal 30 semester hours and thus qualify the candidate for a MEd in Educational Administration. To obtain your MEd in Educational Administration you must also pass the Comprehensive Examination and apply for graduation. 6 semester hours may be elective credits at 500 level or above. However, elective credits are not applicable for Principal licensure.

Licensure Core Courses (21 semester hours for MEd, all licensure courses and internships listed below, except electives, are required to complete licensure course requirements):

			Incomplete	Completed for MEd. Only	Completed for Licensure Only
EDAD543	Supervision of Instruction/Staff Personnel	3 hrs	_____	_____	_____
EDAD548	Principalship	3 hrs	_____	_____	_____
EDAD562	Political Structures & School/Comm Relat	3 hrs	_____	_____	_____
EDAD563	School Finance. Bus. Affairs & Physical Facilities	3 hrs	_____	_____	_____
EDAD565	School Law	3 hrs	_____	_____	_____
EDAD570	Policy, Planning, Evaluation and Assessment	3 hrs	_____	_____	_____
EDAD660	Curriculum Design & Teach Strategies	3 hrs	_____	_____	_____

INTERNSHIPS: Total semester hours needed for the Ohio Principal License is 36 hours. Administrative licensure candidates must complete six (6) semester hours in EDAD771 & EDAD781.

Internship-I EDAD771	Principal Internship	3 hrs	_____	_____	_____
Internship II EDAD781	Principal Internship	3 hrs	_____	_____	_____

OHIO LISCENSURE OPTIONS*

Please see an academic advisor for an individual transcript evaluation and academic plan prior to beginning the program. An appointment may be arranged by contacting the department office at 513-745-4210.

Required Courses for ALL Ohio Administration Licensure:

EDAD 543: Supervision of Instruction and Staff Personnel	3 hours
EDAD 548: Principalship (for principals) or	3 hours
EDAD 561: Administration of Pupil Personnel (for non-Principals)	
EDAD 562: Political Structures and School/Comm Relations	3 hours
EDAD 563: School Finance, Business Affairs and Physical Facilities 3 hours EDAD 565:	
School Law	3 hours
EDAD 570: Policy, Planning, Evaluation, and Assessment	3 hours
EDAD 660: Curriculum Design and Teach Strategies	3 hours
	Administration Total: 21 hours

Beginning September 1, 2013 all individuals seeking an Ohio Administration License must successfully complete the Ohio Assessments for Educators (OAE) exam "Educational Leadership" #015, to be eligible for an Ohio administration license. Praxis II update Candidates who passed Praxis exams for licensure but were never issued the license, must meet current Ohio licensure exam requirements when applying for the Ohio license on or after July 1, 2019.

For additional information regarding the exam and to register, please visit the Ohio Assessments for Educators website

Ohio Specialist License
In addition to the MEd in Educational Administration or equivalent MEd and licensure courses listed above, candidates must complete 6 semester hours in their specialty area. Total semester hours needed for Administration Ohio Specialist License is 45 hours.

Specialist Internship(s) I
The internship includes field-based experience for reading intervention.

Course Number	Course Name	Credit Hours
EDAD 772	Administrative Specialist Internship I	3 hours

Specialist Internship(s) II

Course Number	Course Name	Credit Hours
EDAD 782	Administrative Specialist Internship II	3 hours

Ohio Principal License
In addition to the MEd in Educational Administration or equivalent MEd and licensure courses listed above, candidates must complete 6 semester hours in their specialty area.

PRINCIPAL INTERNSHIPS

Course Number	Course Name	Credit Hours
EDAD 771	Principal Internship I	3 hours

In order to be recommended for licensure:
- Candidates must have completed all required coursework.
- Candidates must have passed the Ohio assessment for education (OATE) Exam #015: Educational Leadership
- Candidates must have two years of successful teaching experience under a resident educator or professional teaching license with students of the ages and grade levels for which the principal licensure is sought.

SCHOOL TREASURER LICENSE

Educational Requirements
- Candidate has a baccalaureate degree in business, three semester hours in school law, and three semester hours in school finance, OR
- Candidate has a baccalaureate degree in a non-business area, nine semester hours in accounting, three semester hours in school law, and three semester hours in school finance.

Treasurer Level Courses

Treasurer licensure candidates must also complete the following courses and **12** Semester Hours:

Course Number, Course Name,	Credit Hours
EDAD 563: School Finance, Business Affairs, and Physical Facilities	3 hours
EDAD 565: School Law	3 hours
EDAD 772: Administrative Internship I: Treasurer Focus	3 hours
EDAD 782: Administrative Internship II: Treasurer Focus	3 hours

Internship Requirements

The field experience component may be met through completion of a 300-hour internship in a school treasurer's office, under the direct supervision of a licensed school treasurer.

The 300-hour internship should be an individualized, mutually developed series of experiences reflective of the results of an assessment of the educational needs of the intern as related to the role, functions and responsibilities of the treasurer.
The 300 hours of field experience should be well distributed over the following:

1. Overview of Treasurer and Business Office Responsibilities (10 hours)
    o   Review of statutory duties
    o   Relationship with board of education
    o   Role and relationship with superintendent and other administrators
    o   Relationship with other offices and officials
2. Financial Management (20 hours)
    o   Basic banking depository requirements
    o   Investments
    o   Bonds and notes
3. Fund Accounting (50 hours)
    o   Processing accounts payable and receivable
    o   Receipts
    o   Billing and invoices
    o   Purchase orders and encumbrances
    o   Petty cash and change funds
    o   Student activity funds/management
    o   Internal accounting controls
4. Financial Reporting (50 hours)
    o   Budget and appropriations
    o   Financial forecasting and fiscal analysis
    o   General purpose financial statements, cash reporting
    o   GAAP
5. Purchasing and business functions (80 hours)
    o   Bidding and purchasing procedures
    o   Employee contracts
    o   Payroll processing/distribution/reports
    o   Employee benefits (type, enrollment & claims)
    o   Salary schedules
6. Legal/Legislation (50 hours)
    o   Ohio compliance functions
    o   Fiscal certificates
    o   Legal notices
    o   Short and long-term borrowing
    o   FMLA, ADA, FLSA, Workers' Compensation
7. Administrative and other duties (20 hours)
    o   Board secretary-minutes and role at board meetings
    o   Member of administrative team/role with policy team
    o   Record retention/destruction
    o   Collective bargaining (public sector)
8. Other areas, if appropriate, to the particular district and its needs (20 hours)

http://education.ohio.gov/Topics/Teaching/Licensure/Audiences/School-Treasurer-License

OHIO SUPERINTENDENT LICENSE

In addition to the MEd in Educational Administration or equivalent MEd and licensure courses listed above, candidates must complete 6 semester hours in their specialty area.

INTERNSHIP(S) AND REQUIRED SUPERINTENDENT LEVEL COURSES

Superintendent licensure candidates must complete 6 semester hours from the following internships:

Course Number	Course Name	Credit Hours
EDAD 771	Internship Principal I (ages 3 - 14) or (ages 9 - 21)	(3 hours)
EDAD 781	Internship Principal II (ages 3 - 14) or (ages 9 - 21)	(3 hours)
EDAD 772	Administrative Specialist Internship I	(3 hours)
EDAD 782	Administrative Specialist Internship II	(3 hours)

In order to be recommended for licensure:

Candidates must have completed all required coursework.

Candidates must have passed the Ohio assessment for education (OATE) Exam #015: Educational Leadership

Candidates must have two years of successful experience under a principal license.

Superintendent Licensure (12 Credit Hours)

Superintendent licensure candidates must also complete the following courses:

Course Number	Course Name	Credit Hours
EDAD 710	Superintendent Seminar (3 hours)	
EDAD 779	Internship Superintendent I (3 hours)	
EDAD 789	Internship Superintendent II (3 hours)	

In addition, Superintendent Candidates will need to complete whichever course they had not already completed in their previous administrative license, (EDAD 548 or EDAD 561).

In order to be recommended for licensure:

- Candidates must have completed all required coursework.
- Candidates must have passed the Ohio assessment for education (OATE) Exam #015: Educational Leadership
- Candidates must have two years of successful experience under a principal (or Administrative Specialist) license.

Course Descriptions: Educational Administration

EDAD 540 - Personal Leadership Dev -- *3 Credit Hours*
This course is for potential educational leaders to: see their place in Educational Administration, provide a personal leadership assessment profile, establish personal benchmarks for leadership development and growth, develop an individualized leadership coaching plan, and receive personalized coaching. The class will utilize lecture, discussion, small group interaction, exercises, self-assessment instruments, and personalized action plans.

EDAD 543 - Supervision of Inst/Staff Personnel *-- 3 Credit Hours*
Study of formative and summative supervision processes with emphasis on accountability and utilizing supervision for individual professional growth. Includes practical application of state mandated instructional policies and processes.

EDAD 548 – Principalship -- *3 Credit Hours*
This course is designed to incorporate both administrative theory and practice, especially as it relates to the role of the principal. There is a special emphasis on the changes in the role of principal as a result of demographic changes in society, state and local regulations, and in schools. Candidates will be exposed to information that is viewed as relevant and unique to the administration of schools. The information is based in part on legal and regulatory requirements that have been identified as essential for beginning administrators. The Conceptual Framework will be based on National Educational Leadership Preparation Standards (NELP) and will be consistent with CAEP standards.

EDAD 561 - Admin of Pupil Personnel Service *-- -* **-** *3 Credit Hours*
Duties and functions involved in administering pupil personnel services and in pupil accounting. Responsibilities of the director of pupil personnel. Systemized record management.

EDAD 562 - Political Structure & Public Relations-- *3 Credit Hours* Relations of school and community. Effective use of public relations media- press, radio, television. The political system, structures, and schools.

EDAD 563 - School Finance, Business Affairs / Facilities -- *3 Credit Hours* Budgetary control, purchasing, food, supplies, equipment and machinery, school insurance, plant records, maintenance and repair, pupil transportation, utilization of facilities. In addition, the school construction process is reviewed and analyzed.

EDAD 565 - School Law I -- *3 Credit Hours*
Legal framework within which schools operate. Federal and state precedents. State code. Legal
provisions for school finance.

EDAD 570 - Policy Planning & Evaluation -- *3 Credit Hours*
Strategic planning, assessment and evaluation of educational programs and student
achievement.

EDAD 572 - Educational Technology -- *3 Credit Hours*
Addresses issues school administrators face as technology leaders and is based on the National
Technology Standards for School Administrators. Topics include technology planning process;
classroom technology integration; professional staff development; integrated infrastructures;
technology program evaluation; social, legal, and ethical issues.

EDAD 660 - Curriculum Design & Teaching Strategies -- *3 Credit Hours* Theory and
practice of curriculum design, development, implementation and evaluation. Correlates
curriculum and teaching strategies. Includes formative and summative supervisory functions.

EDAD 710 - Superintendent Seminar -- *3 Credit Hours*
The role of the school district superintendent is analyzed with reference to job responsibilities
of the position: knowledge, skills and dispositions necessary to serve successfully in the
position.

Internships:

The administrative internship courses satisfy one of Ohio\2019s requirements for the
Administrative Licensure. The purpose of these courses is to provide the candidate with an
opportunity to work under the direction of a certified administrator/supervisor in an education
setting to see how what is discussed in the classroom courses is practically applied in the field.
The internship consists of a minimum of 100 hours under the direction of an administrative
mentor. The internships will include at least one significant experience in each of the following
four leadership areas: organizational leadership; strategic leadership; curriculum, instructional,
staff development leadership; community, political leadership.

Ohio Standards for Principals

2018

Standard 1: **Mission, Vision and Core Values**	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
Standard 2: **Ethics and Norms**	The effective\'e educational leader ecstaticity and according to professional norms.
Standard 3: School Improvement	The effective educational leader implements collaborative struch.res and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external s ports to improve teaching and learning conditions and outcomes.
Standard **4:** Curriculum, Instruction and Assessment	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
Standard 5: Professional Capacity of School Personnel	The effective\le educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
Standard 6: Equity and Cultural Responsiveness	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
Standard 7: Community of Care Support	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment
Standard 8: Meaningful Engagement of families and Community	The effective educational leader develops and sustains partnerships with tames and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
Standard 9: Strategic Staffing	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure presumption of diverse expertise and sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
Standard1O: School Operations	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

Leadership
Learning
Culture
Management

Ohio I.

Revised Standards

DOMAINI: LEADERSHIP

Narrative Summary: The effective educational leader acts ethically as an agent of continuous improvement and fosters a shared mission, vision and core values to promote each student's wellbeing and academic success.
Standard 1: Mission, Vision and Core Values
Standard 2: Ethics and Professional Norms
Standard 3: School Improvement

DOMAIN 11: LEARNING

Narrative Summary: The effective educational leader fosters a professional learning environment of evidence-based instructional practices to promote each students well-being and academic success.
Standard 4: Curriculum, Instruction and Assessment
Standard 5: Professional Capacity of School Personnel

DOMAIN a: CULTURE

Narrative Summary: The effective educational leader cultivates an environment defined by culturally responsive practices, equity and commitment to students, staff and stakeholders through sustained partnerships reflective of IIle unique profile of its surrounding community to promote each student's well-being and academic success. Standard 6: Equity and Cultural Responsiveness
Standard 7: Community of Care and Support
Standard 8: Meaningful Engagement of Families and Community

DOMAIN IV: MANAGEMENT

Narrative Summary: The effective educational leader maximizes the human capital, operational, policy and fiscal systems to promote each student's wellbeing and academic success.
Standard 9: Strategic Staffing
Standard 1O: School Operations

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LEADERSHIP

Narrative Summary: The effective educational leader acts equally as an agent of continuous improvement and fosters a shared mission, vision and core values to promote each student's well-being and academic success.

STANDARD 1: MISSION, VISION ANO CORE VALUES

The effective educational leader develops, advocates and enacts a shared **mission. vision and core values.**

Indicator:

1.1 The effective educational leader works in collaboration **will** students. staff and other stakeholders to develop, enact and evaluate a data-informed shared mission, vision and core values.

1.2 The effective educational leader will model, communicate and advocate for the school's mission, vision and core values in all aspects of leadership.

STANDARD 2: ETHICS ANO PROFESSIONAL NORMS

The effective educational leader acts ethically and according to professional norms.

Indicator:

2.1 The effective educational leader understands, upholds and models professional ethics, policies and legal codes of professional conduct.

2.2 The effective educational leader models and sets high expectations for conduct that promotes professional norms for students, staff, other stakeholders and self.

STANDARD 3: SCHOOL IMPROVEMENT

The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff. and partner with internal and external supports to improve learning conditions and outcomes.

Mission, Vision, Core Values

Ethics and Professional Norms

Improvement

Indicators:

3.1 The effective educational leader develops the capacity of staff as leaders by establishing structures for collaboration that promote the analysis of data to identify areas of greatest need.

3.2 The effective educational leader develops a focused plan with processes and procedures for implementation.

3.3 The effective educational leader collaborates with teachers and other stakeholders to select, implement and monitor the impact of evidence-based strategies that align to the district and building goals and makes necessary adjustments.

3.4 The effective educational leader engages and partners with staff, public and private sectors to create and support a culture of continuous improvement.

Ohio | Department of Education

LEARNING

Narrative Summary: The effective educational leader fosters a professional learning environment of evidence-based instructional practices to promote each student's well-being and academic success.

STANDARD 4: CURRICULUM, INSTRUCTION ANO ASSESSMENT

The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to teachers, leaders and learning supports.

Indicators:

4.1 The effective educational leader supports staff in recognizing, respecting and employing each student's strengths, diversity **and** culture as assets of both teaching and learning for personalized instruction.

4.2 The effective educational leader ensures that each student has equitable access to effective teachers, challenging learning opportunities, educational resources and social support.

4.3 The effective educational leader uses standards to align, focus and implement systems of curriculum, instruction and assessment willing and across grade levels to promote high expectations for student learning and core values of the school.

4.4 The effective educational leader promotes the effective use of technology in the service of teaching and learning.
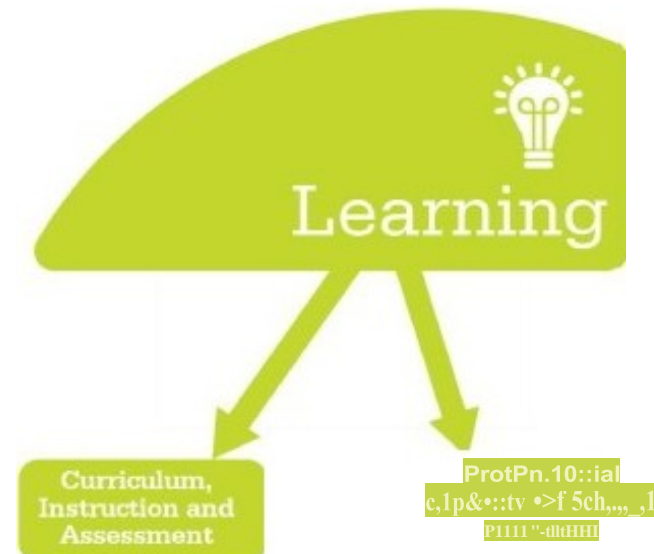
STANDARD 5: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.

Ohio | Department of Education

Indicators:

5.1 The effective educational leader supports teachers and staff by providing ongoing actionable feedback, as well as individual and group professional development opportunities to promote continuous improvement aligned to the focused plan.

5.2 The effective educational leader employs *Ohio standards for Professional Development* to organize the school as a professional learning environment to achieve positive outcomes for each student.

5.3 The effective educational leader continually improves effectiveness of staff and self through dialog, reflection, study and other professional development opportunities.

CULTURE

Narrative Summary: The effective educational leader cultivates an environment defined by culturally responsive practices, equity and commitment to students, staff and stakeholders through sustained partnerships reflective of the unique profile of its surrounding community to promote each student's wellbeing and academic success.

STANDARD 6: EQUITY ANO CULTURAL RESPONSIVENESS

The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.

Indicators:

6.1 The effective educational leader demonstrates cultural knowledge and sensitivity in decision-making, practices and interactions with staff, students and families.

6.2 The effective educational leader supports students and staff by establishing norms of respect, caring, learning and safety.

6.3 The effective educational leader cultivates and monitors a school culture characterized by equity and inclusiveness.

6.4 The effective educational leader confronts and addresses individual and collective behaviors that disregard and or defy equity and cultural responsiveness.
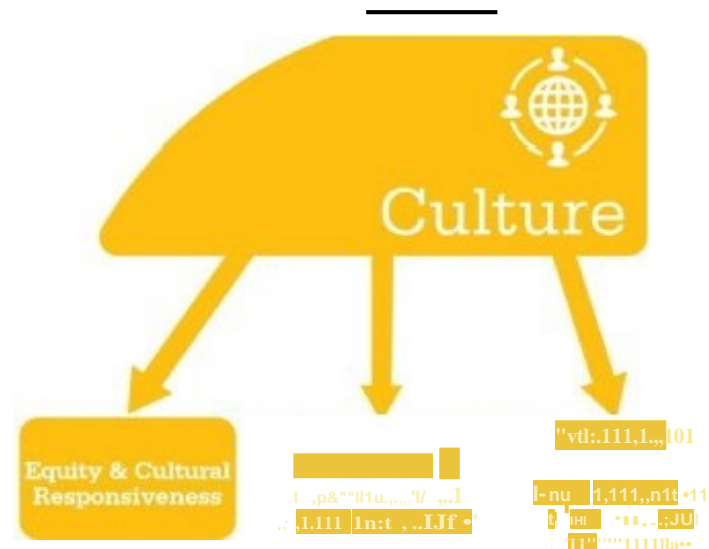
STANDARD 7: COMMUNITY OF CARE AND SUPPORT

The effective educational leader develops and sustains positive partnerships wi1hand among students, staff and stakeholders to create a safe and calling school environment.

Indicators:

7.1 The effective educational leader establishes and sustains a professional culture of engagement and commitment to the education of 1he whole child.

7.2 The effective educational leader uses and sustains coherent systems of academic, physical, social and emotional supports to meet tile needs of each student.

7.3 The effective educational leader develops and sustains a school environment in which students. staff and stakeholders are valued, trusted, respected and cared for.

7.4 The effective educational leader builds and supports positive partnerships among students, staff and stakeholders that collectively develop and sustain a safe and caring school environment.

7.5 The effective educational leader promotes a healthywor11-life balance for staff and self.

STANDARO 8: MEANINGFUL ENGAGEMENT OF FAMUES ANDCOMMUNITY

The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.

Indicators:

8.1 The effective educational leader develops and sustains positive, collaborative and productive partnerships with families and the surrounding community.

8.2 The effective educational leader uses the school as a resource to identify and address community needs and understands the context of its existence within the larger community.

8.3 The effective educational leader maintains a purposeful presence in the community to understand, value and employ the community's cultural, social, socioeconomic, intellectual and civic resources.

8.4 The effective educational leader builds and sustains productive partnerships with public and private sectors to promote continuous improvement and student learning.

MANAGEMENT

Narrative Summary: The effective educational leader maximizes the human capital, operational, policy and fiscal systems to promote each student's well being and academic success.

STANDARD 9: STRATEGIC STAFFING

The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.

Indicators:

9.1 The effective educational leader participates in the acquisition of high-Quality recruits.

9.2 The effective educational leader develops and/or uses clear selection criteria and hiring processes.

9.3 The effective educational leader aligns the assignment of staff to students' needs to ensure the use of staff members' diverse expertise and skill sets **and** culturally responsive practices.

9.4 The effective educational leader provides opportunities for staff to assume leadership roles within the school.

9.5 The effective educational leader implements an evaluation process that promotes the professional growth and performance of staff.

STANDARD 10: SCHOOL OPERATIONS

The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

Indicators:

10.1 The effective educational leader collaborates with staff to support and facilitate policies and procedures that ensure a smooth progression for students through their school careers.

10.2 The effective educational leader develops and uses productive professional relationships with students, staff, district personnel and other stakeholders to positively impact school operations.

10.3 The effective educational leader plans and executes a fiscally responsible budget ensuring that federal, state and local guidelines are followed to support the focused plan.

10.4 The effective educational leader develops and implements the schedules and other structures to maximize learning.

10.5 The effective educational leader demonstrates and communicates a working knowledge of Ohio public education laws, rules and requirements, as well as district policies, procedures and agreements, as appropriate.

10.6 The effective educational leader collaborates with local authorities and students, staff and other stakeholders to create, implement, monitor and maintain a school safety plan, per state regulations.

NELP Standards

Standard 1: Mission, Vision, and Improvement
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation

Standard 2: Ethics and Professional Norms
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
- Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
- Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge,

skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

- Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
- Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well- being of each student.
- Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

- Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.
- Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non- academic systems.
- Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
- Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5: Community and External Leadership
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current

and future success and well-being of each student and adult by applying the knowledge, skills, and commitments
necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

- Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
- Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
- Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6: Operations and Management
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

- Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.
- Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
- Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7: Building Professional Capacity
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage

staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

- Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.
- Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
- Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
- Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Standard 8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

- Component 8.1 Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.
- Component 8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.
- Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

School of Education Mission Statement

We are the School of Education, rooted in the Jesuit values of Xavier University, preparing educational leaders to intentionally and reflectively engage in the changing global communities of education by using evidence-based pedagogies. Our mission is furthered by empowering educators to critically examine a wide variety of theories, methods, and curricula in order to implement inclusive, equitable, and culturally-relevant instructional practices for a diverse community of learners.