



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR
SUPERINTENDENT OF
PUBLIC INSTRUCTION

MEMORANDUM

DATE: January 26, 2004
TO: State Board of Education
FROM: Thomas D. Watkins, Jr., Chairman
SUBJECT: Approval of Standards for the Preparation of School Principals

In pursuit of its goal to elevate educational leadership, on August 28, 2003, the State Board of Education requested the formal development of standards based on the Interstate School Leaders Licensure Consortium (ISLLC) for the preparation of school principals.

Since that date, the Office of Professional Preparation Services has solicited participation from Michigan's K-12 and higher education leaders to contribute to the review of the ISLLC standards and the data gathering about the preparation of building-level administrators. In September, initial input was solicited from all Michigan school districts, public school academies, selected professional educational organizations, and Michigan institutions of higher education that offer preparation programs for school administrators. A referent group of approximately 30 persons responded to the first round of data and a core referent group of 15 persons analyzed all the responses, making sure that the broad areas of concern were sufficiently addressed in the ISLLC standards and consistent with the Educational Leadership Constituent Council (ELCC) standards. The ELCC standards are an important factor since they are used by colleges and universities accredited by the National Council for Accreditation of Teacher Education (NCATE). The proposed standards are for institutions voluntarily seeking Michigan Department of Education approval.

In November 2003, a draft was forwarded to select groups/organizations, all Michigan teacher preparation institutions (many that also prepare school administrators), intermediate school districts, and a random sample of local school districts for review and comment. As presented in Attachment 1, the standards reflect the feedback received. Additional information regarding the standards development and review process is provided in Attachment 2.

It is recommended that the State Board of Education

approve the standards for the preparation of school principals; and

- 2 direct the Superintendent of Public Instruction to disseminate the Standards for the Preparation of School Principals to Michigan schools, professional organizations, Michigan universities, colleges, and other interested parties, as discussed in the Superintendent's memorandum dated January 26, 2004.

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Proposal to the
Michigan State Board of Education
for
the Preparation of School Principals

Principal Preparation Program
Standards

Submitted by the
Office of Professional Preparation Services

January 26, 2004

Standards for the Preparation of School Principals

Program Standards for the Preparation of School Principals



Adopted by the Michigan State Board of Education
<date>

Standards for the Preparation of School Principals

Preface

Development of the Proposal

The State Board of Education received the report of the Elevating Educational Leadership Advisory Panel on August 28, 2003, recommending that certification of school principals be reinstated. In response, the State Board of Education passed a motion to have the Office of Professional Preparation Services complete the process of developing standards for principal preparation programs based on the Interstate School Leaders Licensure Consortium (ISLLC) by January 2004.

Through initial committee work and formal review, input was gathered from Michigan K-12 districts, professional educational organizations, and institutions of higher education between September and November 2003 in order to draft a set of standards to guide the development of programs to prepare school principals. All input was processed by the Principal Preparation Standards Development Committee to produce the standards presented in this document.

Approval of Programs

Higher education institutions that wish to have their principal preparation program approved by the state are invited to submit for approval an application that demonstrates how their program is aligned with the new Michigan Department of Education standards.

Proposed Standards for the Preparation of School Principals

***Members of the Principal Preparation Standards Development Committee recommended the following requirements for school administrator (i.e., principal) certificates:**

- **Provisional Certification of School Administrators**

****A one-time provision granted to last no longer than four years while a candidate pursues a Master's degree. This provision is granted only if the candidate has:**

- Completed four years of teaching with a valid teaching certificate earned through a Bachelor of Arts or Bachelor of Science degree; and
- Completed 20 hours of educational administration coursework from a state-approved program based on the Standards for the Preparation of School Principals.

- **Professional Certification of School Administrators**

In addition to having completed four years of teaching with a valid teaching certificate, candidates are required to complete a Master's degree in educational administration from a state-approved program based on courses directly related to the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders as herein amended and the Technology Standards for School Administrators (TSSA), in addition to others as recommended by the Standards Committee.

If the candidate already possesses a Master's degree in another education field, they would only need 20 credit hours from a state-approved program of educational administration that meets the Standards for the Preparation of School Principals.

All Professional Certificates must be renewed every five years with 6 semester hours of coursework from a state-approved program or with 18 SB-CEUs (or a combination thereof) consistent with state law.

****Individuals who are serving as building administrators as of January 2004 are grandparented into qualification.**

The levels of proficiency are:

- A = Awareness: Possesses general knowledge of**
- B = Basic: Ability to understand and apply**
- C = Comprehensive: High level of understanding, applying, and reflecting**

***Currently the Michigan Department of Education does not issue any type of administrator certificate.**

The following eight standards are designed to prepare school principals to serve the outcome of increased student achievement.

No.	Guideline/Standard	Level of Proficiency
.0	<p>A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community</p> <p>Administrator preparation institutions provide candidates opportunities to develop and demonstrate:</p>	

Knowledge – The administrator has knowledge and understanding of:		
1.1	Learning goals in a pluralistic society;	A
1.2	Learning contexts with special attention to the enduring legacies of prejudice and discrimination;	C
1.3	The principles of developing and implementing strategic plans;	C
1.4	Systems theory;	A
1.5	Information sources, data collection, and data analysis strategies;	C
1.6	Effective communication; and	C
1.7	Effective consensus-building and negotiation skills.	C
Dispositions - The administrator believes in, values, and is committed to:		
1.8	The educability of all students, regardless of race, ethnicity, socioeconomic status, gender, sexual orientation, ability, language, religion, or nationality;	C
1.9	A school vision of high standards of learning, paying special attention to gaps in achievement by social identity groups;	C
1.10	Continuous school improvement;	C
1.11	The inclusion of all members of the school community;	C
1.12	Ensuring that students have the knowledge, skills, and values needed to become successful adults;	C
1.13	A willingness to continuously examine one’s own assumptions, beliefs, and practices; and	
14	Doing the work required for high levels of personal and organizational performance.	

Performances – The administrator facilitates processes and engages in activities ensuring that:

1.15	The vision and mission of the school are effectively communicated to staff, parents, students, and community members;	C
1.16	The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities;	B
1.17	The core beliefs of the school vision are modeled for all stakeholders;	C
1.18	The vision is developed with and among stakeholders;	C

No.	Guideline/Standard	Level of Proficiency
1.19	The contributions of school community members to the realization of the vision are recognized and celebrated;	B
1.20	Progress toward the vision and mission is communicated to all stakeholders;	C
1.21	The school community is involved in school improvement efforts;	C
1.22	The vision shapes the educational programs, plans, and actions;	C
1.23	An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;	C
1.24	Assessment data related to student learning are used to develop the school vision and goals;	C
1.25	Relevant demographic data pertaining to students and their families are used in developing the school mission and goals;	C
1.26	Barriers to achieving the vision are identified, clarified, and addressed;	C
1.27	Needed resources are sought and obtained to support the implementation of the school mission and goals;	B
1.28	Existing resources are used ethically in support of the school vision and goals; and	C
1.29	The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.	C
2.0	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Administrator preparation institutions provide candidates opportunities to develop and demonstrate:	
Knowledge – The administrator has knowledge and understanding of:		
2.1	Student growth and development;	B
2.2	Applied learning theories;	B
2.3	Applied motivational theories;	B
2.4	Curriculum design, implementation, evaluation, and refinement;	B
2.5	Principles of effective instruction;	C
2.6	Measurement, evaluation, and assessment strategies;	C
2.7	Diversity and its meaning for educational programs;	C
2.8	Adult learning and professional development models;	C
2.9	The change process for systems, organizations, and individuals;	C
2.10	The role of technology in promoting student learning and professional growth; and	C
2.11	School cultures.	C
Dispositions - The administrator believes in, values, and is committed to:		
2.12	Student learning as the fundamental purpose of schooling;	C
2.13	The proposition that all students can learn;	C
2.14	The variety of ways in which students can learn;	C
2.15	Life long learning for self and others;	C
2.16	Professional development as an integral part of school improvement;	C

No.	Guideline/Standard	Level of Proficiency
2.17	The benefits that diversity brings to the school community;	C
	A safe and supportive learning environment;	C
	Preparing students to be contributing and caring members of society; and	C
2.20	Strategies to ensure that diverse families are included in the learning community.	

Performances – The administrator facilitates processes and engages in activities ensuring that:

2.21	All individuals are treated with fairness, dignity, and respect;	
2.22	Professional development promotes a focus on student learning consistent with the school vision and goals;	C
2.23	Students and staff feel valued and important;	
2.24	The responsibilities and contributions of each individual are acknowledged;	
2.25	Barriers to student learning are identified, clarified, and addressed;	C
2.26	Diversity is represented in learning experiences;	C
2.27	Life long learning is encouraged and modeled;	
2.28	There is a culture of high expectations for self, student, and staff performance;	C
2.29	Technologies are used in teaching and learning;	B
	Student and staff accomplishments are recognized and celebrated;	
2.31	Multiple opportunities to learn are available to all students;	C
2.32	The school is organized and aligned for success;	C
2.33	Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined;	B
2.34	Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies;	C
2.35	The school culture and climate are assessed on a regular basis;	C
2.36	A variety of sources of information is used to make decisions;	
2.37	Student learning is assessed using a variety of techniques;	
	Multiple sources of information regarding performance are used by staff and students;	B
2.39	A variety of supervisory and evaluation models is employed;	C
	Pupil personnel programs are developed to meet the needs of students and their families; and	B
2.4	The professional growth of members of the professional learning community is guided by comprehensive growth plans.	B
3.0	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	
	Administrator preparation institutions provide candidates opportunities to develop and demonstrate:	

Knowledge – The administrator has knowledge and understanding of:

3.1	Theories and models of organizations and the principles of organizational development;	B
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No.	Guideline/Standard	Level of Proficiency
3.2	Operational procedures at the school and district level;	B
3.3	Principles and issues relating to school safety and security;	B
3.4	Human resources management and development;	B
3.5	Principles and issues relating to fiscal operations of school management;	B
3.6	Principles and issues relating to school facilities and use of space;	C
3.7	Legal issues impacting school operations; and	B
3.8	Current technologies that support management functions.	B
Dispositions – The administrator believes in, values, and is committed to:		
3.9	Making management decisions to enhance learning and teaching;	C
3.10	Taking risks to improve schools;	C
3.11	Trusting people and their judgments;	C
3.12	Accepting responsibility;	C
3.13	High-quality standards, expectations, and performances;	C
3.14	Involving stakeholders in management processes; and	B
3.15	A safe environment.	C
Performances – The administrator facilitates, processes, and engages in activities ensuring that:		
3.16	Knowledge of learning, teaching, and student development is used to inform management decisions;	C
3.17	Operational procedures are designed and managed to maximize opportunities for successful learning;	C
3.18	Emerging trends are recognized, studied, and applied as appropriate;	B
3.19	Operational plans and procedures to achieve the vision and goals of the school are in place;	C
3.20	Collective bargaining and other contractual agreements related to the school are effectively managed;	B
3.21	The school plan, equipment, and support systems operate safely, efficiently, and effectively;	B
3.22	Time is managed to maximize attainment of organizational goals;	B
3.23	Potential problems and opportunities are identified;	C
3.24	Problems are confronted and resolved in a timely manner;	C
3.25	Financial, human, and material resources are aligned to the goals of schools;	C
3.26	The school acts as an entrepreneur to support continuous improvement;	B
3.27	Organizational systems are regularly monitored and modified as needed;	B
3.28	Stakeholders are involved in decisions affecting schools;	C
3.29	Responsibility is shared to maximize ownership and accountability;	C
3.30	Effective problem-framing and problem-solving skills are used;	C
3.31	Effective conflict resolution skills are used;	C
3.32	Effective group-process and consensus-building skills are used;	C

No.	Guideline/Standard	Level of Proficiency
3.33	Effective and ethical communication skills are used;	C
3.34	There is effective use of technology to manage school operations;	B
3.35	Fiscal resources of the school are managed responsibly, efficiently, ethically, and effectively;	
3.36	A safe, clean, and aesthetically pleasing school environment is created and maintained;	
3.37	Human resource functions support the attainment of school goals; and	
3.38	Confidentiality and privacy of school records are maintained.	
4.0	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Administrator preparation institutions provide candidates opportunities to develop and demonstrate:	
Knowledge – The administrator has knowledge and understanding of:		
4.1	Emerging issues and trends that potentially impact the school community;	C
4.2	The conditions and dynamics of the diverse school community Community resources;	C
	Community relations and marketing strategies and processes; and	B
4.5	Successful models of school, family, business, community government, and higher education partnerships.	A

Dispositions - The administrator believes in, values and is committed to:

4.6	Schools operating as an integral part of the larger community;	B
4.7	Collaboration and communication with families;	C
4.8	Involvement of families and other stakeholders in school decision-making processes;	C
4.9	The proposition that diversity enriches the school;	C
4.10	Families as partners in the education of their children;	C
4.11	The proposition that families have the best interest of their children in mind;	C
4.12	Resources of the family and community needing to be brought to bear on the education of students; and	B
4.13	An informed public.	B

Performances – The administrator facilitates processes and engages in activities ensuring that

4.14	High visibility, active involvement, and communication with the larger community is a priority;	C
4.15	Relationships with community leaders are identified and nurtured;	B
4.16	Information about family and community concerns, expectations, and needs is used regularly;	

No.	Guideline/Standard	Level of Proficiency
4.17	There is outreach to different business, community, political, and service agencies and faith-based organizations;	B
4.18	Credence is given to individuals and groups whose values and opinions may conflict;	C
4.19	The school and community serve one another as resources;	C
4.20	Available community resources are secured to help the school solve problems and achieve goals;	B
4.21	Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen program and support school goals;	B
4.22	Community youth family services are integrated with school programs;	B
4.23	Community stakeholders are treated equitably;	C
4.24	Diversity is recognized and valued;	
4.25	Effective media relations are developed and maintained;	
	A comprehensive program of community relations is established;	
4.27	Public resources and funds are used appropriately and wisely;	C
	Community collaboration is modeled for staff; and	B
	Opportunities for staff to develop collaborative skills are provided.	C
5.0	A school administrator is an educational leader who promotes the success of the students by acting with integrity, fairness, and in an ethical manner. Administrator preparation institutions provide candidates opportunities to develop and demonstrate:	

Knowledge – The administrator has knowledge and understanding of:

5.1	The purpose of education and the role of leadership in modern society;	C
5.2	Various ethical frameworks and perspectives on ethics;	B
5.3	The values of the diverse school community;	C
5.4	Professional code of ethics; and	
5.5	The philosophy and history of education.	

Dispositions – The administrator believes in, values, and is committed to:

5.6	The ideal of the common good;	A
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 school, students, and community;	C
5.11	Accepting the consequences for upholding one's principles and actions;	C
5.12	Using the influence of one's office constructively and productively in the service of all students and their families; and	C
5.13	Development of a caring school community.	C

No.	Guideline/Standard	Level of Proficiency
Performances – The administrator facilitates processes and engages in activities ensuring that:		
5.14	Personal and professional values are examined;	C
5.15	Demonstrates a personal and professional code of ethics;	C
5.16	Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance;	C
5.17	Serves as a positive role model;	C
5.18	Accepts responsibility for school operations;	C
5.19	Considers the impact of one’s administrative practices on others;	C
5.20	Uses the influence of the office to enhance the educational program rather than for personal gain;	C
5.21	Treats people fairly, equitably, and with dignity and respect;	C
5.22	Protects the rights and confidentiality of students and staff;	C
5.23	Demonstrates the appreciation of and sensitivity to the diversity in the school community;	C
5.24	Recognizes and respects the legitimate authority of others;	C
5.25	Examines and considers the prevailing values of the diverse school community;	C
5.26	Expects that others in the school community will demonstrate integrity and exercise ethical behavior;	C
5.27	Opens the school to public scrutiny;	C
5.28	Fulfills legal and contractual obligations; and	C
5.29	Applies laws and procedures fairly, wisely, and considerately.	C
6.0	<p>A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p>Administrator preparation institutions provide candidates opportunities to develop and demonstrate:</p>	
Knowledge – The administrator has knowledge and understanding of:		
6.1	Principles of representative governance that undergird the system of American schools;	A
6.2	The role of public education in developing and renewing a democratic society;	C
6.3	The law as related to education and schooling;	C
6.4	The political, social, cultural and economic systems and processes that impact schools;	B
6.5	Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling;	B
6.6	Global issues and forces affecting teaching and learning;	B
6.7	The dynamics of policy development and advocacy under our democratic political system; and	B
6.8	The importance of diversity and equity in a democratic society.	C

No.	Guideline/Standard	Level of Proficiency
Dispositions – The administrator believes in, values, and is committed to:		
	Education as a key to opportunity and social mobility;	C
	Recognizing a variety of ideas, values, and cultures;	C
	Importance of a continuing dialogue with other decision-makers affecting education;	C
	Actively participating in the political and policy-making context in the service of education; and	B
6.13	Using legal systems to protect student rights and improve student opportunities.	B
Performances – The administrator facilitates processes and engages in activities ensuring that:		
6.14	The environment in which schools operate is influenced on behalf of students and their families;	C
6.15	Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which school operates;	C
6.16	There is ongoing dialogue with representatives of diverse community groups;	C
6.17	The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities;	C
6.18	Public policy is shaped to provide quality education for all students; and	C
6.19	Lines of communication are developed with decision-makers outside the school community.	B

7.0	<p>Standard 7 was originally produced as a project of the Technology Standards for School Administrator (TSSA) Collaborative, November 2001.</p> <p>A school administrator is an educational leader who understands and comprehensively applies technology to advance student achievement.</p> <p>Administrator preparation institutions provide candidates opportunities to develop and demonstrate the knowledge and skills necessary to:</p>	
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Leadership and Vision – Educational Leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

7.1	Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision;	B
7.2	Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision;	B
7.3	Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology;	B
7.4	Use reliable data in making leadership decisions;	
7.6	Advocate for research-based effective practices in use of technology; and Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.	C B

Learning and Teaching – Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

7.7	Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement;	
7.8	Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning;	C
7.9	Provide for learner-centered environments that use technology to meet the individual and diverse needs of learners;	C
7.10	Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills; and	
7.11	Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.	C

Productivity and Professional Practice – Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

7.12	Model the routine, intentional, and effective use of technology;	C
7.13	Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community;	C
7.14	Create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity;	C
7.15	Engage in sustained, job-related professional learning using technology resources;	B
7.16	Maintain awareness of emerging technologies and their potential uses in education; and	B
7.17	Use technology to advance organization improvement.	B

Support, Management, and Operations – Educational leaders ensure the integration of technology to support productive systems for learning and administration.

7.18	Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies;	B
7.19	Implement and use integrated technology-based management and operations systems;	B
7.20	Allocate financial and human resources to ensure complete and sustained implementation of the technology plan;	B
7.21	Integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources; and	B
7.22	Implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.	B

Assessment and Evaluation – Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

7.23	Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity;	B
7.24	Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning;	C
7.25	Assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions; and	B
7.26	Use technology to assess, evaluate, and manage administrative and operational systems.	B
7.27	Ensure equity of access to technology resources that enable and empower all learners and educators;	C

7.28	Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology;	C
7.29	Promote and enforce privacy, security, and online safety related to the use of technology;	
7.30	Promote and enforce environmentally safe and healthy practices in the use of technology; and	C
7.31	Participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.	B
8.0	<p>A school administrator is an educational leader who synthesizes and applies knowledge and best practices and develops skills through substantial, sustained, standards-based work in real settings to advance student achievement.</p> <p>Administrator preparation institutions provide candidates an internship or substantial field experiences with opportunities to develop and demonstrate skills and knowledge of Standards 1 – 7.</p>	

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**List for Distribution of Draft Standards
Preparation of School Principals
Principal Preparation Standards Development Committee**

Hinsdale Bernard	Andrews University
Yvonne Caamal Canul	Michigan Department of Education
Marjorie Checkoway	Madonna University
Deborah Clemmons	National Charter School Institute
Philip Cusick	Michigan State University
Bill Keane	Oakland University
Carlos Lopez	Detroit Public Schools
Helen Lusa	Livonia Public Schools
Barbara Markle	Michigan State University
Douglas McCall	Michigan Association of Secondary School Principals
Diane McMillan	Grand Rapids Public Schools
Cheryl Poole	Michigan Department of Education
Cindy Sager	Saginaw Valley State University
Catherine Smith	Michigan Department of Education
Teressa Staten	National Charter School Institute
Joanne Welihan	Michigan Elementary and Middle School Principals Association

**List for Distribution of Draft Standards
Preparation of School Principals
Educational Organizations**

Michigan Association for Supervision and Curriculum Development

Michigan Association of Colleges for Teacher Education

* Michigan Association of School Administrators

Michigan Association of School Boards

Michigan Association of Secondary School Principals

Michigan Chamber of Commerce

* Michigan Coalition of Essential Schools

Michigan Department of Education

Michigan Education Association

* Michigan Elementary and Middle School Principals Association

Michigan Federation of Teachers and School Related Personnel

Michigan Staff Development Council

* Middle Cities Education Association

North Central Association of Colleges and Schools

* Indicates submission of a response

**List for Distribution of Draft Standards
Preparation of School Principals
Michigan Institutions of Higher Education**

Adrian College	Oakland University
Albion College	* Olivet College
Alma College	Rochester College
Andrews University	* Saginaw Valley State University
Aquinas College	Siena Heights University
Baker College	Spring Arbor University
Baker College of Auburn Hills	University of Detroit Mercy
Baker College of Flint	* University of Michigan
Baker College of Jackson	University of Michigan – Dearborn
Baker College of Clinton Township	University of Michigan – Flint
Baker College of Cadillac	University of Phoenix
Baker College of Muskegon	Walden University
* Calvin College	* Wayne State University
Central Michigan University	Western Michigan University
Concordia University	
Cornerstone University	
* Davenport University	
Eastern Michigan University	
Finlandia University	
* Ferris State University	
Grand Valley State University	
Hillsdale College	
Hope College	
Kalamazoo College	
* Lake Michigan College	
Lake Superior State University	
Madonna University	
Marygrove College	
Michigan State University	
Michigan Technological University	
* Northern Michigan University	

* Indicates submission of a response

**List for Distribution of Draft Standards
Preparation of School Principals
Local School Districts**

Academic Transitional Academy-Port Huron
Academy for Business & Technology-Dearborn Heights
Academy for Plastics Manufacturing Technology-Port Huron
Academy for Technology & Enterprise-Saginaw
Academy of Detroit-West
Academy of Flint
Academy of Inkster
Academy of Lathrup Village
Academy of Michigan
Academy of Oak Park
Athens Area Schools

- * Atlanta Community Schools
- * Atlantic Mine-Stanton Township Public Schools
- * Autrain-Onota Public Schools
- * Benton Harbor Area Schools
- * Birmingham School District
- * Blissfield Community Schools
- * Bridgman Public Schools
- Bullock Creek School District
- Burr Oak Community School District
- Burt Township School District
- Burton Glen Charter Academy-Burton
- Byron Area Schools
- Byron Center Public Schools
- Cadillac Area Public Schools
- Caledonia Community Schools
- Camden-Frontier Schools
- Canton Charter Academy-Canton
- * Center for Literacy and Creativity-Detroit
- * Central Lake Public Schools
- * Cheboygan Area Schools
- Clinton Township-Chippewa Valley Schools
- * Coldwater Community Schools
- * Comstock Public Schools

* Indicates submission of a response

- * Corunna Public Schools
- * DaVinci Institute-Jackson
- * Davison Community Schools
- * Dearborn Heights School District No.7-Wayne County
- * Delton Kellogg Schools
- * Detroit Public Schools
- Douglas-Saugatuck Public Schools
- Eaton Rapids Public Schools
- Eau Claire Public Schools
- Ecorse Public School District
- Edison Public School Academy-Detroit
- Edison-Oakland Public School Academy-Ferndale
- * Edwardsburg Public Schools
- El-Hajj Malik El-Shabazz Academy-Lansing
- Elk Rapids Schools
- Ellsworth Community Schools
- Elm River Township School District
- * Freeland Community Schools
- * Gaylord Community Schools
- * Genesee School District
- * Gibraltar Public Schools
- Grand Rapids Public Schools
- Gull Lake Community Schools
- * Hesperia Community Schools
- Hudsonville Public School District
- Huron Academy-Sterling Heights
- Huron School District
- Huron Valley Schools
- Ida Public School District
- * Imlay City Community Schools
- Information Technology Academy-Port Huron
- Inkster-Edison Public Schools
- Inland Lakes Schools
- International Academy of Flint
- * Kalamazoo Public Schools
- * Lake Orion Community Schools
- * Lamphere Schools-Madison Heights
- * Leslie Public Schools

* Indicates submission of a response

- * Livonia Public Schools
- Milan Area Schools
- * Millington Community Schools
- Mio-AuSable Schools
- Marvin L. Winans Academy of Performing Arts-Detroit
- * Mona Shores Public Schools
- Montabella Community Schools
- Montague Area Public Schools
- Montrose Community Schools
- Moran Township School District
- * New Buffalo Area Schools
- * Northville Public School District
- * Owosso Public Schools
- * Peck Community Schools
- * Petoskey Public Schools
- * Pinckney Community Schools
- * Pine River Area Schools
- * Reese Public Schools
- Republic-Michigamme Schools
- Richfield Public School Academy-Flint
- Richmond Community Schools
- Ridge Park Charter Academy-Kentwood
- River Rouge School District
- * River Valley School District
- Riverside Academy-Dearborn
- Riverview Community School District-Dearborn
- Rochester Community School District
- Rockford Public Schools
- Saginaw City School District
- * Sand Creek Community Schools
- Standish Sterling Community Schools
- Sturgis Public Schools
- * Traverse City Area Public Schools
- * Trenton Public Schools
- * Van Buren Public Schools
- * Watersmeet Township Schools
- Watervliet School District

* Indicates submission of a response

Waverly Community Schools

* Wayland Union Schools

Wayne-Westland Community School District

Webberville Community Schools

Wells Township School District

* Westwood Heights Schools

* White Pine Public Schools

* Whitehall District Schools

* Whitmore Lake Public Schools

* Wolverine Community Schools

Wyoming Godfrey-Lee Public Schools

* Ypsilanti-Willow Run Community Schools

* Yale Public Schools

* Zeeland Public Schools

* Indicates submission of a response

**List for Distribution of Draft Standards
Preparation of School Principals
Intermediate School Districts**

- * Allegan County Intermediate School District
- * Alpena-Montmorency-Alcona Educational Service District
- Barry Intermediate School District
- * Bay-Arenac Intermediate School District
- * Berrien Intermediate School District
- * Branch Intermediate School District
- Calhoun Intermediate School District
- Charlevoix-Emmet Intermediate School District
- Cheboygan-Otsego-Presque Isle Educational Service District
- Clare-Gladwin Regional Educational Service District
- * Clinton County Regional Educational Service Agency
- * C.O.O.R. Intermediate School District
- Copper Country Intermediate School District
- * Delta-Schoolcraft Intermediate School District
- Dickinson-Iron Intermediate School District
- Eastern Upper Peninsula Intermediate School District
- Eaton Intermediate School District
- * Genesee Intermediate School District
- Gogebic-Ontonagon Intermediate School District
- Gratiot-Isabella Regional Educational Service District
- Hillsdale Intermediate School District
- Huron Intermediate School District
- * Ingham Intermediate School District
- Ionia County Intermediate School District
- Iosco Regional Educational Service Agency
- Jackson Intermediate School District
- * Kalamazoo Regional Educational Service Agency
- Kent Intermediate School District
- Lapeer Intermediate School District
- * Lenawee Intermediate School District
- Lewis Cass Intermediate School District
- Livingston Educational Service Agency

* Indicates submission of a response

- Macomb Intermediate School District
- * Manistee Intermediate School District
- * Marquette-Alger Regional Educational Service Agency
- * Mason-Lake Intermediate School District
- Mecosta-Osceola Intermediate School District
- Menominee Intermediate School District
- Midland County Educational Service Agency
- Monroe County Intermediate School District
- Montcalm Area Intermediate School District
- Muskegon Area Intermediate School District
- Newaygo County Regional Educational Service Agency
- Oakland Intermediate School District
- Menominee Intermediate School District
- Midland County Educational Service Agency
- Monroe County Intermediate School District
- Montcalm Area Intermediate School District
- * Muskegon Area Intermediate School District
- Newaygo County Regional Educational Service Agency
- Oakland Intermediate School District
- Oceana Intermediate School District
- * Ottawa Intermediate School District
- Saginaw Intermediate School District
- Sanilac Intermediate School District
- * Shiawassee Regional Educational Service District
- St. Clair Intermediate School District
- St. Joseph Intermediate School District
- Traverse Bay Area Intermediate School District
- Tuscola Intermediate School District
- Van Buren Intermediate School District
- Washtenaw Intermediate School District
- Wayne County Regional Educational Service Agency
- * Wexford-Missaukee Intermediate School District

* Indicates submission of a response

**List for Distribution of Draft Standards
Other Responses Received**

A mother of a Special Education student