Alignment of M.Ed. EL Courses with NCATE/ELCC Standards

Standard 1.0: Candidates who complete the program are educational leaders who have knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.		
Element	**Meets Standards for School Building Leadership**	**Lead course for meeting that standard**
1.1 Develop a Vision	a. Candidates develop vision of learning for a school that promotes the success of all students.	Foundations EDEL 601
	b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	Foundations EDEL 601
1.2 Articulate a Vision	a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.	Foundations EDEL 601
	b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	Foundations EDEL 601
	c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	Curriculum Design EDEL 605
1.3 Implement a Vision	a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.	Instructional Supervision EDEL 604

		Lead course
(1.3 Implement a Vision, con't.)	b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others.	Instructional Supervision EDEL 604
1.4 Steward a Vision	a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.	Foundations EDEL 601
	b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.	School Information Management EDEL 602
	c. Candidates assume stewardship of the vision through various methods.	Foundations EDEL 601
1.5 Promote Community Involvement in the Vision	a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.	Instructional Supervision EDEL 604
	b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.	Instructional Supervision EDEL 604

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.		

Element	Meets Standards for School Building Leadership	Lead course for meeting that standard
2.1 Promote Positive School	a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability,	Curriculum Design EDEL 605

Culture		gender, race, socio-economic) of the school community to improve school programs and culture.	
2.2 Provide Effective Instructional Program	a.	Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.	Curriculum Design EDEL 605
	b.	Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.	Curriculum Design EDEL 605
	c.	Candidates needed demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	School Information Management EDEL 602
2.3 Apply Best Practice to Student Learning	a.	Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.	Instructional Supervision EDEL 604
	b.	Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.	Curriculum Design EDEL 605
	c.	Candidates demonstrate an understanding of how to use appropriate research strategies to promote n environment for improved student achievement.	Education Research EDUC 606

2.4 Design Comprehensive Professional Growth Plans	a.	Candidates design and demonstrate an ability to implement well-panned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.	Instructional Supervision EDEL 604
	b.	Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.	Instructional Supervision EDEL 604
	c.	Candidates develop and implement personal professional growth plans that reflect a	

		Instructional Supervision EDEL 604
	commitment to life-long learning.	

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Element	Meets Standards for School Building Leadership	Lead course for meeting that standard
3.1 Manage the Organization	a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.	School Information Management EDEL 602
	b. Candidates develop plans of action focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.	School Resource Management EDEL 607
	c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	School Resource Management EDEL 607
3.2 Manage Operations	a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.	School Information Management EDEL 602
(3.2 Manage Operations, con't.)	b. Candidates develop communications plans for staff that include opportunities for staff to develop their family and community collaboration skills.	Instructional Supervision EDEL 604
	c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.	Educational Policy EDEL 603
3.3 Manage Resources	a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses	School Resource Management EDEL 607

	on teaching and learning.	
	b. Candidates creatively seek new resources to facilitate learning.	School Resource Management EDEL 507
	c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.	School Information Management EDEL 602

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Element	Meets Standards for School Building Leadership	Lead course for meeting that standard
4.1 Collaborate with Families and Other Community Members	a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.	Curriculum Design EDEL 605
	b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.	Educational Research EDUC 606

Element	Meets Standards for School Building Leadership	Lead course for meeting that standard
(4.1 Collaborate with Families and Other Community Members, con't.)	c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.	Education Research EDUC 606
	d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.	School Information EDEL 602
	e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.	Educational Policy EDEL 603

	f. Candidates demonstrate the ability to involve families and other stakeholders in school decision decision-making processes, reflecting an understanding that schools are an integral part of the larger community.	Educational Policy EDEL 603
	g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.	Educational Policy EDEL 603
	h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.	Educational Policy EDEL 603
4.2 Respond to Community Interests and Needs	a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.	Instructional Supervision EDEL 604
	b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.	Education Research EDUC 606
	c. Candidates provide leadership to programs serving students with special and exceptional needs.	Curriculum Design EDEL 605

(4.2 Respond to Community Interests and Needs, con't.)	d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.	Curriculum Design EDEL 605
4.3 Mobilize Community Resources	a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.	School Resource Management EDEL 607
	b. Candidates demonstrate how to use school resources and social service agencies to serve the community.	School Resource Management EDEL 607

	c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.	School Resource Management EDEL 607

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Element	Meets Standards for School Building Leadership	Lead course for meeting that standard
5.1 Acts with Integrity	a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	Educational Policy EDEL 603
5.2 Acts Fairly	a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	Educational Policy EDEL 603
5.3 Acts Ethically	a. Candidates make and explain decisions based upon ethical and legal principles.	Instructional Supervision EDEL 604

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Element	Meets Standards for School Building Leadership	Lead course for meeting that standard
6.1 Understand the Larger Context	a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.	Curriculum Design EDEL 605

	b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families I a particular school.	Educational Policy EDEL 603
	c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.	Instructional Supervision EDEL 604
	d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.	Educational Policy EDEL 603
	e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.	School Resource Management EDEL 607
	f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.	Educational Policy EDEL 603
	g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.	Instructional Supervision EDEL 604
(**6.1 Understand the Larger Context, con't.**)	h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	Foundations EDEL 601
6.2 Respond to the Larger Context	a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	Educational Policy EDEL 603
6.3 Influence the Larger Context	a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.	Educational Policy EDEL 603
	b. Candidates apply their understanding of the larger political, social, economic, legal, and	

	cultural context to develop activities and policies and laws.	Educational Policy EDEL 603
	c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	Educational Policy EDEL 603

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution or the local school district for graduate credit.

Element	Meets Standards for School Building Leadership	Lead course for meeting that standard
7.1 Substantial	a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.	Seminar EDEL 608
	b. Each candidate should have a minimum of six-months (or equivalent…) of full-time internship experience.	Internship EDEL 610

7.2 Sustained	a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.	Seminar, Action Research, and Internship EDEL 608-610
7.3 Standards-based	a. Candidates apply skills and knowledge articulated in these standards s well as state and local standards for educational leaders.	Seminar EDEL 608
	b. Experiences are designed to accommodate candidates' individual needs.	Seminar, Action Research, and Internship EDEL 608-610

7.4 Real Settings	a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.	Seminar, Action Research, and Internship EDEL 608-610
	b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.	Seminar, Action Research, and Internship EDEL 608-610
7.5 Planned and Guided Cooperatively	a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.	Seminar, Action Research, and Internship EDEL 608-610
	b. Mentors are provided training to guide the candidate during the intern experience.	Seminar, Action Research, and Internship EDEL 608-610
7.6 Credit	a. Candidates earn graduate credit for their intern experience.	Seminar, Action Research, and Internship EDEL 608-610

Additional Qatari Standard

Standard 8.0: Candidates who complete the program are not only knowledgeable about education in a global context, but also understand the specific characteristics of education in Qatar; including the history of education; the vision and goals of the current reform; current policies and regulatory agencies; State of Qatar Curriculum Standards; and the demographics, culture, special needs, and special opportunities of the student population in Qatar schools.		
Element	**Meets Standards for School Building Leadership**	**Lead course for meeting that standard**
7.1 State History and Policy	a. Candidates demonstrate knowledge of the history and current leadership in education in Qatar by describing methods of working within this context to maximize benefit to the students of Qatar.	Foundations EDEL 603
7.2 Curriculum Standards	a. Candidates review, design, and interpret curriculum to reflect the content and the vision of the State of Qatar Curriculum Standards.	Curriculum Design EDEL 605

7.3 Student Characteristics	a. Candidates provide leadership at the school level to support a learning environment that honors and reflects the culture, language, and values of the students of Qatar in such a way as to maximize student learning.	Instructional Supervision EDEL 604