



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

January 26, 2009

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Presentation on the Proposed Standards for the Preparation of Central Office Administrators

Public Act (PA) 335 of 2006 reinstated school administrator certification on a voluntary basis for administrators whose primary responsibility is administering instructional programs. PA 335 also authorizes approved professional associations to offer administrator specialty and enhanced endorsement programs. The State Board of Education (SBE) approved the standards for the preparation of school principals (building level leaders) in 2004, but those standards do not include the preparation of central office administrators (district level leaders).

The staff of the Office of Professional Preparation Services worked with representatives from various professional associations and teacher preparation institutions to develop central office administrator preparation standards based on the Educational Leadership Constituent Council, the Interstate School Leaders Licensure Consortium standards and the Technology Standards for School Administrators. After initial review by the SBE, the proposed central office administrator standards (Attachment A) were disseminated for public comments. SBE suggestions and changes submitted via public comment have been incorporated into the attached draft. SBE suggestions are shown in bold font within the elements of each standard (non-shaded boxes). Public comments are shown in bold, italicized, underlined font within the standards (shaded boxes) and within the elements of the standards. Attachment B is a list of the members of the referent committee.

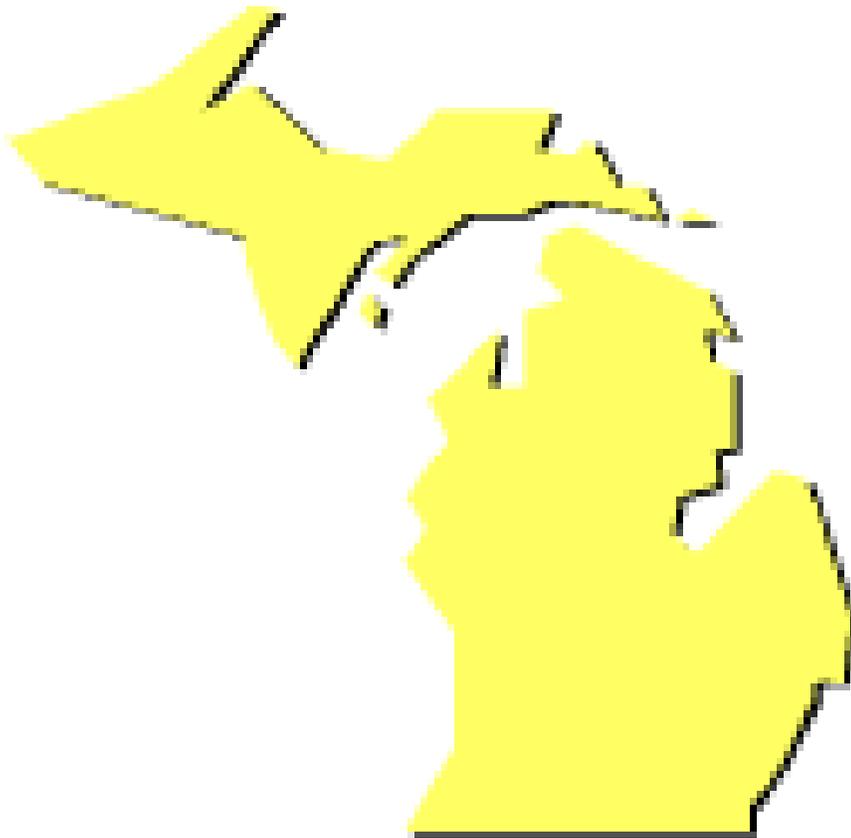
The proposed standards for central office administrators (Attachment A) represent a thorough consideration of input from a variety of stakeholders and are being presented to the SBE for final review. These standards will be submitted for approval at the March 2009 Board meeting.

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Proposal to the
Michigan State Board of Education
Program Standards for the
Preparation of Central Office Administrators



Submitted by the
Office of Professional Preparation Services

February 10, 2009

DRAFT

Standards for the Preparation of Central Office Administrators

Preface

On August 15, 2006, Public Act (PA) 335 (MCL 380.1536) was signed into law, which established voluntary certification for school administrators whose primary responsibility is administering instructional programs. Local boards of education may choose whether or not to require their district administrators or school leaders to hold a valid Michigan K-12 administrator certificate and endorsements as a condition of initial and/or continuing employment.

PA 335 also authorized state professional organizations to offer enhanced or specialty endorsements for school administrator certificates through programs approved by the Michigan Department of Education (MDE), based on alignment with State Board of Education (SBE) approved preparation standards.

Development of the Proposal

In order to implement the provisions of PA 335 the Office of Professional Preparation Services (OPPS) established the Administrator Certificate Workgroup consisting of representatives of higher education institutions, professional associations, and MDE staff. This workgroup then established the Central Office Administrator Standards Referent Committee, which reviewed the SBE Program Standards for the Preparation of School Principals, as well as those of the Interstate School Leaders Licensure Consortium (ISLLC), Educational Leadership Constituent Council (ELCC), Technology Standards for School Administrators Collaborative (TSSA), and the Michigan School Improvement Framework. The referent committee also reviewed the performance elements of the standards and how they would be addressed by professional organizations when providing endorsement programs.

Based on the input gathered from professional educational organizations and institutions of higher education, a set of standards to guide the development of programs to prepare central office administrators (district level leaders) was drafted. All input was processed by the Central Office Administrator Standards Referent Committee and presented to the Administrator Certificate Workgroup. On April 25, 2008, the workgroup gave final suggestions to produce the standards presented in this document.

Approval of Programs

Higher education institutions that wish to have their central office administrator preparation programs approved by the MDE will be invited to submit for approval an application that demonstrates how their programs are aligned with the new SBE approved standards.

Eligible professional organizations are authorized by PA 335 (MCL 380.1536) to offer enhanced and specialty endorsements for administrator certificates. The application for approval of central office administrator certificate endorsement programs (showing how they are aligned to the standards) will be available on the MDE website when the standards are approved by the SBE.

Standards for the Preparation of Central Office Administrators

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
1.0	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school district vision of learning supported by the school community, as represented by the State Board of Education (SBE) "Universal Education Vision and Principles."	
	Knowledge – The administrator has knowledge and understanding of:	
1.1	Learning contexts with special attention to the enduring legacies of prejudice and discrimination's effect on schools and communities;	
1.2	Information sources, credible data collection, and data analysis strategies for decision making ; and	
1.3	Effective consensus-building and negotiation skills.	
	Dispositions – The administrator believes in, values, and is committed to:	
1.4	A district vision of high standards of learning, paying special attention to gaps in achievement by diverse populations;	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
1.5	The inclusion of all members of the school community;	
1.6	A willingness to continuously examine one's own assumptions, beliefs, and practices; and	
1.7	High levels of personal and organizational performance.	
	Performances – The administrator facilitates processes and engages in activities ensuring that the district vision is developed, articulated, implemented, and maintained with community involvement.	
1.8	The administrator will develop points, ideas, and direction of a personal vision relevant to the knowledge and theories applicable to school-level leaders applied to the school district context;	
1.9	The administrator will demonstrate the skills needed to work with the board of education and district/community members to facilitate the development of a vision of learning for a school district that promotes the success of all students;	
1.10	The administrator will use data-based research strategies to assure the district vision takes into account the diversity of learners in a district;	
1.11	The administrator will use the district's vision to mobilize additional resources to support the vision;	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
1.12	The administrator will articulate the district vision and explain the components and the leadership processes necessary to implement and support the vision;	
1.13	The administrator will use data-based research strategies and strategic planning processes that focus on student learning to develop the district vision, drawing on relevant information sources such as student assessment results and current responses to these results , student and family demographic data, and an analysis of community needs;	
1.14	The administrator will communicate the district vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities;	
1.15	The administrator will plan and implement programs to motivate staff, students, and families to achieve a school district's vision;	
1.16	The administrator will design research-based processes to effectively implement a district vision throughout an entire school district and community;	
1.17	The administrator will steward the district vision and demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision;	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
1.18	The administrator will compile and articulate the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress and develop and/or adjust strategies toward the district's vision, mission, and goals; and	
1.19	The administrator will promote community involvement and communicate effectively with stakeholders within the district and the larger community concerning development, implementation, and realization of the shared vision.	
2.0	Candidates who complete the program are educational leaders who demonstrate that they 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.	
	Knowledge – The administrator has knowledge and understanding of:	
2.1	Curriculum design, implementation, evaluation, and refinement;	
2.2	Universal Design for Learning, measurement, evaluation, and assessment strategies;	
2.3	Diversity and its meaning for educational programs;	
2.4	Adult learning and professional development models; and	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
2.5	The change process for systems, organizations, and individuals, including the integration of technology.	
	Dispositions – The administrator believes in, values, and is committed to:	
2.6	The variety of ways in which students can learn <i>and the need for differentiated instruction;</i>	
2.7	Life long learning for self and others;	
2.8	Professional development as an integral part of school improvement;	
2.9	The benefits that diversity brings to the school community; and	
2.10	Strategies to ensure that diverse families are included in the learning community.	
	Performances – The administrator facilitates processes and engages in activities that promote positive school culture and provide effective instructional programs that apply best practices to student learning and incorporate comprehensive professional growth plans.	
2.11	The administrator will promote positive school culture through a sustained approach to learning that capitalizes on diversity to meet the learning needs of all students, with a focus on reducing/eliminating the achievement gaps <i>between student groups;</i>	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
2.12	The administrator will identify a variety of instructional research strategies and analyze the strengths and weaknesses of at least three often-used methods;	
2.13	The administrator will use both qualitative and quantitative data, as well as appropriate research methods, technology and information systems, to develop a long-range plan that assesses the district's improvement and accountability system;	
2.14	The administrator will show evidence of promoting technology and information systems to enrich district curriculum and instruction, including strategies to engage underrepresented students;	
2.15	The administrator will revise allocation of resources and justify revisions according to needs to sustain or improve the instructional program;	
2.16	The administrator will apply best practice to student learning and adopt activities that use best practice and sound educational research to improve educational programs, including at least one example of using research to make a recommendation regarding student testing policy;	
2.17	The administrator will support school and district personnel in using best practice for student learning by using staff evaluations and performance plans focused on student achievement;	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
2.18	The administrator will demonstrate commitment to policies and practices that apply human development theory, proven learning and motivational theories and concern for diversity in district learning process expectations;	
2.19	The administrator will adopt appropriate research strategies to profile student performance in the district and to analyze differences among subgroups;	
2.20	The administrator will design comprehensive professional growth plans and apply adult learning strategies, technology and research to professional development design in at least two of the following areas: mentoring, coaching, co-developing authentic work tasks that promote new knowledge and skills in the workplace;	
2.21	The administrator will use observation and joint reflection with district staff to create professional learning plans relevant to roles and responsibilities of district and school personnel;	
2.22	The administrator will develop personal professional growth plans that reflect commitment to life-long learning and best practices, including the personal use of technology;	
2.23	The administrator will promote and foster building level leadership skills;	
2.24	The administrator will use effective procedures for evaluating staff; and	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
2.25	The administrator will communicate with parents/community to create a positive school culture and actively engage these groups to promote and strengthen student achievement.	
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 (using <i>guidance including</i> the SBE's "Positive Behavior Support Policy" 2006).	
	Knowledge – The administrator has knowledge and understanding of:	
3.1	Theories and models of organizations and the principles of organizational development;	
3.2	Operational procedures at the school and district level;	
3.3	Principles and issues relating to school safety and security;	
3.4	Human resources management and development;	
3.5	Principles and issues relating to fiscal operations of school management (<i><u>i.e., budgeting, facilities management, food service operation, and transportation</u></i>);	
3.6	Principles and issues relating to school facilities and use of space; and	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
3.7	Legal issues and SBE policies (i.e., Positive Behavior Support, Universal Design for Learning) impacting school operations.	
	Dispositions – The administrator believes in, values, and is committed to:	
3.8	Making management decisions to enhance learning and teaching;	
3.9	Taking risks to improve schools;	
3.10	Trusting people and their judgments;	
3.11	Accepting responsibility;	
3.12	High-quality standards, expectations, and performances;	
3.13	Involving stakeholders in management processes; and	
3.14	The principles of positive behavior support models.	
	Performances – The administrator facilitates processes, and engages in activities ensuring effective management of the organization, operations, and resources.	
3.15	The administrator will use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students;	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
3.16	The administrator will demonstrate effective organization of fiscal, human, and material resources, giving priority to student achievement, and demonstrate an understanding of district budgeting processes and fiduciary responsibilities;	
3.17	The administrator will insure that operational plans and procedures to achieve the vision of the district are in place, including collective bargaining and other contractual agreements;	
3.18	The administrator will use and evaluate financial and human resources and employ the tenets of a positive behavior support program district wide in a way that promotes student safety and student learning;	
3.19	The administrator will organize district plans and procedures based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity;	
3.20	The administrator will apply legal principles to promote educational equity and provide safe, effective, and efficient facilities;	
3.21	The administrator will involve stakeholders in aligning resources and priorities to maximize ownership and accountability;	
3.22	The administrator will use 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 district vision;	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
3.23	The administrator will develop staff communication plans to support a district's schools and divisions;	
3.24	The administrator will develop a plan to promote and support community collaboration among district personnel;	
3.25	The administrator will 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 resources allocation that focus on teaching and learning;	
3.26	The administrator will creatively seek new resources to facilitate learning;	
3.27	The administrator will apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district; and	
3.28	The administrator will apply and assess current technologies for <i>facilities and operational</i> management, business procedures, scheduling, and teaching and learning.	
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.	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
	Knowledge – The administrator has knowledge and understanding of:	
4.1	Emerging issues and trends that potentially impact the school community;	
4.2	Community resources and how to access them for the good of the school community;	
4.3	The conditions and dynamics of the diverse school community;	
4.4	Community relations and marketing strategies and processes; and	
4.5	Successful models of school, family, business, community, government, and higher education partnerships.	
	Dispositions – The administrator believes in, values, and is committed to:	
4.6	Schools operating as an integral part of the larger community;	
4.7	Involvement of families and other stakeholders in school decision-making processes;	
4.8	The proposition that diversity enriches the school;	
4.9	The proposition that families have the best interest of their children in mind and understand student advocacy and support the district’s mission and goals to increase student learning and success; and	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
4.10	The proposition that resources of the family and community need to be focused on the education of students.	
	Performances – The administrator facilitates processes and engages in activities that ensure collaboration.	
4.11	The administrator will collaborate with families and other community members and facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning;	
4.12	The administrator will use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning;	
4.13	The administrator will apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships;	
4.14	The administrator will develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals;	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
4.15	The administrator will involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community;	
4.16	The administrator will collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning;	
4.17	The administrator will conduct community relations campaigns that reflect knowledge of effective media relations and that model effective media relations strategies;	
4.18	The administrator will develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind;	
4.19	The administrator will respond to community interests and needs, and facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders;	
4.20	The administrator will promote maximum involvement with, and visibility within, the community;	
4.21	The administrator will interact effectively with individuals and groups that reflect conflicting perspectives;	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
4.22	The administrator will effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement;	
4.23	The administrator will advocate for students with special and exceptional needs and be responsive to their families' needs using consistent, ongoing communication;	
4.24	The administrator will mobilize community resources, including youth services, and demonstrate an understanding of and ability to use them to enhance student achievement, to solve district problems and to accomplish district goals;	
4.25	The administrator will demonstrate how to use district resources to help the community solve issues of joint concern; and	
4.26	The administrator will use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.	
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, fairness, and in an ethical manner that is consistent with the "Michigan Professional Educator's Code of Ethics."	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
	Knowledge – The administrator has knowledge and understanding of:	
5.1	The purpose of education and the role of leadership in modern society;	
5.2	Various ethical frameworks and perspectives on ethics;	
5.3	The values of the diverse school community;	
5.4	Professional code of ethics; and	
5.5	Federal and state laws and regulations.	
	Dispositions – The administrator believes in, values, and is committed to:	
5.6	The ideal of the common good;	
5.7	The principles of the Bill of Rights;	
5.8	The right of every student to a free, quality education;	
5.9	Bringing ethical principles to the decision-making process;	
5.10	Subordinating one’s personal interests to the good of the students, school, and community;	
5.11	Accepting the consequences for upholding one’s principles and actions; and	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
5.12	Using the influence of one's office constructively and productively in the service of all students and their families.	
	Performances – The administrator facilitates processes and engages in activities ensuring that he/she acts fairly, ethically, and with integrity.	
5.13	The administrator will act with integrity including the characteristics outlined in the Michigan Educator's Code of Ethics, demonstrate a respect for the rights of others with regard to confidentiality and dignity, engage in honest interactions, and hold the entire district staff to the same high ethical principles;	
5.14	The administrator will establish and uphold policies that hold self and others accountable for acting with integrity and exercising ethical behavior;	
5.15	The administrator will examine and consider the prevailing values of the diverse school community;	
5.16	The administrator will act fairly and combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others;	
5.17	The administrator will recognize and respect the legitimate authority of others;	
5.18	The administrator will consider the impact of one's administrative practices on others;	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
5.19	The administrator will act ethically and apply laws and procedures fairly, wisely, and consistently;	
5.20	The administrator will make and explain decisions based upon ethical and legal principles; and	
5.21	The administrator will accept responsibility for school operations that are effective, efficient and ethical.	
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.	
	Knowledge – The administrator has knowledge and understanding of:	
6.1	The role of public education in developing and renewing a democratic society;	
6.2	The law as related to education, <i>special education</i> , school safety, child welfare, and schooling;	
6.3	The political, social, cultural, and economic systems and processes that impact schools;	
6.4	Models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling;	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
6.5	The dynamics of policy development and advocacy under our democratic political system;	
6.6	The importance of diversity and equity in a democratic society; and	
6.7	The importance of developing collaborative relationships with local boards of education.	
	Dispositions – The administrator believes in, values, and is committed to:	
6.8	Recognizing a variety of ideas, values, and cultures;	
6.9	The importance of a continuing dialogue with other decision-makers affecting education;	
6.10	Actively participating in the political and policy-making context in the service of education;	
6.11	Developing and sustaining productive working relationships with the board of education and individual members to improve student achievement;	
<u>6.12</u>	<u>Assuring inclusive educational opportunities for students with disabilities; and</u>	
6.13	Using legal systems to protect student rights and improve student opportunities.	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
	Performances – The administrator facilitates processes and engages in activities ensuring responsiveness to the larger cultural context.	
6.14	The administrator will understand the larger context and demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations;	
6.15	The administrator will demonstrate an understanding of the complex causes of poverty and other disadvantages, and their effects on families, communities, children and learning;	
6.16	The administrator will explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district;	
6.17	The administrator will demonstrate the ability to work with local board of education members and political leaders at the local, state, and national level;	
6.18	The administrator will apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents;	
6.19	The administrator will espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities;	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
6.20	The administrator will respond to the larger context and demonstrate the ability to engage students, parents, staff, members of the school board, and other community members in advocating for adoption of improved policies and laws;	
6.21	The administrator will apply his/her understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit the district and its students;	
6.22	The administrator will communicate regularly with all segments of the district/community concerning trends, issues, and policies affecting the district;	
6.23	The administrator will develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests; and	
6.24	The administrator will 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.	
7.0	Candidates who complete the program are educational leaders who understand and comprehensively apply technology to advance student achievement, aligning with Michigan's Curriculum Framework, Merit Curriculum requirements, and Educational Technology Standards.	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
	Knowledge - The administrator has knowledge and understanding of:	
7.1	Technology that supports effective student learning and teaching;	
7.2	Personal uses of technology to strengthen communication with families and community;	
7.3	Personal uses of technology to support effective administration; and	
7.4	Sources to seek reliable evaluation of innovations in technology.	
	Dispositions - The administrator believes in, values, and is committed to:	
7.5	Adopting new technology for personal and professional use, learning and growth;	
7.6	Respecting and using the technological abilities of students and staff;	
7.7	Accepting that varied technological solutions can assist different learners; and	
7.8	Personally evaluating and using different technologies for optimal instructional and administrative impact.	
	Performances - The administrator facilitates, processes, and engages in activities that comprehensively apply technology to advance student achievement.	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
	Leadership and Vision	
7.9	The administrator will explore new ways to use technology to expand student learning, opportunities and instructional delivery, such as distance learning, online learning, synchronous, and asynchronous delivery, virtual classrooms, programs, and schools;	
7.10	The administrator will engage representatives from all stakeholder groups in the development, implementation, and ongoing assessment of a district technology plan, consistent with the district improvement plan; and	
7.11	The administrator will advocate to the school community, the media, and the community at large for effective technology use in schools for improved student learning and efficiency of operations.	
	Learning and Teaching	
7.12	The administrator will communicate expectations consistently for the use of technology to increase student achievement;	
7.13	The administrator will communicate expectations consistently for use of technology for fostering interaction with parents and faculty members;	
7.14	The administrator will promote the use of technology to plan, monitor, and revise improvement processes for teaching and learning; and	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
7.15	The administrator will promote the use and assessment of emerging technology as pedagogical tools.	
	Productivity and Professional Practice	
7.16	The administrator will maintain an emphasis on technology fluency among staff across the district;	
7.17	The administrator will model the routine, intentional, and effective use of technology for stakeholder involvement and communication about student achievement and student safety;	
7.18	The administrator will engage in sustained, job-related professional learning using technology; and	
7.19	The administrator will use online collaboration and secondary school students to participate in cooperative learning that supports staff in using technology for improved productivity.	
	Support, Management, and Operations	
7.20	The administrator will ensure, through collaboration with district and building leaders, the alignment of technology efforts with the overall district improvement efforts, instructional management, and district operations;	
7.21	The administrator will support the development and implementation of policies that integrate strategic plans and technology plans; and	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
7.22	The administrator will collaborate with building leaders to align fiscal and human resources to support plans for sustained technology infrastructure.	
	Assessment and Evaluation	
7.23	The administrator will engage school leaders in using district-wide and disaggregated data to identify improvement targets at the program, building, and district level;	
7.24	The administrator will use technology to assess needs to be addressed in preparing school and district improvement plans;	
7.25	The administrator will establish evaluation procedures for school leaders that assess demonstrated growth toward achieving technology standards for school administrators;	
7.26	The administrator will establish an evaluation system that focuses on providing data about formative and summative student progress at every grade within the K-12 curriculum;	
7.27	The administrator will establish a process of continuous improvement to assess organizational structure and progress indicators; and	
7.28	The administrator will assess and evaluate the integration and use of technology benchmarks and standards for organizational and instructional improvement.	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
	Social, Legal, and Ethical Issues	
7.29	The administrator will recommend policies and procedures that protect the security and integrity of the district infrastructure and the data residing on it;	
7.30	The administrator will identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology;	
7.31	The administrator will promote and enforce privacy, security, and online safety related to the use of technology;	
7.32	The administrator will promote and enforce environmentally safe and healthy practices in the use of technology; and	
7.33	The administrator will participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.	
8.0	Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-7 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.	
	The Internship will:	
8.1	Be substantial.	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
8.1.1	Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district 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, school board members, students, parents, and school and community leaders.	
8.1.2	Each candidate should have a minimum of six-months (or equivalent, see note below) of full-time internship experience.	
8.2	Be sustained.	
8.2.1	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.	
8.3	Be standards-based.	
8.3.1	Candidates apply skills and knowledge articulated in these standards, as well as state and local standards for educational leaders.	
8.3.2	Experiences are designed to accommodate candidates' individual needs.	
8.4	Occur in real settings.	

No.	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
8.4.1	Candidates' experiences occur in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills.	
8.4.2	Candidates' experiences include work with appropriate community organizations, parent groups, and school boards.	
8.5	Be planned and guided cooperatively.	
8.5.1	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. The three individuals work together to meet candidate and program needs.	
8.5.2	Mentors are provided training to guide the candidate during the intern experience.	
8.6	Be appropriate for awarding credit.	
8.6.1	Candidates earn graduate credit for their intern experience.	

Standard 8.0 Narrative Explanation: This standard addresses the importance of structured, sustained, standards-based experiences in authentic settings. The internship is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity.

Note: Length Equivalency: The six-month internship experience need not be consecutive, and may include experiences of different lengths. However, all internships must include an extended, capstone experience to maximize the candidates' opportunities to practice and refine their skills and knowledge. This culminating experience may be two noncontiguous internships of three months each, a four-month internship and two field practicums of one month each, or another equivalent combination. Full-time experience is defined as the number of hours per week required for attendance by a full-time college student, receiving federal financial assistance (generally 9-12 hours per week).

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to complete a self-inventory based on state or national standards, and develop a self-improvement plan based on performance activities completed during the internship.

Candidates are required to maintain a daily reflection journal throughout the time of the internship.

Candidates are required to meet on a regular basis, throughout the internship, with a team of "critical friends" to discuss the achievement of performance goals in their self-improvement plan.

Glossary

ELCC	Educational Leadership Constituent Council
ISLLC	Interstate School Leaders Licensure Consortium
MCL	Michigan Compiled Law
OPPS	Office of Professional Preparation Services
PA	Public Act
SB-CEU	State Board-Continuing Education Unit
SBE	State Board of Education
TSSA	Technology Standards for School Administrators

Central Office Administrator Standards Referent Committee

Name	Institution
Ms. Roxanne Balfour	Michigan Department of Education
Dr. James Berry	Eastern Michigan University / Michigan Association of Professors of Educational Administration
Dr. Frank Ciloski	Michigan Department of Education
Dr. Van Cooley	Western Michigan University / Wallace Foundation grant
Ms. Donna L. Hamilton	Michigan Department of Education
Dr. Ann Hooghart	Siena Heights University Michigan Elementary and Middle School Principals Association
Mr. Robert Howe	Michigan Department of Education
Dr. Flora L. Jenkins	Michigan Department of Education
Ms. Kelly Lambert	Michigan Association of Public School Academies
Dr. Helene Lusa	Saginaw Valley State University
Ms. Diane McMillan	Michigan Association of Secondary School Principals Mi Association for Supervision and Curriculum Development
Ms. Olga Moir	MI-LIFE
Dr. Mark Rainey	Michigan Association of School Administrators
Dr. Patricia Reeves	Clinton County Regional Education Service Agency / Michigan Association of Administrators of Special Education
Ms. Cindy Shinsky	Michigan Department of Education
Dr. Catherine Smith	Michigan State University
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Dr. David Whale	Central Michigan University
Dr. Eleanor White	Michigan Department of Education
Ms. Rosheeda Whitthorne	Michigan Department of Education