

SCHOOL SUPERINTENDENT (Certification Only (55), Rank I non-degree (3603))

- 1) Neither curriculum contract identifies a program for Certification Only. Is it necessary to keep this code or should this program/code be closed?

There is only one contract for superintendent which lists the options for both code 55 and code 3603. A majority of candidates for superintendency already hold their Rank I's but there are occasions where completion of the 12 required hours for superintendent as well as other hours in planned coursework are necessary for the candidates to accumulate a minimum of 60 hours in a planned program.

The revised curriculum contract for superintendent has been uploaded.

- 2) It is unclear where the roles and responsibilities of the superintendent are addressed within the programs: a) leadership theory and development; b) impact of board leadership on student learning; c) community engagement focused on student learning; d) capacity building; e) district management; f) culturally responsive leadership; g) professional ethics; h) time management; and i) professional development.

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Each course contains tables for Student Learning Outcomes aligned with PSEL Standards. The required textbook, *21st Century Learning Skills*, addresses preparing students to be globally competitive for postsecondary education and work

| Areas | Courses |
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| leadership theory and development | EDA 639, EDA 659 EDA 679-680-681 (practicums) |
| impact of board leadership on student learning | EDA 659 EDA 679-680-681 (practicums) |
| community engagement focused on student learning | EDA 659 EDA 679-680-681 (practicums) |
| capacity building | EDA 639 EDA 679-680-681 (practicums) |
| district management | EDA 649 |
| culturally responsive leadership | EDA 679-680-681 (practicums) |
| professional ethics | EDA 679-680-681 (practicums) |
| time management | EDA 649 EDA 679-680-681 (practicums) |
| professional development | EDA 679-680-681 (practicums) |

- 3) It is unclear in which courses the candidates

- a) develop skills that facilitate rigorous curriculum, engaging instruction, and a comprehensive assessment system;
- b) implement an aligned, rigorous, standards-based curriculum in every school which prepares all students to be globally competitive for postsecondary education and work;
- c) collaborate with district staff and school leaders to coordinate a system of support that ensures engaging and relevant instruction in every classroom;
- d) ensure that a comprehensive assessment system is appropriately used at the district, school and classroom level for informed decision making that improves learning;
- e) Work with district and school staff to develop and implement a coordinated system of student academic support for students that represents research and best practice.

Each course contains tables for Student Learning Outcomes aligned with PSEL Standards.

| Areas | Courses |
|--|--|
| develop skills that facilitate rigorous curriculum, engaging instruction and a comprehensive assessment system | EDA 639, EDA 659 EDA 679-680-681 (practicums) |
| implement an aligned, rigorous, standards-based curriculum in every school which prepares all students to be globally competitive for postsecondary education and work | EDA 639, EDA 659 |
| collaborate with district staff and school leaders to coordinate a system of support that ensures engaging and relevant instruction in every classroom | EDA 679-680-681 (practicums) |
| ensure that a comprehensive assessment system is appropriately used at the district, school and classroom level for informed decision making that improves learning | EDA 639 EDA 679-680-681 (practicums) |
| Work with district and school staff to develop and implement a coordinated system of student academic support for students that represents research and best practice | EDA 679-680-681 (practicums) |