

University of New Mexico
Educational Leadership Program

Response to the External Team Report and Action Plan

Spring 1997 – Winter 2010

Prepared by
Arlie Woodrum with the Faculty and Staff of the
Educational Leadership Program

July 2010

Introduction

American schools are failing to meet the increasing challenges of effectively educating all of the country's children. In spite of successive waves of educational reform measures over the last thirty years, the achievement gap between students of low socioeconomic status and those from the middle class remains wide and largely stagnant, while dropout rates show signs of actually increasing. We know from a convincing body of research that the single most important variable in the education of children, especially poor and working-class children, is a competent, caring teacher in every classroom. Second only to the teacher in meeting this need is a knowledgeable, experienced principal. It is increasingly clear that the leadership training programs that higher education has historically offered are no longer sufficient to meet this challenge, nor is the business-as-usual management of schools. However, the nature of programmatic reforms that will meet these challenges remain a subject of debate, and of evolving investigation at the state and federal levels.

The Educational Leadership Program at the College of Education of The University of New Mexico, like many such programs across the country, faces a dual challenge. First, the Program has suffered, until quite recently, from a decreased capacity to meet its espoused responsibilities for the development and training of educational leaders for the State. (Until last year, there were only three, tenure-track faculty in the Program, half the number from the level of three years earlier. During this same period, the number of students, both at the Masters and doctoral levels, had remained unchanged.) The second challenge the Program continues to face is one of increasing the

quality of training of its students to meet the educational challenges of the State and nation. The quality of training of educational leaders, however, has only recently become an area of focus in the New Mexico State legislature and in school districts across the State.

Educational Leadership External Team Review

The Educational Leadership External Team Review Report (January 2010) focuses on the following issues:

1. Impacts on the quality of program precipitated by changes of faculty and faculty size
2. The communication among various constituents
3. The culture for students and faculty
4. The diverse purposes of the program

In the following responses to that Review, I will quote directly from the External Review Report (in italics) and then address the issues and concerns raised by the Team.

1. Impact on Program Quality

“The Educational Leadership Program has experienced discontinuities in faculty in the past six years, with only three tenure track faculty at this point in time. In the past, six tenure track faculty ran the program. The current faculty are highly ambitious with expectations to serve the entire state in school leadership preparation and to serve as the

research and doctoral preparation center for the State. Although the Dean is supportive of that leadership role for the program faculty, the budget situation makes institutional support uncertain. The hiring of more tenure track or adjunct faculty is needed to achieve these university and college goals.”

Since the period of the External Team Visit and Review, the capacity of the Program to deliver its curriculum and meet the needs of the State has increased considerably. Dr. Vita Saavedra, a Lecturer who supervised the Internship component of our Program and who taught only at the Masters level (and did not serve on dissertation committees) has retired. In her place we have hired Dr. David Bower, a former principal who has worked quite successfully with us as an Adjunct, both at the Masters and doctoral levels. Dr. Bower, a Lecturer, will continue to supervise the Internship feature of the Program, but will, in addition, teach at the doctoral and Masters levels and serve on dissertation committees as the third or fourth member.

In place of Dr. Carl Madzey, a Visiting Assistant Professor who left us at the end of his three-year contract, we have hired Dr. Carlos Pagán, a tenure-track Assistant Professor. Dr. Pagán, a graduate of Teachers College, Columbia, is a former principal with considerable experience in turning around low-performing schools. Unlike Dr. Madzey who only taught at the Masters level and did not serve on dissertation committees, Dr. Pagán will teach at both the doctoral and Masters levels, as well as chair doctoral committees.

Additionally, Professor Richard Kitchen, an expert in mathematics education and leadership in schools, has joined our Program in a half-time position. Moving over from the Education Specialties Department, Dr. Kitchen had been enormously helpful in

recruiting and enrolling a new doctoral cohort from northern New Mexico. This new cohort will focus on rural leadership and mathematics training as tools for capacity building at the local level in poor, rural schools in the north of the State. Dr. Kitchen, in addition to teaching mathematics education, will teach general leadership courses at the doctoral level in the Program and chair the majority of the dissertation committees when students of this Northern Cohort arrive at this stage of their studies.

2. The Communication among Various Constituents

There is a lack of active, open dialogue among all faculty, the Department Chair, the Dean, and the students about the direction of the program, curricular interests, and populations served. While “time on task” may play a role in this lack of communication, it is also noted that a tension appears to exist about these issues. These necessary conversations rarely take place.

However, for this program to flourish and grow; these tensions must be addressed openly and all members must be reflective about their role in the state of tension. Members of diverse groups should meet separately but address many of the same concerns.

Some guidelines for a variety of discussions might include the following:

- 1. Accept that valid positions often lose their impact when continually stated.(i.e. “I know your position on that”, “I am from a certain background so that is all I need to say”)*
- 2. Lay out activities and time commitments for all activities and members.*

Discussing the following issues would prove fruitful. The ambitious expectations of this faculty to serve the entire state in school leadership preparation and serve as the research and doctoral preparation center with only two members actively involved is a “setup to failure”. A faculty in transition is now constituted and deployed in such a way that many stated ambitions cannot be met. The uncertain institutional supports- will drive the program to seek resources that an overburdened faculty who are in “survival mode” cannot possibly have the internal resources to grow a program. It is extremely difficult to conduct research, scholarship, and grant writing in this time of depleted resources.

Many of the issues surfaced by the External Review Report were addressed in an Educational Leadership Program Retreat that took place on 26 March, 2010. All faculty members of the Program were present for the retreat, as well as the College of Education Dean, Dr. Richard Howell, and Dr. Patsy Boverie, our Department Chair. Faculty members were able to express not merely their observations about the direction of the Program and their roles in it, but also discuss the obvious fact that in view of our limited teaching numbers, the Program needed to reconsider its priorities and adjust the curriculum and teaching responsibilities accordingly (changes that resulted are explained in some detail in subsequent parts of this report). Additionally, the three tenured, or tenure-track, faculty members continued their discussions of the curriculum, particularly at the doctoral level, beyond the end of the retreat. These discussions resulted in an agreed-upon framework for a sharper focus for the Masters Program: the cutting of the third concentration in the Program, the development and revision of five core courses for training principals (adopting the curricular recommendations of the New Mexico Senate

Joint Memorial 3 work); admissions of Masters and Educational Specialist students only once per year. The time frame for implementing these changes, while discussed at some length, remains to be determined.

3. The Culture for Students and Faculty

Students and faculty need to be aware of what their common purpose is and how they are to achieve that purpose. This knowledge develops the processes and manner of achieving that purpose. In this way culture can be created or modified to reach that purpose. There appeared to be a strong disconnect among the some of the faculty (tenure and non tenured) as to purpose. Further in our discussions with students there appeared to be a lack of any knowledge about the program, faculty, or purpose other than “which courses do I take next”.

We recognize that Dr. Woodrum has begun to address this issue through an orientation for new students. We suggest that all students need to be brought together for a “community meeting” for the airing of concerns and questions. This could be a social event that can help strengthen bonds and create avenues for students to seek information and allay concerns.

As suggested by the Review Team’s comments, till now “time on task” by faculty members has been a substantial impediment to accomplishing much of what was suggested. At the doctoral level, students, both the ongoing and new cohorts, will spend an afternoon with the doctoral faculty, discussing and learning about the requirements of

doctoral work in our Program. I am including here the agenda for that Orientation so as to provide a clearer idea of what the substance of that meeting with students will focus on.

Doctoral Student Orientation Agenda

Tuesday, July 6, 2010

1:30 – 3:30 pm

290 Educ TECH Center

Welcome – Arlie Woodrum, Coordinator, Educational Leadership Program

Get Acquainted Activity – Victoria Reed, cohort 10 member

Program Requirements, Sequencing & Tracking - Alicia F. Chávez, Assistant Professor

- Program Requirements & sequencing
 - Core Courses, Electives, Workshop, Comprehensive Exams, Dissertation
 - Monthly Weekends in Fall/Spring, Daily in July
 - 2 courses + workshop credit (for 2 year completion of coursework)
 - Comps & Dissertation
- Tracking Progress (tracking sheet)
- Graduate Paperwork & Processes – Meet Linda Wood
- Scholarships, funding for research, travel etc.

Advising – Allison Borden, Associate Professor

UNM Resources for Graduate Students – Dr. Alicia F. Chávez & Jennifer Gómez Chávez, Cohort 12 member

- UNM Resource Guide Handout

Faculty Perspectives on Doctoral Education - Educational Leadership faculty

- Philosophy/Values/Beliefs/Expectations – graduate education, teaching, scholarship
- importance of research, educational leadership in New Mexico
- Tips on doctoral program success

Questions for the Faculty

Life in a Doctoral Cohort - Jennifer Gomez Chavez, cohort 12 member & Jennifer Salee, cohort 11 member

- Discussion with current and new doc students about life in a doctoral cohort

Insights from a Panel of Current Doctoral Students

- Panelists
 - Victoria Reed
 - James Lujan
 - Jennifer Gómez Chávez
 - Natalie Saiz
 - Mark Emmons

- Jennifer Salee
- Sheryl Stapleton Williams
- Experiences, Tips, Balancing Professional work, doctoral work, family, health etc.
- Questions for current students

In addition to advising Masters students in a one-on-one format (which has been the case till now), the Program plans to institute an orientation for Masters students similar to that of doctoral students. During this orientation, Masters students' advisors will take advantage of the time together to get all of the initial documentation filled out and set up schedules for subsequent meetings with their advisees. This will also be a time to foster community, respond to concerns students might have, and to keep students apprised of future changes in the Program.

4. The diverse purposes of the program

The University Provost did not have the level of knowledge of the program that would be desirable. This is of course partially due to her newness to the position and University. However, it behooves any program to have a "cheat sheet" that can be shared regularly with administrators and outside constitutions to make sure that the program is represented appropriately. This of course cannot take place until the faculty come to common purpose.

The Review Team evidently forgot somehow that just such a “cheat sheet” exists and is shared regularly. Until Educational Leadership appeared on the State and national radar in the last four years, it had proved difficult indeed to compete with all the many other well finance Programs in the University with their many faculty members and large budgets. Colleges of Education are historically the “poor cousins” of universities, and as a result, small Programs within these colleges typically receive little notice, until national attention such as that of the National Defense Education Act (1958), the No Child Left Behind Act (2001) or the reauthorization of the Elementary and Secondary Education Act (2010) with its Race to the Top funds, thrusts them into the national spotlight. Suddenly then, education is rediscovered—at least until society’s promiscuous attention moves on.

The State and federal governments, with the support of the foundations community, show signs this time of more sustained interest and commitment to improving Educational Leadership development in New Mexico. Dr. Richard Howell, the College of Education Dean, has been very supportive of the Educational leadership Program and has been key to many of the important changes that have occurred over the last two years.

Master’s Program Challenges

The Educational Leadership Master’s Program offers three concentration options, numerous electives, and is sought out by students from a variety of other programs, organizations and fields. There is also a need to meet Educational Specialist certificate requirements that necessitate resources of faculty.

Programmatic Considerations

As indicated in earlier parts of this report, the Educational Leadership faculty face challenges in the delivery of the existing M.A. degree and Ed. S. certificate programs. These challenges emerge from three conditions:

- 1. The Educational Leadership Profession has raised its standards of practice and preparation to emphasize the development of leader competencies that demonstrate impacts on schools' capacity to enhance the learning of children. The Educational Leadership faculty must address new standards from ELLC and the state of New Mexico and do so within two Conceptual Frameworks (the College and the program).*
- 2. The College and program faculty espouse deep commitments to serve the children, communities, and schools of New Mexico. The program advocates a mission to "transform through leadership" the performance of underperforming schools. Faculty members and the Dean have set a course to become more involved in PK-12 school leadership by committing to house and steward the new New Mexico Leadership Institute.*
- 3. The current curriculum and course delivery system and, to some degree, the faculty resources are not currently suited to meeting the challenges described in (a) and (b). Although courses may be suitable to their own goals, they are not clearly interrelated to provide a developmental sequence that yields growth in leader competence in Master's and Ed. S. candidates.*

The External Review Team recommends the following strategies to strengthen the Master's degree program:

Consider revisiting and sharpening the purpose of the Master's Program to ensure that the faculty can, within their clearly limited resources, prepare skilled and knowledgeable leaders;

Develop an appropriate set of courses to fulfill the purpose of preparing principals and continue to seek ways to offer this developmental sequence in school districts;

Determine a clear progression of classes to support the growth of students' leadership competencies (see UPI/ELLC).

Consider dropping the third concentration in the Master's and integrating the remaining two concentrations.

With the work of Senate Joint Memorial 3 as regards the reconceptualization and recrafting of the New Mexico Statewide Leadership Core Curriculum now concluded, the Educational Leadership Program has accomplished much of what the Review Team recommended here. The core curricula for the Masters and Education Specialist Certificate Programs, working with the New Mexico Leadership Institute, the New Mexico Public Education Department, the Deans from colleges of education across the state, as well as school district superintendents, have been consolidated into five new core courses. These courses now constitute the core curriculum for Educational Leadership Programs at all public universities in New Mexico.

The syllabi for these five courses are included herein. It is important to note that not only are our Master's and Education Specialist Certificate Programs now "sharpened," but that these syllabi closely follow the ISLLC standards and the newly developed New Mexico Principal Leadership Competencies. The suggestion by the External Team that these courses, indeed the entire Program, be offered "in a clear progression of classes" is simply not practical; doing so would require that admission to

the Masters and Education Specialist Program be offered by cohort only. Many students would only be able to pick up the few courses they might need in order to be licensed for the principalship. This would mean, ultimately, that the number of students, statewide, training for the principalship would decline dramatically. A lack of well trained principal is already an area of great concern in the state.

The final recommendation of the Review team, that of “dropping the third concentration in the Masters” Program, as previously noted, has already been accomplished. We are working diligently to “integrate” the remaining two concentrations, but this will require additional time and careful planning.

Statewide Educational Leadership Core Curriculum

Core Course: Leadership and Organizational Change

Final
5.19.1
0

Course Description:

The purpose of this course is to assist school leaders with understanding the dynamics of organizations and how these dynamics affect organizational and student performance results. Focus will be given to understanding components of creating high performing learning environments, to include organizational theory application and the effects of organizational structure and design, human relations and behavior, culture and climate and the politics of the change process. Critical internal and external factors that affect organizational performance will be examined. Theory and leadership practices will be surveyed in the context of connecting leadership to organization change. Course objectives will address investigation into how organizational decision-making, management systems, change processes, technology, culture and behavior all play critical roles in addressing school improvement and student achievement.

Course Objectives:

1. Identify and describe key organizational change theories with relevant application to diverse school settings, families and communities.
2. Understand the tenets of personal and organizational continuous learning with relation to the development of schools as “learning organizations”.
3. Understand and articulate how external and internal factors play a critical role in developing organizational strategies that affect organizational and individual performance.
4. Understand the leadership behaviors and management functions of communication, planning, organizing, allocating and monitoring as they relate to systems theory application.
5. Examine the role of organizational culture and its effect on the development and implementation of organizational vision, mission, values and goals.
6. Identify key processes and methods that can improve the behaviors and attitudes of organizational members and their effectiveness, with respect to communication, motivation, conflict, decision-making and organizational change.
7. Develop and enhance skills for leading continuous improvement and effectiveness.
8. Apply organizational analysis skills to address challenges for continually improving school and individual performance.
9. Develop strategies for involving families and other community members as partners in advancing the school’s mission and goals.

10. Connect the national and state leadership/administrator competencies to course objectives and learning outcomes.

Learning Outcomes:

Aligned to ISSLC Standards 1 and 4 and NM Principal Evaluation Domains as Identified

1. Knowledge of organizational systems in terms of structure, human relations, political and symbolic frames and their application in school settings. **(IL,C,PD,OM,S)**
2. Knowledge and ability to use school improvement frameworks in the context of leading organizational change. **(IL,C,PD,OM,S)**
3. Understanding of the guiding principles of process improvement. **(IL,C,PD)**
4. Development of skills for implementing democratic processes that empower and engage stakeholders in the school improvement process. **(IL,C,S)**
5. Development of communication and implementation skills for setting direction, establishing vision, mission, organizational values, goals and reporting and acting on results. **(IL,C,PD,OM,S)**
6. Development of skills for creating positive culture and climate in diverse settings. **(IL,C,PD,S)**
7. Development of skills to build collaboration and teamwork with diverse populations. **(IL,C,PD,S)**
8. Knowledge of conflict resolution as applied to the change process. **(C)**
9. Knowledge of partnering with diverse families and communities with a focus on goal achievement and school and student performance improvement. **(IL,C,S)**
10. Application and use of technology as a tool for gathering, measuring, analyzing and communicating data and information regarding organizational strengths and opportunities for improvement. **(IL,C,OM,S)**
11. Understand resource management in terms of school improvement and the change process. **(IL,OM,S)**
12. Understanding of the application of continuous learning strategies in the workplace. **(IL,C,PD,S)**

Assessment processes for course learning outcomes will include clinical experiences to accelerate hands-on learning, leading to a more relevant and rigorous internship. Examples include, but are not limited to: project-based learning; shadow studies; interviewing school leaders; simulations; case study analysis; collecting, analyzing and presenting data; writing position papers; action research.

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS

NM HOUSSE-P (Principal Evaluation Domains) Alignment

- (IL) Instructional Leadership**
- (C) Communication**
- (PD) Professional Development**
- (OM) Operations Management**
- (S) Scope of Responsibilities in Secondary Schools**

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS

DOMAIN: INSTRUCTIONAL LEADERSHIP

Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.

Indicators:

- 1.1 Works with all members of the school community to make quality instruction a prime focus.
- 1.2 Uses accountability literacy in making decisions about student success and achievement.
- 1.3 Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning.
- 1.4 Incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions.

DOMAIN: COMMUNICATION

Competency 2: The Principal uses communication and relationship-building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community.

Indicators:

2.1 Engages in honest and respectful interactions with all stakeholders to make thoughtful and objective decisions that demonstrate sensitivity and integrity.

2.2 Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success.

2.3 Supports an environment of inclusion and respect.

2.4 Communicates with others objectively, sensitively, fairly, and ethically.

2.5 Supports relationships that promote teaching and learning in the school community through communication skills such as speaking, writing, and active listening.

2.6 Communicates with all school and community stakeholders concerning current school issues and student achievement.

2.7 Maintains a continuous dialogue with decision makers who affect the school community.

DOMAIN: PROFESSIONAL DEVELOPMENT

Competency 3: The Principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the school community.

Indicators:

3.1 Identifies and assesses student and staff performance to inform professional development needs.

3.2 Uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create and provide appropriate professional development.

3.3 Implements comprehensive, integrated, and systemic ongoing professional development opportunities for faculty and community.

3.4 Supports reflection, sustained mentoring, and coaching as critical processes for professional growth.

DOMAIN: OPERATIONS MANAGEMENT

Competency 4: The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.

Indicators:

4.1 Manages the school campus to ensure that the environment is safe and clean for students and staff.

4.2 Manages the school budget to ensure that resources are maximized for student success.

4.3 Manages the day to day operations to maximize the efficiency of the school.

4.4 Complies with federal and state initiatives to maximize use of services and programs for which students are eligible.

DOMAIN: SCOPE OF RESPONSIBILITIES IN SECONDARY SCHOOLS

Competency 5: The middle school and high school Principal develops, supports, encourages and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the community.

Indicators:

5.1 Supervises co-curricular and extracurricular activities to engage all students.

5.2 Develops 21st Century skills throughout the curriculum.

5.3 Creates a student centered school environment and strengthens relationships among all stakeholders to improve student performance.

Interstate School Leaders Licensure Consortium (ISSLC) 2008 Standards

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff development.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members responding to diverse to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Statewide Educational Leadership Core Curriculum

Core Course: Data-Informed Instructional Leadership

Final
5.19.1
0

Course Description:

Designed to enable school leaders to obtain, evaluate and interpret data for informing school improvement, this course focuses on the ability to use and understand research and data systems in ways that contribute to student achievement and school productivity. Knowledge of educational leadership necessary for leading school improvement in diverse school settings is integrated throughout the course. Data-informed decision-making processes and communication of results, progress and involvement strategies to engage all stakeholders in the school improvement process are also addressed.

Course Objectives:

1. Develop an understanding of the role of leadership in school improvement.
2. Develop a strong knowledge base of research-based curriculum, pedagogy and effective classroom instructional strategies.
3. Investigate the complexity of developing a sustained approach to creating a culture that addresses the learning needs of all students, including students who are linguistically and culturally diverse and students with disabilities.
4. Develop skills for assessing student learning, growth and productivity.
5. Ability to use data to inform instructional improvement and school performance.
6. Develop skills to effectively apply cycles of inquiry and process improvement with an emphasis on instructional effectiveness.
7. Ability to analyze data to improve instructional outcomes.
8. Understand the power of data to inform all decisions that affect the school environment and its operations.
9. Application and use of technology as an instructional tool for gathering, measuring, analyzing and implementing school improvement strategies for improving student achievement.
10. Ability to communicate data and information to a variety of stakeholder groups.
11. Ability to guide the development of action plans to address instructional improvement for all student sub-groups and their diverse learning needs.
12. Understanding of the application of formative and summative assessments to inform instructional strategies for continuous improvement of student performance.

13. Understanding how to create shared leadership and trusting, collaborative data-informed environments.
14. Connect the national and state leadership/administrator competencies to course objectives and learning outcomes.

Learning Outcomes:

Aligned to ISSLC Standards 1, 2, 4 and 5 and NM Principal Evaluation Domains as Identified

1. Understanding the school leader’s role and impact for creating equitable, learning-centered, high performing educational environments. **(IL,C,PD,OM,S)**
2. Application of school planning and improvement practices that seek systematic inquiry to address individual and contextual factors connected to school change. **(IL,C,PD,OM,S)**
3. Understanding of strengths and weaknesses of different data sources and research, providing a deeper appreciation for the complexity of addressing school achievement issues. **(IL,OM,S)**
4. Knowledge of federal and state accountability system requirements and their application. **(IL)**
5. Understanding of the use of data to facilitate improved organizational decision-making and performance. **(IL,C,PD,OM,S)**
6. Ability to collect and analyze data in the context of informing instructional improvement and action plan development. **(IL,C,PD,OM,S)**
7. Ability to apply technology to help others understand data. **(IL,C,PD,S)**
8. Ability to apply practices of inquiry and process improvement. **(IL,C,PD,S)**

Assessment processes for course learning outcomes will include clinical experiences to accelerate hands-on learning, leading to a more relevant and rigorous internship. Examples include, but are not limited to: project-based learning; shadow studies; interviewing school leaders; simulations; case study analysis; collecting, analyzing and presenting data; writing position papers; action research.

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS

NM HOUSSE-P (Principal Evaluation Domains) Alignment

- (IL) Instructional Leadership**
(C) Communication
(PD) Professional Development
(OM) Operations Management

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS

DOMAIN: INSTRUCTIONAL LEADERSHIP

Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.

Indicators:

- 1.1 Works with all members of the school community to make quality instruction a prime focus.
- 1.2 Uses accountability literacy in making decisions about student success and achievement.
- 1.3 Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning.
- 1.4 Incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions.

DOMAIN: COMMUNICATION

Competency 2: The Principal uses communication and relationship-building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community.

Indicators:

- 2.1 Engages in honest and respectful interactions with all stakeholders to make thoughtful and objective decisions that demonstrate sensitivity and integrity.
- 2.2 Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success.
- 2.3 Supports an environment of inclusion and respect.
- 2.4 Communicates with others objectively, sensitively, fairly, and ethically.
- 2.5 Supports relationships that promote teaching and learning in the school community through communication skills such as speaking, writing, and active listening.
- 2.6 Communicates with all school and community stakeholders concerning current school issues and student achievement.

2.7 Maintains a continuous dialogue with decision makers who affect the school community.

DOMAIN: PROFESSIONAL DEVELOPMENT

Competency 3: The Principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework

and supports the diverse learning needs of the school community.

Indicators:

3.1 Identifies and assesses student and staff performance to inform professional development needs.

3.2 Uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create and provide appropriate professional development.

3.3 Implements comprehensive, integrated, and systemic ongoing professional development opportunities for faculty and community.

3.4 Supports reflection, sustained mentoring, and coaching as critical processes for professional growth.

DOMAIN: OPERATIONS MANAGEMENT

Competency 4: The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.

Indicators:

4.1 Manages the school campus to ensure that the environment is safe and clean for students and staff.

4.2 Manages the school budget to ensure that resources are maximized for student success.

4.3 Manages the day to day operations to maximize the efficiency of the school.

4.4 Complies with federal and state initiatives to maximize use of services and programs for which students are eligible.

DOMAIN: SCOPE OF RESPONSIBILITIES IN SECONDARY SCHOOLS

Competency 5: The middle school and high school Principal develops, supports, encourages and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the community.

Indicators:

5.1 Supervises co-curricular and extracurricular activities to engage all students.

5.2 Develops 21st Century skills throughout the curriculum.

5.3 Creates a student centered school environment and strengthens relationships among all stakeholders to improve student performance.

Interstate School Leaders Licensure Consortium (ISSLC) 2008 Standards

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- F. Collaboratively develop and implement a shared vision and mission
- G. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- H. Create and implement plans to achieve goals
- I. Promote continuous and sustainable improvement
- J. Monitor and evaluate progress and revise plans

Standard 2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff development.

Functions:

- H. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- I. Create a comprehensive, rigorous, and coherent curricular program
- J. Create a personalized and motivating learning environment for students
- K. Supervise instruction
- L. Develop assessment and accountability systems to monitor student progress
- M. Develop the instructional and leadership capacity of staff
- N. Maximize time spent on quality instruction

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.

Functions:

- F. Monitor and evaluate the management and operational systems
- G. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- H. Promote and protect the welfare and safety of students and staff
- I. Develop the capacity for distributed leadership
- J. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members responding to diverse to diverse community interests and needs, and mobilizing community resources.

Functions:

- E. Collect and analyze data and information pertinent to the educational environment
- F. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- G. Build and sustain positive relationships with families and caregivers
- H. Build and sustain productive relationships with community partners

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Functions:

- F. Ensure a system of accountability for every student's academic and social success
- G. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- H. Safeguard the values of democracy, equity, and diversity
- I. Consider and evaluate the potential moral and legal consequences of decision-making
- J. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

Functions:

- D. Advocate for children, families, and caregivers
- E. Act to influence local, district, state, and national decisions affecting student learning
- F. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Statewide Educational Leadership Core Curriculum

Core Course: Instructional Leadership, Supervision and Evaluation

Final
5.19.1
0.10

Course Description:

The course is designed to provide a knowledge base of the roles and responsibilities of the school leader within the charge of supervision and evaluation. Students will reflectively examine their knowledge and sensitivity to the issues and relationships between effective leadership skills and the ability to develop the capacity of schools as culturally responsive learning communities for continual renewal. An emphasis on instructional leadership and the practical and human dimensions of supervision is studied in conjunction with current issues facing school leaders and schools. Course content will cover the strategies necessary to utilize staff supervision and evaluation as a process for professional growth. Supervision will be viewed in terms of capacity building, e.g., staff and career development, professional growth, coaching, mentoring, studying one's own teaching and creating organizations in which learning, rather than power and control is the focus. State teacher evaluation, utilizing the 3-Tiered Licensure System in New Mexico, will be presented and incorporated into applied practice throughout this course.

Course Objectives:

1. Enhance awareness and understanding of schools as interactive systems and sub-systems and the influence of internal and external environments on the supervisory and improvement processes.
2. Develop the skills necessary to facilitate and engage in activities that use practice and research to improve instructional program delivery.
3. Learn to create and maintain an environment where optimal teacher and student growth can take place by gaining an understanding of the strategies that facilitate and the factors that often hinder a capacity building approach to supervision.
4. Understand effective hiring practices for establishing organizational and personal fit with regards to the school culture, its goals and learning needs.
5. Develop the skills required to support the professional growth of instructional personnel by utilizing effective techniques of observation, skills assessment, feedback, consultation and professional development plan collaboration.
6. Develop skills that combine objectivity, transparency, sensitivity, fairness, and ethical considerations in decisions and in interactions with others.
7. Model respect for the rights of others with regard to confidentiality and dignity, understanding the difference between collegial and congenial actions.
8. Practice the New Mexico Code of Ethics of the Education Profession (6.60.9 NMAC -amended 10/17/05).
9. Understand levels of evaluation and supervision as indicated in New Mexico's 3-Tiered Licensure System.

10. Develop knowledge of adult learning strategies to promote new knowledge and skills in the workplace.
11. Understand issues involving “due process” in terms of data collection, evaluation, professional development plan documentation and dismissal procedures.
12. Develop conflict management skills and the ability to confront difficult situations and individuals when dealing with personnel issues.
13. Understand the need to model life-long learning as a leader that embraces personnel growth and change.
14. Learn to recognize, reward and celebrate effective performance.
15. Connect the national and state leadership/administrator competencies to course objectives and learning outcomes.

Learning Outcomes:

Aligned to ISSLC Standard 2 and 3 and NM Principal Evaluation Domains as Identified

1. Knowledge of interactive systems and sub-systems and the influence of internal and external environments on the supervisory and improvement processes. **(IL,C,PD,OM,S)**
2. Understanding of research and effective professional development practices tied to curriculum, improvement of instructional delivery and student achievement. **(IL,C,PD,S)**
3. Understanding of New Mexico’s 3-Tiered Licensure System requirements. **(IL,C,PD)**
4. Development of skills in observation, writing, group interaction, inquiry, communication, feedback, inductive thought, and the examination of issues from multiple perspectives. **(IL,C,PD)**
5. Development of skills that address a capacity building approach to supervision, including the application of coaching, mentoring models and professional learning communities’ activation. **(IL,C,PD)**
6. Demonstrate the ability to: (a) identify needs for professional development, (b) organize, facilitate and evaluate professional development programs, (c) integrate district and school priorities, (d) build faculty as resource and (e) ensure that professional development activities are aligned to instructional goals and focused on improving student outcomes. **(IL,C,PD)**
7. Develop a personal professional development growth plan, which reflects a commitment to life-long learning. **(PD)**

- 8. Understand screening, recruitment and effective hiring processes and practices. (C,OM)
- 9. Develop strategies for dealing with conflict and confrontation within the context of personnel issues. (C)

Assessment processes for course learning outcomes will include clinical experiences to accelerate hands-on learning, leading to a more relevant and rigorous internship. Examples include, but are not limited to: project-based learning; shadow studies; interviewing school leaders; simulations; case study analysis; collecting, analyzing and presenting data; writing position papers; action research.

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS

NM HOSSE-P (Principal Evaluation Domains) Alignment

- (IL) **Instructional Leadership**
- (C) **Communication**
- (PD) **Professional Development**
- (OM) **Operations Management**
- (S) **Scope of Responsibilities in Secondary Schools**

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS

DOMAIN: INSTRUCTIONAL LEADERSHIP

Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.

Indicators:

- 1.1 Works with all members of the school community to make quality instruction a prime focus.
- 1.2 Uses accountability literacy in making decisions about student success and achievement.
- 1.3 Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning.
- 1.4 Incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions.

DOMAIN: COMMUNICATION

Competency 2: The Principal uses communication and relationship-building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community.

Indicators:

2.1 Engages in honest and respectful interactions with all stakeholders to make thoughtful and objective decisions that demonstrate sensitivity and integrity.

2.2 Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success.

2.3 Supports an environment of inclusion and respect.

2.4 Communicates with others objectively, sensitively, fairly, and ethically.

2.5 Supports relationships that promote teaching and learning in the school community through communication skills such as speaking, writing, and active listening.

2.6 Communicates with all school and community stakeholders concerning current school issues and student achievement.

2.7 Maintains a continuous dialogue with decision makers who affect the school community.

DOMAIN: PROFESSIONAL DEVELOPMENT

Competency 3: The Principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the school community.

Indicators:

3.1 Identifies and assesses student and staff performance to inform professional development needs.

3.2 Uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create and provide appropriate professional development.

3.3 Implements comprehensive, integrated, and systemic ongoing professional development opportunities for faculty and community.

3.4 Supports reflection, sustained mentoring, and coaching as critical processes for professional growth.

DOMAIN: OPERATIONS MANAGEMENT

Competency 4: The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.

Indicators:

4.1 Manages the school campus to ensure that the environment is safe and clean for students and staff.

4.2 Manages the school budget to ensure that resources are maximized for student success.

4.3 Manages the day to day operations to maximize the efficiency of the school.

4.4 Complies with federal and state initiatives to maximize use of services and programs for which students are eligible.

DOMAIN: SCOPE OF RESPONSIBILITIES IN SECONDARY SCHOOLS

Competency 5: The middle school and high school Principal develops, supports, encourages and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the community.

Indicators:

5.1 Supervises co-curricular and extracurricular activities to engage all students.

5.2 Develops 21st Century skills throughout the curriculum.

5.3 Creates a student centered school environment and strengthens relationships among all stakeholders to improve student performance.

Interstate School Leaders Licensure Consortium (ISSLC) 2008 Standards

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- K. Collaboratively develop and implement a shared vision and mission
- L. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- M. Create and implement plans to achieve goals
- N. Promote continuous and sustainable improvement
- O. Monitor and evaluate progress and revise plans

Standard 2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff development.

Functions:

- O. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- P. Create a comprehensive, rigorous, and coherent curricular program
- Q. Create a personalized and motivating learning environment for students
- R. Supervise instruction
- S. Develop assessment and accountability systems to monitor student progress
- T. Develop the instructional and leadership capacity of staff
- U. Maximize time spent on quality instruction

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.

Functions:

- K. Monitor and evaluate the management and operational systems
- L. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- M. Promote and protect the welfare and safety of students and staff
- N. Develop the capacity for distributed leadership
- O. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members responding to diverse to diverse community interests and needs, and mobilizing community resources.

Functions:

- I. Collect and analyze data and information pertinent to the educational environment
- J. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- K. Build and sustain positive relationships with families and caregivers
- L. Build and sustain productive relationships with community partners

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Functions:

- K. Ensure a system of accountability for every student's academic and social success
- L. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- M. Safeguard the values of democracy, equity, and diversity
- N. Consider and evaluate the potential moral and legal consequences of decision-making
- O. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

Functions:

- G. Advocate for children, families, and caregivers
- H. Act to influence local, district, state, and national decisions affecting student learning
- I. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Core Course: Legal Issues for School Leaders

Course Description:

The legal basis of public education will be the focus of this course. Constitutional, federal, state, tribal, local and tort law will be explored in terms of the application of ethical policies and procedures and the rights and responsibilities of school personnel and students, including special populations. State statutes, the public school code and state regulations as they affect public education will also be studied with application to the daily operations of the school work environment and its delivery of services. Legal issues, which the school principal would encounter in hiring personnel, evaluating personnel, facilitating staff development for instructional personnel and dismissing personnel, will also be explored.

Course Objectives:

1. Understand the complex nature of the federal, state, tribal and local authority levels as they relate to the social and political forces behind the application of law in public school settings.
2. Understanding of the New Mexico Constitution, state statutes and public education regulations, tribal sovereignty issues, Spanish land grant issues and local autonomy as they affect public school policies and procedures.
3. Understand the importance of school policies as they relate to legal issues from both a historical and contemporary context.
4. Understand the critical issues involved in applying the law equitably and impartially in terms of the school work environment, school operations, instructional program delivery and the rights of students and personnel.
5. Understand laws that impact special education services and the application to school policies and procedures for serving students with special needs.
6. Understand teachers' rights and responsibilities as they relate to employment, evaluation, tenure, dismissal and due process proceedings.
7. Understand matters of religion, diversity, sexual harassment and other current issues that impact school policies and actions.
8. Examine the ways that the Family Educational Rights and Privacy Act (FERPA) impacts schools and teachers.
9. Understand school and district liability risks and protections.
10. Understand legal issues in the context of school planning and school improvement practices.
11. Connect the national and state leadership/administrator competencies to course

objectives and learning outcomes.

Learning Outcomes:

Aligned to ISSLC Standards 5 and 6 and NM Principal Evaluation Domains as Identified

1. Develop an understanding of the fundamental rights associated with public education. **(IL,OM)**
2. Identify case law that impact school policies and programs. **(IL,OM,S)**
3. Demonstrate knowledge of and apply portions of the national and state constitutions, statutes, regulations, public school code and tribal laws that impact public education in diverse school settings. **(IL,OM,S)**
4. Demonstrate knowledge of school planning and improvement practices that address social, political and legal issues. **(IL,C,PD,OM,S)**
5. Apply legal frameworks to the daily school work. **(IL,C,PD,OM,S)**
6. Develop leadership skills that promote equity in the educational environment. **(IL,C,OM,S)**
7. Demonstrate knowledge of special education law and its application to school instructional service delivery and the overall school environment. **(IL,C,PD,OM,S)**
8. Demonstrate knowledge of legal issues pertaining to employment rights, responsibilities, evaluation processes and due process procedures that affect school personnel and the work place environment. **(IL,C,PD)**
9. Demonstrate knowledge of due process. **(IL,C,S)**
10. Apply technological and communicative skills in accessing and presenting legal information in the context of course requirements. **(C)**
11. Make and explain decisions based on ethical and legal principles regarding evaluation, supervision and dismissal procedures. **(IL,C,PD)**

Assessment processes for course learning outcomes will include clinical experiences to accelerate hands-on learning, leading to a more relevant and rigorous internship. Examples include, but are not limited to: project-based learning; shadow studies; interviewing school leaders; simulations; case study analysis; collecting, analyzing and presenting data; writing position papers; action research.

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS

NM HOUSSE-P (Principal Evaluation Domains) Alignment

- (IL) Instructional Leadership**
- (C) Communication**
- (PD) Professional Development**
- (OM) Operations Management**

(S) Scope of Responsibilities in Secondary Schools

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS

DOMAIN: INSTRUCTIONAL LEADERSHIP

Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.

Indicators:

1.1 Works with all members of the school community to make quality instruction a prime focus.

1.2 Uses accountability literacy in making decisions about student success and achievement.

1.3 Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning.

1.4 Incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions.

DOMAIN: COMMUNICATION

Competency 2: The Principal uses communication and relationship-building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community.

Indicators:

2.1 Engages in honest and respectful interactions with all stakeholders to make thoughtful and objective decisions that demonstrate sensitivity and integrity.

2.2 Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success.

2.3 Supports an environment of inclusion and respect.

2.4 Communicates with others objectively, sensitively, fairly, and ethically.

2.5 Supports relationships that promote teaching and learning in the school community through communication skills such as speaking, writing, and active listening.

2.6 Communicates with all school and community stakeholders concerning current school issues and student achievement.

2.7 Maintains a continuous dialogue with decision makers who affect the school community.

DOMAIN: PROFESSIONAL DEVELOPMENT

Competency 3: The Principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the school community.

Indicators:

3.1 Identifies and assesses student and staff performance to inform professional development needs.

3.2 Uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create and provide appropriate professional development.

3.3 Implements comprehensive, integrated, and systemic ongoing professional development opportunities for faculty and community.

3.4 Supports reflection, sustained mentoring, and coaching as critical processes for professional growth.

DOMAIN: OPERATIONS MANAGEMENT

Competency 4: The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.

Indicators:

4.1 Manages the school campus to ensure that the environment is safe and clean for students and staff.

4.2 Manages the school budget to ensure that resources are maximized for student success.

4.3 Manages the day to day operations to maximize the efficiency of the school.

4.4 Complies with federal and state initiatives to maximize use of services and programs for which students are eligible.

DOMAIN: SCOPE OF RESPONSIBILITIES IN SECONDARY SCHOOLS

Competency 5: The middle school and high school Principal develops, supports, encourages and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the community.

Indicators:

5.1 Supervises co-curricular and extracurricular activities to engage all students.

5.2 Develops 21st Century skills throughout the curriculum.

5.3 Creates a student centered school environment and strengthens relationships among all stakeholders to improve student performance.

Interstate School Leaders Licensure Consortium (ISSLC) 2008 Standards

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- P. Collaboratively develop and implement a shared vision and mission
- Q. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- R. Create and implement plans to achieve goals
- S. Promote continuous and sustainable improvement
- T. Monitor and evaluate progress and revise plans

Standard 2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff development.

Functions:

- V. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- W. Create a comprehensive, rigorous, and coherent curricular program
- X. Create a personalized and motivating learning environment for students
- Y. Supervise instruction
- Z. Develop assessment and accountability systems to monitor student progress
- AA. Develop the instructional and leadership capacity of staff
- BB. Maximize time spent on quality instruction

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.

Functions:

- P. Monitor and evaluate the management and operational systems
- Q. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- R. Promote and protect the welfare and safety of students and staff
- S. Develop the capacity for distributed leadership
- T. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members responding to diverse to diverse community interests and needs, and mobilizing community resources.

Functions:

- M. Collect and analyze data and information pertinent to the educational environment
- N. Promote understanding, appreciation, and sue of the community's diverse cultural, social, and intellectual resources
- O. Build and sustain positive relationships with families and caregivers
- P. Build and sustain productive relationships with community partners

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.

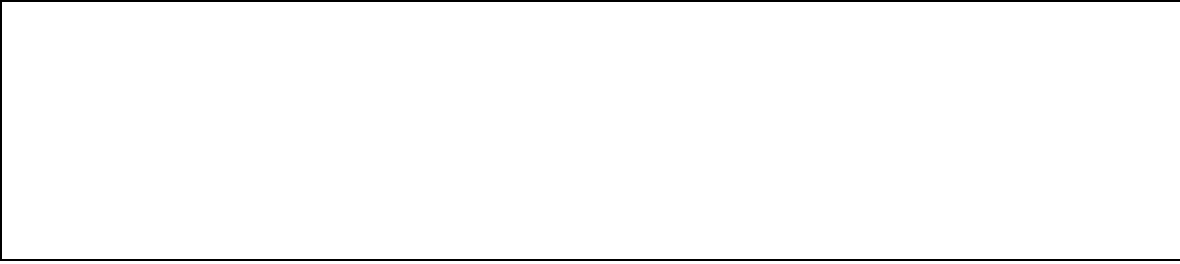
Functions:

- P. Ensure a system of accountability for every student's academic and social success
- Q. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- R. Safeguard the values of democracy, equity, and diversity
- S. Consider and evaluate the potential moral and legal consequences of decision-making
- T. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

Functions:

- J. Advocate for children, families, and caregivers
- K. Act to influence local, district, state, and national decisions affecting student learning
- L. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies



Course Description:

Engaging school leaders in an intensive process that focuses on school financing in New Mexico is the purpose of this course. The content will include school-based budgeting, budget planning and development, budget management, financial adequacy and equity, sources of revenue and their intent, operations management, facility planning, food services, auxiliary services and the connection of resource allocation and accountability to school-level decisions. The effects of resource allocation with respect to instructional program and staffing needs will also be addressed. Public, charter, state-sponsored and private school issues will be incorporated into course learning outcomes.

Course Objectives:

1. Examine the foundations, principles and ethics of public school finance.
2. Explore emerging fiscal trends in education.
3. Gain an understanding of the different roles of the federal, state, and local governments in educational funding.
4. Review the role of the courts in educational finance.
5. Understand the structure of school financing in New Mexico, including the current funding formula and its re-assessment process, capital outlay processes and revenue streams.
6. Examine the research on relationships between expenditures and student outcomes.
7. Understand the need for focusing on the goals of the school and its instructional program delivery (EPSS) as the drivers of the budget development process.
8. Study approaches for maximizing the use of educational dollars and resources within a school setting.
9. Understand the components of school district budget development and the managing of resources affecting instruction, personnel, co-curricular activities and the physical environment (facilities) in accordance with established law and practices.
10. Understand the concept of financial adequacy and equity from state and local perspectives.
11. Articulate the need for local, state and federal funding support of schools.
12. Develop an understanding of how funds are to be used and the need for accountability and transparency in protecting the public interest.

13. Understand the district audit process and its connection to school building level.
14. Connect the national and state leadership/administrator competencies to course objectives and learning outcomes.

Learning Outcomes:

Aligned to ISSLC Standards 3 and 5 and NM Principal Evaluation Domains as Identified

1. Demonstrate knowledge of school finance by engaging in the purposes, practices, structure, and language of budget planning, budget development and budget management. **(IL,C,OM,S)**
2. Demonstrate knowledge of the New Mexico Funding Formula, revenue streams and the flow of funds that support the educational system. **(OM)**
3. Examine school finance by studying funding sources, tax structure, operations management, facility planning, transportation and other ancillary services. **(OM,S)**
4. Analyze the various state reports that provide financial data on school districts. **(OM)**
5. Analyze a district budget and communicate the contents as they pertain to the school building level. **(OM, S)**
6. Critically evaluate the relationship between budget funding, equity, resource management and school performance. **(IL,OM,S)**
7. Analyze a school building budget and apply procedures for determining cost-effectiveness. **(OM,S)**
8. Plan allocation of resources to the goals of the school, focusing on the needs of the school and the use of limited resources to address those needs. **(IL,C,PD,OM,S)**
9. Study appropriate technologies to facilitate the financial management function. **(OM)**
10. Explain the allocation of funds and the connection to ethical leadership principles. **(C,OM)**
11. Define adequacy and equity in terms of budgeting for desired outcomes. **(IL,C,PD,OM,S)**

Assessment processes for course learning outcomes will include clinical experiences to accelerate hands-on learning, leading to a more relevant and rigorous internship. Examples include, but are not limited to: project-based learning; shadow studies; interviewing school leaders; simulations; case study analysis; collecting, analyzing and presenting data; writing position papers; action research.

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS

NM HOUSSÉ-P (Principal Evaluation Domains) Alignment

- (IL) Instructional Leadership**
- (C) Communication**
- (PD) Professional Development**
- (OM) Operations Management**
- (S) Scope of Responsibilities in Secondary Schools**

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS

DOMAIN: INSTRUCTIONAL LEADERSHIP

Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.

Indicators:

- 1.1 Works with all members of the school community to make quality instruction a prime focus.
- 1.2 Uses accountability literacy in making decisions about student success and achievement.
- 1.3 Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning.
- 1.4 Incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions.

DOMAIN: COMMUNICATION

Competency 2: The Principal uses communication and relationship-building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community.

Indicators:

- 2.1 Engages in honest and respectful interactions with all stakeholders to make thoughtful and objective decisions that demonstrate sensitivity and integrity.
- 2.2 Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success.
- 2.3 Supports an environment of inclusion and respect.

2.4 Communicates with others objectively, sensitively, fairly, and ethically.
2.5 Supports relationships that promote teaching and learning in the school community through communication skills such as speaking, writing, and active listening.

2.6 Communicates with all school and community stakeholders concerning current school issues and student achievement.

2.7 Maintains a continuous dialogue with decision makers who affect the school community.

DOMAIN: PROFESSIONAL DEVELOPMENT

Competency 3: The Principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the school community.

Indicators:

3.1 Identifies and assesses student and staff performance to inform professional development needs.

3.2 Uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create and provide appropriate professional development.

3.3 Implements comprehensive, integrated, and systemic ongoing professional development opportunities for faculty and community.

3.4 Supports reflection, sustained mentoring, and coaching as critical processes for professional growth.

DOMAIN: OPERATIONS MANAGEMENT

Competency 4: The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.

Indicators:

4.1 Manages the school campus to ensure that the environment is safe and clean for students and staff.

4.2 Manages the school budget to ensure that resources are maximized for student success.

4.3 Manages the day to day operations to maximize the efficiency of the school.

4.4 Complies with federal and state initiatives to maximize use of services and programs for which students are eligible.

DOMAIN: SCOPE OF RESPONSIBILITIES IN SECONDARY SCHOOLS

Competency 5: The middle school and high school Principal develops, supports, encourages and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the community.

Indicators:

5.1 Supervises co-curricular and extracurricular activities to engage all students.

5.2 Develops 21st Century skills throughout the curriculum.

5.3 Creates a student centered school environment and strengthens relationships among all stakeholders to improve student performance.

Interstate School Leaders Licensure Consortium (ISSLC) 2008 Standards

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- U. Collaboratively develop and implement a shared vision and mission
- V. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- W. Create and implement plans to achieve goals
- X. Promote continuous and sustainable improvement
- Y. Monitor and evaluate progress and revise plans

Standard 2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff development.

Functions:

- CC. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- DD. Create a comprehensive, rigorous, and coherent curricular program
- EE. Create a personalized and motivating learning environment for students
- FF. Supervise instruction
- GG. Develop assessment and accountability systems to monitor student progress
- HH. Develop the instructional and leadership capacity of staff
- II. Maximize time spent on quality instruction

Standard 3: An education leader promotes the success of every student by ensuring

management of the organization, operations, and resources for a safe, efficient and effective learning environment.

Functions:

- U. Monitor and evaluate the management and operational systems
- V. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- W. Promote and protect the welfare and safety of students and staff
- X. Develop the capacity for distributed leadership
- Y. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members responding to diverse to diverse community interests and needs, and mobilizing community resources.

Functions:

- Q. Collect and analyze data and information pertinent to the educational environment
- R. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- S. Build and sustain positive relationships with families and caregivers
- T. Build and sustain productive relationships with community partners

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.

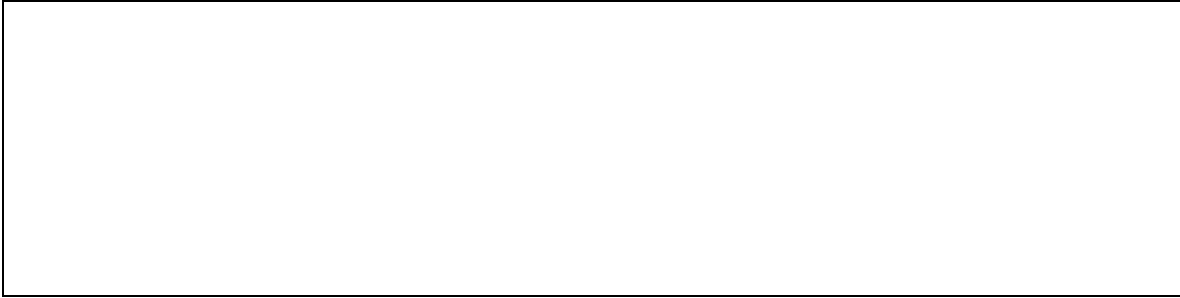
Functions:

- U. Ensure a system of accountability for every student's academic and social success
- V. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- W. Safeguard the values of democracy, equity, and diversity
- X. Consider and evaluate the potential moral and legal consequences of decision-making
- Y. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

Functions:

- M. Advocate for children, families, and caregivers
- N. Act to influence local, district, state, and national decisions affecting student learning
- O. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies



Doctoral Program Challenges

As indicated previously in this report, the Educational Leadership faculty face challenges in the delivery of the existing Ed. D. program. These challenges are as follows:

- A doctoral program which has admitted students at a higher rate than it has been able to graduate them (leading to unacceptably high doctoral advising loads for the limited numbers of tenure-track faculty)*
- The use of non-tenure track faculty to teach core doctoral courses*
- A population of students that is more diverse in terms of goals than the curriculum is able to serve*
- Many expectations from the broader University for this faculty to take leadership roles outside of their programmatic responsibilities*

Recommendations are that the faculty of the Doctoral program should revisit and sharpen the purpose of the Doctoral program in order to:

- *Ensure that courses address the diverse fields and career ambitions of students:
Will the doctoral program only focus on PK-12 leadership or will it be leadership in a broader sense in order to include areas like Higher Education Administration or possibly College Student Personnel?*
- *Ensure that all students develop a deep understanding of educational organizations and leadership and strong and demonstrable skills of scholarly inquiry and writing. Faculty needs to evaluate current courses and delivery methods, including the many electives, and create sequences of courses that will serve to carry students through a progressive learning process designed to yield on-the-ground leadership competencies. An audit of current courses is necessary to determine what is working and what is not.*
- *Consider starting a new cohort every other year (until you hire more full-time faculty, as a Doctoral program should have only full-time faculty teaching, either full-time from the program or sharing faculty from other programs on campus).*

This will then

- *Permit greater faculty attention to bringing all current students to completion of the dissertation*
- *Permit greater faculty involvement in research and publication*
- *Ensure more uniformly high student quality*

The Review Team believes that core the Educational Leadership faculty possess the expertise and the dedication to leadership development in the state to accomplish the

above tasks. They, however, need sensitive and persistent institutional support to see them through the four-phase process outlined above. It is likely to require several years to reconceptualize the program, redesign the curriculum, and ensure that UNM can support effective delivery. College leadership, with support from the Graduate School, will need to make this a priority as, in the present circumstances, the Educational Leadership faculty is so understaffed that it could not accomplish this improvement alone.

Once again, with the addition of three new full-time professors to the doctoral Program (two of them tenure-track), much of what the External Team here recommends has either been addressed, or will be in the near future. First, the recommendation that the Program decide on its focus for leadership study, in terms of the constituencies it serves, is complex in the New Mexico context. The primary focus of the Program is K-12 leadership, even if students from higher education often enroll. In my judgment what the Review Team implies is a false dichotomy. We in the Program believe that the study of leadership, drawing on the broad knowledge bases upon which it based, ranges across several fields of study. There is no particular Higher Education Administration focus in the Program, yet issues of High Education leadership surface regularly in the courses we teach and in the cases we use to study leadership. Our students, once they reach the dissertation stage in their doctoral work, often choose to study issues in the field of higher education. While we as a Program remain focused primarily on K-12 leadership, we are able to serve other fields as well, including “College Student Personnel” for example.

With the addition of new full-time professors to the Program, we will be able to bring a far greater number of students to completion of their dissertation work. And even though we have added a Northern Cohort, it is important to recall that we have, over the last year, doubled our capacity to work with these and other students. What's more, additional faculty will enable us to more evenly divide the burden of teaching and advising, as well as serving on College and statewide committees. What this means, as the External Team recommends, is that individual faculty will be able to become more involved in their own research and publication.

The doctoral faculty are addressing, and certainly will continue to do so in the coming years, the issue of curriculum revision, particularly in the area of educational organizations and leadership. This conversation has already begun; Dr. Pagán, one of our new hires is, for example, a specialist in educational organizations.

Developing “demonstrable skills of scholarly inquiry and writing” is intimately linked with admissions criteria. Raising the criteria for admission to the Program is a gradual process. Over the last two years, for example, we have witnessed a considerable increase in the quality and number of candidates we see applying to the Program. At the same time, the percentage of students we admit has declined. As a result, we are certain that the quality of graduate coming out of the Program in future years will be much greater.